

Exhibit A

Application Checklist

| # | Document | Page Limit | Format | Completed |
|----|--|----------------------------------|------------------------|-------------------------------------|
| | Proposal Overview | Use Template in <u>Exhibit B</u> | PDF | <input checked="" type="checkbox"/> |
| | Proposal (including Executive Summary) | 60 | MS Word or PDF | <input checked="" type="checkbox"/> |
| 1 | Applicant Group Resumes | None | MS Word or PDF | <input checked="" type="checkbox"/> |
| 2 | Statement of Economic Interest & Conflict of Interest Form (for each governing board member) | Use Template in <u>Exhibit C</u> | PDF | <input checked="" type="checkbox"/> |
| 3 | Education Service Provider Information | None | MS Word or PDF | <input checked="" type="checkbox"/> |
| 4 | Governance and Operational Structure | Use Template in <u>Exhibit D</u> | PDF | <input checked="" type="checkbox"/> |
| 5 | Network Business Plan (if applicable) | 5 pages | MS Word or PDF | <input checked="" type="checkbox"/> |
| 6 | Course Scope and Sequence | 30 pages | MS Word or PDF | <input checked="" type="checkbox"/> |
| 7 | Academic and Exit Standards | 15 pages | MS Word or PDF | <input checked="" type="checkbox"/> |
| 8 | School Calendar and Schedule | 10 pages | MS Word or PDF | <input checked="" type="checkbox"/> |
| 9 | Enrollment Policy | 10 pages | MS Word or PDF | <input checked="" type="checkbox"/> |
| 10 | Student Discipline Policy | 10 pages | MS Word or PDF | <input checked="" type="checkbox"/> |
| 11 | Grievance Policy | 10 pages | MS Word or PDF | <input checked="" type="checkbox"/> |
| 12 | Evidence of Support from Community Partners | None | MS Word or PDF | <input checked="" type="checkbox"/> |
| 13 | Governance Documents | None | MS Word or PDF | <input checked="" type="checkbox"/> |
| 14 | Statement of Assurances (only one form required) | Use Template in <u>Exhibit E</u> | PDF | <input checked="" type="checkbox"/> |
| 15 | Organizational Chart | 5 | MS Word or PDF | <input checked="" type="checkbox"/> |
| 16 | Start-Up Plan | 10 pages | MS Word, Excel, or PDF | <input checked="" type="checkbox"/> |

| # | Document | Page Limit | Format | Completed |
|----|--|--------------|-------------------------------|-------------------------------------|
| 17 | Insurance Estimate | None | MS Word or PDF | <input checked="" type="checkbox"/> |
| 18 | Budget Projections Workbook | Use Template | MS Excel (no PDF submissions) | <input checked="" type="checkbox"/> |
| 19 | Budget Narrative | 5 pages | MS Word or PDF | <input checked="" type="checkbox"/> |
| 20 | Existing Organizer Financials (if applicable) <i>n/a</i> | None | MS Excel | <input checked="" type="checkbox"/> |
| 21 | Academic Performance Workbook | Use Template | MS Excel | <input checked="" type="checkbox"/> |
| 22 | Litigation Documentation (if applicable) | 10 pages | MS Word or PDF | <input checked="" type="checkbox"/> |
| 23 | Entire Application (excluding items exempt from Indiana's Public Access Laws assuming prior written approval from Indiana's Public Access Counselor) | None | PDF | <input checked="" type="checkbox"/> |

Exhibit B

Proposal Overview

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

Name of proposed Charter School: GEO Next Generation Academy - Indianapolis

Proposed Charter School location:* Indianapolis, Indiana, 601 N. Shortridge Rd.; other locations throughout Indiana pursuant to replication.

**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: MSD Warren Township; others pursuant to replication

Legal name of group applying for Charter: GEO Academies, Inc.

Designated representative: Mr. Kevin Teasley

Contact Information (Phone & Email): (317) 536-1027; kevin.teasley@geoademies.org

Planned opening year for the school: 2020-21 (Indianapolis early college high school)

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.) Early College High School in partnership with IBE and Ivy Tech

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 | 9 | 150-200 |
| Year 2 | 9,10 | 350-400 |
| Year 3 | 9,10,11 | 550-600 |
| Year 4 | 9,10,11,12 | 750-800 |
| Year 5 | 9,10,11,12 | 750-800 |
| At Capacity | 9,10,11,12 | 750-800 |

Target student population (if any): High school aged students in the lower socio economic demographic of Indianapolis's far east side who seek an early college focus coupled with a performing arts theme; those attracted to other magnet (Shortridge, Attucks) schools or early college programs (Ben Davis University High School) who might not be able to access those programs, either because demand exceeds program capacity or because of geographical location constraints.

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: (None).

Authorizer(s):

Submission date(s):

Additional Information Required for Experienced Operators

Does the school expect to contract or partner with an ESP or other organization for Charter School management/operation?

Yes No

If yes, identify the ESP or partner organization.

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.

21st Century Charter School @ Gary. GEO Academies plans on replicating its early college high school program (grades 9-12) in Indianapolis and hopes to replicate the full K-12 21st Century Charter model (culminating with the early college program) in other communities throughout Indiana with its partners, Ivy Tech Community College and Indiana Black Expo, as community demand dictates.

Signature of Designated Representative

Name



Kevin Trashing

Signature

Date 3/1/19

GEO's Next Generation Academy

Executive Summary – Application to Indiana Charter School Board

Mission

Working with community partners, GEO Next Generation Academy serves previously underserved high school student populations through a rigorous and individualized, Early College/dual-credit curriculum designed to provide students with college and career pathways as well as support systems so that they will earn not only a high school diploma but also a significant number of post-secondary credits or career-certifications.

Vision

GEO Next Generation Academy Students receive rigorous instruction and academic and career support, enabling those students to acquire a high school diploma, thirty or more post-secondary academic credits, high-demand career certifications and workplace experience, all without incurring post-secondary debt; this radically improves the socio-economic trajectory of those students, generating a multigenerational return on public investment.

Educational Need and Target Population

Targeted community and student population – Indianapolis, with a focus on the far east side (cited by IFF as having the highest degree of educational need), high school aged students in impoverished zones who believe that post-secondary success is unattainable or unaffordable; students whose options are: (1) a traditional high school education in low performing schools, (2) private/charter schools designed to serve a different target population whose post-secondary pathways are aimed toward long term college participation with its associated expense (tuition and opportunity cost), or (3) drop out recovery and/or adult high school options that focus on high school diploma acquisition with perhaps a career certification.

Our experience in the Gary community illustrates that there is a broad market for an intense high school program that targets aggressive post-secondary credit acquisition (at school expense), intentional introduction to the post-secondary environment and its student culture, and a focused certification and work place learning program emphasizing high-demand/high-wage careers. 21st Century Charter at Gary has maintained a wait list of 500 students throughout the 2018-19 school year.

In Indianapolis, the range of high school options is broader, but the availability of those options to the students we will target is limited by the capacity of those existing options. Purdue Polytechnic will likely offer some form of dual enrollment with its partner, Purdue University; however, it does not have an institutional partner such as Ivy Tech that enables aggressive post-secondary credit acquisition in an affordable manner early during the high school career of a student. Demand for PPHS is strong. Herron High School operates as a college preparatory school with a pathway to post-secondary credit acquisition of Advanced Placement course credit. A sole focus of AP credit acquisition does not work well for our targeted student population.

There is significant evidence from the Enroll Indy report that student demand for strong college and career ready high school seats outpaces the supply of those seats throughout the IPS district. Application/match data from The Health Sciences and Teaching, Learning and Leading Academies at

Crispus Attucks High School, The International Baccalaureate Programme (IB) and the Visual and Performing Arts and Humanities Program (VPH) – both at Shortridge High School – show 1,798 applications generating 475 enrollments. Match rates for round 1 at both Shortridge options were 76%; those rates dropped to 0% in round 2 for the IB program and 12% for VPH. The round 2 match rate for the Health Sciences Academy at Crispus Attucks dropped to 16%. The round 2 match rate for the Teaching, Learning and Leading Academy fell to 36%.

These revealed preferences of high school enrollees illustrated in Enroll Indy's report indicate a strong demand for college and career readiness programming generally. In particular, there is a large demand/supply imbalance evident with Shortridge's programs.

This is important because GEO Next Generation Academy Students will be drawn from the same general demography as those students who attend IPS.¹ It is also important because of the location of each of the school's campuses. GEO Next Generation Academy will have a downtown campus on or near the main Ivy Tech campus – very close to Shortridge - and its Early College program will be attractive to those who may have been shut out of either Shortridge program. The school will also have a campus on the far east side at 601 North Shortridge Road, in partnership with Indiana Black Expo, on the site of the former Crossroads Bible College. Indiana Black Expo acquired this property, in part, to launch a visual and performing arts program targeted to high school and middle school aged students. We expect this access to Early College to be attractive not only to local area students and families, but also to those shut out of Shortridge's VPH program.

Community Engagement

GEO has been working diligently for almost two years to assess the need and community demand for a high quality Early College program with a presence on the east side of Indianapolis. As these community conversations evolved, GEO and Indiana Black Expo forged a strong working partnership to assess the feasibility of an east side Early College location and initiate early planning to more fully develop the concept and the plan for its implementation.

Concurrently, GEO and Ivy Tech began strategically formalizing what has up until recently been a loose working partnership in Gary. With GEO and Ivy Tech's track record in Gary used as a springboard, GEO and Ivy Tech began outlining a plan for further expansion of GEO's Early College model in Gary as well of introduction of the model to other Indiana communities in which Ivy Tech had a strong institutional presence, starting with Indianapolis.

Consistent with its community development work in Gary and in Baton Rouge, Louisiana, GEO seeks to be invited into communities seeking further educational support and options, rather than entering a market uninvited. Ivy Tech and Indiana Black Expo, two key community pillars in Indianapolis, have invited GEO to pursue the Early College model in Indianapolis through GEO Next Generation Academy. The approach outlined in this application is a replication of the successful Early College model used in Gary at 21st Century Charter, infused with additional opportunities in the visual and performing arts made available by the programmatic strategy being undertaken by Indiana Black Expo.

Education Plan and School Design

¹ GEO Next Generation Academy's east side campus at 601 North Shortridge Road is technically within the boundaries of MSD Warren.

Approach. As illustrated in greater detail in the full application, the education plan and school design of Next Generation Academy is a 9-16 Early College approach. This approach delivers a high school diploma coupled with the acquisition of significant, transferable credits toward an associate or Bachelor's degree, and the ability to achieve career certifications in high demand/high wage careers. All credentials acquired during a student's high school career, including those college credits and career certifications, are at no additional expense to the student.

Evolution. Next Generation Academy is just that: the next generation of the Early College educational model applied by GEO's 21st Century Charter at Gary. GEO started supporting dual enrollment in Gary in 2010. Since 2010, GEO's support of dual enrollment has evolved from supporting individual instances of it, to directing students toward it, to requiring it (the school's board set a requirement for the Class of 2022 of at least 24 college/career credits and/or a career certification prior to graduation) and developing an Early College model to support it. In 2013, 21st Century Charter had one student earn an associate degree before earning a high school diploma. Since then 16 students have joined the ranks, with one student earning a Bachelor's degree from Purdue during that time. The school expects nine students in the class of 2019 to graduate with an associate degree.

Results. GEO's 21st Century Charter at Gary (whose Early College program is the model for this application) boasts a college and career readiness rating of 80.5% - the highest in northwest Indiana and among the highest in the state. For GEO's students, however, the results are more tangible and quantifiable in terms of college credits earned, at no additional cost to the student or his/her family, while in high school. On aggregate, 21st Century Charter at Gary will graduate a class of 66 students in 2019; collectively, those students are expected to earn a total of 1250 college/career credits - nearly 19 college credits per graduate. That is the largest number earned by a graduating class in total and per student numbers.

The school expects its Class of 2020 (Juniors) to complete this school year with 535 college/career credits, nearly 10.5 credits per student. If this pace continues, those students will earn a total of 1350 college/career credits/certifications by the time they graduate in 2020 - a total of 26 college/career credits per student.

The school expects its Class of 2021 (Sophomores) to complete this school year 255 college/career credits, nearly 4 credits per student and its freshmen (Class of 2022) will have completed 60 college credits, about 1 credit per student.

Below is an accounting of dual enrollment participation rates for this school year (2018-19):

- ✓ 64 of 66 seniors have earned college/career credits;
- ✓ 44 of 51 juniors have earned college/career credits;
- ✓ 19 of 66 sophomores have earned college/career credits; and
- ✓ 6 of 74 freshmen have earned college/career credits.

Institutionalizing and Scaling. Academically, the work of GEO and Ivy Tech in Gary has yielded an integrated Early College approach, memorialized in a memorandum of understanding between the parties. This joint approach has developed the college and career pathways employed by 21st Century Charter, specific course sequences for dual enrollment/dual credit courses offered by the Early College program, and joint supports afforded to students both on the high school campus and on-campus at Ivy

Tech Northwest. (GEO has entered into a similar arrangement with Baton Rouge Community College in support of its Next Generation Academy in Baton Rouge, which is scheduled to launch in August of 2019).

GEO's Early College program ensures that students are adequately prepared for on-campus activity before they appear on campus. Entering 9th graders attend a summer academy to prepare them for the rigors of the Early College experience. During this summer academy, students participate in an initial Accuplacer assessment to provide information regarding academic readiness (or the need for additional remediation). Once a student's Accuplacer scores reach the level sufficient to predict success on-campus and counselor interaction determines that the student's social/emotional readiness is at a similar level, the student is encouraged to pursue his/her college and career pathway predominantly on the campuses of GEO's post-secondary partners.

This approach is intentionally designed, budgeted for and managed. That is, college tuition expense for dual enrollment/dual credit courses is engineered into the budget of the school with educator staffing, and its associated expense, directed toward the delivery of required high school courses not eligible for dual credit. GEO also devotes significant resources toward the counseling function to ensure that a student opts into appropriate college/career pathways, stays on track, and is prepared for assimilation into an on-campus post-secondary educational development when academically and socially/emotionally ready.

To sustain this approach, Next Generation Academy must make choices and trade-offs that more traditional programs do not have to, or choose not to. Athletic programs, if any, will be considered only if the demand for them develops organically and they are capable of being funded in a sustainable fashion. Other amenities such as a school-owned, on-site career/technical education centers do not exist because GEO's close working partnership with Ivy Tech affords it access to similar or better facilities at no additional expense. Transportation to and from a student's home will not be provided but, in lieu of that expense, GEO will provide transportation between the high school campus and Ivy Tech (and other higher education partners) several times per day.

Vision for Growth

GEO plans to open its Next Generation Academy - Indianapolis in August 2020 with up to 150 9th graders. Each successive year, through the 2023-24 school year, the Academy will induct 150-200 9th graders until full enrollment of 600-700 is reached. GEO expects to use two small campus sites for the Academy, one downtown on or near the Ivy Tech campus, and one on Indianapolis' east side in partnership with Indiana Black Expo.

As a network of schools, GEO will be working with its post-secondary institutional partners (Ivy Tech Community College and Baton Rouge Community College) to strategically replicate GEO's focused, Early College approach, in areas of demonstrated need and opportunity. This replication may include a full K-12 approach (in which GEO is an experienced operator) in the event there is a demonstrated need and/or opportunity at the K-8 level to ensure successful ongoing support of the Early College model. GEO will be working with Ivy Tech and Baton Rouge Community College during the spring of 2019 to identify communities in which to replicate, however, at this time, the parties have discussed the following growth events likely to occur during the next five years:

2019-20 school year (certain): significant increase in student count and programming at 21st Century Charter School at Gary; launch of GEO's Next Generation Academy (100-150 9th graders inducted into Early College) in Baton Rouge, LA.

2020-21 school year (proposed): launch of Next Generation Academy – Indianapolis in partnership with Ivy Tech and Indiana Black Expo.

2022-23 school year (proposed): launch of Next Generation Academy – Marion and Next Generation Academy – Anderson in partnership with Ivy Tech and Indiana Black Expo.

2023-24 school year (proposed): launch of Next Generation Academy – Michigan City in partnership with Ivy Tech and Indiana Black Expo.

GEO's expansion plans for Next Generation Academy will be developed in conjunction with its community partners and subject to the demand of particular communities/regions as well as GEO's then-current capacity to deliver a high quality school.

Governance and Leadership

GEO Next Generation Academy – Indianapolis, will be governed initially by the Board of Directors of GEO Academies, Inc., an Indiana Nonprofit Corporation that has applied for exemption from the I.R.S. In the event the School replicates through other communities throughout Indiana, additional boards representing those communities will be formed and will thereafter provide the governance function for the School(s).

The Board of GEO Academies, Inc. now consists of five (5) nonprofit veterans, two of whom helped launch 21st Century Charter School at Gary and one individual who leads Indiana Black Expo, one of GEO Academies institutional partners in this effort. Further information about the governance and management structure of this effort can be found in Section I of the narrative and further information about the School's board members, their backgrounds and qualifications, can be found in **Attachment 1**.

Section I: Evidence of Capacity

School Governance

Key Members and Qualifications (text) (Please refer to **Attachment 1** for resumes of members of the applicant group).

Governance Structure

GEO Next Generation Academy will be governed by the board of GEO Academies, Inc., a newly formed Indiana Nonprofit organization currently seeking tax exemption from the IRS as a public school. Please refer to **Attachment 13** for a copy of the organization's articles of incorporation and bylaws. This corporate structure is a familiar one for nonprofit charter school operators, but it is a new structure used by GEO to more effectively support the schools and communities it serves. This organizational approach was selected with two main goals in mind: (1) GEO's previous structure, if used to support additional schools, would run the risk of generating taxable income which would reduce financial resources needed to support GEO's schools, and (2) throughout its eighteen-year history of managing charter schools, GEO has acquired institutional knowledge and know-how for successful implementation of the Early College/dual enrollment model – a model that needs the discipline and quality control attributes that a centralized network can ensure.

GEO Academies, Inc. will be governed by a network board of directors comprised of representatives of each school community served by the network. Each school will operate as a disregarded Indiana single member Limited Liability Company (GEO Academies, Inc. as the sole member) with managers that will serve as the school's Board of Directors. Should GEO Academies, Inc. be fortunate to be authorized by the ICSB, it will form GEO Next Generation Academy-Indianapolis, LLC ("School") to hold the charter for its first campus.

This governance structure will enable GEO Academies, Inc. to ensure that its Early College model is implemented and operated with fidelity and that state and federal funds supporting the activities of the school are efficiently and effectively budgeted, spent and accounted for.

When formed and approved, the School will operate as a school board whose meetings and records are subject to Indiana's Public Access Laws found generally at IC 5-14. This board will: (1) Ensure that the mission of the school is pursued in compliance with Indiana law; (2) Monitor student performance and ensure that the school is meeting its academic performance goals; (3) Approve and monitor the school's annual budget; (4) Develop and sustain community, parent and student support for the school; and (5) Monitor school policies to help the school achieve its mission and educational program.

Upon charter approval, the School's Board will hold a monthly meeting on a mutually agreed upon day and time. The Board will meet on a monthly basis moving forward with a focus on authorization activities, start-up activities, and community outreach. The Board meetings will be posted 48 hours in advance and are open to the public per Indiana's Public Access Laws as described within IC 5-14.

The roles and responsibilities of the School's Board will include the general oversight of the fiscal management, basic education and policy development of the School. The Board will be responsible for the sound fiscal management of the non-profit which includes approval of the yearly budget, monthly

review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Indiana Statute.

Network and School Boards, Other Key Members of the Applicant Team

As described above, GEO Academies, Inc. will serve as a nonprofit network to ensure faithful implementation and the proper delivery of the Early College model for each Next Generation Academy. The Board of GEO Academies, Inc., and the other key members of the applicant team reflect individual and collective characteristics that are essential to the successful launch and continued oversight of a charter school. These individuals and their roles are reflected in the following table:

| Name | Represents | Role | Qualifications |
|---------------|----------------------------|--|---|
| Tanya Bell | Indiana Black Expo | Network and School Board Member | As CEO of Indiana Black Expo, Mrs. Bell has extensive experience and expertise in nonprofit leadership, governance and administration. She is a licensed attorney and administers a state-wide network of 13 IBE chapters. She is skilled in developing and maintaining lasting community partnerships. |
| Emily Burke | GEO Academies, Inc. | Key Staff – Director of Early College Model | With significant experience in higher education and work with Indiana’s Early College accreditation process and development of college and career pathways, Mrs. Burke works with Ivy Tech to develop and improve GEO’s Early College Program. |
| Alyce Butler | Independent | Volunteer Board Member | Mrs. Butler is a founding Board Member of 21 st Century Charter School at Gary, the school from which the Early College model was developed. |
| Arlene Colvin | City of Gary (independent) | Volunteer Board Member | Mrs. Colvin is a founding Board Member of 21 st Century Charter School at Gary, the school from which the Early College model was developed. |
| Emil Ekiyor | GEO Academies, Inc. | Key Staff - Director of Community Outreach and Workforce Development | Mr. Ekiyor develops and sustains community partnerships throughout the state on behalf of GEO. He secures workforce partnerships |

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|-------------------|---|--|---|
| | | | on behalf of GEO's schools which provide workplace learning and career readiness opportunities to GEO students. |
| Carlton Glassford | GEO Academies, Inc. | Key Staff - Chief Academic Officer for Northwest Indiana | Mr. Glassford is GEO's Chief Academic Officer for GEO's Gary schools (21 st Century, GMC East and GMC West). His efforts ensure the effective implementation of GEO's Early College model. |
| Dr. Katie Jenner | Ivy Tech Community College – VP of K-12 Initiatives | Network Board Member, Key Strategic Partner for the School's Early College Program | Dr. Jenner is a key thought partner for the development of the multi-campus partnership between GEO Academies, Inc. and Ivy Tech that is envisioned by this application. |
| LeaAnn Koekenberg | GEO Academies, Inc. | Key Staff - Director of Instructional Support | Ms. Koekenberg oversees GEO's K-12 curriculum and the instructional tools used to deliver them, ensuring proper alignment, effective remediation and comprehensive assessment. |
| Jeff Lozer | GEO Academies, Inc. | Key Staff – Chief Operations Officer | Mr. Lozer is a licensed attorney with over 20 years of experience in charter school governance, development and operations. |
| Jeff Ready | Scale Computing | Network and School Board Member | Mr. Ready is a successful entrepreneur and business owner who has a keen sense for the demand of students with college and career readiness attributes. |
| William Smith | Sextons Creek | Network and School Board Member | Mr. Smith has extensive successful experience in public affairs, public relations and government relations. |
| Dana Teasley | GEO Academies, Inc. | Key Staff – Network Finance and Operations | A licensed attorney, Mrs. Teasley oversees the Network's Legal and Finance functions and provides GEO's schools and school leaders with key strategic support in those areas and in the area of general administration, including SPED. |

| | | | |
|----------------|----------------------------|---|--|
| Kevin Teasley | GEO Academies, Inc. | Key Staff – CEO of Network and Applicant Representative | Mr. Teasley is the founder of GEO and the applicant representative, he has successfully launched, supported and sustained quality public charter schools in Indiana for over seventeen years. |
| Caleb Westberg | Ivy Tech Community College | Key Strategic Partner for the School's Ongoing Development and Execution of College and Career Pathways | Mr. Westberg is a key thought partner in the evolution of the Early College program of 21 st Century Charter at Gary; he is the co-author (with Mrs. Burke) of customized college pathways used by 21 st Century Charter at Gary and Ivy Tech Northwest. |

Network and School Board

GEO Next Generation Academy – Indianapolis, has assembled the following governing board.

| Name | Qualifications |
|---------------|---|
| Tanya Bell | As CEO of Indiana Black Expo, Mrs. Bell has extensive experience and expertise in nonprofit leadership, governance and administration. She is a licensed attorney and administers a state-wide network of 13 IBE chapters. She is skilled in developing and maintaining lasting community partnerships. |
| Alyce Butler | Mrs. Butler is a founding Board Member of 21 st Century Charter School at Gary, the school from which the Early College model was developed. |
| Arlene Colvin | Mrs. Colvin is a founding Board Member of 21 st Century Charter School at Gary, the school from which the Early College model was developed. |
| Jeff Ready | Jeff as CEO and Founder of Scale Computing, a leader in edge computing innovation, |
| William Smith | Bill is President and CEO of Sextons Creek, a prominent governmental relations firm. Previously, he served as chief-of-staff for then-Governor Mike Pence. |

As the Network adds additional Indiana locations, it will add board members that are representatives and community leaders in the communities they serve.

Both the Board of GEO Academies, Inc. (network) and the Board of GEO Next Generation Academy-Indianapolis, LLC (School) will be governed by and subject to a conflict of interest policy that conforms to the requirements of the ICSB, the Indiana Nonprofit Corporation Act and the requirements for

organizations described in IRC Section 501(c)(3). The School will operate in a manner in which its the Board of Directors adhere to the following core beliefs:

1. The Board will strive to make decisions that produce a culture of responsible citizens who are prepared and informed to continue to college or a career;
2. The Board will maintain policies and practices that identify and properly compensate the many professionals who are developing students holistically;
3. The Board will maintain a financial plan that recognizes the need to deliver quality graduates at the best possible value to the taxpayer; and
4. The Board is committed to transparency and will allow all stakeholders to participate and review procedures, policies, and actions discussed and adopted by the board.

All actions taken by the governing board will adhere to the principles and core beliefs above. When contemplating entering into a transaction or arrangement, the Board of Directors will consult the Conflict of Interest policy to determine if any conflict exists. In the event a conflict does exist, the transaction or arrangement will be voided. Any motion to approve transactions, policies, etc., will be discussed in the frame of the adopted code of ethics to determine if the final decision is good practice and ensures high academic standards, champion free-market principles, create a financially sustainable school, and provide effective oversight. Please refer to **Attachment 2** for signed Conflict of Interest disclosures by the board members of GEO Academies, Inc.

Advisory Bodies. The School's Board will have six standing committees. These advisory bodies will report to the Board of Directors at monthly meetings. The committees include:

The Executive Committee will be composed of seated board members who are elected officers of the Board (president, vice president, secretary, and treasurer). The role of this committee will be to execute the duties of the board as directed by the board. These duties may include, but are not limited to, hearing appeals, reviewing potential conflicts of interest, seeking business partnerships, etc.

The Finance Committee will consist of the Board Treasurer, a network finance representative (from GEO Academies, Inc.), and the Head of School and any other persons as appointed by the board chair. The main duty of this committee will be to establish the school budget and oversee the implementation of that budget. The network finance representative or its designee will report directly to the Board at each meeting of the Board.

The Nomination Committee will be made up of seated board members and members appointed by the board chair. The main function of this committee will be to evaluate the representative needs of the board and supply a slate of candidates to fill any vacated seats that are Board appointed. The committee will prepare a slate of candidates for the annual board meeting.

The Development Committee will be responsible for any major fundraising activities of the school. The school will have at least one major fundraiser during each school year. The Board Treasurer will be a member of this committee but will not be required to chair this committee. The principal will act in an advisory capacity as a voting member of all standing committees.

The Academic Committee will be responsible for ensuring the school maintains high academic standards and that students are reaching academic goals. The committee will be comprised of the Head of School, Lead teachers and an academic representative from GEO Academies, Inc.

The Operations Committee will be responsible for the daily operations of the school and ensure that the building is being properly maintained. The committee will be comprised of the Head of School, a representative of GEO Academies, Inc., and a community-based board member of the school.

Objection/Complaint Process. GEO Academies, Inc. believes each student is an exceptional individual with unique personal, social, and educational needs. As a result, every academic and disciplinary situation has extenuating circumstances in which both sides should be heard. Consequences for misbehavior and poor academic performance provide the best learning value when matched to the individual student's specific situation. The odds of students learning from their mistakes increase dramatically when they see a reasonable connection between their behavior and resulting consequences. The staff dedicates itself to following a set of core beliefs that provide a framework for dealing with academics and student discipline. Just as academic programs are individualized, no two students or any discipline issues are the same, so the staff uses situational circumstances to inform discipline policy decisions.

Because these core beliefs provide the guiding tenets for professional decisions, GEO Academies, Inc. staff encourages parents and community members to bring concerns and questions to the administration team in the event that staff operates in ways that appear to be inconsistent with these core beliefs. If a student and/or parents still have unresolved issues or feel that they are being treated unfairly, GEO Academies, Inc. staff will ensure all due process procedures are followed to the letter of the law. (A due process hearing does not need to be formal in nature. It is simply a time for concerned individuals to meet and share information related to the situation in question. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequences to be unfair, the consequences may be changed or eliminated to better fit the unique situation). If an informal due process hearing does not alleviate the situation, parents or students will be encouraged to complete a due process form made available to anyone upon request. The due process request form will be forwarded to the Board of Directors, which will in turn place the request on the agenda for the next scheduled board meeting. The Board of Directors will review the request, hear from the individuals of all parties involved, and make a final decision on how the situation will be handled.

Head of School Qualifications and Selection

The Network, drawing from its experiences of supporting the Early College program at 21st Century Charter as well as best practices, has developed the job description for the Head of School included in **Attachment 1**. In summary of those requirements, the following criteria are essential for the position:

- The Head of School must understand the Early College model, the required course scopes and sequences for core high school classes, remedial or transitional requirements and dual enrollment/dual credit course and credit acquisition.
- The Head of School must be a champion of a college going culture, believing that the School's students are capable of acquiring significant college credit while in high school and convincing students, parents and staff that doing so is not only possible, but expected.
- The Head of School must hire, staff, manage and evaluate the School's staff (instructional staff evaluations will be those used within the TAP framework) as well as maintain effective communication and engagement with the administrative service team provided by GEO Academies.

- The Head of School will be the point person for the School's community engagement efforts, both within the school community (students, instructional staff and parents) and within the broader community of stakeholders that support the School.

The Network will be responsible for the evaluation of the Head of School; the Head of School will be responsible for evaluation of staff serving the School.

The Network and individuals representing the Network's strategic partners, have started the process of identifying individuals to recruit for the Head of School and have had initial, exploratory discussions with a few candidates. This preliminary recruitment will continue throughout the charter application process. If authorized, this recruitment effort will expand its reach through posting of the position description included as **Attachment 1** will be posted throughout the domains that the Network has successfully utilized in previous recruitment efforts. As suitable applicants are identified and initially vetted, they will be interviewed by a hiring committee comprised of Network Key Staff, Ivy Tech representatives, Indiana Black Expo representatives and representatives from other community partners, including individuals serving as Network or School Board Members. These interviews will take place during the June 1, 2019 to December 1, 2020 timeframe, with a successful applicant extended a formal offer in January 2020. The Network will employ the Head of School for up to six months prior to the first day of classes.

Staff for Pre-Opening Leadership and Activities

GEO Academies, Inc. ("Network"), shares the administrative team of Greater Education Opportunities, Inc. ("GEO"). GEO has supported and managed several successful charter schools in Indiana and other states and has assembled an administrative team that has substantial expertise in and experience with preopening activities needed to successfully launch or re-launch schools.

Pre-opening activities for the School will commence immediately upon authorization and intensify during the January/February 2020 timeframe. GEO has adopted the practice of hiring a new Head of School six (6) months prior to the first day of school and the Network will maintain this practice to ensure proper acclimation and onboarding of the Head of School and his/her staff.

The Network and School will adopt all existing policies and procedures developed over GEO's seventeen-year history of operating and managing schools. The Network and its staff are very familiar with the ICSB's pre-opening requirements and they will ensure the proper set-up and installation of all back office systems on behalf of the School; the Network will also assist the School with the set up and the slight modifications to the IBE facility that will be needed for the School's ongoing operations as well as help the School complete other pre-opening items on the ICSB's checklist.

This one-time pre-opening work will permit the Head of School to immediately begin finalizing the School's staff recruitment efforts, on a timetable in which the School will be making offers during the February/March 2020 timeframe.

The School will adopt the Network's Early College program and its associated curricular materials and supports. The School and the Network will train the School's instructional staff during the spring and summer of 2020, with intensive professional development sessions during the three weeks preceding the first day of school.

In addition to those staff previously mentioned, the following GEO/Network Staff will be available to the School as needed and, in particular, during the pre-opening timeframe:

Rick Elliott – Tech Support Engineer

Reena Gupta – Accounting Manager

Lisa Hatke – PowerSchool Administrator/Compliance Officer

Jeffrey M. Lozer – Chief Operations Officer

Michelle Moore – Accounts Payable Manager

Kathy Pitts – Chief Accounting Officer

Connie Pulliam – Manager of Human Resources

The interaction between board, school and network staff is referenced in **Attachment 4** and **Attachment 15**.

Education Service Provider

School will not contract with an ESP

The School will receive services from GEO Academies, Inc. as part of the GEO Academies Network. These services are those that are provided by GEO Academies' sister organization, Greater Education Opportunities Foundation, Inc. as described in **Attachment 3**. Please also refer to completed Exhibit D.

Network Vision, Growth Plan and Capacity

Please refer to **Attachment 5**.

Section II: School Design

Education Plan

Innovation

The GEO Academies educational model, grounded by mission-critical principles, is designed to arm students with the skills they will need to earn not only their high school diploma, but to also excel at the collegiate level. To achieve this, GEO Academies uses successful teaching methods and technology in a multi-campus environment, with remedial instruction and early high school level courses and credits taught in a high school setting and higher level courses available on a college campus via dual enrollment. This series of sequences and transitions promotes learning tailored to each student. The cornerstone of GEO Academies education plan is its Early College program, a model that offers high school students—regardless of past achievement—a rigorous, yet supportive environment. With high expectations and a continuum of supports in place, students are able to achieve academically, personally, and socially, all at an accelerated – but individualized – pace.

The Early College model has been adopted by schools across the nation in order to give students the opportunity to earn college credit while simultaneously earning a high school diploma. Early Colleges

(EC) give students a head start on the rest of their lives as they allow students to earn up to two years of credit toward a bachelor's degree or even an associate degree. The model was designed to serve low-income young people, first-generation college students, English language learners, and students of color, all of whom are statistically underrepresented in higher education and for whom society often has low expectations for academic achievement.

Early College has been extensively studied and has been found to have a significant impact on high school achievement and college degree attainment across all student populations. In addition, research shows that EC is effective at improving students' non-cognitive abilities, enhances engagement, and mitigates effects of poverty. Multiple studies conclude that EC students are more likely to graduate high school, enroll in college, and earn a degree, regardless of gender, race/ethnicity, family income, prior achievement, and first-generation college-going status.²

Traditionally, Early Colleges were located on college/university campuses but the model has transitioned over the years as schools adapted the guiding principles of the model to meet the needs of their student populations. Now EC programs are often delivered in a student's home high school through dual credit or dual enrollment courses, or students travel to college campuses for course delivery. The GEO Academies Early College Model is distinctive in that students take a combination of core high school courses taught by teachers employed and based at the high school as well as college courses that are taken alongside traditional college students on the college campus. This combination of high school and college courses enables students to receive their diploma and graduate from high school, all while earning significant college credit. Results of a lottery-based randomized trial of ECs located on college campuses demonstrate that EC is a powerful tool to improve outcomes for underrepresented students. This research proved EC students are more likely to graduate from high school, enroll in college, and earn college degrees than comparison students; results were consistent across student subgroups. (AIR study).

GEO Academies is committed to this model because it exposes high school students, who might not otherwise enroll in higher education, to the college environment. This demystifies the college experience and propels students toward degrees – in a condensed amount of time. This helps the students, many of whom will be the first generation in their families to attend college, to gain confidence in their abilities, to stay in school and succeed, and to transition seamlessly from high school to college. GEO maintains close partnerships with local colleges and universities which benefits our students as they earn permanent college credit.

To shrink the gap between college aspirations and attainment, GEO schools prepare students to participate in our Early College program beginning as early as the summer prior to 9th grade. During this summer academy, students are given the *Accuplacer* assessment to determine college readiness. If they successfully pass one or more sections of that assessment, they are provided academic counseling, determine the initial career/college pathways they wish to pursue and are scheduled into appropriate coursework. If a student does not pass the *Accuplacer* assessment, he/she is provided counseling and a remediation plan. This ensures that rigorous education and attentive counseling is provided, under a

² Early college, early success: Early College High School Initiative impact study. American Institutes for Research and SRI. (2013). Washington DC: American Institutes for Research. Retrieved from <http://www.air.org>

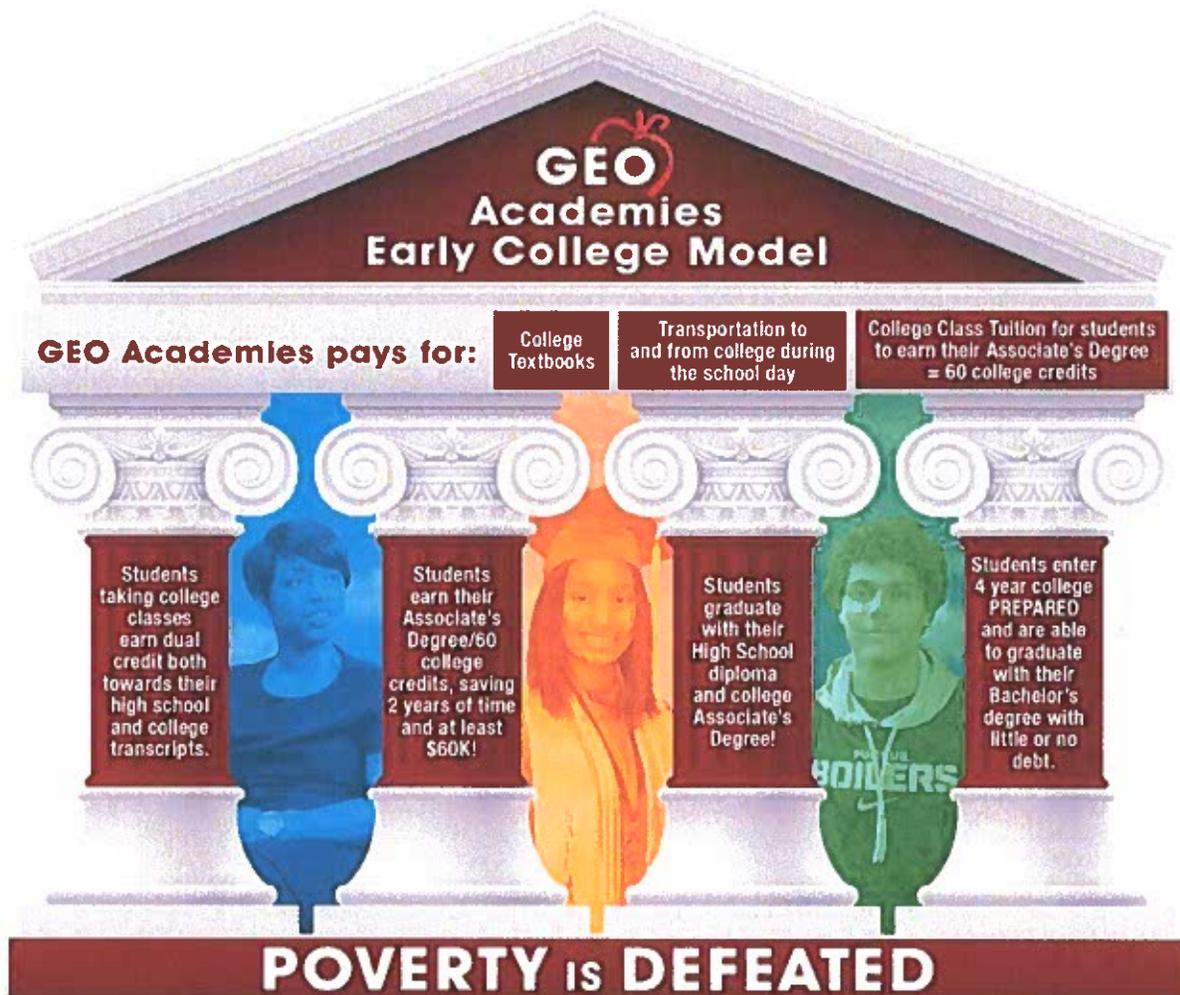
specific timetable, to prepare the student academically and socially for the on-campus college experience.

This focused preparation and college/career planning and execution afford participating students the opportunity to earn 60+ college credits while simultaneously earning their high school diplomas. Through partnerships with local institutions of higher education, GEO makes the college experience real by not only engaging students in rigorous coursework, but also fully integrating them into the social experience through participation in on-campus college classes. To ensure our student's hard work pays off, a dedicated team of school leaders, teachers, and counselors works to ensure students and families are fully supported as they apply for financial aid and complete the necessary steps to enroll in college. Our wraparound supports are designed to ensure all students transform the credits they earn in high school into poverty-busting degrees from accredited two- and four-year universities. By providing the Early College model, GEO turns obstacles into opportunities and helps to remove the academic, financial, and psychological barriers that prevent too many students from advancing to and succeeding in college.

While the GEO model focuses on the continuum of K-12 success with an emphasis on the acquisition of credits, it is still subject to the Indiana accountability model governing traditional high schools.

Curriculum and Instructional Design

The design of GEO Next Generation Academy – Indianapolis follows GEO’s core belief that *all roads lead to college*.



While the Early College model we have successfully implemented is easy to understand, it requires a school design that is complex and that supports the transition of academic content from traditional secondary to post-secondary AND the transition to a college going culture that a college campus affords.

GEO’s instructional design framework produces exceptional academic results for all students while ensuring all students meet or exceed the Indiana College and Career Ready Academic Standards. With the Early College model at the heart of this framework, GEO Academies will provide a rigorous academic experience, solid preparation for post-secondary success – whether college or career-ready – and provide immersion in the culture of higher education and the workplace. GEO’s comprehensive curriculum drives superior educational outcomes and expands students’ pathways to success through college and career.

Students' ninth and tenth grade years at Next Generation Academy will be a traditional, classroom-based high school experience. Classes are kept at a manageable size, typically between 18 and 32 students. Teachers utilize any number of the methods of blended learning, including station rotations, individual rotations, flipped classrooms, and virtual instruction. A rigorous core curriculum, comprised of the peer-reviewed Great Minds Institute's Eureka Math and Wit and Wisdom ELA curricula (see below for additional detail), is delivered by teachers who receive in-depth training in understanding and executing the lessons. Teachers are expected to prepare lessons after annotating the curriculum and adapting the lessons for their students' abilities. Employing the "gradual release of responsibility" teaching framework, teachers first model the instructional task ("I do"), then move the students to group practice ("We do"), and end with students demonstrating independent mastery of the task ("You do"). This produces students who are confident in their abilities, becoming independent learners, a critical key to the transition that takes place after their sophomore year, when it is expected that close to 100% of a student's instruction during the junior and senior years will take place on the college campus.

Curriculum Overview

Please refer to **Attachment 6** for the School's curriculum scope and sequence. Next Generation Academy, like all GEO Academies, will use Eureka Math – also known as EngageNY – as their school math program. Eureka Math is a complete PreK-12 math curriculum that sequences math into logical progressions through expertly crafted modules. Aligned with Indiana State Standards, it provides a rigorous, focused, and relevant approach to content delivery and skill development. Eureka Math provides teachers with a comprehensive suite of innovative curriculum, in-depth professional development, books, and support materials. It is a program that connects math to the real-world and helps students develop confidence in their math skills, and features visual representations and modeling strategies to help students solve complex problems, a consistent concrete-pictorial-abstract progression, and strong development of conceptual understanding, place value, and computational fluency. This enables students to understand the "how" as well as the "why" of math concepts, as evidenced by their performance on state assessments in mathematics.

The ELA platform, Wit & Wisdom, is centered on novels and texts, rather than "readers." This enables students to master essential literacy skills – including reading, writing, speaking, listening, grammar, and vocabulary – using books and stories that relate to their lives and that engage, rather than bore, them. In addition, students in the 9th and 10th grades are taught notetaking skills to transition them to the lecture format of the college courses they will encounter their junior and senior years. Teachers also utilize more research and writing projects in 9th and 10th grade that more genuinely reflect the work required in a first year college composition course.

Teachers in other core and elective courses work closely with one another to ensure that lessons and topics relate to one another, allowing students to draw parallels between what they learn in literature and social studies, history and math, and even in art and science. This interdisciplinary approach further prepares students for the rigor of their college courses and ensures that they will be able to think about subjects in nuanced and informed ways.

Technology and Individualized Learning

With GEO's model, students spend a portion of their day engaged in online learning. GEO Academies partners with Edgenuity, a high-quality provider of online digital curriculum to not only supply rich online content aligned to Indiana State standards, but also to provide extensive professional development in the use of online instruction and learning activities. As such, Edgenuity supplies many of the essential components that make up the foundation of a comprehensive approach to implementing flex and rotational blended learning models in GEO's classrooms.

Edgenuity is a perfect example of GEO's belief that much of our success with individualized learning has been a portfolio approach to software adoption and implementation. Through the implementation of both prescriptive and adaptive blended learning software, GEO has been able to increase its ability to provide tiered levels of intervention for all students, thus empowering a greater number of students to "catch up," "keep up," or "speed up." We believe that calibrating instruction to meet the individual pace and needs of students enables each student to master the skills they need to meet established academic standards – but only when they are ready and at their own pace.

In 2013-2014, GEO fully implemented individualized learning, including rotational and flex blended learning, at all of our current campuses in grades K-12. This model allowed us to better individualize and support the attainment of a rigorous standards-based curriculum, leverage the time of our teachers to provide targeted small group and individualized instruction, and accelerate our gifted learners. It is fundamental to the realization of our core belief that all students should be afforded a tailored and rigorous curriculum designed to help them achieve success through college and beyond. GEO adopted individualized learning not just as another initiative, but as a purposeful and fundamental design element of our instructional model with the goal of accelerating learning towards college and career readiness. To us, individualized learning represented an opportunity for our schools to better position themselves to reach the right students with the right resources and interventions at the right time.

It is important to note that GEO employs a full time Director of Instructional Technology to support schools with the implementation of individualized learning and associated software. In addition to providing Edgenuity, we strive to provide additional technology-based opportunities, including Khan Academy, Odyssey, and other online libraries. We utilize G-Suite (Google Classroom, Google Docs, etc.) to ensure seamless collaboration and integration of work for all instructional and administrative staff.

Staffing & Professional Development

GEO recognizes that the quality of the individual classroom teacher is the single most important in-school factor affecting student achievement results. On average, our *most* effective teachers help students achieve between 1.5 and 2.0 years of growth in a single academic year. Given the impact these teachers have on our students' lives, GEO places a great deal of importance on recruiting, developing, and retaining highly effective educators.

To staff our schools, GEO believes in indigenous leadership, and seeks teachers and administrators who are embedded in their community and have a deep connection – and, thus, commitment – to local students and families. School leaders are charged with partnering with local agencies to identify teaching staff (for example, in Baton Rouge, GEO partners with New Schools Baton Rouge to recruit teachers), as well as being responsible for building relationships with teacher preparation programs in

order to create a pipeline of highly qualified candidates. Additional recruitment strategies include a calendar of job fairs throughout the spring and summer and word of mouth – our commitment to the communities in which we operate is often our most effective draw for teachers seeking to align their passion with our mission.

In 2013-2014, all GEO Academies implemented TAP, The System for Teacher and Student Advancement. We leverage this program to attract and retain talented educators excited about the opportunity to participate in a rigorous job-embedded professional development program, receive performance-based compensation, and advance their careers from novice, to career, to mentor and master teachers prior to going into administration in our schools.

Using the TAP frameworks, our qualified teachers are able to benefit from approximately 12 hours of professional development and support per month—and sometimes more. Professional development is spread through weekly Cluster meetings with a Master teacher, individual meetings with a Mentor or Master teacher, classroom observations, and follow-up meetings. Support for teachers is individualized based on each teachers’ strengths and needs. The Professional development calendar and events are developed each year based on teacher needs—there is no cookie cutter schedule that is re-used repeatedly. Master and Mentor teachers are invested in the growth and success of all teachers in the classroom and assess progress of students through data, guiding teachers to create plans and classroom cultures that lead each teacher to success.

Each school sets growth goals for the entire school, including state test score goals and End-of-Course Assessment score goals for students. In order to meet these goals, master and mentor teachers provide extensive support and professional development to all teachers, starting from their first year. GEO Academies sets high expectations, and we provide a high level of support in order to meet these goals. We are a data-driven school—we use qualitative and quantitative data to inform professional development and support based on each teacher’s individual needs.

GEO Academies also provide professional development and team building before the school year begins. Two weeks before school begins, the leadership team, consisting of the Principal with the Master and Mentor teachers, leads professional development and preparation for the upcoming school year with the entire school staff. Instructional staff attend Teach Like a Champion professional development opportunities, with all costs absorbed by GEO. Teach Like a Champion is a complement to the TAP System and provides teachers and staff with a shared understanding of practices, language, and a practical framework for achieving impressive results with students.

As a school network that utilizes the TAP system, we create a career advancement pathway for all teachers, which rewards teachers for continuous improvement of their craft over time. Our TAP system offers an aggressive bonus structure for Mentor and Master TAP teachers and principals. Career Teachers are offered the opportunity to progress in their professional career through advancement through the TAP system, resulting in performance based raises and promotions. Teachers who participate in the TAP system are eligible for career advancement and additional compensation.

The most significant instructional strategy to be implemented in the Next Generation Academy is through the adoption of the specified curricula. One of the most significant issues that students from high-poverty, low education backgrounds face is their deficit of “common” or background knowledge. Students who lack facility of common knowledge are likely to struggle with text in a meaningful way –

missing key contextual cues and grasping only the most surface of interpretations or understanding. This greatly disadvantages these students on standardized tests, including State GQEs and high stakes, college entry exams. GEO's adoption of the Wit and Wisdom curriculum enables students to develop a wealth of background ("common") knowledge over the course of their academic career, easing the transition to college-level academic work and enabling them to compete on all forms of high stakes tests.

In addition, teachers are trained to use spiral learning based upon daily objective mastery. Complex ideas are presented in a way that mitigates overwhelming students by breaking up the material so that understanding and proficiency grows over time. Central to spiral learning is a consistent "revisiting" of topics or subjects over the course of a student's career, with an increase in the complexity or "difficulty" level of the topic each time it is revisited. Finally, relationships between prior knowledge and new knowledge are drawn by the teacher so that context is clear and relatable to the student. This notion of reinforcing knowledge equips students with a firm understanding that can be explored over and over again, and even applied to different subjects or learning objectives. The results are students who can analyze subjects in complex ways – an ability that will serve them well as they transition to college-level academics.

While there are no significant educational features that differ from our current model, GEO wants to be clear that Next Generation Academy is an evolution of what has come before (and is currently being implemented in our other Academies), as this is a much more intentional implementation of our model. Our model has evolved over the course of several years and what we propose for this school is the culmination of lessons learned and best practices being honed. We anticipate that this school will avoid some of the hiccups we experienced in the growth of our current high school because it is a clear, focused, "off-the-shelf" model that can be implemented with fidelity.

Pupil Performance Standards

Please refer to **Attachment 7** for the School's academic and exit standards.

Graduation Requirements

The School will hold students to the highest performance standards consistent with Indiana's diploma requirements. The Core 40 Diploma is the default diploma track that all students will begin on; students will also have the option of earning a Core 40 with Academic Honors OR a Core 40 with Technical Honors. (There are provisions for students who are better served by a general diploma.)

Minimum required courses for the Core 40 Diploma:

- English—8 credits (must include a senior composition course)
- Mathematics—6 credits in Algebra 1/2, Geometry 1/2, and Algebra 3/4. Six math credits must be earned between grades 9-12. CORE 40 STUDENTS MUST TAKE A MATH OR QUANTITATIVE REASONING COURSE EACH YEAR IN HIGH SCHOOL.
- Science — 6 credits in science:2 credits Biology and 2 credits Chemistry OR Physics, OR Integrated Chemistry-Physics
- 2 additional credits from any Core 40 science

- Social Studies — 6 credits distributed as follows: 2 credits U.S. History, 1 credit U.S. Government, 1 credit Economics, 2 credits World History OR Geography & the History of the World
- Physical Education — two credits required
- Health — 1 credit
- Speech — 1 credit

Choose elective courses to explore career and college opportunities from the preceding list or the following to total 46 credits:

World Language; Fine Arts — Performing and/or Visual Arts; Computers — Computer Applications, Computer Programming; Career Areas — At least 6 credits in a logical sequence from Business, Family and Consumer Sciences, or a Technical Education area

AND

Pass the state graduation exam.

Core 40 with Technical Honors Diploma

To be eligible for the Core 40 with Academic Honors Diploma students must:

1. Satisfy all requirements for Core 40 Diploma PLUS:
 - a. Complete an additional year of math (beyond Algebra 3/4)
 - b. Complete two Fine Arts credits (either visual or performing arts)
 - c. Earn 6-8 World Language credits (6 credits in one language or 4 credits each in two languages)
2. Earn a cumulative 3.0 or higher grade point average
3. Earn a minimum of 48 credits in courses on the transcript
4. Earn a grade of "C-" or above in courses that will count toward the diploma
5. Pass the state graduation exam
6. Complete ONE of the following:
 - a. Earn 4 credits in 2 or more AP courses and take corresponding AP exams.
 - b. Earn 6 verifiable, transcribed college credits in dual credit courses from the dual credit approved list.
 - c. Earn 2 of the following:
 1. Minimum of 3 verifiable, transcribed college credits from the approved dual credit list.
 2. 2 credits in AP courses and corresponding AP exams
 - d. Earn a combined score of 1250 or higher on SAT and a minimum of 560 on Math and 590 on EB Reading and Writing.

- e. Earn an ACT composite score of 26 or higher and complete writing section.
- f. Earn 4 credits in IB courses and take corresponding IB exams.

Core 40 Diploma with Technical Honors

For the Core 40 with Technical Honors Diploma students must:

1. Complete all requirements for Core 40 PLUS:
2. Earn 6 credits in the college and career pathway courses and one of the following:
 - a. State approved, industry based certification or credential or
 - b. Pathway dual credits resulting in 6 transcribed college credits
3. Earn a grade of "C-" or above in courses that will count toward the diploma
4. Earn a cumulative 3.0 or higher grade point average
5. Complete one of the following:
 - a. Any one of the options A-F of the Core 40 with Academic Honors Diploma
 - b. Earn designated score on WorkKeys Assessment
 - c. Earn designated score on *Accuplacer* Assessment
 - d. Earn designated score on Compass Assessment

In addition, the School Board of 21st Century Charter School at Gary voted to require the following additional requirements for graduation for all students, beginning with the Class of 2022:

- All students shall complete, at a minimum, all requirements outlined by the State of Indiana for a "Core 40" diploma.
- All students, beginning in 7th Grade, shall attempt to pass the "*Accuplacer*" college entrance/placement exam. Students shall take advantage of all remediation opportunities, including Summer School opportunities, until they are able to pass at least one section of the test, so that they are able to begin taking College Credits (CC) by their 9th Grade year.
- All students shall complete a minimum of 24 CC in order to qualify for a 21st Century Charter School diploma. This may be completed at a rate of 3 per semester for the student's high school career, 6 per semester for the student's 11th and 12th grade years, or at whatever combination the student chooses.
- While the Board of Directors requires 24 credits as a minimum, it strongly encourages all students to reach for 60 credits and the achievement of an associate degree.
- Given the rigor of CC courses, students who are unable to begin taking these advanced courses by the end of their 10th grade year shall not be advanced to 11th grade until they have passed the *Accuplacer* and are able to begin taking CC courses as part of the 11th Grade curriculum, as it is

anticipated that students will be unable to complete the 24 course requirement in under two years.

GEO Academies will replicate this policy at Next Generation Academy, with an emphasis on students earning the Statewide General Education Core (STGEC – 30 credit hours), an associate degree, or certificate or technical certificate.

GEO Academies have an established process for calculating grade point averages (GPA) and dictates what is included on a student's transcript. To determine GPA, guidance staff totals all earned points (based on a four-point scale), including grade-weighted courses. The total is divided by the number of attempted credits. For students who have taken grade-weighted courses, their GPA is adjusted upward using the following formula: 0.167 multiplied by the number of semester grade weighted courses taken divided by the number of semesters of high school completed. This quotient is then added to the unweighted GPA. GPA's are automatically calculated by PowerSchool. For dual credit courses, students receive 2 credit hours and the grades earned received weighted GPA points. Weighted courses are given a 1.0 additional grade point weight (regular course= C= 2 pts; dual credit=C=3 pts).

Transcripts are to include: student's name; STN (student ID); grade level; DOB; gender, Parent/Guardian information, all high school grades earned by the student from the very first high school course taken (no matter the grade when taken); State testing results, ACT scores, or SAT scores; Diploma type; GPA; credit hours earned; class rank; community service hours; school grading scale; school's address, phone number, and fax number; and signature of Proper School Official.

College and Career Readiness

GEO is committed to preparing our students for success after high school – whether that success is matriculation at a college or university or a direct transition to a career. We make sure to create a connection between their academics and the real world, while teachers and advisors provide support and lessons about critical “soft skills” so our GEO graduates can enhance all of their options and opportunities.

As previously discussed, the cornerstone of our high schools is Early College, a model that offers our high school students—regardless of past achievement—a rigorous, yet supportive environment. With high expectations and a continuum of supports in place, students are able to achieve academically, personally, and socially, all at an accelerated – but individualized – pace. Because of our Early College model, elective courses at the high school are lean and include physical education, a few fine arts offerings, computer science/robotics, and occasional other courses depending upon instructional staff. We want our students to explore the many elective, non-core courses offered by our higher education partners so that they may engage in a much broader range of disciplines than we can offer due to our lean instructional staff.

GEO is committed to this model because it exposes high school students who might not otherwise enroll in higher education to the college environment which demystifies the college experience and propels students toward degrees – in a condensed amount of time. This helps the students, many of whom will be the first generation in their families to attend college, to gain confidence in their abilities, to stay in school and succeed, and to transition seamlessly from high school to college. GEO maintains close

partnerships with local colleges and universities which benefits our students as they earn permanent college credit.

According to the National Network of Business and Industry Associations, employers in every industry sector emphasize the need for employees with certain foundational skills, with 77% of employers emphasizing that “soft skills” are just as important as hard, technical skills. GEO Academies are committed to equipping students with the “baseline/employability skills” and lifelong learning behaviors necessary to succeed in the 21st century workforce. Through a consistent focus on teaching “soft skills” and participation in a structured professional internship program, students will understand the connections between academic success and career readiness.

The Early College model that we will implement has us in good stead to implement the new Graduation Pathways that begin with the Class of 2023 as we will develop curricular pathways with our higher education partners that will result in the earning of degrees or certificates.

While GEO promotes academic rigor and high achievement, we understand that because of our open enrollment policy, not all students may possess the same drive or interest in pursuing post-secondary education and may struggle with the rigor of our curriculum. Students who are considering dropping out must meet with the principal and do an exit interview. At that time, they talk about the decision and how it can impact the student's future. A signed form must be completed. Students not meeting graduation requirements have initial meetings at the beginning of the semester, midterm, and in March before graduation. Students are given the option for credit recovery, which is mandatory, and offered remediation for state testing (if necessary). Students and the parent/guardians meet with the counselor and an administrator signing a letter of notification that they are critical academic list. Parents and students agree to a plan and must comply with all stipulations. Students that have a large credit deficiency are offered other options (i.e. GMC, Credit Recovery afterschool, etc.). Please also refer to **Attachment 7**.

School Calendar and Schedule

Please refer to **Attachment 8** for the school calendar and schedule for GEO Next Generation Academy.

School Culture

Expectations

A positive school culture of high expectations and student achievement will be the focus of the School. The School will adopt a culturally responsive framework and restorative justice practices for discipline and school culture. Teachers will be trained and coached in positive behavior management and trauma responsive training.

Academically, students, teachers, and parents will work to design a framework in line with their principles as stakeholders and the School's vision for excellence. This will be achieved through stakeholder meetings and teacher retreats and facilitated through school leadership.

Beginning before the first day of school, leaders and stakeholders will communicate the message through Positive Behavior Intervention and Supports (PBIS) and PSTO (Parent Student Teacher Organization) to staff, parents, and students. It will be reinforced throughout the year through

professional development opportunities, school convocations, and through daily expectations and messages.

The framework described above reflects research based best practices that should be expected of any quality school. However, GEO Academies seeks to build an over-arching culture above the framework – a college going culture. Students will never honestly be “bored” because they are not challenged. There will always be something more they can do and achieve, another college credit to acquire at the School’s expense, another degree to complete, another career certification to add to their portfolio. The School’s students will believe that they are college material and they will be counseled that if they manage their time in the School wisely, they will be ahead of their peers chronologically and financially when they take whatever next step lies ahead for them.

Student Day in the Life

Students’ daily life at Next Generation Academy will depend upon their grade level. For students in 9th and 10th grade, they will follow a fairly typical high school schedule consisting of a nine period day – eight classes plus a lunch. (Note: all students who attend Next Generation Academy will be provided free breakfast and lunch.) To prepare students for the rigor of college courses, both math and English/Language Arts are scheduled in a double block. This allows for remediation or advanced work depending on the students’ abilities. The remaining classes are Social Studies, Science, PE, and an elective course.

All instructional staff offer “office hours” based on their open periods, so that students can drop in to receive additional assistance or, in the case of students attending college classes, supports for their college coursework. On a biweekly basis, the Principal and Guidance Counselor offer 9th and 10th grade students an advisory session that covers topics such as preparing for college, soft skills, career exploration, and self-advocacy. The lessons are targeted to preparing students for their experience once they begin taking courses on the college campus. In addition, students are introduced to the pathways that have been developed in conjunction with the higher education institution(s). Hands-on demonstrations and mock classes are offered during the spring at the high school so that students can learn more about each of the available pathways and discern which academic or career pathway they would like to pursue. This is a unique opportunity which allows students to learn more about a variety of disciplines and introduces college faculty to their future students.

For students in the 11th and 12th grades, their days resemble those of a typical college student, because that is what they are. Students do begin their day at the high school – where they have access to teachers, guidance staff, and soft space in which to study – because transportation to the college campus is provided by Next Generation Academy. Students govern their daily schedules and are expected to follow their class schedule and show up for each class session as outlined in their individual syllabi. Staff from Next Generation are available at the high school for support, and a dedicated staff member of Next Generation is posted at the college campus to provide on-site support for students. They are able to intervene in any issues and provide guidance to students regarding which college offices or staff who are able to offer additional supports. Because of the robust partnership we share with our college partner, our students are able to access all resources on the campus, including the library, computer labs, and study spaces. Students are encouraged to remain on the campus in order to access these resources and to become fully immersed in the college experience. But they also benefit

from their access to the high school, where they are able to participate fully in co-curricular activities, athletics, and any other opportunity the school offers.

Educator Day in the Life

A typical 9th grade ELA teacher would have three classes a day. Each class would be a double period for a total of 6 blocks of instruction. They would have a lunch and two prep periods a day. One prep period would be a dedicated team or school prep period which could be used for data meetings, team meetings, culture meetings, and TAP cluster. Their other period would be used for their own personal planning and grading time for their class period. The teacher will make themselves available both before and after school for providing assistance to students and opportunities for parents/guardians to confer with them.

Supplemental Programming

Because of the distinctive Early College model that Next Generation Academy will provide, GEO has developed a multi-pronged approach that results in the delivery of transformative academic, social-emotional, and career elements. Each is described below:

- **Summer Academy:** Every entering 9th grade student is *required* to attend Summer Academy. This intensive experience provides initial benchmark testing for college placement and enables students to gain the academic and personal skills necessary for success in college coursework. This “jump start” is essential to student success and is the foundation that sets GEO Academies students apart from their peers.
- **Testing & Remediation:** Students take the *Accuplacer*, a College Board-designed and validated assessment of students’ reading, writing, and math skills. It is the primary vehicle by which our partner colleges assess student preparedness for college coursework. Results of the placement are immediate and provide guidance for intervention and remediation. Teachers are then able to design individualized remediation programs to ensure students can skill-up to college courses.
- **Scheduling:** To facilitate ease of transition to college courses for students who are still in high school, GEO committed to structuring the daily and yearly high school schedule around the college schedule. This ensures that students – and their families – don’t have to juggle two different schedules and allows students to become acclimated to a traditional college schedule.
- **Staff Support:** Students are well-supported by highly trained and experienced staff who are available for academic assistance and social-emotional support. Staff are able to assist students as they navigate the enhanced rigors of college coursework and the new experiences they encounter on the college campus. GEO staff are sensitive to the challenges students face and offer programming and individual and group support to Early College students. Designated Early College counselors serve as the transition point between the high school curriculum and the higher education institution partners.

- **Transportation:** For all students enrolled in college classes, GEO schools provide transportation to and from the college campus. This is unique among Early Colleges and alleviates significant stress on students and families.
- **College Partnerships:** GEO maintains close relationships with our college partners, ensuring excellent communication about student concerns, progress, and success. By having open lines of communication, our teachers and support staff can provide any intervention or support that students might need and can mitigate issues before they become too big to manage. Student success is our goal and by cultivating strong relationships, we can focus our efforts on getting our students to and through college.
- **Designated Space:** Next Generation Academy will provide “soft” and study spaces for our students who are enrolled in college classes. These spaces provide an environment that primes students for success and establishes a “sense of place” that motivates students who are working towards college enrollment.
- **Tuition & Textbooks:** The school fully funds the cost of tuition and textbooks/materials for our students who are enrolled in college classes. This is another commitment to our goal of eliminating roadblocks for our students.
- **Parent Outreach:** Parents are key to their students’ success, therefore we provide significant outreach to them. We meet individually with students and their families and we also offer programming to educate parents about the opportunities we offer their students as well as college planning, financial aid workshops, and other targeted topics. We are committed to involving families in their students’ current and future successes.
- **FAFSA Workshops:** Central to college success is college affordability. We educate our parents and students on the importance of filling out the FAFSA to secure all eligible financial aid and scholarships. To facilitate completion, we offer FAFSA workshops where parents and students can work on filling out their FAFSA while having assistance available.
- **College Tours:** Academic preparedness is essential to college success, but so too is finding the right environment in which to succeed. Next Generation Academy will offer all of our students the opportunity to visit all types of schools – from private to public, large to small, community college to university. These visits are essential in the discernment process that our students undergo to understand the type of college or university that will propel them to successful careers and lifelong learning.
- **Career Experiences:** Through engagement and partnership with the local business community, Next Generation Academy will develop a broad range of opportunities for students to learn about necessary career skills through site visits, job shadows, and internships. Students will also be able to earn the Governor’s Work Ethic Certificate.

Special Populations and At-Risk Students

The Network and the School will ensure compliance with federal and state statutes and implementation of processes and procedures as set forth in federal and state regulations and rules as listed below.

1. *Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the following sections of Chapter 7 of the Indiana Administrative Code:*

Rule 33 – General Provisions

Rule 35 – Program Planning and Evaluation

Rule 36 – General Administration of Programs

Rule 37 – Procedural Safeguards

Rule 38 – Confidentiality of Information

Rule 39 – Educational Surrogate Parents

Rule 40 – Identification and Evaluation

Rule 41 – Eligibility Criteria

Rule 42 – Determination of Special Education Services

Rule 43 – Related Services; Transitions; Transfer of Rights

Rule 44 – Discipline Procedures

Rule 45 – Complaints, Mediation, and Due Process Procedures

Rule 46 – Child Count and Data Collection

Rule 47 – State Funding of Excess Costs

2. *Americans with Disabilities Act of 1990 (ADA)*
3. *C. Section 504 of the Rehabilitation Act of 1973.*

The Network and School are committed to meeting the needs of all students *including* those with special needs required by federal, state and local laws and the state's charter statute.

The administrative and instructional staff of the School will meet and consult with the School's special education teacher(s) regarding the specific mandates of the Individuals with Disabilities Education Act (IDEA) and the Individuals with Disabilities Education Improvement Act of 2004. The administrative staff at the School will be responsible for making sure that all staff understand and are involved in the implementation of IDEA and the Improvement Act of 2004 along with any subsequent mandates.

The vice president and general counsel of the Network works with the Head of School to monitor compliance and the use of ISTART7, which provides staff the opportunity to connect IEPs to curriculum,

instruction and assessment. The principal will coordinate with special education staff to ensure that appropriate conferences, move-in, annual and triennial are convened and that compliance with regard to necessary documents and services is both provided and monitored. The school will solicit contracted services (i.e. speech, evaluation, etc.) as needed by the school population. The vice president (general counsel) will act as the checks and balances step for all aspects of compliance and services. Because of the specific and individualized nature of academic planning for special needs students, the development of each student's Individualized Education Plan under Indiana Article 7 will naturally coincide with the development of the student's ISP.

It is well-understood that many students who consider leaving school in their high school years do so after many years of frustration arising from a continual failure to achieve their academic goals. It is possible – indeed, probable – that many of these “failing” students are actually suffering from an undiagnosed learning disability, or other untreated or underserved learning or emotional disorder. It is a priority of the School to reach out to these students and provide appropriate identification, evaluation, and academic support to these students so that they may have the opportunity to finally join their peers on the track to academic success.

The School will provide many benefits to students with special needs and various learning styles, as well as those who have been unable to excel in traditional school settings. These benefits include:

- A small school setting as part of an adult environment;
- Flexibility for students with daily demands;
- Personalized development of a college/career pathway and personalized instruction and counseling;
- Daily interaction with college students who serve as positive role models, including those with special needs; and
- An opportunity to earn a high school diploma while earning an associate degree by the time they finish high school.

Most charter schools serve a special needs population that is approximately 10-12% of the total population. Given the School's priority of serving unidentified students as well (“Child Find” on a high school level), it is probable that this percentage will be higher, perhaps 15-17%. To serve these students, the School will hire a dedicated special education teacher who is fully licensed in the appropriate disability categories and supplement these services with help from various community agencies.

The special education teacher will be responsible for the identification and service of all special needs students in the School. To do so, the teacher will follow all of the laws and regulations as set forth in Indiana Administrative Code, Article 7, and Federal laws including the Individuals with Disabilities Education ACT (IDEA), Part 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA) and other applicable regulations.

Primary funding for special needs services will come from the state and all applicable financial and reporting Department of Education guidelines will be closely followed to ensure appropriate and accurate funding in a timely manner. Federal funds under IDEA, Part B, will be used primarily for the delivery of

related services, with remaining funds available to support the program as necessary.

The Network and School boards have made it a priority that the School accommodate all students that qualify for services. Every classroom has access to a fulltime trained assistant to help assist students that need extra help; and the School and Ivy Tech will provide similar on-campus supports. The School will have a full time Special Education specialist to ensure the students are served according to their IEP's and monitored by the teacher of record. The use of technology in the School will also provide a mechanism to support low and high performing students. Ongoing assessments in the classroom as well as the NWEA data will drive instruction.

The School's instructional assistants are specifically responsible for providing extra literacy support to exceptional learners through small group instruction.

For students with disabilities, the school will provide state and federally mandated services as follows:

For students with disabilities who are enrolled in the school an Individual Education Plan (*IEP*) meeting will be convened in order to review and develop appropriate goals and objectives within the first 10 calendar days of attendance. This will apply to students who have already been found eligible for Exceptional Child Services.

(a) The school will comply with all federal laws regarding Exceptional Child Services. Students with disabilities will have an IEP developed by the service providers and will include the parent or guardian of the student. At age 16 students will be required to attend their IEP meeting in order to address post-secondary goals and transition planning. The School will develop and implement IEPs as needed or required for exceptional students and will use the State of Indiana Special Education administrative process and forms to comply with the requirements of procedural due process for students with disabilities.

(b) The goal of the Exceptional Child Education program will be to assist students in meeting their educational goals and objectives as described in their IEPs. This is done with the support of full-time, certified Special Education teachers. The Collaborative Model will be the primary form of direct services provided to students. This model will be used to ensure that each student with disabilities will have the maximum benefit of grade-level academic instruction in the least restrictive environment. The Resource Model will be used as needed.

(c) An IEP will be developed and implemented for every student identified and placed as a student with a disability covered by the Individuals with Disabilities Education Act (*IDEA*). Students' needs will be addressed individually and in accordance with their IEP.

(d) All student records may be requested under the same procedures as the Family Educational Rights and Privacy Act for all students.

(e) The school will comply with all federal special education laws and regulations, including section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

(f) Students experiencing difficulty in the classroom will be supported through the interventions determined by a Response to Instruction (*RtI*). Students will be identified and evaluated in accordance with state and federal regulations. The *RtI* process will identify whether the concern about the student is academic, behavioral, communicative, or a combination in nature. Interventions will be established and agreed upon by the team composed of the student's parents and teachers. The interventions will be in place for a minimum of 12 weeks and then evaluated by the *RtI* team. If the strategies prove to be successful, the plan will be continued. If not, adjustments will be made to implement a different set of interventions. If these interventions are unsuccessful and the student is still unable to show progress, individualized interventions will be designed and delivered with increased intensity.

The School will provide research based instructional strategies, and develop and coordinate collaborative family support services for English as a Second Language (ESL) student. ESL students will receive the same academic content as those students who are non-ESL students. If the student population dictates the need for ESL services the School will hire an ESL teacher. This teacher will provide the appropriate support for students with limited English proficiency and will oversee the initial screenings, parent meetings, instructional strategies and progress monitoring.

Upon entry into the School all students will be given a Home Language Survey to determine if a language other than English is their native language, home language or primary language. All students whose native, home, or primary language is a language other than English will be assessed for English language proficiency using the state adopted English proficiency measure. If the student scores below proficiency, they will be eligible for language assistance services. The school will serve ESL students through the push-in model. This model is very appropriate for use where there are a small number of ESL students anticipated. Group size is determined by the needs of students. Instruction for ESL will focus on learning English through vocabulary, listening, speaking and moving into reading and writing across content areas. Although all instruction will be delivered in English, the level of instruction will be modified, if necessary, for the ESL student.

The ESL teacher will serve the students for the required segments per day and assist the classroom teacher in modifying instruction to ensure progress is being made in all content areas:

With this model, ESL students will achieve proficiency in the English language as quickly as possible and there will be no exclusion from curricular or extracurricular activities based on an inability to speak and understand the language of instruction. The School will comply with all applicable laws regarding the education of ESL students.

A timeline will be put in place to accommodate the ESL students in a timely manner. All information and scores will be presented to the parents in the student's native language to the greatest extent possible. The general timeline is as follows:

- Home Language Survey: Date of registration or within first 30 days of school
- Classification of ESL Levels: Twenty days after registration or return of survey
- Student Placement in ESL: One month after student enters the school
- Parent/Guardian Notification: Upon date of classification

- Teacher Certification/Personnel: Establish schedule upon opening of school
- Update ESL Plan: One month after student enters school
- Check Cumulative Folder: Upon receipt
- Post Program Review: One month after student enters the school
- Reclassification or Exiting of ESL Students: Students may exit the program after successfully passing the ACCESS test
- Home-School Communication: Ongoing through the year

During the first three years of operation, members of the faculty will be asked to obtain ESL certification. This will ensure that multiple classroom teachers are equipped to provide appropriate instruction to students with limited English proficiency. All teachers will receive training to develop teaching strategies to better serve this population.

The School will comply with all regulatory special education requirements of IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act. The School will ensure that notification of eligibility for and the opportunity to acquire Supplemental Education Services is offered to eligible students at least twice a year. The School will provide or contract for remedial educational services for eligible students.

Upon initial enrollment in the School and in the fall of each subsequent year, each student will be assessed in both reading and math to obtain baseline data and determine academic readiness for educational activities on the Ivy Tech campus. The *Accuplacer* assessment will be administered. This results of this assessment will inform the student and the School regarding whether the student is academically ready to receive credit-bearing instruction on the Ivy Tech campus, or whether remediation is needed. This determination may adjust the trajectory and/or pace of the college/career pathway designed for the student. If remediation is necessary, the student will continue to receive *Accuplacer* assessments until assessment levels indicate college readiness, at which time on-campus coursework will commence.

Concurrently with college/career pathway implementation, the School will ensure that its students successfully complete the basic coursework necessary for achieving a traditional high school diploma. NWEA assessments in Math and English will become the basis for monitoring individual student achievement. Educational strengths and needs of students will be diagnosed through ongoing progress monitoring. As a result, student grouping can change as needed based on the fluidity of the RtI process. As students grow and master skills, the academic pathways are modified to reflect increasing levels of challenge or emphasize areas of weakness that require intensive focus. These plans provide the vehicle by which the leadership, teachers, parents, and the students consistently document and reflect on learning successes or on-going needs. In addition to designing flexible groups, results will be used to determine revisions needed in curriculum, to assess effectiveness of instruction, and to assess the degree of transfer of skills/knowledge. Teachers will receive professional development in interpreting and using student assessment data to plan instruction. There will be regular team meetings to discuss data and to make needed revisions in curriculum and methods of instruction. State assessments will be administered each semester as student complete tested-courses such as Algebra I and English 10. Examples include:

- Before and after school tutorial
- Small group instruction
- Individual Interventions
- Enrichment /Remediation Block

Student needs will be supported through the interventions determined by RTI. Students will be identified and evaluated in accordance with state and federal regulations. The Rtl process will identify whether the concern about the student is academic and/or behavioral in nature. Interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of twelve weeks then evaluated by the Rtl team. If the strategies prove to be successful, the plan will be continued. If not, adjustments will be made to implement a different set of interventions. At the point of not being able to show improvement through the interventions, the staffing team will refer the student to a school psychologist for a psychological evaluation to determine whether the student's needs warrant an IEP and special education or related services. Other areas will also be assessed such as speech and language. The Rtl committee, Head of School, and the student's parents will review results and agree upon a plan.

The School is committed to meeting the needs of all learners, including those with limited English proficiency or who speak a language other than English at home. The Home Language Survey, completed as part of the School enrollment packet, will assist in the enrollment process to identify students who may require language support. Still, as with every other student, the faculty intends to support students with limited English proficiency through the Rtl system. The School will place students who require additional assistance in Tier II or, in time, Tier III, based on the assessment data; then, during bi-monthly meetings, the Rtl Team will meet to identify methods of interventions, goals and the means to assess students' progress. The Rtl Team also takes responsibility for informing parents of their child's initial place in the Rtl system and, subsequently, the progress they make each quarter.

Best practices in serving students with limited English proficiency require that teachers employ a variety of intentional, language-based strategies towards building students capacity with English, while simultaneously building their mastery of explicit content, as described in the Indiana Common Core State Standards. Yet, based on the needs of students, the School also intends to set aside ample time to provide teachers with the necessary training and support in implementing teaching strategies to best serve students with limited English proficiency.

In order to meet both the administrative and service needs associated with special education, the school intends to hire a fully staffed special education team to meet those needs. The school will also make sure that the faculty is effectively trained and knowledgeable both about the students with an IEP and the requirements outlined in the IEP that they must meet. Under the oversight of the School's Special Education Director, the faculty will work with each student's family to update the IEP as needed. The student, the SPED Teacher (or Intervention Specialist), his/her classroom teacher, parent (if student requests), and an administrator (usually the Special Ed. Director) will be expected to attend all case conferences. The Special Ed. Director for the network will form a team that will follow checklists of specifications of (special education laws) IAC 511, Article 7, and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, to ensure the School is in full compliance with each one.

In keeping with core principles and the School's commitment to students and families, the staff also ensures that students or parents, if appropriate, on IEP's as well as those receiving intervention will be fully included in all appropriate school activities and functions. Consistent with special education law, every student that enrolls with an IEP from a previous school will have a move-in conference within 10 days involving parents in the conference to ensure that their child receives appropriate support to meet their needs. In addition, School staff will conduct a case review with parents at least once yearly to update the student's progress and goals. Finally, students/parents will be encouraged to request a meeting with teachers any time during the year to discuss any concerns they may have.

The School intends to contract outside agencies to ensure students have all appropriate services if onsite staff are not able to accommodate the needs. Staff will contract with an appropriate specialist to provide speech/language and occupational/physical therapy to students who require this assistance. Consistent with current practice, a licensed OT, PT, and Speech/Language Pathologist will travel to the School's campus or to Ivy Tech to provide direct services to those students who need this support, as described in their IEP.

Students who are intellectually gifted will receive small group instruction by the instructional assistant or master teacher with appropriately challenging material. Gifted students will be placed on an accelerated academic path to keep them engaged and growing academically. Online instruction, inquiry projects, etc. will be utilized to meet the needs of gifted students. The School will monitor the progress of gifted students during weekly RTI meetings and data analysis days throughout the school year.

The School will comply with all applicable state and federal statutes and regulations related to providing services to students with disabilities. The School will employ a Special Education Director, who will assume responsibility for state and reporting requirements at both schools. The School will also enlist the assistance of GEO Academies' General Counsel, a specialist in special education law. GEO Academies' special education advisor will review special education files annually with the School's Director of Special Education. GEO Academies' General Counsel will also advise the staff in the legal principles of special education (least restrictive environment etc.), as well as the specific steps teachers must take to ensure that they provide appropriate modifications and accommodations to students with special learning needs

Student Recruitment and Enrollment

The School's recruitment and enrollment strategy is derived from GEO Academies approach to supporting schools in the communities it serves. GEO Academies currently serves five schools in two impoverished communities, Gary, Indiana, and Baton Rouge, Louisiana. In each instance, GEO's participation in the local community was by invitation – encouragement from leaders in the local community to develop a properly resourced and successful school in an area of high demand. GEO Academies' invitation to Indianapolis came from its two institutional partners in this project: Indiana Black Expo and Ivy Tech Community College. Both organizations know the general needs of the community as well as the needs of those they serve. Both organizations have established and currently maintain multiple channels of communication with their respective served communities as well as those that advocate for and influence broader communities.

The School's recruitment strategy reflects the strengths of its partners. For almost two years GEO Academies has been reaching out to Indianapolis community leaders to share with them the successful

results of its schools in northwest Indiana. This first phase, community development, has been led by Kevin Teasley with assistance from GEO's Director of Strategic Partnerships, Emil Ekiyor, and other community leaders such as Sam Odle. During this period of time, GEO engaged IPS leaders who suggested that the east side of Indianapolis was in need of a quality high school education option and that an Early College program, coupled with such a high school, would add value to the already strong options for school choice in the city. As these community conversations progressed, Indiana Black Expo was identified as a strategic partner. In addition to its decades old focus on and support of youth with a demographic similar to that served by GEO in its five schools, Indiana Black Expo's programmatic strategy for its youth, a focus on high quality performance arts, target students with an affinity for programs that have been diminished as a result of the closure of Broad Ripple High School.

The School will market to families on the far east side of Indianapolis, as any school launching in that neighborhood would. However, in addition to that geographic marketing approach, the School will also market through its partner channels, including the over 40,000 families with whom Indiana Black Expo engages, as well as Ivy Tech's commercial and alumni stakeholders.

In February, 2019, Indiana Black Expo conducted a survey of its stakeholders. This survey was transmitted in one email distribution to IBE's stakeholder list. The response to this initial survey was overwhelmingly positive. The survey questions and the responses to those questions can be found in full in **Attachment 12**.

The second phase of the School's recruitment efforts will consist of direct communication through several channels including but not limited to newspaper advertisements, public service radio and television, the construction and launch of a web site, advertisement and convening of informative open-house meetings, door-to-door canvassing, and other methods responsive to the community. The three strategic partners in this effort, GEO Academies, Indiana Black Expo and Ivy Tech, will conduct a co-branded marketing campaign consisting of email and text alerts, paid media (billboards and radio advertisements) and other point of contact distribution to inform the general community about the School and to provide targeted messaging to prospective students and their families. This campaign will be at greatest intensity during the timeframe of November 1, 2019 to June 1, 2020 (the timeframe for enrollment/matching made available via the *Enroll Indy* process).

In the third phase of recruiting and marketing (timeframe January 1, 2020 through July 1, 2020) the School, with Indiana Black Expo, Ivy Tech and other community partners, will convene meetings in public forums to inform the public of enrollment processes and provide detailed information concerning the School's college and career pathways, course offerings, the School's demanding graduation requirements (at least 24 college credits or career and technical certification program), potential dual-credit campus locations (in addition to Ivy Tech), and other matters important to student/family decision-making. The School will continue its recruitment and retention efforts until full enrollment is achieved.

It can be assumed that these phases of the recruitment and marketing strategy will overlap at times. As community partnerships grow and word spreads, the School intends to nurture these relationships in a continual effort to provide more opportunities for student success.

The School will translate recruitment materials into all prominent languages served by the School and its institutional partners. The School will continually build and foster relationships with religious and civic

leaders throughout the region to gather insights to the best way to reach out to a diverse cross section of families.

Please refer to **Attachment 9** for the School's Enrollment Policy.

Student Discipline

The School and its partners recognize that positive behavior management is essential to the success of the School and its students; that how students carry themselves and exhibit growth in their levels of maturity and their ability to apply "soft skills" will be a direct reflection on the quality of the School and the institutional partners that support it.

Fundamentally, the School expects that all students will exhibit good behavior and show evidence of academic achievement. A core belief is that if students feel supported, respected, and are engaged in meaningful instruction that there will be few discipline issues that will arise.

The School's first step in positive behavior management is the Summer Academy preceding the first day of instruction for incoming 9th graders. Upon enrollment, the School will communicate to incoming students the pathway for success in the School. Students will be told that they will be afforded an on-campus college experience while in high school upon their successful showing on the *Accuplacer* assessment. To the extent a student does not assess as college ready on the *Accuplacer*, or is otherwise deemed not to be ready for the on-campus experience for social/behavioral reasons, he/she will work with counseling staff to develop an individualized academic pathway that may include, but not be limited to, a plan and timetable for academic remediation or the engagement of other supports available through the school or other community resources.

When the need arises for specific behavioral/disciplinary intervention, the School will address the situation on a case by case basis, taking into consideration the individualized academic pathway and the nature of the particular behavior. The School's approach is to understand that each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation is unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for student learning from their mistakes increase dramatically when they see a reasonable connection between their behavior and the resulting consequences. The School's staff will dedicate itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences. Please refer to **Attachment 10** for the School's Discipline Policy.

Grievance Policy. Please refer to **Attachment 11**.

Parents and Community

Other School Options.

In Indianapolis, the range of high school options is broader, but the availability of those options to the students we will target is limited by the capacity of those existing options. Purdue Polytechnic will likely offer some form of dual enrollment with its partner, Purdue University; however, it does not have an institutional partner such as Ivy Tech that enables aggressive post-secondary credit acquisition in an affordable manner early during the high school career of a student. Demand for PPHS is strong. Herron High School operates as a college preparatory school with a pathway to post-secondary credit acquisition of Advanced Placement course credit. A sole focus of AP credit acquisition does not work well for our targeted student population.

There is significant evidence from the Enroll Indy report that student demand for strong college and career ready high school seats outpaces the supply of those seats throughout the IPS district. Application/match data from The Health Sciences and Teaching, Learning and Leading Academies at Crispus Attucks High School, The International Baccalaureate Programme (IB) and the Visual and Performing Arts and Humanities Program (VPH) – both at Shortridge High School – show 1,798 applications generating 475 enrollments. Match rates for round 1 at both Shortridge options were 76%; those rates dropped to 0% in round 2 for the IB program and 12% for VPH. The round 2 match rate for the Health Sciences Academy at Crispus Attucks dropped to 16%. The round 2 match rate for the Teaching, Learning and Leading Academy fell to 36%.

These revealed preferences of high school enrollees illustrated in Enroll Indy's report indicate a strong demand for college and career readiness programming generally. In particular, there is a large demand/supply imbalance evident with Shortridge's programs.

This is important because GEO Next Generation Academy Students will be drawn from the same general demography as those students who attend IPS.³ It is also important because of the location of each of the school's campuses. GEO Next Generation Academy will have a downtown campus on or near the main Ivy Tech campus – very close to Shortridge - and its Early College program will be attractive to those who may have been shut out of either Shortridge program. The school will also have a campus on the far east side at 601 North Shortridge Road, in partnership with Indiana Black Expo, on the site of the former Crossroads Bible College. Indiana Black Expo acquired this property, in part, to launch a visual and performing arts program targeted to high school and middle school aged students. We expect this access to Early College to be attractive not only to local area students and families, but also to those shut out of Shortridge's VPH program.

Demand and Enrollment Projections.

For GEO Next Generation Academy-Indianapolis, GEO Academies will likely co-locate its campuses with one or both of its institutional partners. As previously discussed, GEO Academies is in current discussions with Indiana Black Expo regarding location of the School on IBE's new campus at 601 N. Shortridge on Indianapolis's far east side. Depictions of that facility have been provided as part of **Attachment 12**. Projected lease costs for that facility have been factored into the School budget and its

³ GEO Next Generation Academy's east side campus at 601 North Shortridge Road is technically within the boundaries of MSD Warren.

accompanying documentation. In addition, GEO is in preliminary, but ongoing discussions with Ivy Tech regarding the location of a second downtown campus, more conveniently located next to Ivy Tech's base of operations.

Demand/Need Analysis for Each Location.

| | Attucks | Ben Davis University | Herron | PPHS | Tech | Shortridge | Irvington | Warren Central | Lawrence Central |
|-----------------------------|---------|----------------------|--------|------|------|------------|-----------|----------------|------------------|
| Letter Grade | B | B | A | None | C | B | C | B | B |
| 2018-19 Enrollment by Grade | | | | | | | | | |
| 9 | 212 | 0 | 238 | 114 | 614 | 339 | 72 | 961 | 539 |
| 10 | 316 | 153 | 200 | 146 | 716 | 288 | 84 | 962 | 565 |
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GEO Academies believes that there will be significant demand throughout Indianapolis for a well-executed Early College high school. However, it is difficult to accurately project demand because there is no focused Early College high school in the city, save Ben Davis (which offers a sound Early College curriculum but not the consistent access to college campus and culture). Demand for Ben Davis University High School is strong. Additionally, there are other Indianapolis high schools with one or more aspects that are similar to the offering of GEO Next Generation Academy from which demand and need can be inferred.

There is significant evidence from the *Enroll Indy* report that student demand for strong college and career ready high school seats outpaces the supply of those seats throughout the IPS district. Application/match data from The Health Sciences and Teaching, Learning and Leading Academies at Crispus Attucks High School, The International Baccalaureate Programme (IB) and the Visual and Performing Arts and Humanities Program (VPH) – both at Shortridge High School – show 1,798 applications generating 475 enrollments. Match rates for round 1 at both Shortridge options were 76%; those rates dropped to 0% in round 2 for the IB program and 12% for VPH. The round 2 match rate for the Health Sciences Academy at Crispus Attucks dropped to 16%. The round 2 match rate for the Teaching, Learning and Leading Academy fell to 36%.

These revealed preferences of high school enrollees illustrated in *Enroll Indy's* report indicate a strong demand for college and career readiness programming generally. In particular, there is a large demand/supply imbalance evident with Shortridge's programs.

This is important because GEO Next Generation Academy Students will be drawn from the same general demography as those students who attend IPS.⁴ It is also important because of the location of each of

the school's campuses. GEO Next Generation Academy will have a downtown campus on or near the main Ivy Tech campus – very close to Shortridge - and its Early College program will be attractive to those who may have been shut out of either Shortridge program. The school will also have a campus on the far east side at 601 North Shortridge Road, in partnership with Indiana Black Expo, on the site of the former Crossroads Bible College. Indiana Black Expo acquired this property, in part, to launch a visual and performing arts program targeted to high school and middle school aged students. We expect this access to Early College to be attractive not only to local area students and families, but also to those shut out of Shortridge's VPH program. Further, one of the School's institutional partners, Indiana Black Expo, acquired the former home of Crossroads Bible College on the far east side of Indianapolis. One of the driving reasons IBE made such a move was to develop educational programming focused on the performing arts, and it chose the east side to attract a market of participants similar to those who were once attracted to the IPS Broad Ripple HS Performing Arts Magnet.

Parent Engagement. It is the mission of GEO Foundation and each GEO Academy to develop powerful, strong relationships with family, school and community partners, in order to strengthen schools, improve student achievement, and to increase opportunities for families to be actively engaged in their child's learning. Each GEO Academy connects with community partners to provide services and enrichment to students and to the school as a whole; school partners include the local Boys and Girls Club, the YMCA, the Urban League, and other local community service agencies.

Each school has a Parent Teacher Organization (PTO) where parents can provide input on the operation of the school. The PTO maintains close communication with the principal, and an officer of the PTO serves on the School Board. Parents and community members are actively encouraged to attend each School Board meeting or reach out to Board members through a variety of easily available channels such as email, or dropping a confidential note at the school. This helps foster open channels of communication directly between parents and the School Board.

In addition to the more formal parent engagement activities, parents can be involved in their child's school through social and educational activities. For example, the GEO Academies hold family game nights, math and science nights, and academic celebrations with families. There are parent engagement activities like "Dads and Doughnuts," and "Moms and Muffins," and a student mentoring group called "Dads of Great Students." Some of these are dynamic groups that may change from year-to-year as community and student needs change.

Community Partnerships and Resources. In each community where GEO Academies are located, the School Board, School leaders and staff are actively engaged in seeking community resources that will be of benefit to students, their families, and to staff. We open our schools to the community so that we can have reciprocal relationships in which our schools provide service to the community and in turn, the community offers needed services to our schools. In Indianapolis, the School has already established a robust partnership with Indiana Black Expo and Ivy Tech Community College. Both of these partners will aid in the development of the school vision and environment and provide services that will augment our academic mission and complement our wraparound supports – including mentoring, academic and college/career advising, and service-learning opportunities. We will continue to offer our traditional

⁴ GEO Next Generation Academy's east side campus at 601 North Shortridge Road is technically within the boundaries of MSD Warren.

menu of parent engagement, but will augment it with more opportunities for parents to improve their own skillsets, through a calendar of programs and workshops addressing local parent and community needs. For instance, for those parents and extended family supports who desire to pursue a formal high school diploma, GEO Academies has a vehicle for doing so – through its Gary Middle College Adult High School. In addition, other formal supports will be available to students and their extended support systems through the School’s community partners, including but not limited to the growing array of programs offered by or through Indiana Black Expo.

Evidence of Support. Please refer to **Attachment 12.**

Performance Management

School Specific Measures.

In addition to the mandatory elements of the School’s accountability plan with the ICSB, the School would propose the following School Specific Measures that align with the mission of the School and its community partners:

- For students entering in 9th grade, 90% will adhere to the school’s enrollment, mandatory remediation and college readiness plan by the end of their 9th grade school year. This plan includes the taking of the *Accuplacer* assessment and either (1) for those students who do not pass one or more *Accuplacer* assessment components, compliance with the terms and conditions of the remediation plan, or (2) for those students who pass one or more *Accuplacer* assessment components, the successful completion of three or more college credits or acquisition of a career certification by the end of the 9th grade year.
- For students entering 10th grade, 50% or more of those students will successfully complete three or more college credits on a college campus or successfully pass a career certification.
- Beginning with the graduating class of 2023-24, the School’s graduating class will successfully complete an average 24 or more college credits.

Interim Assessments In addition to the periodic NWEA assessments, GEO’s 21st Century Charter School at Gary requires its K-12 teachers to use a program called MasteryConnect. Through MasteryConnect’s MasteryTracker, teachers assess weekly core standards they’ve taught, monitor student performance, and report student mastery to parents and administrators. Data is tracked by the Leadership team, Master Teacher, Principal, and Mentor Teachers, weekly in TAP Data meetings. Teachers can also create rigorous interim benchmark assessments with MasteryConnect’s test question bank. This practice will be adopted for GEO Next Generation Academy – Indianapolis.

Student Information System: Collection, Analysis, Use and Reporting of Student Achievement Data.

The School will use PowerSchool for compiling student data, such as formative, summative, and informal classroom assessments. PowerSchool also collects and compiles attendance, behavioral, and personal data, such as contact information and health/medical needs, on each individual student. Internally developed tools and spreadsheets will be used school-wide to track standardized data and measure growth on NWEA, and standards-based assessments. School and Network staff will also use Individualized Service Plans (ISPs) in order to track students’ year-to-year progress. These plans will be compiled at the end of each academic year for each student. Academic and social-emotional information will be reported in these plans.

Power School will be the primary tool for compiling and maintaining and submitting data and reports requested by the State of Indiana. This data may include ADM, school lunch data, enrollment, textbook reimbursement, etc. The school will promptly adhere to deadlines for data report submission from the ICSB and the Indiana Department of Education.

For operational management of the school, the Head of School, with assistance from GEO Academies, will assume responsibilities for these functions. This person will be responsible for gathering and compiling the data and submitting it to the authorizer.

GEO Academies employs a data analyst that will train the staff in the interpretation of all data collected from assessments throughout the school year. The Lead/Master and mentor coach/teachers will make data reports part of team meetings in order for ongoing analysis to occur.

GEO Academies provides instructional staff with differentiated Professional Development at least 3 hours a week. With the support of their coach/mentor, teachers are directed to weekly PD sessions that are taught by other teachers or persons from the leadership team that supports the teachers in their area of instructional need.

If the School falls short of the student academic achievement expectations and goals established by ICSB and the Indiana Department of Education, the Head of School will convene a school improvement committee composed of administrators, teachers, parents, and board members to develop a plan of action to place the School on a path of improvement.

Section III: Implementation Plan

Legal Status and Governing Documents

Please refer to **Attachments 13a-e** for proof of filing Form 1023 with the I.R.S, the Articles of Incorporation of and Bylaws for GEO Academies, Inc., the organization's Code of Ethics Policy and the organization's Conflict of Interest Policy.

Please refer to **Attachment 14** for the Statement of Assurances Form.

Human Capital

School Staffing Structure. Please refer to **Attachment 15** – the organizational chart for the School and the Network, GEO Academies, Inc.

School Leadership & Staff Hiring, Management and Evaluation. The School's curricular design and staffing plan is a product of a joint educational strategy between the School and its postsecondary partners, including Ivy Tech Community College. The School's design includes the provision of remedial instruction, as well as instruction for courses that one would be expected to take to fulfill Indiana Core 40 requirements, but for which one cannot receive college credit; those instructional personnel and supports will reside at the School level. For courses that count toward Core 40 requirements and that can be awarded degree bearing credit by a post-secondary institution, staffing will consist of School teachers certified in such college courses (we estimate that 25% of college credits will be earned through this method of instructional delivery) and professors and adjunct professors provided by the

postsecondary partner (we estimate 75% of college credits will be earned on-campus). Because the School's predominant instructional focus for the chronological grades of 11 and 12 will be students taking credit bearing courses on-campus, the expense for this instruction will not be recognized as a staffing expense, but rather a tuition expense paid by the School. This arrangement is essential to fulfill the instructional discipline required in an Early College model. It also permits the School to carry fewer instructional staff, which can be advantageous in a tight labor market. Further, it allows the School to devote staff resources that would have been allocated to instruction to professionals who can serve the School's students in a coaching/counseling function.

School staff will meet all legal requirements regarding certification. The School will make every effort to employ faculty and other staff (counseling staff) that represent the neighborhood and the diversity of the school population. We believe that Indiana Black Expo and Ivy Tech will be very effective partners/collaborators in this regard. The Network will also maintain partnerships with such organizations as Teach For America, The New Teacher Project, and other leadership programs. If needed, the Network will use these connections to recruit teachers from outside the Indiana region as well.

For instructional staff employed by the School/Network, GEO Academies will maintain the comprehensive tiered salary system currently used by GEO for the purpose of rating teacher effectiveness in a manner that enables a portion of pay to be based on performance. School staff will be eligible to participate in the salary system described below.

Consistent with the TAP system, GEO understands that various aspects of teacher and school performance should be considered in assessing the effectiveness of a teacher. A structure for allowing teachers to "climb the ladder" in education should also be considered for those aspiring to reach more students as an effective lead teacher. This following draft of a comprehensive salary and responsibility structure is an attempt to achieve this. Within this system there are multiple career paths. Multiple career paths will allow teachers to pursue a variety of positions throughout their careers. As teachers move up the ranks, their qualifications, roles and responsibilities increase, and so does their compensation. These roles are clearly defined and involve a considerable difference in salary.

The first and most basic level is that of a career teacher. The career teacher is typically someone who is new to education and has not developed the expertise necessary to be a master teacher. Career teachers may not yield the expertise necessary to obtain maximum student growth and achievement. Within the career teacher path there are eight tiers, each with a level of salary based on performance. Career teachers will receive consistent coaching and professional development in order to gain these skills. Career teachers are responsible for one classroom and will work in cooperation with mentor and master teachers through the use of virtual learning.

The second level of teacher is that of a mentor teacher. The mentor teacher is an effective classroom teacher who delivers consistent positive student achievement results. Much like the career teacher, the mentor teacher role contains eight tiers of salary based on performance. The mentor teacher will take on responsibilities other than just classroom duties. Mentor teachers will provide coaching to career teachers that will enable career teachers to become more effective. Mentor teachers are also part of the teacher evaluation process and will evaluate each teacher one time per school year. Mentor teachers are also responsible for one classroom and will work in cooperation with the career teacher and master teacher through the use of virtual learning.

The third level of teacher is that of a master teacher. The master teacher is the most effective classroom teacher and produces very high student achievement results. The master teacher's salary is also based on eight tiers of performance. The master teacher is not limited to a single classroom but is utilized throughout the entire school to reach every student to provide that excellent delivery of the most effective instructional practices. This can be done either virtually, through co-teaching, providing demonstration lessons for career and mentor teachers to observe, or with small groups of students to target a specific skill that needs remediation or enrichment. The master teacher is also part of the teacher evaluation process and will evaluate each teacher one time per school year. Master teachers will also assist all teachers in the effective implementation of the School's curricula, provide weekly professional development for all teachers, and provide coaching and feedback to all teachers regarding their performance in the classroom.

To calculate the tier of every teacher certain components are necessary to include in that will give an accurate rating for effectiveness. Each teacher will also be evaluated four times per year, twice by the administrator, once by the master teacher, and once by a mentor teacher. Evaluations by administrators are weighted more heavily than master and mentor evaluations when determining the final evaluative score for each teacher. Teachers will be evaluated in the areas of designing and planning instruction, delivery of instruction, the learning environment, professional responsibilities, curricular implementation, and school culture. These measures will give a comprehensive picture of the effectiveness of a teacher. Each category will also be weighted according to the importance to student achievement and the pay awarded is on a sliding scale according to each individual teacher's final evaluative scores. Bonuses will also be awarded to teachers using a combination of school growth and their individual classroom's growth based on NWEA results.

In the event that a teacher or school leader is not performing to standard, he/she will be placed on an improvement plan that outlines the specific timeline necessary to make improvement if employment is to continue.

The pay structure will begin with a base pay of \$46,000 for a career teacher, \$50,000 for a mentor teacher, and \$65,000 for a master teacher. Each teacher will also be eligible for an additional \$2,500 - \$6,000 in bonus pay depending on student growth measured by NWEA. Performance in five areas will be used to determine the allotment each teacher will receive in salary. Once each teacher is evaluated four (4) times throughout the school year, a table will be used to calculate the salary for each teacher. Benefits for teachers will include 403b participation, health insurance, dental insurance, vision insurance, and life insurance. The school will adhere to all applicable laws and requirements regarding employee benefits according to the State of Indiana.

Once each teacher is evaluated four (4) times throughout the school year, the following table will be used to calculate the salary for each teacher.

Career Teacher

| Performance Area | Weighted Percentage | Payout Amount |
|----------------------------------|---------------------|--|
| Teacher Observations/Evaluations | 75% | Please see the tiered salary table for salary information. |
| Curriculum Implementation | 15% | |
| School Culture | 10% | |
| Individual Student Growth (NWEA) | 75% | \$1,875 |
| Overall School Growth (NWEA) | 25% | \$625 |

Mentor Coach Teacher

| Performance Area | Weighted Percentage | Payout Amount |
|----------------------------------|---------------------|--|
| Teacher Observations/Evaluations | 50% | Please see the tiered salary table for salary information. |
| Curriculum Implementation | 10% | |
| School Culture | 10% | |
| Individual Student Growth (NWEA) | 60% | \$1,500 |
| Overall School Growth (NWEA) | 40% | \$1,000 |

Lead/Master Teacher

| Performance Area | Weighted Percentage | Payout Amount |
|----------------------------------|---------------------|--|
| Teacher Observations/Evaluations | 60% | Please see the tiered salary table for salary information. |
| Curriculum Implementation | 30% | |
| School Culture | 10% | |
| Overall School Growth (NWEA) | 100% | \$1,500 |

Head of School

| Performance Area | Weighted Percentage | Payout Amount |
|-------------------------------------|---------------------|-----------------------------|
| Base Salary | N/A | Please see projected budget |
| Curriculum Implementation | 1 Rubric Point | \$750 |
| School Culture | 1 Rubric Point | \$750 |
| Overall School Growth (NWEA) | 100% | \$1,500 |

Instructional Support

| Performance Area | Weighted Percentage | Payout Amount |
|-------------------------------------|---------------------|--|
| Teacher Observations/Evaluations | 100% | Please see the tiered salary table for salary information. |
| Curriculum Implementation | 1 Rubric Point | \$200 |
| School Culture | 1 Rubric Point | \$200 |
| Overall School Growth (NWEA) | 100% | \$625 |

Part of the success of this approach depends on the development and retention of excellent teachers. To help with this, ongoing applied professional growth is an integral part of the plan to sustain high teacher quality and student growth and achievement. This will be achieved by utilizing master and mentor teachers to provide weekly professional development in areas of scoring rubrics and effective instructional strategies. Master teachers will develop and deliver a weekly plan for professional growth with the assistance of the administration and mentor teachers. The master teacher will schedule a follow-up time with each teacher to provide feedback and additional coaching to build highly competent teachers across the school on a weekly basis. This allows teachers to apply their new learning and evaluate the effectiveness of their practices.

This plan that focuses on building quality teachers from within the School and rewarding those teachers for their effectiveness will develop a strong culture of instructionally focused accountability. Students will benefit from receiving instruction from a high quality master teacher on a daily basis. This will also incentivize career and mentor teachers to develop their skills and reach the status of master teacher.

Professional Development. Quality teacher development is the key to attracting and retaining talented individuals and the lever to raising student achievement levels. In order to offer the children in the community/ neighborhoods, as well as surrounding areas, an opportunity to become successful in the future, the School must provide them with excellent educators. GEO Academies knows that teacher actions result in student actions, and it is the objective to ensure teachers make the best informed decisions in their classroom. Therefore, the School will provide on-going, varied opportunities for teachers to improve their instruction through specific strategies to include: (a) classroom observations and debriefs between colleagues and from the instructional leadership team, (b) professional development days, (c) curriculum development and review, unit review and analysis, (e) professional learning communities, (f) video lessons, (g) leadership opportunities within the school for teachers, (h) outside classroom and school visits, (i) professional development sessions led by instructional leadership team members, lead teachers, or consultants, and (j) individual check-ins.

Fifteen full professional development days are scheduled throughout the annual calendar; ten of these professional development days occur prior to the first day of school to ensure a strong start. Teachers will utilize 40 minutes of collaborative planning time during their prep periods on Thursdays. Staff meetings will be held every Tuesday from 7:30am to 8:00am. This time will be devoted to problem-solve and action plan around ways to enhance instruction. The Instructional Leadership Team will meet weekly to address the overall effectiveness of the professional development plan based on surveys completed by the school staff members.

Start-Up and Operations

Start-up Plan. Please refer to **Attachment 16** for the School's start-up plan governing the School's pre-opening period.

Transportation. It will be the responsibility of the student/family to transport the student to the School's campus. The School will provide transportation to and from the campuses of the School's post-secondary partners for students taking credit bearing courses on college campus. This transportation will be conducted by GEO Academies with buses and vans owned by GEO Academies or its affiliate organizations and all such equipment will be properly insured.

Safety and Security Plan.

The School places its highest emphasis on student safety and security. The School, on its own or through its community partner relationships with Indiana Black Expo and Ivy Tech, will employ security cameras throughout the school building along with restricted access doors. All staff will be trained in the various warning signals and procedures put forth in the Emergency Plan. All visitors must sign in at the main office and wear an identification badge prior to admission to the general school building.

Technology.

The School is not a virtual operator, however, there will be elements of blended learning applied to the remedial and college preparation aspects of the School's Early College program. In such remediation, and in those basic required courses that do not qualify for college credit, the School will utilize a rotational model of blended learning. In order for staff to successfully implement the program, several technological components are required. The School will be equipped with desktop computers for each

computer lab, wireless internet access throughout the entire school, interactive projectors in each classroom, and computers for teachers and administration to use. The School will also have a high speed internet connection, adaptive learning software for reading and math, Microsoft Office for student, teacher, and administrative use, Dyknow computer monitoring software for student computers, and a web based student information portal. Students who attend courses on the Ivy Tech campus in Indianapolis will be able to access Ivy Tech's technological resources. The School will utilize a cloud based system to back up all important data. All equipment will be barcoded and inventoried. Servers will be password protected and have various user level permissions. A full-time IT person will be employed to maintain the technology in the school and provide support for teachers and staff. GEO Academies also has an IT specialist that provides onsite assistance and training.

Insurance and Indemnification. Please refer to **Attachment 17** for an insurance estimate in alignment with the ICSB's requirements.

Facility Plan

Facility.

GEO has extensive experience in working within zoning laws in locating and identifying appropriate facilities for school use. GEO currently operates five schools in two states with five separate physical locations.

For GEO Next Generation Academy-Indianapolis, GEO Academies will likely co-locate its campuses with one or both of its institutional partners. As previously discussed, GEO Academies is in current discussions with Indiana Black Expo regarding location of the School on IBE's new campus at 601 N. Shortridge on Indianapolis's far east side. Depictions of that facility have been provided as part of **Attachment 12**. Projected lease costs for that facility have been factored into the School budget and its accompanying documentation. In addition, GEO is in preliminary, but ongoing discussions with Ivy Tech regarding the location of a second downtown campus, more conveniently located next to Ivy Tech's base of operations.

Demand/Need Analysis for Each Location.

| | Attucks | Ben Davis University | Herron | PPHS | Tech | Shortridge | Irvington | Warren Central | Lawrence Central |
|-----------------------------|---------|----------------------|--------|------|------|------------|-----------|----------------|------------------|
| Letter Grade | B | B | A | None | C | B | C | B | B |
| 2018-19 Enrollment by Grade | | | | | | | | | |
| 9 | 212 | 0 | 238 | 114 | 614 | 339 | 72 | 961 | 539 |
| 10 | 316 | 153 | 200 | 146 | 716 | 288 | 84 | 962 | 565 |
| 11 | 313 | 138 | 240 | 0 | 646 | 204 | 70 | 960 | 616 |
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main Ivy Tech campus – very close to Shortridge - and its Early College program will be attractive to those who may have been shut out of either Shortridge program. The school will also have a campus on the far east side at 601 North Shortridge Road, in partnership with Indiana Black Expo, on the site of the former Crossroads Bible College. Indiana Black Expo acquired this property, in part, to launch a visual and performing arts program targeted to high school and middle school aged students. We expect this access to Early College to be attractive not only to local area students and families, but also to those shut out of Shortridge’s VPH program. Further, one of the School’s institutional partners, Indiana Black Expo, acquired the former home of Crossroads Bible College on the far east side of Indianapolis. One of the driving reasons IBE made such a move was to develop educational programming focused on the performing arts, and it chose the east side to attract a market of participants similar to those who were once attracted to the IPS Broad Ripple HS Performing Arts Magnet.

Budget and Finance

Accounting, Purchasing, Payroll and Audit

The school will manage all finances according to the State Board of Accounts requirements. GEO Academies and GEO Foundation processes have been reviewed by independent auditors (Crowe, Inc.) through numerous fiscal cycles and have been approved by both the audit firm and the SBoA.

Specifically, GEO Academies’ Chief Financial Officer serves as the Board-appointed School Treasurer, and oversees all school funds. The Treasurer works with the Head of school to draft a preliminary budget for Board review and approval. Expenses are reviewed and approved throughout the year by the Treasurer to ensure the budget remains within projections.

The accounts are maintained by GEO Academies’ Chief Accounting Officer, a CPA who maintains the integrity of the accounting processes, including all bank accounts, accounts payable, and receivable, grants, etc. Responsibilities such as bank reconciliation, payroll management, journal entries, accounts payable/receivable, and cash management are kept divided so as to maintain fiscal controls and security.

Purchases at the school level are requested through an online program, and approved – or rejected – by the Treasurer in accordance with the Board-approved budget. When items are delivered, the invoices and packing slips are matched up and entered into the online system for matching against the approval for payment.

To ensure long-term viability, budget development, financing options, and other expenditures are developed with a focus on assets, debt service, and fund balance, ensuring compliance with SBoA and authorizer requirements, and long-term stability.

Pro-forma budget. Please refer to **Attachment 18.**

Budget Narrative. Please refer to **Attachment 19.**

Section IV: Portfolio Review and Performance Record

Academic Performance Workbook. Please refer to **Attachment 21.**

Contract Termination. In 2012, Greater Education Opportunities Foundation, Inc., a related organization to GEO Academies, Inc., terminated its management agreement with two Indianapolis-area schools (21st Century at Fall Creek and 21st Century at Fountain Square). This termination was voluntary and not a result of any breach, material or otherwise, by any party. In 2018, following the full renewal of Pikes Peak Prep in Colorado Springs, by the Colorado Charter School Institute, GEO exercised an opt-out in its management agreement with the school.

Other Charter Activity. Neither GEO Academies, Inc. nor any entities related to it, including, but not limited to Greater Education Opportunities Foundation, Inc. have had any charter revoked, non-renewed, shortened, renewed subject to a condition, withdrawn or not open.

Performance or Compliance issues. Neither GEO Academies, Inc. nor any entities related to it, including, but not limited to Greater Education Opportunities Foundation, Inc., have had any performance deficiencies or compliance violations in the last three years.

Current or Past Litigation. Please refer to **Attachment 22.**

Attachment 1
GEO Academies, Inc.
Applicant Group Resumes

Tanya Bell

Emily Burke

Alyce Butler

Arlene D. Colvin

Emil Ekiyor

Carlton Glassman

Dr. Katie Jenner

LeaAnn Koekenberg

Jeff Lozer

Kathy Pitts

Jeff Ready

William Smith

Dana Teasley

Kevin Teasley

Caleb Westberg



TANYA BELL, ESQ.
President and CEO
Indiana Black Expo, Inc.

Attorney Tanya Bell is the President and Chief Executive Officer of Indiana Black Expo, Inc. a non-profit 501(c)(3) organization with 12 chapters in Indiana. As IBE's President and general counsel for more than ten years, Bell oversees day-to-day operations and supervises various programs and initiatives as well as Summer Celebration and Circle City Classic®, fundraising events that generate more than \$28 million in local spending, attract more than 400,000 attendees annually, and provide annually approximately \$100,000 in scholarships (\$4.4 million in total) to Indiana students.

Ms. Bell is responsible for sponsorship sales and activations for more than 150 companies. Sponsorship revenue and ticket sales for IBE make up more than 75% of its \$4,394,000 budget.

Ms. Bell has also served on the Board of Directors for IBE from 2001 until 2007. Immediately preceding her position with IBE, Tanya was the Assistant General Counsel for Community Health Network and an Adjunct Legal Writing Professor at the Indiana University School of Law. While at Community, a billion-dollar non-profit health system, Ms. Bell managed all of its litigation including five hospitals and more than 70 sites of care. From 2000 to 2003, Ms. Bell was a Litigation Attorney at Ice Miller where she first became acquainted with IBE serving as outside corporate counsel.

In 2014, Ms. Bell was appointed by former Mayor Greg Ballard as the co-chair of the Your Life Matters® Anti-violence Task Force that produced the YLM Report. The report identifies strategies in eliminating barriers for African-American males between the ages 14 and 24 in the areas of Justice, Education, Mentoring, Employment and Health. Thereafter, Ms. Bell, along with numerous community stakeholders, was responsible for launching the YLM Plan of Action as part of President Barack Obama's My Brother's Keeper Initiative. Indianapolis is only one of two cities in the country to launch a Plan of Action in affiliation with the national MBK initiative. IBE is currently leading OpportunINDY, formerly known as YLM, as the backbone support organization of a collective impact model designed to eliminate barriers for young African-American males.

Ms. Bell graduated *cum laude* from Indiana University School of Law in Indianapolis where she obtained her *Juris Doctorate*. She received her undergraduate degree in Social Studies Education from Indiana State University.

Ms. Bell was a member of the Indianapolis Super Bowl Civic Advisory Committee in 2012, United Way of Central Indiana, and is currently a trustee for Indiana State University.

Ms. Bell has received numerous awards. She recently was named a Sagamore of the Wabash by Governor Eric Holcomb which is the highest honor of distinction in Indiana. She was also named IBE's *Women of Influence*, IBE's Forty under 40, and *Who's Who in Hospitality* by the IBE.

EMILY E. BURKE

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Indianapolis, Indiana 46208

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[linkedin.com/in/Emily-burke-26462b5](https://www.linkedin.com/in/Emily-burke-26462b5)

PROFESSIONAL PROFILE

Experienced professional with expertise in student services and advising; program/curriculum design, implementation, alignment, and leadership; staff supervision and training; grant writing and reporting; and, outreach and constituent service. Outstanding conflict resolution and crisis management competencies. Significant experience working with high achieving students and students from underrepresented populations. Dedicated, collegial worker with excellent organizational abilities, strong leadership and communication skills, and superior ability in performing multiple tasks/projects at one time.

PROFESSIONAL EXPERIENCE**Administration**

Responsible for providing expertise and assistance to schools in Early College design and implementation. Support schools through technical assistance, funding opportunities, and oversight of student supports. Responsible for leadership of the Early College High School initiative in the State of Indiana. Facilitate professional development, educational technology leadership, awareness and exploration of exemplary schools. Provide support, networking and sharing of best practices to schools implementing the Early College model. Lead the cultivation, start-up, implementation, and endorsement of Early College schools. Advised students seeking assistance with academic concerns and issues. Provided mentoring and support to high achieving and diverse student populations in efforts to encourage academic success and scholarly engagement. Responsible for daily administration of Early College Program, including logistics, student contacts, and communication with partner school. Developed curriculum for a college prep course for high school juniors and seniors enrolled in Early College. Delivered college search seminars; FAFSA workshops; and college essay preparation workshops. Worked collaboratively with Associate Provost and other campus representatives to develop and coordinate meaningful programs through the Butler-Shortridge partnership. Ensured coursework of Early College Program students satisfied state and local curricular requirements for graduation. Responsible for administration of university tutoring program, transfer student transition process, and programmatic components of New Student Registration and Academic Day of Welcome Week. Advised students through application processes for post-graduate studies, including law and medical school, and prestigious national scholarships. Planned and developed targeted programming for high-achieving students, in collaboration with various offices in Academic Affairs. Developed working relationships with faculty, staff, and external constituents to strengthen internal and external networking and outreach opportunities. Responsible for identification, cultivation, and solicitation of corporate entities and foundations. Primary oversight of grant writing and reporting for University Advancement division.

Emily E. Burke

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Selected, trained, and supervised professional, undergraduate, graduate, and non-student staffs. Budget manager for division with operating budget of \$2.5 million. Developed and launched web pages for Learning Resource Center and Butler-Shortridge (IPS) Partnership and Early College Program. Working knowledge of PC and Apple platforms, and various business software packages, including Excel, PowerPoint, Word, Outlook, PeopleSoft, Advance, and Banner.

Leadership

Facilitate organization and leadership of Early College Network, design and implement outreach assistance to schools, organize legislative advocacy efforts and maintain up-to-date information regarding dual credit policy in the state. Established office procedures to ensure ethical standards in advising students, reviewing, and editing students' work, and communication with internal and external constituents. Served as Butler-Shortridge Partnership Steering Committee leader. Developed on-boarding and orientation practices for interns, student workers, and new employees. Designed and executed comprehensive developmental programs within Student and Academic Affairs divisions. Created and implemented campus safety, gender roles, and sexual assault/rape education and training programs. Advised student disciplinary boards and served as Administrative Hearing Officer. Responsible for direction of divisional strategic planning committees.

EMPLOYMENT HISTORY

GEO Foundation, Indianapolis, IN

- **Director of School Support** Current

Center of Excellence in Leadership of Learning-University of Indianapolis, Indianapolis, IN

- **Director of Early College** 2016-July 2018

Butler University, Indianapolis, IN

- **Foundation Officer, University Advancement** 2013 – 2016
- **Associate Director, Learning Resource Center** 2011 – 2013
- **Student Development Specialist, Learning Resource Center** 2010-2011
- **Student Advisor, Office of Post-Graduate Studies (now CHASE)** 2009-2010
- **Assistant to the Vice President/Director of Greek Affairs, Student Affairs** 1998-1999
- **Director of Student Support Services, Student Affairs** 1996-1998
- **Residence Director, Residence Life** 1996

Emily E. Burke

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Jacksonville University, Jacksonville, FL

1994 – 1996

- **Panhellenic Advisor**, *Student Affairs*
- **Resident Director**, *Residence Life*

EDUCATION

Indiana University, Bloomington, Indiana

M.S.Ed., College Student Personnel Administration

Miami University, Oxford, Ohio

B.A., English Literature

HONORS, AFFILIATIONS, AND ACTIVITIES

Indiana Concurrent Enrollment Partnerships (INCEP), *Board Secretary*, Spring 2018 – Present

Academic Library Advancement and Development Network, Annual Conference, *Attendee*, April 2015

“Persuasive Development Writing,” CASE Workshop (Austin, TX), *Course Graduate*, April 2014

“Principles & Techniques of Fundraising,” IU Lilly School of Philanthropy, *Course Graduate*, January 2014

Butler University Academic Affairs Staff Development Committee, *Member*, December 2012 – November 2013

Center of Excellence in Leadership of Learning (UIndy), Early College High School Network,

Workshop Participant, 2011 - 2013

Indiana University-Purdue University—Indianapolis, University Library Community Board, *Member*, Fall 2011 – Fall 2017

St. Richard’s School *Regalia* (annual fundraiser and auction) Committee, *Chair*, Fall 2008 – March 2009

St. Richard’s School Parent Organization, *Board Member*, 2004 – 2008; served as *President and Ex Officio Representative to School’s Board of Trustees*, 2006- 2007

Indiana Coalition Against Sexual Assault, *Board Member/Secretary/Newsletter editor*, 2004 – 2007

Indianapolis Alumnae Chapter of Chi Omega Fraternity, *President*, 2000

Southeastern Panhellenic Conference, *Area IV Advisor*, 1996

Advising 101: A Workshop for New Professionals, *NIC/AFA Annual Meeting*, 1996

Miami University President’s Distinguished Service Award, *Recipient*, 1990

Alyce Butler

8411 Hickory
Avenue
Gary, Indiana
46403
(219) 938 6830

Retired with 27 years of service for Northern Indian Public Service Company,2005.

Experience:

- Marketing Consumer Service & Public Affairs & Community Relations, Director
- Taught High School Sophomores and Juniors two nights a week in an afterschool business class

Affiliations and Community Involvement:

- Board Member 21st Century Charter School, Gary, IN
- Gary Rotary, Immediate Past District Governor
- The Lake County Advisory Board for The Salvation Army
- NAACP, Executive Board
- Workone Board of Directors
- Christ Baptist Academy Advisory Board
 - Christmas in April Steering Committee.

ARLENE D. COLVIN

NAME: Arlene D. Colvin

EMPLOYMENT:

Current Position: Chief of Staff City of Gary, IN

Past Positions:

Chief Operating Officer; Physical and Economic Development Director; City Planner; City Attorney; Private Law Practitioner; Arbitrator

EDUCATION:

Bachelor of Arts, Grinnell College, Grinnell, Iowa – 1976: double major: political science and anthropology

Doctor of Jurisprudence,
Indiana University,
Bloomington, Indiana – 1979

LICENSES:

Licensed to practice law in the State of Indiana for the Northern and Southern Districts – 1979

BOARD

MEMBERSHIPS:

Indiana Equity Fund, Little Calumet River Basin Development Commission, City of Gary Redevelopment Authority, Gary Building Corporation, 21st Century Charter School Board of Directors, City of Gary Economic Development Corporation Board of Trustees.

Emil Ekiyor

8427 Admirals Landing Way □ Indianapolis, IN 46236

Phone: 317-437-5591 □ Fax: 1-877-485-5542 □ E-Mail: emil@enabeksolutions.com

Objective

To create an environment that creates pathways for upward mobility for students and families from low socio economic backgrounds via education and exposure.

Experience

Defensive End Tampa Bay Buccaneers 1996-1998

Drafted by Coach Tony Dungy and the Tampa Bay Buccaneers out of college. Played two years with the team and was actively involved in the Tampa Bay and St. Petersburg communities.

Defensive End Indianapolis Colts 1998

Spent a year with the Indianapolis Colts organization with Coach Jim Mora and was actively involved in the Indianapolis Community

Defensive End Atlanta Falcons 1999-2001

Played 2 years with Atlanta Falcons under Hall of Fame coach Dan Reeves. Started my Touch A Life Foundation to work with urban youth in the city of Atlanta.

Defensive End Oakland Raiders 2001-2003

Played two years with the Oakland Raiders, one year with coach Jon Gruden and a year with coach Bill Callahan. Continued my work with urban youth in east Oakland through my Touch A Life Foundation.

CEO Sunny Days Elderly Care 2001-2004

As CEO, I financed, organized and managed a state of the art assisted living facility in Lake Mary Fl. Sold facility to move to Indianapolis.

President Touch A Life Foundation 1999-2010

A non-profit foundation that focused strictly on empowering, educating, inspiring and exposing urban youth. The foundation was created to invest in the lives of youth and help them understand the concept that, if you are willing to work hard and believe in yourself and abilities, you can achieve success in the USA.

Sales Director Morris Inc. Indianapolis 2004-2008

Director of sales for Indianapolis based Apparel Company. Worked with a six-man sales team and generated over \$700,000 in annual sales for the company.

Indianapolis Public Schools Coordinator for Alternative Education career programs 2008-2013

Recruited and worked with students that are 2-3 grades behind grade level. Introduced students to the career magnet program at Arsenal Tech high school, created career plans for students and worked with counselors to ensure students graduated from program.

Indianapolis Public Schools coordinator for sports development 2008-2013

Developed a youth feeder system in all sports, summer camps for all sports and a corporate support program to subsidize the sports development programs.

Head Football Coach Arsenal Tech high school 2011-2013

Won more playoff games than any other coach in school history.
Graduated over 98% of student athletes in 3 years.
Coached 8 first team All-State Players, 4 Indiana Top 50 Players and 4 Division 1 Players in 3 years (More than any coach in Indianapolis Public Schools history).
Established a unified youth feeder program with over 47 teams.

CEO Enabek Solutions 2011- Present

Enabek Solutions is a social enterprise that applies an entrepreneurial approach to addressing social issues and creating positive community change.

Current Projects: a pioneering training, mentorship and access to finance platform. The Space aims to serve an exchange that links 150 Social Entrepreneurs, Start-Ups, Entrepreneurs and Non-Profits in Nigeria, with Angel and Impact Investors, Successful Entrepreneurs, Socially Conscious Private Sector Entities, Donors, Venture Capitalists and Financiers, locally and internationally

Bayelsa state Nigeria, Business Incubator program: Serving as a Technical Advisor to Afrigrants resources and the Bayelsa state government in Nigeria to establish Business Incubation facilities to assist in building a culture of entrepreneurship and addressing the high level of poverty and unemployment in the State.

International Student Guardianship and Development Program: Afrigrants in collaboration with Enabek Solutions is embarking on a second phase of its Scholarship Management Program. Afrigrants and its Partners assists Corporations, Foundations and Individuals manage scholarship programs that place well performing African students in the US, UK, Australia and South Africa. Afrigrants wide experience in grants management merged with Enabek Solutions success rate in scholarship program and students' guardianship and mentorship track record ensures that clients receive high returns on investment.

Funding Space:

Senior Director of Community Relations, Admissions and Partnerships Providence Cristo Rey High School 2013 - 2017

Work with seventy-five community groups, thirty-five middle and high schools and over fifty churches and government organizations to provide resources for students and families from low socio-economic backgrounds

Create school admissions plan and supervise Director of Admissions and entire admissions team

National Executive Director of Strategic Partnerships and Program Development, GEO Foundation July 2017 – Present

Greater Educational Opportunities (GEO) Foundation is a non-profit organization founded in 1998 in Indianapolis, Indiana, with the mission of breaking the cycle of poverty by providing students and families with access to quality educational options in impoverished neighborhoods. GEO Foundation starts, supports, and manages high-quality charter schools in three different regions in the country.

Volunteer Work:

President Indy Youth Sports

2011 – Present

Indy Youth Sports (IYS) a non-profit organization formed to "create a positive and safer environment for youth to enjoy the youth experience, understand the importance of education and impart solid core values via athletics. Currently providing youth sports programming for over 2500 youth ages 6-18years old in Marion County.

President Indianapolis Chapter of Indiana Black Expo 2017

The Indianapolis Chapter of Indiana Black Expo (ICIBE) exists to be an effective voice and vehicle for the social and economic advancement of African-Americans in Marion County

Vice President of the Indianapolis Chapter of the National Football League Former Players Association
2016 - Present

Education

University of Central Florida

1991-1995

Bachelor of Arts in Liberal Studies
Course Emphasis in Political Science

Indiana University Kelley Business School

MS in Business Management

Select Areas of Administrative Leadership Experience and Expertise

Strategic Planning * Team Based Decision making * Academic Advisement * Student Success and Empowerment Strategies * Collaborative Leadership * Community Engagement * Transformational Leadership * Minority and Underserved Populations * Budget Management/Monitoring * Professional Development and Presentations * Conflict Resolution * Career Planning * Fund Raising * Mentoring *

Carlton M. Glassford

6615 California Ave. Hammond, IN 46323

PHONE (219) 628-2580 • E-MAIL CARLTONMGLASSFORD@GMAIL.COM

Professional Experience

Greater Education Opportunities Foundation 2018 - Present

- Chief Academic Officer for Northwest Indiana Region
- Oversee academics for K-12 High School
- Curriculum implementation
- Instructional leadership implementation

New York City Charter High School for

Architecture, Engineering, and Construction Industries 2017 - Present

- Academic Intervention Coordinator
- Trip Coordinator

School City of Hammond – Hammond, IN 2010 – 2017

- TAP/NIET Master Teacher 2014 - 2016
- Analyzed student performance data to create school initiatives
- Oversaw teacher evaluation program
- Administered in-house professional development
- Led new teacher induction and training
- Social Studies Teacher 2010 - 2014
- 2014 Outstanding Educator of the Year
- TAP/NIET Mentor Teacher

East Chicago School City – East Chicago, IN Spring 2010

International School of Columbus – Columbus, IN Fall 2009

Raymond Park Middle School – Indianapolis, IN 2008 – 2009

Education

Tertiary Education:

Masters of Science Educational Administration

- Purdue University Calumet, Hammond, Indiana 2013 - 2015

Bachelor of Science Secondary Education

- Indiana University, Bloomington, Indiana 2005-2008

Secondary Education:

- Chesterton High School, Chesterton, Indiana Class of 2000

Additional Leadership Roles and Community Involvement

Indiana National Guard Bravo Co. 113 2001 – 2005

- Unit Public Affairs Representative

Additional Certifications and Professional Development

2018

Great Minds - Eureka Math Training - Skokie, IL

Indiana Association of Colleges for Teacher Education Summit - Indianapolis, IN

Northwest Indiana eLearning Conference - Presentor - Hammond, IN

College Access for All - Teacher Leader - Brooklyn, NY

2017

QTEL (Quality Teaching for English Learners) 5 day training - Bronx, NY

Northwest Indiana eLearning Conference - Presentor - Hammond, IN

Indiana University Dual Credit Training (3- day) - Bloomington, IN

Kagan Cooperative Learning 2 Day - Presentor - Hammond, IN

2016

ASCD Conference on Teaching Excellence - Presentor - New Orleans, LA

Northwest Indiana eLearning Conference - Lowell, IN

Indiana University Dual Credit Training 3 day - Bloomington, IN

Teaching with Documents - Bloomington, IN

Training Beginning Teachers - Marzano - Denver, CO

2015

ASCD Conference on Teaching Excellence - Nashville, TN

TERC Using Data Training (2 – day) - Hammond, IN

TAP Principal / Master Teacher Networking Conference - Indianapolis, IN

Teaching With Documents Level 1 - Bloomington, IN

2014

Google Apps for Education Training (2 – day) - Hammond, IN

International Society for Technology in Education Conference - Atlanta, Georgia (5-day)

TAP Principal/Master Teacher Networking Conference - Indianapolis, IN

Kagan Win-Win Discipline (2- day) - Hammond, IN

NIET National Conference - Los Angeles, CA

Kagan Win-Win Discipline (2-day), - Las Vegas, NV

Kagan Coaching (2-day) - Las Vegas, NV

2013

Kagan Dynamic Trainer- Orlando, FL

Kagan Classbuilding / Teambuilding - Orlando, FL

Kagan School Trainer (Certified) - Orlando, FL

NIET Summer Institute - Indianapolis, IN

Promethean Trainer (Certified) - Hammond, IN

College Board AP Government - Chicago, IL

Promethean Board Training - Hammond, IN

Kagan Accelerated Achievement, Kagan Brain-Friendly Learning, Kagan Win-Win Discipline - San Jose, CA

2012

SREB “High Schools that Work” Summer Conference - New Orleans, LA

NIET TAP Training - Indianapolis, IN

2011

Advanced Placement Government 1 Day - Chicago, IL

Advanced Ed. Reading Strategies Workshop - Hammond, IN

Smekens Literacy Workshop - Merrillville, IN

Advanced Placement Government 4 Day Workshop - Ann Arbor, MI

Kagan Social Studies Cooperative Learning - Orlando, FL

Kagan Multiple Intelligences and Differentiated Instruction - Orlando, FL

2010

Harry Wong Classroom Management Training - Hammond, IN

Kagan Cooperative Five Day Learning Training - Hammond, IN

2009

International Baccalaureate Level 1 Training - Atlanta, GA

KATIE JENNER, Ed.D., M.B.A.

80 N. Hereford Lane
Madison, IN 47250
kjenner@ivytech.edu

Phone: (859) 806-3663

PROFESSIONAL EXPERIENCE

Ivy Tech Community College, Indiana
2018-present

November

Vice President of K-12 Initiatives and Statewide Partnerships (November 2018-present)

Create a Seamless K-14 System—major responsibilities include but are not limited to:

- Proactively lead College strategies toward valued partnerships between K-12, Career Center, and Ivy Tech resulting in *student credential* and *pathway completions*.
- Elevate the benefits of dual enrollment programming option including expansion of opportunities for students, Early Colleges and potential cost savings for school districts.
- Champion dual credit faculty credentialing requirements and waiver process with Higher Learning Commission and Indiana Commission for Higher Education.
- Develop a succinct, focused and continuing communication plan designed specifically for K-12 partners outlining the benefits of Ivy Tech's comprehensive programming. Serve as the statewide champion for the implementation of the communication plan in partnership with chancellors and campus teams.

Madison Consolidated Schools, Madison, Indiana
2009-2018

Assistant Superintendent (June 2018-October 2018)

Senior Director of Learning and Title Programs (2012- June 2018)

K-14 career pathways creation and implementation

- Formulated data analysis of local, regional and state needs to determine career pathway targets (2012): Manufacturing, Engineering, Health Care, Entrepreneurship.
- Strategically developed Grade K-14 career pathway course alignment sequence.
- Cultivated key community and corporate partnerships to support, through guidance and resources, identified career pathways. Including, building a relationship and communicating student programming to an industry partner who is projected to give 1.7 million dollars to MCS between 2015-2019.
- Redesigned and strengthened district-wide STEAM curriculum and developed teacher capacity K-12 to support career pathway implementation; new strategic workforce focused curricular additions include:
 - K-5: Computer coding for all students (2015), PLTW Launch pilots in 9 classrooms (2015) and rollout to all 54 elementary classrooms (2016), world language instruction (Spanish) each week (implementation started with K-2 in 2013, full expansion in 2015).
 - Grades 6-12: Computer science (2015), PLTW sequential engineering pathway (2014) and sequential biomedical (full pathway implementation in 2016-2017), Madison Fine Arts Academy (2012), Construction added as junior high elective to feed H.S. Manufacturing pathway (2015).
- Collaborated with industry leaders to develop an implementation plan for Cub Manufacturing, a school based work-based learning model, including securing \$150,000 in TIF funding (spring 2015); \$125,000 in TIF funding (June 2016); \$60,000 in TIF funding

(November 2017) for Career Pathways. Work-based learning model expansion to include Cub Engineering (2017).

- Exceeded the College and Career Readiness state goal of 25% of high school students graduating with IDOE-approved dual credit and/or a 3 or above on Advanced Placement assessments. MCHS has consistently over tripled this Indiana goal by having approximately 90% of students defined as College and Career Ready.

Ivy Tech and industry strategic partnerships – changing the discussion from “K-12” to “P-14”

- Co-designed and implemented Ivy Tech/Madison Consolidated Schools partnership with goal of increasing local attainment rate, as well as raising student skill level. TGEC (Phase 1); High-demand workforce Technical Certifications (Phase 2).
 - Phase 1 - Increased Transfer General Education Core (TGEC) completers from one student in May 2015 to over 50 students in May 2016; highest rate of TGEC completers in Indiana (2015). Madison’s high school students represented approximately 25% of all Ivy Tech post-secondary Credentials awarded to high school students statewide (2016).
- Co-developed systematic post-high school career pathway coursework as a pipeline to business/industry with goal of technical certificate completion while in high school: Welding TC-MIG, TIG, STICK (2016), CNA (Jan. 2018), Industrial Maintenance TC (Aug. 2018), Medical Assistant TC (Aug. 2018), Information Technology TC (Aug. 2018), Business Administration TC (Aug. 2018).
 - Phase 2 - Total projections for TGEC and high-demand technical certifications for high school graduates: 80 students (2018) and 83 students (2019); continued growth is expected.
 - Co-authored \$268,000 grant from Indiana Department of Workforce Development (DWD) with Ivy Tech and Grote Industries to scale CNA and Industrial Maintenance certification and paid apprenticeship for students at other school districts in order to scale the P-14 Talent Pipeline (2017).
- Team for LCP development – Career Centers, K-12, Ivy Tech thought leaders
- Developed strategic relationships and partnerships in post-secondary, business/industry, and government, in order to maximize P-14 Talent Pipeline potential.

Early learning programming creation and expansion

- Quantified analysis of local preschool data to determine an urgent, increased need for Jefferson County, Indiana, preschool opportunities; Jefferson County only has 50% capacity to serve 3 and 4 year old students.
- Guided and leveraged resources to grow early learning opportunity in Jefferson County; in 2012-2013 the MCS Early Development Center started with 10 students; the 2017-2018 enrollment is 102 students (92 student increase in 6 years).
- Advocated for and advised MCS early learning team in pursuing Paths to Quality process.

P-14 standards-driven curriculum and assessment strategic alignment

- Designed and spearheaded the district curriculum development process based on the 2014 Indiana Academic College and Career Readiness Standards—supervised grade level teams in curriculum mapping for ELA K-10 and for mathematics 6-10; mobilized faculty for an elementary mathematics curriculum adoption, moving from procedural to conceptual mathematics (2015). Significant increase in student growth K-8 on ISTEP+ state testing (2016).
- Orchestrated a K-12 unified formative assessment process, including the formative assessment selection, implementation of a training process, and systematically amplified student data usage by having one district student achievement database.
- Created a district wide MCS Summer Learning Challenge (Math, Reading, Good Deeds) to encourage more learning during the typical “summer learning slide” months; secured community partners to provide summer learning supports for elementary students; invited schools county-wide to participate in the Summer Learning Challenge.
- Established exploratory learning trips at each grade level (2013-2014) with common district calendar; initiated experiential learning during the summer for elementary students through Camp Invention (started 2015) and junior high expansion (2016).

Federal and state grant facilitation and accountability

- Monitored and secured Title I, Title II, Title III, NESP, High Ability funding, including writing and guiding a team in implementation of all grants.
- Mentored principals in effective usage of RISE evaluation model.
- Empowered and guided instructional coaching team to require best practice instruction in order to maximize student learning.

Assistant Principal, Madison Consolidated High School (2010-2012)

- Designed and facilitated Madison “Graduation Safety Net” offering three tiers of drop-out prevention; Graduation rate substantially improved from 72% (2010) to 92.6% (2013).
- Executed increase in College and Career Readiness rate by adding dual credit and Advanced Placement courses; facilitated addition of 13 new AP classes.

Assistant Principal, Madison Junior High School (2009)

- Managed all student discipline and truancy; developed student behavior plans to provide positive and proactive supports for students.

Larry A. Ryle High School, Union, Kentucky
2005-2008

Career and Technical Education Teacher, Business emphasis

- Created, designed, and implemented successful Marketing program and curriculum; increased enrollment of students with new programming.
- Created, designed, and implemented “Entrepreneurship Challenge” event; delegated and generated support from community business leaders, Administration, Northern Kentucky University, and Entrepreneurship Institute; orchestrated event for 150 students who vary in socio-economic status, ethnicity, gender, and academic ability.

EDUCATIONAL LEADERSHIP

Indiana Teacher Pay Commission

2019

Governor appointed commission to determine recommendations to increase teacher compensation.

NCSL Indiana State Summit—Creating Career Pathways for All

2018

Panelist on *Indiana Action on CTE & Apprenticeships: Models to Expand*.

NCSL Creating the Indiana Story: Bringing Rigorous CTE Opportunities to All Students 2018

Presenter to legislators about K-12 Best Practices happening in Indiana that combine work-based learning experiences and post-secondary credential completions in high demand areas for high school students.

AEI Leadership Network Summit—Indiana Representative

2018

Nominated and selected to join leaders from throughout the United States in a summit focused on leadership development and policy education in Washington, D.C.

Indiana Manufacturers Association Work-Based Learning Event—Panelist

2018

Presented ways to overcome common barriers when implementing a work-based learning model in a K-14 system—including solutions for partnership development among K12, post-secondary, and industry.

Southeastern Indiana Talent Summit—Presenter

2018

Joined Secretary of Career Connections and Talent Blair Milo and Grote industry leader to share progress of K-14 Talent Development Pipeline, including work-based learning and post-secondary credentials.

White House Summit on State-Federal STEM Education—Indiana Representative
2018

Nominated by Governor Holcomb, as one of three individuals from Indiana, to join representatives from each U.S. State in discussion about State and Federal STEM policy and program alignment.

Commission for Higher Education Meeting—Panelist
2018

Representative for K-12 on CHE panel focusing on “How college readiness/completion data is being used to inform collaboration between K-12 schools and higher education institutions.”

Indiana Workforce Summit—Panelist
2018

Invited by Indiana DWD leadership to present as a member of the Jefferson County ENVISION team on the strategic planning and partnership process which resulted in a talent pipeline system.

IDOE eLearning Leadership Cadre—Emeritus Member
2016 - present

Selected to be on a statewide, 12 member innovative cohort, focused on strategic visioning and planning for educational technology; serving as eLearning ambassador for state and nation.

National Governors Association—Presenter
2018

One of three best practice models featured at Policy Academy on Scaling High-Quality Work-Based Learning.

Woodrow Wilson M.B.A. National Fellowship in Educational Leadership
2017

Recipient of a \$50,000 M.B.A. Fellowship, purposefully designed to enhance and advance preparation for educational leadership.

Project Lead the Way—National and State Conference Presenter

Presentation Topic: *K-12 PLTW Model*

2017

National Career Pathways Network—Presenter

Presentation Topic: *Accelerate Educational Attainment and Address the Skills Gap*

2016

Indiana Pathways Innovation Network (IN-PIN) event—Presenter

Presentation Topic: *Accelerate Educational Attainment and Address the Skills Gap*

2016

Harvard Institute for Superintendents and School Leaders, Harvard University

Participant in strategic thinking and development sessions focused on improving America's education opportunities by balancing political agendas, accountability models, and a student centric focus.

2016

Indiana Administrator Academy Panel - FLEX Learning Days
2016

One of four panelists for Administrator Academies in north, central, and southern Indiana regions.

Ivy Tech Community College State Conference—Presenter
2016

Presentation Topic: *The Skills Gap - Educational Attainment and Workforce Development*

Regional Curriculum Collaboration Team

2013-2015

Initiated regional curriculum directors meetings; evolved and now merged with key regional principals.

America Achieves Convening of World Leading Schools, Washington, D.C.

2014 Selected attendee following OECD Test for Schools (based on PISA).

Kentucky Curriculum Design Committee

2007-2008

Developed Kentucky curriculum standards for Business Management/Entrepreneurship.

Future Business Leaders of America Co—Advisor

2005-2008

Advised numerous students in competition for State and National level.

Center for Economic Education Entrepreneurship Institute—Presenter

2008

Presentation Topic: *How to Successfully and Effectively Teach Entrepreneurship*

National High Schools That Work—Presenter

2006, 2008

Presentation topic: *Career & Technical Education Progressing in a Global Society (2006)*

Presentation topic: *Inspiring Generation Y through an Entrepreneurship Challenge (2008)*

Kentucky Career and Technical Education—Presenter

2007, 2008

Presentation topic: *Career & Technical Education Progressing in a Global Society (2006)*

Presentation topic: *Teaching Microsoft Certification Courses (2007)*

Presentation topic: *The Entrepreneurship Challenge: Road Map to Relevance (2008)*

2006,

International Symposium on Educational Reform—Delegate & Presenter

2007

East China Normal University, Shanghai, China

Presentation topic: *Influence of Work Embedded Learning on Successful Post High School Employment*

International Symposium on Educational Reform—Delegate & Presenter

2006 **University of Jyväskylä, Finland**

Presentation topic: *Successful transition after high school: the effect of work based learning*

SERVICE LEADERSHIP

Indiana State Workforce Innovation Council (SWIC)—Member

2016-2018

ENVISION Jefferson County, Indiana—Education Team Member

2015-2018

Jefferson County Girls' Incorporated—Board of Directors

2014-2018

Kings Daughters Health Bethany's Circle—Member

2014-2017

Jefferson County Community Corrections Advisory Board—Past-President

2013-2018

Hanover College Education Advisory Council—Member

2013-2015

North United Methodist Church—Attendee

present

Pathways Youth Shelter and Family Services—Board of Directors, Vice President

2008-2013

Indiana Region 9 Workforce Board—Board of Directors

2009-2013

Indiana Region 9 Youth Council—Member

2009-2013

EDUCATION

| | |
|--|------|
| Doctor of Education in Educational Leadership (Ed.D.) , University of Kentucky Dissertation focus: Work-Based Learning | 2009 |
| Master of Business Administration (M.B.A.) , Indiana State University | 2017 |
| K-12 Superintendent Certification , University of Kentucky | 2017 |
| K-12 Principal Certification , Xavier University | 2009 |
| Master of Education, Business, Marketing Emphasis (M.A.) , University of Kentucky | 2005 |
| Bachelor of Arts, Business, Marketing Emphasis (B.A.) , Transylvania University | 2004 |
| International Student Exchange , National University of Ireland | 2002 |

LEA ANN KOEKENBERG

EXPERIENCE

February 2011-Current

GEO Foundation, Indianapolis, IN

Director of Instructional Technology for 3-5 public charter schools (in two states), serving various student populations K-12+, largely located in at-risk neighborhoods.

- Championing and implementing blended learning models for 3-5 public charter schools (in two states), serving various student populations K-12+, largely located in at-risk neighborhoods.
- Assist teachers with integrating technology-based learning experiences into the curriculum.
- Acquire, organize, and implement technology resources to assist with classroom teaching and learning.
- Develop a technology curriculum.
- Provide instructional support, including co-teaching and model teaching of technology integration lessons.
- Develop and deliver professional development for faculty and staff.
- Assess, improve and grow the effectiveness of classroom and organizational technology initiatives.
- Provide consultation and support for Assistive Technology.
- Analyzed testing data to determine effective support strategies for career teachers.
- Supported career teachers in the implementation of Core Knowledge and Engage New York Curriculum.
- Provide consultation and support for organizational grant writing.
- Acted as Testing Coordinator for the 21st Century School in Gary Indiana.
- Report to 3-5 principals, 3 school boards and parent company's CEO

2000-February 2011 St. Richard's School Indianapolis, IN

Director of Instructional Technology

- Developed and implemented current technology K-12 student curriculum and taught students to use technology as a tool to empower learning.
- Developed and implemented programs that grow technology proficiencies for teachers
- Chaired St. Richard's School technology committee
- Maintained St. Richard's School web page

Other responsibilities included, but were not limited to: network support, end user support of administrative software, faculty training, desktop publishing, network setup and maintenance, equipment purchasing, budget control, webpage design, desktop troubleshooting and maintenance and other duties as assigned.

E-MAIL: LKOEKENBERG@GMAIL.COM

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1996-2000 St. Richard's School Indianapolis, IN

Teacher

- Planned and implemented standards-based curriculum in all academic areas.
- Differentiated instruction to meet needs of all students.
- Implemented Blended Learning strategies in my room with the use of Educational Software

1994-1996 Indiana Department of Education Indianapolis, IN

Program Specialist

- Developed, promoted and implemented new software preview sessions for Indiana educators interested in integrating technologies into their K-12 classrooms.
- Procured and evaluated emerging educational software.
- Traveled throughout the state organizing and delivering workshops on various educational technologies.

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LEA ANN KOEKENBERG

EDUCATION

- | | | |
|---------------|--|---------------|
| May 1994 | Anderson University | Anderson, IN |
| ■ | Bachelor of arts in Elementary Education | |
| ■ | GPA 3.5/4.0 | |
| November 2012 | Lesley University | Cambridge, MA |
| ■ | Masters in Educational Technology | |
| ■ | GPA 3.8/4.0 | |

RELATED EXPERIENCE

- Developed and conducted workshops for the Indiana Computer Educators (ICE) conference.
- Developed and implemented a Blended Learning classroom/ school environment K-12.
- Formed various programs to extract important data about student's progress.
- Conducted workshops for the Indianapolis Public Schools Staff Development incentive called CLICK. Teachers created WebQuests to use in their curriculum.
- Became a TAP qualified Evaluator
- A Google Educator

PROFESSIONAL AFFILIATIONS

- Indiana Computer Educators (ICE)
- Indiana Computer Educators Conference Committee
- Hoosier Educational Computer Coordinators (HECC)
- International Society for Technology in Education (ISTE)

Jeffrey M. Lozer

8423 N. Washington Blvd.
Indianapolis, Indiana 46240
(317) 413-5113
jeff.lozer@comcast.net

Professional Profile

Jeff Lozer has substantial experience developing organizations and lines of business, and in managing mature, yet evolving organizations with complex sets of stakeholders. He has developed and managed revenue-generating service relationships with over forty schools on behalf of GEO Foundation, Marian University and Goodwill Education Initiatives, Inc. He has also led a large agency law practice, and has subject matter expertise in organizational development, private foundation management and corporate law. He has identified, recruited, hired and led subject matter experts to develop a comprehensive state agency law practice of 130 attorneys throughout 92 counties. He partnered with the DCS Director in the organizational development of a new state agency, traveling the state building new community partnerships and promoting a new agency culture. He led the grant making of a private foundation and has advised numerous nonprofit organizations in private practice. Throughout his career he has been a respected and trusted leader and advisor to governmental agencies, private foundations, public charities, and educational institutions.

Areas of Proficiency

- Business Development and Leadership
- Corporate/Nonprofit Organization Law
- Program and Organizational Design
- Contract License Negotiation
- Legislative and Administrative Rule Promulgation
- K-12 schools and school governance
- Grantor/Grantee Relations
- Public Media Relations

Professional Experience

August 2018 – present, Chief Operations Officer, Greater Education Opportunities Foundation (“GEO”), Indianapolis, IN – Support the operational and legal needs of a growing network of six charter schools in two states (Indiana and Louisiana). Solidify network policies, practices and intellectual property rights to support future growth of the network and academic growth of students in the schools GEO serves.

July 2017 – July 2018, Director of School Partnerships, Marian University, Indianapolis, IN – Following the transitioning of operations of the Indiana Network of Independent Schools from Goodwill Education Initiatives effective July 1, 2017, I led a team of three professionals providing professional back office supports to seven Indianapolis-area charter schools. Supported Marian’s growing Teacher Clinical Residency Program for Marian’s Fred S. Klipsch Educators College. Developed, executed and supported service agreements with partner schools, ranging from back office support agreements to whole-school evaluations of school performance.

March 2013 – June 2017, Senior Director, Indiana Network of Independent Schools and The Excel Center Network (Goodwill Education Initiatives), Indianapolis, IN – Led Goodwill’s efforts to provide school support services to the twelve (12) schools owned and operated by Goodwill and twenty-one (21) independent schools. Developed business, negotiated and executed contracts and oversee the delivery of services such as state reporting and compliance, finance and accounting, special education administration, and other services. Worked with charter school applicants and applicants seeking replication throughout the application and authorization process. Oversaw Goodwill’s licensed arrangements with licensees of The Excel Center Model (Austin, TX, Memphis, TN, Washington D.C., and South Bend, IN). Supervised three Director-level direct reports.

June 2008 – March 2013, General Counsel, Indiana Department of Child Services Indianapolis, IN - Led DCS’s legal operations throughout Indiana’s 92 counties and an agency central office; provided ultimate oversight to 130 staff attorneys responsible for trial court and appellate litigation, the drafting of legislation and administrative rules, the performance of an administrative law function, and compliance with state and federal laws. Directed non-routine litigation efforts, including the recently settled federal litigation regarding DCS’ rate

setting. Provided continuing counsel and support to the DCS Director. Supervised all appellate litigation, which averaged 150 active appeals. Promoted DCS' practice to judicial and trade associations. Ensured that DCS' practice was properly advocated and enforced through legal proceedings at the local and appellate court levels. Supervised efforts to ensure federal compliance and respond to Freedom of Information Act and Indiana Open Records requests, as well as requests for information specific to child welfare law. Served as chief ethics officer for DCS.

February 2007 – June 2008, Special Counsel to the Director, Indiana Department of Child Services Indianapolis, IN – Performed Chief of Staff function and advised the Director of the Department on a variety of issues central to the reform of Indiana's child services system. Directed and coordinated the efforts of the agency's deputies to achieve the agency's vision and mission. Implemented and directed management reforms, media strategy, and legislative strategy. Secured resources to sustain the agency's efforts, including real estate site selection of offices in all Indiana counties.

November 2006 – January 2007, Private Practice Indianapolis, IN – Provided legal and consulting services to a variety of educational and human service organizations, including private and charter schools and private foundations.

September 2003 – October 2006, Counsel, Ice Miller LLP Indianapolis, IN – Co-chaired nonprofit practice group of leading Indianapolis law firm. Advised private foundations, including Dekko Foundation, and Lumina Foundation on various legal issues. Provided tax advice, performed legal audits and developed assessment and evaluation programs for several private foundations and public charities. Represented various Indiana charter schools, educational service providers, and associations in the evolving K-12 education sector.

September 2001 – September 2003, Senior Associate, Johnson, Grossnickle and Associates, Inc. Franklin, IN – Provided organizational and development consultation for private foundations, including Lilly Endowment and Foellinger Foundation. Proposed, secured and fulfilled new business focused on providing high quality organizational assessments to growth oriented nonprofit clients including Fairbanks, and the Indianapolis Children's Choir.

August 1998 – September 2001, Director – Community Relations, Assistant Secretary, Christel DeHaan Family Foundation ("CDFE"); Indianapolis, IN

- Managed annual grant budget exceeding \$4 million and a grant portfolio exceeding \$7 million;
- Developed and implemented the foundation's first philanthropic budget and a system to track philanthropic investments by giving category and grantee;
- Established aggressive operating plan that decreased grant turnaround times;
- Helped lead an education initiative ("Project E") to educate Indiana residents about the need for improving Indiana's K-12 education system that included gross media purchases of over \$2.5 million for advocacy spots to build support for charter schools and other reforms;
- Developed and implemented strategy and budget for CDFE's investment in complementary education reform organizations;
- Managed legal affairs, and monitored compliance with 501(c)(3) restrictions on lobbying and other non-exempt activities.

June 1994 – July 1998, Resort Condominiums International, LLC ("RCI"), Indianapolis, IN.

February 1997 – July 1998, Vice President, Resort Services – Responsible for national account management of five RCI preferred clients, each generating annual revenue between \$1 million and \$9 million.

March 1996 – January 1997, Manager, Resort Services – Developed a national account servicing strategy to market RCI's various capabilities (timeshare exchange, travel, resort computers, marketing, etc.) as a single solution set for resort clients.

June 1994 – February 1996, Associate Attorney – Participated in and directed complex multi-million dollar negotiations with RCI resort affiliates and vendors. Authored uniform standard contract language for RCI's global member and resort affiliation agreements and managed the worldwide implementation of these standard agreements. Managed the legal relationships of RCI's international subsidiaries and its computer services subsidiary, RCC, (Resort Computer Company).

May 1993 – June 1994, Law Clerk, Foley & Pool, Indianapolis, IN – Interviewed clients and drafted motions, trial briefs and appellate briefs related to business and real estate litigation.

Fall 1993, Civil Practice Clinic, Legal Services Organization of Indiana, Indianapolis, IN – Represented indigent clients in matters involving Medicaid, family law and unemployment law. Presented two matters at administrative hearings and obtained victories for both clients.

Summer 1992, Law Clerk, Public Defender's Office, Marion Superior Court, Juvenile Division, Indianapolis, IN – Researched and drafted various motions and trial briefs. Interviewed clients and assisted in defense preparation.

Education

Indiana University School of Law, Indianapolis, IN

- JD May, 1994, *Cum Laude*
- *Indiana Law Review*
- Harold H. Woodard Fellowship

Davidson College, Davidson, NC

- BA History, May 1989
- Varsity Division I baseball. Four year letterman and team captain

Brebeuf Preparatory School, Indianapolis, IN - May 1985

Current Professional and Civic Memberships

- Indiana State Bar, Attorney Number 18054-49
- Coach, Indiana Nitro Baseball Club
- Board of Advisors, Teachers' Treasures

Past Civic Activities and Memberships

- Stanley K. Laey Leadership Class XXVI (2001-02)
- Indianapolis Bar Association
- Indianapolis Children's Choir Board
- Indianapolis Rotary
- Central Indiana Regional Arts Advisory Council
- Indiana Grantmakers Alliance – Program Committee
- Indiana Youth Institute – Statewide Advisory Council
- Past Board Chairman, Play Ball Indiana
- Judging Chair and Member of Steering Committee, Indiana Achievement Awards
- Board Chair, Irvington Community School
- Board of Directors, Indiana Bulls Baseball Club

Presentations

- *Charter School Board Governance, Compliance and Applied Knowledge*, GEI Technical Leadership Series, December 2014, October 2015, December 2016.
- *Indiana's Title II-E Rate Litigation Experiences and Path Forward*, Annual Meeting of American Association of Public Welfare Attorneys, September 2011 (Oklahoma City, OK).
- *Applied Professionalism, DCS Attorney Relationships with Third Parties*, April 2010.
- *Fostering Connections and Increasing Adoptions Act of 2007, Indiana's Response*, Indiana CASA Annual Conference, October 2009.
- *Public Charities*, Lorman Education Services, April 2006

Jeffrey M. Lozer

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- *Update on Indiana Nonprofit Law*, Indianapolis Bar Association, January 2006
- *Indiana Nonprofits: Tax and Business Answers*, National Business Institute, December 2005
- *Partnerships and Collaborations*, 2004 Indiana Achievement Awards, June 2004
- *The Dos and Don'ts of Grantmaking*, Indiana Grantmakers Alliance, June 2004
- *What Advancement Staff Can Learn from Foundation Officers and Vice Versa*, AFP Annual Conference, September 2003
- *Evaluation: The Buck Stops Here*, Indiana Grantmakers Alliance Conference, October 2002
- *Connecting with Grantmakers*, Indianapolis AFP Annual Conference, September 2001
- *How to Effectively Engage the Foundation Board*, Indiana Grantmakers Alliance, March 2001
- *Creating a Winning Proposal – Olive LLP Annual Nonprofit Conference*, June 1999
- *Effective Grant Applications – a Donor's Perspective*, Indianapolis AFP, October 1998

Kathryn Pitts, CPA

SUMMARY

CPA with extensive management, business and non-profit experience including system conversions, audit coordination for large government grants, and presentations to Boards of Directors and Finance Committees. Certified Public Accountant (Certificate #9200584)

PROFESSIONAL EXPERIENCE

GEO Foundation, July 2014 to Present, *Chief Accounting Officer*

- Manage team in providing all accounting functions for multiple entities. Knowledgeable in both governmental accounting and full accrual accounting. Manage compliance for large government grants. Familiar with, and provide all accounting and compliance required for municipal bonds. Manage all audit preparation work and facilitate completion of audit requirements. Have successfully achieved unqualified audit opinions since working with the organization.
- Prepare monthly financial statement presentations, provide cash flow projections and budget variance reporting for schools and Foundation entities.

Milestone Advisors, LLC, July 2007 to June 2014, *Principal/Director*

- Emphasis in non-profit business sector including managing Milestone Advisors' controller staff and client accounting staffs. Provided clients with streamlined organizational structures and processes including assessments and recommendations of existing staff.
- Served clients in both Senior Controller and Chief Financial Officer Roles, including preparation of monthly financials, accounting system conversions, trouble shooting and balance sheet cleanup, company audit support and financial modeling. Successfully completed dozens of automated balance sheet reconciliation tools, forecasting and cash flow modeling tools.
- Interacted with CEOs for monthly financial reviews. Created customized monthly presentations to assist in monitoring business results on a timely basis.
- Promoted within firm from Controller to Senior Controller to Senior Manager, to Principal/Director.

PPIN, October 2005 to June 2007, *Controller* (March 2005 to June 2007) Controlled \$17 million non-profit budget and managed audit process which resulted in an improved and unqualified opinion from the auditors.

- Managed accounting team, financial statement and budget preparation, cash management, and inventory.
- Created a formalized budget variance reporting system through interaction with team managers. Formalized process resulted in increased accuracy regarding forecasting and budgeting.

- Monitored and worked with governmental agencies to ensure compliance with government grants; created cash flow projections analyses; analyzed balance sheet activity for accuracy. Successfully completed a Title V Governmental onsite audit with no adjustments being required.

Langdon and Company, P.C., December 2001 to October 2005, *Tax Accountant*

- Prepared corporate, partnership and individual tax returns.
- Prepared financial analyses for clients' potential acquisitions and cost savings.
- Prepared financial reviews for clients.
- Assisted client conversion from tax reporting to GAAP reporting.
- Provided monthly accounting support and payroll filings for clients.

Prior

Computer Associates, Inc, *Divisional Quality Regional Manager*

Conseco, Inc. *Second Vice President, Technology Services*

Anthem BCBS *Finance and HR Director for \$133m Information Tech Division*

Delco Remy Division, General Motors Corporation, *Cost Estimator*

Shell Oil Company, *Financial Accountant*

EDUCATION AND ORGANIZATION INFORMATION

- Butler University, BS Degree from College of Business
- Member of Indiana CPA Society
- Board Member, Music For All

Jeff Ready

GEO Foundation Board Member

Chief Executive Officer, Board Member of Scale Computing

Jeff Ready serves as the current CEO and co-founder of Scale Computing. Jeff defines a serial entrepreneur – starting his first company at the age of 11. Jeff has not only proven himself as a pack leader but as a negotiator, fundraiser, technologist, marketer and trusted advisor, having started numerous companies and raising over \$100 million in investment capital.

Prior to founding Scale, Jeff was co-founder and CEO of Corvigo, a Linux-based anti-spam appliance, where he oversaw the company from startup through funding to acquisition. After the acquisition, Jeff served as VP of Marketing at Tumbleweed Communications. Prior to Corvigo, Jeff was co-founder, COO and VP of Marketing at Radiate. Jeff holds a degree in Computer Science from Rose-Hulman Institute of Technology.

Bill Smith

President & CEO

Bill Smith was born and raised in Madison County, Indiana. He and his wife, Karen, have five children and ten grandchildren.

Smith is the recipient of several commendations and awards, including the Indiana National Guard's Distinguished Service Medal and Indiana's Sagamore of the Wabash.

Before the founding of Sextons Creek, Smith served as the chief-of-staff for Mike Pence in the Indiana Governor's Office and previously in Pence's congressional offices. His duties during his time of service included:

Chief of Staff – Governor Mike Pence – 2013 to 2014

- Chief Employing Officer for the State of Indiana
- Chief Advisor to the Governor of the State of Indiana
- Chief Liaison to the Indiana General Assembly and Indiana Supreme Court
- Oversight of all state agency heads and senior staff (70+ state agencies and over 30,000 state employees)
- Chief liaison between all public safety entities (Homeland Security, National Guard, State Police, Department of Corrections and Department of Natural Resources) and the Governor

Transition Director – Governor-elect Mike Pence – 2012

- Coordinated the move into the Governor's office after Mike Pence's election.
- Liaison between the out-going Governor and staff and the in-coming Governor and staff
- Responsible for background checks, vetting and interviewing of all candidates for agency leadership. Over 70 state agency directors needed to be hired or retained for the new administration
- Responsible for hiring of over 40 staff members for the Governor's personal office
- Assisted with media relations and policy development, including development of Indiana's state budget and legislative agenda

Senior Advisor – Mike Pence for Indiana – 2012

- Provided guidance and oversight to staff, policy, budget and political plan for gubernatorial campaign.
- Chaired the committee responsible for the vetting, interviewing and recommending of a candidate for Lieutenant Governor.

Senior Advisor – House Republican Conference – United States House of Representatives – 2009 to 2011

- The House Republican Conference is the caucus of all Republican members of the United States House of Representatives. The chairman is the third ranking member of leadership in the House. In his role as Senior Advisor, Smith provided general oversight of the staff of the Conference and provided advice and counsel to the Chairman and leadership team.

Chief of Staff – Congressman Mike Pence – 2001 to 2013

- Staff management and development
- Oversight of \$1.3 million annual budget
- Management of four congressional offices (Washington, DC – Anderson, Indiana – Muncie, Indiana – Richmond, Indiana)
- Oversight of all strategic communications and media relations
- Primary ambassador of the Congressman to foreign dignitaries, select lobbies and community leaders
- Chief policy and political advisor to the Congressman

Campaign Manager – Mike Pence for Congress – 2000

Responsible for oversight of all aspects of the campaign, including:

- Staff hiring and management
- Volunteer development and coordination
- Budget development and oversight
- Production of television and radio scripts and oversight of production of print, radio and television advertising
- Management of coalition building
- Crafting of messaging to media for short-term crisis-management and long-term strategies

Prior to his service with Pence, he was the founding director of the Indiana Family Institute, a public policy organization dedicated to the strengthening of family life in the Hoosier State. He led the non-profit organization as its executive director for more than a decade. He hosted a daily radio talk show called “Indiana Family Forum” and edited a monthly newsletter with a readership of more than 20,000 households.

From 1983 until 1989, Smith worked as the legislative director and chief-of-staff for Congressman Dan Burton of Indiana.

Smith has managed and served with several political campaigns during his 30 years of involvement in the public square.

Bill currently serves as a board member with the National Center for Complex Operations.

He has also advised not-for-profit organizations on how to improve their management structure, communications strategies, and board development. He also serves as president and chairman of the board for The Attic Theatre, Inc, a local non-profit theatre guild.

DANA L. TEASLEY

317-213-8634 • danaj505@gmail.com

EXPERIENCE:

Vice President and General Counsel Greater Education Opportunities Foundation, Indianapolis (1994 – current)

Summary: Serve as Vice-President, CFO and General Counsel for not-for-profit charter school management organization. Responsible for all legal and compliance issues; \$21 million in funding across six entities, 300 employees and 2,500 students in multiple locations throughout Indiana and Louisiana

Legal Responsibilities:

- Advise principals and staff on legal issues relating to education, human resources, federal and state law (IDEA, FERPA, ESSA, others)
- Drafting of non-profit documentation (by-laws, articles of incorporation, tax exempt applications)
- Ensure all schools remain in ongoing compliance with all governing regulations (including local, state and federal law), bylaws and articles of incorporation, and individual charter contracts.
- Establish and oversee successful special education program.
- Draft and/or review all contracts with community partners and vendors.
- Write and/or review school policies with an emphasis on a strong school environment and avoidance of legal liability.
- Responsible for management and oversight of all human resource activities, including payroll, health insurance plans, establishment of retirement plans, worker's compensation, and unemployment issues.
- Respond to all legal challenges, including EEOC, unemployment issues, contract disputes, litigation, special education and other administrative hearings

Financial Responsibilities:

- Responsible for management of accounting/financial team, including the Chief Accounting Officer, Staff Accountant, Accounts Payable/Receivable Staff, Operations Manager, and Human Resources/Payroll Manager.
- Analyze and present financial reports to Board of Directors, banks, investors, and other related entities.
- Prepare and analyze the budget, and provide ongoing financial monitoring.
- Oversee and prepare Federal Grant writing and compliance.
- Work with school personnel to develop appropriate budgets to successfully meet school needs in a fiscally responsible manner.
- Establish all risk management controls, including appropriate and compliant human resources policies, insurance levels, and operational and safety policies.
- Work with Chief Accounting Officer to ensure compliance with all fiscal policies and reporting requirements.

Strategic Development and Organizational Responsibilities

- Partner with CEO, GEO Board and key staff to analyze, develop, and implement organizational growth opportunities, including charter applications, board development, and authorizer presentations.

ADDITIONAL EXPERIENCE:

Study Coordinator/Department Representative

National Collegiate Athletic Association (NCAA), Indianapolis (Nov. 2002 – Aug. 2003)

Enforcement Department: Agent, Gambling, and Amateurism Activities

- Investigated allegations of student-athlete misconduct with an emphasis on thoroughness, accuracy, professionalism, and confidentiality.
- Coordinated the largest and most comprehensive national study to date on the scope and extent of sports wagering by NCAA student-athletes and other college students.

Owner and President

JTech Consulting, LLC Plainfield, IN (August 1996 – August 2002)

- Managed all corporate operations for small, family-owned business consulting company, including employee management, accounting and legal operations, contract negotiation, review and compliance, and client and partnership development.
- Select clients included NASA, Defense Finance Accounting Service, and Rockwell Collins Aerospace International.

Publications and Projects Director

Coles and Morrison Public Relations (July 1994 – August 1996)

- Managed public, media, and corporate relations for local and national client base.

EDUCATION:

Juris Doctor - Indiana University School of Law, Indianapolis

- Member, Indiana International & Comparative Law Review
- Member, Order of the Barristers; Moot Court Champion – successfully argued in IN Supreme Court
- Pro Bono Service Award

Master of Business Administration - Kelley School of Business, Indiana University (Indianapolis)

Bachelor of Arts, Communication – Indiana University (Indianapolis)

- Outstanding Graduate Award, Communications Program

COMMUNITY INVOLVEMENT:

- Board Member – Children's Policy and Law Initiative of Indiana (January 2018 – current)
- Board Member – Indiana Special Olympics (2012-2018)
- Elected Official – Board of Trustees, Plainfield Community School Corporation (May 2008 – June 2014; President 2011-12 school year)
- Pro Bono legal representation - families with special needs children (ongoing)

REFERENCES AVAILABLE UPON REQUEST

Kevin D. Teasley
4869 E. CR 200 S
Avon, Indiana 46123
317-694-9985

Education: Indiana University
Bachelor of Arts, 1985
Political Science and Journalism

Work Experience: GEO Foundation
President/Founder
1998 to present

American Education Reform Foundation
President/Founder
1996 to 1998

Center for Study of Popular Culture
Vice President
1993-1996

Proposition 174 Campaign, California
Executive Director
1992-1993

Reason Foundation
Vice President of Communications
1988-1992

Heritage Foundation
Public Relations Associate
1986-1988

U.S. Congressman Dan Burton
Press Secretary
1986

Office of Public Liaison, White House
Associate
1986

Caleb Westberg

1706 W Ainslie St. Chicago, IL 60640 • cjdwestberg@gmail.com • 619-246-1357

Director of K-12 Initiatives, Ivy Tech Community College

2015 -- Present

Organized under the college's Academic Affairs department, K-12 Initiatives manages the Northwest region of Indiana's partner schools, dual credit courses, and Early College degree programs.

- Grew dual credit enrollment (~8,000+ students) by more than 120% from 2015-16 to 2018-19.
- Increased revenue generating tuition to half a million dollars in 2018-19, up 500% since 2015-16.
- Secured \$1.2 million in funding from the state of Indiana for enrollment and degree completions in 2018-19.
- Credentialed more than 600 high school faculty since 2015, which has resulted in more than 900 dual credit course offerings across the region.
- Cultivated 13 Early College partnerships, ranking as second highest in the state with Early College High Schools.
- Manages 5 departmental staff directly and provides dotted line supervision of 50 Program Chairs under four Deans.
- Serves as a dual credit/early college representative on local, state, and regional committees, including the accrediting body CELL -- the Center for Excellence in Leadership and Learning.
- Coordinates professional development events each semester for dual credit faculty and staff.

Associate Program Director, American Honors at Ivy Tech Community College

2013 -- 2015

American Honors (AH) is a selective honors program hosted by various community colleges nationwide, designed to support students' retention, graduation, and transfer outcomes to four-year universities.

- Managed three campuses in two regions; exceeded enrollment goals by 120% contributing to statewide enrollment of over 300 students.
- Leveraged a lead base of 70K+ prospective students and managed staff team that directly engaged 3K+ students.
- Developed Indiana's first honors early-college partnership between a local Gary high school and the college.
- Facilitated a partnership between AH and The Foundations of East Chicago to award \$60,000 scholarship funds for local East Chicago students.
- Coordinated with universities to help foster four-year partnerships, including, Purdue University, Indiana University, Valparaiso University, Illinois Institute of Technology, and Howard University.
- Negotiated 7 community partnerships with local organizations to develop student internships and volunteer opportunities.
- Developed over 320 hours of curriculum and training for the Student Ambassador program.
- Facilitated the development of 9 new honors course sections through AH's Teaching and Learning Center.

Founder & Program Director, Transfer Service Community (TSC)

2010 -- 2012

TSC mentors community college students in the transfer process through workshops and conferences as well as one-on-one advising on how to secure volunteer and internship opportunities within their future career field.

- Developed college success programming for over 2,000 students to provide guidance in their educational and career goals through workshops, conferences, and one-on-one advising.
- Hired and supervised 20 students engaged in service learning and leadership roles.
- Led newly hired staff through 72 hour training retreat, culminating in a 2 day workshop series.
- Planned 18 events during the first year, including 2 large conferences (60 students in attendance, each), 14 workshops (~30 students, each), and 2 networking events (40 students, each).
- Evaluated program goals and Student Learning Outcomes for program participants using a combination of pre- and post-surveys, student reflection essays, participant evaluations, and partner evaluations.
- Raised \$15,000 in grant funding and managed funds for allocation towards student events and activities.
- Advised faculty on integrating community based learning into academic course content.

EDUCATION AND TRAINING

University of Chicago, Chicago, IL - M.A. Humanities, specialization in Philosophy

2012 -- 2013

University of California, Berkeley, Berkeley, CA - B.A. Rhetoric & Linguistics, double major

2010 -- 2012

Berkeley City College, Berkeley, CA - General Education, transferred with Honors

2008 -- 2010

JOB DESCRIPTION

HEAD OF SCHOOL – GEO NEXT GENERATION ACADEMY

About the GEO Foundation and GEO Academies.

GEO Foundation supports five managed schools, all of which instill in their students the belief that *all roads lead to college*. To fulfill this promise, GEO relies on a disciplined educational framework that culminates in an early college model during the traditional high school years of grades 9-12. This educational framework incorporates several K-12 best practices and curricular and instructional tools and support, including Core Knowledge, Eureka Math, Odyssey, TAP and NWEA/ NWEA-MAP. The early college program allows students to graduate from high school with significant college credit, up to full associate or Bachelor's degrees. Through these rigorous academic efforts, students develop skills and mindsets that make them capable of breaking the cycle of poverty.

GEO's sister organization, GEO Academies, is launching, with the support of Indiana Black Expo and Ivy Tech Community College, an early college in Indianapolis, Indiana. This school, GEO Next Generation Academy - Indianapolis, will serve up to 600 students across two campuses, one on the far east side of Indianapolis with a smaller campus in downtown Indianapolis, on or next to the Ivy Tech campus. The school will launch in August 2020 with up to 200 students in grade 9.

Position Overview.

Reporting to the board of GEO Next Generation Academy - Indianapolis, the Head of School will be responsible for ensuring that the School adheres to the school design and academic plan set forth in the School's charter with its authorizer. The Head of School will do so by promoting a college going culture, ensuring the proper use of curricular materials and supports made available through GEO Academies, fostering a student and staff culture that embraces accountability and rigor. The Head of School will serve as the School's main point of contact with the School's Board, the School's community partners, students, families and the broader community.

Primary Responsibilities.

Curriculum and Instructional Management

The Head of School will implement the GEO Academies early college program. In addition to adopting the provisions of the agreement GEO Academies has with its community college partner, Ivy Tech, that specifies college and career pathways and course sequences for the School's students, the Head of School will ensure that the core high school graduation classes that are not available at Ivy Tech are properly resourced with instructional staff, curriculum and assessments. In addition, the Head of School will ensure that the School's enrollment, advancement and remediation policies are being followed to ensure that all of the School's students are appropriately acclimated to the receipt of instruction on a college campus.

Performance Management

The Head of School will ensure that the School meets or exceeds the performance measures set forth in the School's charter, as well as other performance standards set forth by the School's Board or GEO Academies. The Head of School will ensure that an effective assessment regime is in place for students so that they are prepared to pass state required assessments and interim assessments, and are also prepared for succeeding in degree bearing courses in college. The Head of School will also oversee the periodic evaluation of teachers pursuant to the TAP framework to ensure the proper placement and professional growth of teachers.

School Culture

The Head of School will be the champion of a college going culture – one that promotes positive behavioral expectations, persistence, faith of and respect for oneself and others, and high school, college and career achievement.

Personnel Management and Leadership

The Head of School is responsible for the hiring and staffing of all functions set forth in the GEO Academies staffing plan for the School, and ensuring that staff is properly credentialed and that staff expense is within budget. The Head of School will be responsible for leading, inspiring and evaluating the staff of the School. The Head of School is also responsible for ensuring that all staff are provided with the training and professional development they need for ensuring the success of the School and its students. GEO Academies staff will perform the administrative functions of the school (accounting, payroll, HR, IT) and the Head of School will serve as the day to day point of contact with such staff to make sure that all necessary administrative tasks are performed on time, within budget and without duplication of effort.

Community Engagement

The Head of School is the point person for ensuring that the School's available seats are filled and that an active wait list is maintained and harvested. The Head of School will be the daily point of contact and interaction with the School's community partners, students, parents, prospective students and parents and the community at large. In doing so, the Head of School will promote a positive image of the School, actively recruit prospective parents, students and community partners, and advocate for the School and its students in a manner and with a message that reflects positively on all stakeholders of the School.

Qualifications.

- Successful experience as a school leader in an urban environment with demonstrated success in motivating exceptional student academic achievement;
- Successful experience in a leadership position at a secondary school with an ability to engage and build rapport with high school age students who are likely to be the first generation in their family with a postsecondary degree;
- A thorough understanding of the early college model and how it can be applied; this includes a strong degree of knowledge and understanding of college transition and college readiness resources, research, curriculum and standards;

- The ability to work with the School's institutional partners, including the School's postsecondary partners, to ensure proper implementation of the early college model;
- Strong written and verbal skills and the ability to build productive professional relationships at the building level and throughout GEO Academies;
- The ability to coach, persuade, inspire and motivate;
- Within a team environment of shared accountability, a demonstrated ability to hold individuals accountable for performance; and
- Bachelor's degree or higher from an accredited four-year institution.

Attachment 2

GEO Academies, Inc. Board Member

Economic Interests and Conflicts of Interest Forms

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: Geo Academies, Inc.
2. Your full name: Tanya Bell
3. Your spouse's full name: N/A

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Indiana Black Expo, Inc., a nonprofit 501(c)(3) organization
6. List the name(s) of your spouse's employer(s) and the nature of the business: N/A
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Please provide the name and describe the nature of the business: I am currently the President & CEO of Indiana Black Expo, Inc.

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
- No.
- Yes. Please identify the business and indicate the nature of the relationship: Plans are for the GEO Next Generation Academy to be housed at 601 North Shortridge Road in Indianapolis and this property is owned by Indiana Black Expo, Inc.
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
- Not applicable.
- No.
- Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
- Not applicable.
- No.
- Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
- Not applicable.
- No.
- Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
- No.
- Yes. Please describe the relationship and the nature of the partnership: See response to No. 2 above.
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
- No.

Yes. Please describe the nature of the potential conflict(s):

10. 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 and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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 charter school is true and correct in every respect.

Tanya Bell
Name

Tanya Bell
Signature

3/1/2019
Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form
(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: GEO Next Generation Academy
2. Your full name: Alyce J Butler
3. Your spouse's full name:

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Retired
6. List the name(s) of your spouse's employer(s) and the nature of the business:
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
 No.
 Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
 No.
 Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
 Not applicable.
 No.
 Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
 Not applicable.
 No.
 Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
 Not applicable.
 No.
 Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
 No.
 Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
 No.
 Yes. Please describe the nature of the potential conflict(s):

10. 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 and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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 charter school is true and correct in every respect.

Alyce J. Butler

Name

Alyce J. Butler

Signature

2/28/19

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: GEO Next Generation Academy
2. Your full name: Arlene D. Colvin
3. Your spouse's full name: N/A

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Chief of Staff - The City of Gary, Indiana
6. List the name(s) of your spouse's employer(s) and the nature of the business:
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Please provide the name and describe the nature of the business: Please refer to my resume in which I've listed the organizations that I serve as a volunteer board member/trustee.

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
- No.
- Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
- Not applicable.
- No.
- Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
- Not applicable.
- No.
- Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
- Not applicable.
- No.
- Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
- No.
- Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
- No.
- Yes. Please describe the nature of the potential conflict(s):

10. 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 and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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 charter school is true and correct in every respect.

Arceve D Colvin

Name

Arceve D Colvin

Signature

2/26/19

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve:

GEO Academies Early Colleges

2. Your full name:

Jeffrey Allan Ready

3. Your spouse's full name:

Amy Jill Ready

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

Scale Computing: Datacenter, cloud, and edge computing infrastructure vendor

6. List the name(s) of your spouse's employer(s) and the nature of the business:

none

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

Self, Business startup consulting

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

Centerpoint Brewing Company, craft beer manufacturer

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

Yes. Scale Computing (see above); NFIB: small business advocacy organization

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
- No.
- Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
- Not applicable.
- No.
- Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
- Not applicable.
- No.
- Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
- Not applicable.
- No.
- Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
- No.
- Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
- No.
- Yes. Please describe the nature of the potential conflict(s):

10. 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 and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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 charter school is true and correct in every respect.

Jeff Ready

Name


Signature

Feb 28, 2019

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form
(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: **WGEO Academies Early Colleges**
2. Your full name: **William Arthur Smith, Jr.**
3. Your spouse's full name: **Karen Jean Smith**

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): **Sextons Creek, LLC is a government relations and media production company**
6. List the name(s) of your spouse's employer(s) and the nature of the business: **none**
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business: **Sextons Creek, LLC is a government relations and media production company**
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Please provide the name and describe the nature of the business: **Sextons Creek, LLC is a government relations and media production company**
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Please provide the name and describe the nature of the business: **Sextons Creek, LLC is a government relations and media production company**

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.

- Yes. Please identify the board member and indicate the nature of the relationship:
2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
- No.
- Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
- Not applicable.
- No.
- Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
- Not applicable.
- No.
- Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
- Not applicable.
- No.
- Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
- No.
- Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
- No.
- Yes. Please describe the nature of the potential conflict(s):

10. 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 and the Access to Public Record Act?

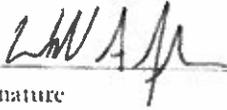
Yes.

Don't Know/ Unsure.

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 charter school is true and correct in every respect.

William A. Smith

Name



Signature

Feb. 28, 2019

Date

Attachment 3

Greater Education Opportunities Foundation, Inc. ("GEO") started its activities in Indiana in 1998. Since 2002 it has operated and supported charter schools in Indiana.

GEO currently supports three schools in Indiana (21st Century Charter at Gary, Gary Middle College East, Gary Middle College West) and two in Louisiana (GEO Mid-City, GEO Prep), with a third (GEO Next Generation Academy) launching in 2019-20.

To further its plan for replicating the successful early college model it has launched in Gary at 21st Century at Gary, GEO has formed an independent Indiana Nonprofit Corporation and applied to the I.R.S. for federal income tax exemption as a 501(c)(3) school. This new 501(c)(3) entity, GEO Academies, Inc., will hold charters in Indiana and will operate as a school. This means that it will be the employer of all leadership, instructional and administrative staff at the school level and will perform all significant educational administrative tasks on its own, as GEO Academies, Inc.

Accordingly, GEO Academies will not contract with an EMO, CMO or ESP. It will perform network administrative services on its own in support of the local governing board (GEO Next Generation Academy-Indianapolis, ("School")). These services include, but are not limited to, the following:

1. Human Resources:
 - a. All staff at the School will be employees of GEO Academies, Inc. GEO Academies, Inc. will provide the Superintendent for the School, and the Superintendent will be responsible for the selecting, hiring, developing, and if necessary, disciplining and terminating, all administrative, instructional and support staff necessary for the performance of services.
 - b. GEO Academies, Inc. will be responsible for all employment-related duties regarding payroll, taxes, withholding, reporting, benefits, staffing schedules, wage structures, and personnel policies, evaluation of staff against performance objectives and other human resource issues as applicable for all employees involved in performance of service.
2. Curriculum. GEO Academies, Inc. will be responsible for directing the Head of School and staff in the implementation of the GEO Next Generation Academy Model, as approved in the School's charter, which consists of a high-quality, Indiana standards-based curriculum, including professional development opportunities for staff.
3. Enrollment. GEO Academies, Inc. will develop and implement a recruitment and enrollment program for the School that complies in all respects with the requirements of the Charter Agreement, the Charter School Law, the Indiana Code, and all other applicable laws, rules and regulations.
4. Student Management and Accountability. GEO Academies, Inc. will support an accountability and student data software system that will enable the School and GEO Academies, Inc. to gather data and provide accountability reports required by the Charter Agreement, the Indiana Department of Education, and other stakeholders, and provide other reports reasonably requested by the School.
5. Food Service. GEO Academies, Inc. will negotiate agreements with independent food service providers and will be responsible for monitoring the quality control of its selected food service program.

6. Food Accounting System. GEO Academies, Inc. will either manage or contract for a computerized food accounting and billing system and manage the School's participation in the National School Lunch program in accordance with the terms of the program, and record-keeping and reporting requirements of the National School Lunch Act, as amended from time to time.

7. School Accounting System. GEO Academies, Inc. will utilize an accounting system that will conform with the requirements of the Indiana Unified Accounting Code, as overseen by the Indiana State Board of Accounts, and all financial reporting requests of the Authorizer.

8. Technology. GEO Academies, Inc. will provide a technology infrastructure plan for the School that may include, but is not limited to, server design, Internet access, and a digital phone system.

9. Budget. GEO Academies, Inc. will develop and maintain an annual budget for the operation of the School. Each year, the planning and final versions of the Budget will be prepared by GEO Academies, Inc. and submitted to the School Board for approval. The Budget may be amended from time to time as deemed necessary by GEO Academies, Inc. and the School. GEO Academies, Inc., when advising the School on Budget expenditures or acting on behalf of the School as the School Treasurer will operate within the approved planning and final versions of the Budget.

10. School Treasurer. GEO Academies, Inc. will provide a Treasurer for the School finances, to operate in accordance with all Indiana State Board of Accounts, Indiana Department of Education, and other federal, state, and local regulations. The School Treasurer may enter into contracts on the School's behalf, as approved by the Board through the budget process, sign checks for vendors, contractors, payroll and other expenses, and otherwise manage the School's finances on a day-to-day basis.

11. Accounting and Payment Services. GEO Academies, Inc. will provide or to cause to be provided, the accounting and payment services for the School, as follows:

- a. Establish and maintain the charts of account, including all journals and ledgers, check register and payroll records, as required in the Charter Agreement and as prescribed by the State Board of Education and State Board of Accounts.
- b. Prepare monthly bank reconciliations for the School's accounts.
- c. Prepare and deliver to the School annual financial statements and such further interim reports as the parties may mutually determine to be necessary.
- d. Handling of Funds.
 - i GEO Academies, Inc. will open and maintain bank accounts and/or other depository accounts in the name of the School as authorized by the School from time to time. GEO Academies, Inc. will maintain the School's funds in separate accounts from GEO Academies, Inc. funds and will not commingle such funds. Any funds deemed necessary to transfer between accounts will be clearly accounted for with supporting documentation.
 - ii GEO Academies, Inc. will deposit in the School's bank accounts or other accounts, all funds furnished to the School by way of federal, state and

local grants, disbursements, reimbursements or allocations for the operational needs of the School and all other funds received by GEO Academies, Inc. for or on behalf of the School.

Exhibit D

Governance and Operational Structure

| Function | Governing Board¹ | ESP | School |
|---|------------------------------------|------------|---------------|
| Performance Goals | ✓ | N/A | |
| Curriculum | ✓ | N/A | |
| Professional Development | ✓ | N/A | ✓ |
| Data Management and Interim Student Assessments | ✓ | N/A | |
| Grade Level Promotion Criteria | ✓ | N/A | |
| Culture | ✓ | N/A | ✓ |
| Budgeting, Finance, and Accounting | ✓ | N/A | |
| Student Recruitment | ✓ | N/A | ✓ |
| School Staff Recruitment and Hiring | ✓ | N/A | (recruitment) |
| HR Services (payroll, benefits, etc.) | ✓ | N/A | |
| Development | ✓ | N/A | ✓ |
| Community Relations | ✓ | N/A | ✓ |
| Information Technology | ✓ | N/A | |
| Facilities Management | ✓ | N/A | |
| Vendor Management / Procurement | ✓ | N/A | |
| Other Operational Functions, if any | ✓ | N/A | |

¹ GEO Academies, Inc. ("Network"), acting through the governing board of GEO Next Generation Academy-Indianapolis, LLC ("School").

Attachment 5

GEO Academies, Inc. Vision, Growth Plan and Capacity

GEO Academies, Inc. (“Network”) is an evolution of the work of Greater Education Opportunities Foundation, Inc. (“GEO”). Since 2002, GEO has been managing and supporting charter schools in Indiana and elsewhere. While this management and support has been significant, it was limited in scope, focused on plan development and administrative support. Since 2013, GEO has developed the talent to support, and therefore the attributes of, a full-service school network. These staff and competency acquisitions have led to GEO’s increased focus on developing unique curricular pathways, performance management capabilities, and quality control systems. Given this evolution, GEO will be shifting its forward-looking school support to a new, independent school organization, GEO Academies, Inc.

As warranted, GEO will work with the independent boards (and their authorizers) of the schools to transition them to this new corporate form. However, in all cases, GEO supported schools, whether operated by GEO Academies or managed by GEO, will focus on improving quality and outcomes – particularly outcomes targeting the acquisition of significant post-secondary credit while still in high school. GEO and GEO Academies anticipate the following growth events during the course of the next 5 years:

| School Name & Location | Expansion or New | Seats | Seats | Seats | Seats | Seats |
|---|------------------|--------------|-----------------|-----------------|-----------------|-----------------|
| | | Added | Added | Added | Added | Added |
| | | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| 21st Century Charter School | Expansion | +650 K-12 | 0 | 0 | 0 | 0 |
| GEO Next Generation Academy – Baton Rouge | New | +100 Gr 9 | +100 Gr 9-10 | +175 Gr 9-11 | +175 Gr 9-12 | +50 Gr 9-12 |
| GEO Next Generation Academy - Indianapolis | New | 0 | +200 Grade 9 | +200 Gr 9-10 | +200 Gr 9-11 | +200 Gr 9-12 |
| GEO Next Generation Academy - Marion | New | 0 | 0 | +100 Grade 9 | +100 Gr 9-10 | +100 Gr 9-11 |
| GEO Next Generation Academy - Anderson | New | 0 | 0 | +100 Grade 9 | +100 Gr 9-10 | +100 Gr 9-11 |
| GEO Early College Academy – Michigan City | New | 0 | 0 | 0 | +100 Grade 9 | +100 Gr 9-10 |

2019-20 School Year: Significant expansion of 21st Century Charter School at Gary (est. growth from 900 students to 1,550 students and move into the former Ivy Tech campus) (GEO); open a new early college high school in Baton Rouge, Louisiana (GEO Next Generation Academy – Baton Rouge) starting with 150 9th grade students (GEO Academies, Inc.).

2020-21 School Year: Open GEO Next Generation Academy – Indianapolis in partnership with Indiana Black Expo and Ivy Tech, starting with 150-200 9th grade students (GEO Academies, Inc.).

2021-22 School Year: Open up to two additional early college high schools in cities/towns/regions prioritized by Ivy Tech and, as applicable, Indiana Black Expo. (Marion and Anderson are the current priorities being assessed, but these may change), augment the 9-12 grade levels with K-8 grade levels as needed/demanded by locations prioritized by GEO's strategic partners (GEO Academies, Inc.).

2022-23 School Year: Open one additional early college high school in a city/town/region prioritized by Ivy Tech and, as applicable, Indiana Black Expo. (Michigan City is the current priority being assessed, but this may change), augment the 9-12 grade levels with K-8 grade levels as needed/demanded by location prioritized by GEO's strategic partners (GEO Academies, Inc.).

2023-24 School Year: No definitive plans for growth in terms of additional schools; through school growth in previous years, the Network expects to add approximately 450 new seats across grades 9-12.

Provide a High Quality Education:

The purpose of the growth proposed above is to provide a transformational, high quality K-16 education to students in the communities served by GEO Academies, Inc. GEO has learned over the years the importance of adhering to a tested curricular structure that produces tangible results to students. This is why GEO has adopted Core Knowledge and Engage New York/Eureka Math and Wit and Wisdom as its curriculum. It is also why GEO spent most of calendar year 2018 meticulously mapping out multiple and specific college and career pathways with its institutional partner, Ivy Tech Community College. In addition, GEO has adopted the National Institute for Excellence in Teaching's TAP system and is committed to the annual support of this program as it provides a great structure for staff evaluations and observations, career paths, merit pay and data driven instruction. GEO is committed to the ongoing professional and career development of its instructional staff and has invested significant network funds in professional development opportunities and materials, including substantial investment in *Teach Like a Champion* materials developed by Doug Lemov.

Grow Number of Schools and Enrollment:

The GEO Foundation currently manages and supports five charter schools serving a total of 2,455 students in two economically challenged urban cities, Gary, Indiana and Baton Rouge, Louisiana. GEO schools will grow enrollment by 2,850 students in the next five years (650 from a planned expansion of an existing school and 2,200 through the addition of five new schools).

Drive Down Costs of GEO Network Back Office Support:

Currently, GEO's back office support is costing about \$733 per student across the network. GEO plans to drive this cost down to \$440 per student by increasing enrollment by a total of 2,850 students over the next five years. GEO made an intentional investment in high quality staff in the GEO back office including an MBA/Lawyer with a specialty in special education law, an experienced CPA to oversee the accounting staff, a 25- year experienced technology director, and other key academic support and compliance staff to improve quality of the schools. Keeping these staff members is key to sustained growth and quality control.

Invest in High Leverage Human Resources:

GEO Foundation has served and supported charter schools since 2002. We've learned a great deal over these past seventeen years. One of the many lessons we have learned is how to say no to school growth

opportunities in which we are invited to participate. We have said “no” to three new school or school takeover opportunities during the 2018-19 school year, all of which were offered in Baton Rouge with the support and encouragement of BESE.

Instead, GEO has chosen to devote its near term development efforts to replication of its early college program, one that has achieved a great deal of success. To do this, GEO hired Emily Burke, who most recently led the Early College credentialing efforts of the University of Indianapolis through its CELL program. Mrs. Burke has been working throughout 2018 to further refine the early college program with leadership staff of Ivy Tech Community College (Caleb Westberg, an applicant team member). In addition to retaining the staff referenced above, GEO has also brought on board Jeffrey Lozer, a charter school advocate from before the passage of the Indiana Charter Schools Act of 2001 and experienced attorney and operational leader as its Chief Operations Officer. Mr. Lozer will support the growth of the early college model as well as other development opportunities in Indiana, Louisiana and elsewhere.

One of the key opportunities for GEO resulting from its ability to retain and add its high leverage talent is to develop, document and enforce structures for good, well-intentioned educators to follow: TAP, Core Knowledge, Engage New York/Eureka Math, Early College and Teach Like a Champion. GEO has developed its operational “playbook” for its early college model to incorporate these curricular supports, its career counseling approach and the college and career pathways that it has designed with Ivy Tech. With the change in form to operating schools, GEO Academies, Inc. will be able to maintain fidelity to this playbook and continue to refine its early college model.

The GEO staff resources mentioned in this **Attachment 5** and referenced in the responses to the questions in **Section 1** of the Application will be made available to support the pre-opening activities and ongoing administrative functions of GEO Next Generation Academy-Indianapolis.

GEO Academies will be staffed with a seasoned, high performing Network team. It also has strong and organic partnerships with Ivy Tech and Indiana Black Expo. There is no Indianapolis high school with a curriculum that is designed primarily as under the model of an early college, so replication of GEO’s successful 21st Century Charter School at Gary early college program in Indianapolis and in other areas throughout the state is a great opportunity. The greatest anticipated risks with respect to this proposed charter is opening any new school is hiring the wrong people and then having to deal with the resulting challenges of underperforming staff. GEO Academies will not open GEO Next Generation Academy-Indianapolis if it cannot find the right Head of School, cannot conclude an agreement for the use of the proposed IBE facility, and cannot find students and families prepared to enroll under the premises of a rigorous early college program. GEO has exhibited sound judgment with respect to opening schools only when the ingredients for a successful opening are evident. GEO delayed the opening of East Chicago Focus Academy (now known as Gary Middle College West) for a year until it could find a suitable facility. In addition, GEO delayed the opening of GEO Prep Academy, Greater Baton Rouge, a year because it needed more time to find the right leader, the right board members and the right facility. Both schools are operating successfully at a level high above their peer groups.

Attachment 6

Core Curriculum Scope and Sequence for High School Standards With Two Early College Pathway Examples

Mathematics

Algebra 1

Course Overview: Algebra I formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

CORE 40 Credits: Algebra I (2 credits)

Scope and Sequence: Real numbers, Introduction to Algebra, Writing and Solving Equations, Proportional Reasoning, Writing/Solving Inequalities, Graphs and Functions, Graphing Equations, Solving Systems of Equations/Inequalities, Exponents and Polynomials, Factoring Polynomials, Quadratic Equations/Functions, Exponential Equation/Function, Radical Expressions/Equations, and Rational Expressions/Equations.

Algebra 1 Lab

Course Overview: This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling.

CORE 40 Credits: Elective (2 Credits) **Scope and Sequence:** Remediation

Geometry

Course Overview: Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school INCC The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

CORE 40 Credits: Geometry (2 credits)

Scope and Sequence: Introduction to Geometry, Reasoning and Proofs, Lines and Angles, Triangles 1, Triangles 2, Polygons, Area of Polygons and Circles, Circles, Transformations, Surface Area and Volume, and Special Geometric Relations

Algebra II

Course Overview: Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

CORE 40 Credits: Algebra II (2 credits)

Scope and Sequence: Functions I, Linear Functions, Functions II, Quadratic Functions, Polynomial Functions, Rational Functions, Radical Functions, Exponential and Logarithmic Functions, Probability and Statistics, Systems of Equations and Inequalities, Matrices, Conic Sections, and Sequences and Series.

English/Language Arts

English 9

Course Overview: English 9, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 9, is a study of language, literature, composition, and oral communication with a focus on exploring a wide----variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and argumentative/persuasive compositions, research reports, business letters and technical documents. Students deliver grade----appropriate oral presentations and access, analyze, and evaluate online information.

CORE 40 Credits: English 9 (2 credits)

Scope and Sequence: Plot and Setting, Character, Theme and Conflict, Narrator and Voice, Novel: *Old Man and the Sea*, Poetry, Nonfiction, Epic/Legend/Myth, Drama, Research, Novel: *Farewell to Manzanar*

English 10

Course Overview: English 10, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and argumentative/persuasive compositions, research reports, business letters, and technical documents. Students deliver grade----appropriate oral presentations and access, analyze, and evaluate online information.

CORE 40 Credits: English 10 (2 credits)

Scope and Sequence: Plot and Setting, Character, Theme and Conflict, Narrator and Voice, Novel: *Of Mice and Men*, Poetry, Nonfiction, Epic/Legend/Myth, Drama, Research, Novel: *House on Mango Street*

English 11

Course Overview: *English 11, an integrated English course based on the Indiana's Academic Standards for English/Language Arts in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes in a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), reflective, compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.*

CORE 40 Credits: English 11 (2 credits)

Scope and Sequence: New World: 1400-1800, America's Voice: 1800–1865, Realism/Frontier: 1865-1915, Depression/Reform: 1915-1935, Modern Age: 1935-1960, Experience/Conflict: 1960-1975, Contemporary America: 1975-Now, Novel Study, Research

English 12

Course Overview: *English 12, an integrated English course based on Indiana's Academic Standards for English Language Arts for Grade 12 and the Common Core State Standards for English Language Arts, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (i.e. analytical, persuasive, expository, summary), reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.*

CORE 40 Credits: English 12 (2 credits)

Scope and Sequence: Anglo-Saxon: 449-1066, Medieval: 1066-1485, English Renaissance: 1485-1625, Seventeenth Century: 1625-1660, Restoration/Enlightenment, Romantic: 1798-1832, Victorian England: 1833-1901, Modern: 1901-1950, Contemporary 1951- Present and Novel Study

Language Arts Lab

Course Overview: *Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English Language/Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.*

CORE 40 Credits: Elective (1-8 credits) **Scope and Sequence:** Remediation

Social Studies

United States History

Course Overview: *United States History* is a two—semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty—first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

CORE 40 Credits: US History (2 credits)

Scope and Sequence: The New World, Exploration and Colonization, English North American to 1770, Independence and Republic, Confederation and Constitution, American Life 1815-1860, and Expansion and Manifest Destiny.

World History and Civilization

Course Overview: *World History and Civilization* emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course.

Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

CORE 40 Credits: World History (2 credits)

Scope and Sequence: What is World History, Beginnings to 500 C.E., 500-1450, 1450-1750, 1750-1914, and 1914- Present

Economics

Course Overview: Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy.

Key elements of the course the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

CORE 40 Credits: Economics (1 credit)

Scope and Sequence: Fundamental Economics, Macroeconomics, Microeconomics, and International Economics

World Geography

Course Overview: World Geography allows students to study the interaction of humans and their environments in a world setting. Students study global patterns of physical and cultural characteristics, including the Earth/sun relationship, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic and political structures, culture, cultural diffusion, and international and interregional connections. Using maps, geographic representations and technology such as geographic information systems (GIS) students will examine spatial relationships, the interaction of physical and cultural characteristics of designated places, areas, or regions. Students are expected to apply knowledge of geographic concepts and uses of geography to inquiry, research, and use participatory processes.

Guiding course content are the themes of location, characteristic of place, human/environmental interaction, movement between places, and regions.

Emphasized are elements of the National Geography Standards: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems and Environment and Society.

Core 40 Credits: Elective (1 credit)

Scope and Sequence: Introduction to Geography, Physical Geography, Human Geography, Regions: North America, Regions: Middle and South America, Regions: Europe, Regions: SW Asia and N Africa, Regions: Saharan and S Africa, Regions: East and SE Asia, Regions: South Asia, Regions: S Pacific, Australia

Sciences

Biology I

Course Overview: *Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.*

CORE 40 Credits: Biology (2 credits)

Scope and Sequence: Introduction to Biology, Understanding Living Things, Understanding Cells, Understanding Genetics, Understanding Evolution, The Interdependence of Life, Ecosystems and Human Impact, Understanding Prokaryotes, Understanding Protists, Understanding Fungi, Understanding Plants, Understanding Animals, The Human Body, and Understanding Viruses

Chemistry

Course Overview: *Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.*

Recommended Grade Level: 10-12

Core 40 Credits: Chemistry (2 credits)

Scope and Sequence: Science is a Process, Organizing Matter: Patterns, Language of Chemistry, Phases of Matter, Solutions and Their Behavior, Chemical Reactions, Organic Chemistry, and Nuclear Chemistry

Earth and Space Science

Course Overview: *Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases; and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.*

Recommended Grade Level: 10-12

Core 40 Credits: Earth and Space Science (2 credits)

Scope and Sequence: Intro to Earth/Space Science, Models of the Earth, Plate Tectonics, Earth's Structure and Energy, Earth's Composition, Erosion and Deposition, Earth's History, Earth's Atmosphere, Weather and Climate, Fresh Water, Oceans, Glaciers, Historical Astronomy, Earth's Solar System, Stars, Galaxies, Cosmology, and Space Exploration

Health and Wellness Education

Course Overview: *Health & Wellness, a course based on Indiana's Academic Standards for Health & Wellness, provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information High School Approved Course Titles & Descriptions Indiana Department of Education 13 2015-2106 School Year July 15, 2015 Edition (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.*

Core 40 Credits: Health and Wellness (1 credit)

Scope and Sequence: What Is Health? Emotional Health; Physical Health; Drugs, Alcohol and Tobacco; Disease and Other Injuries; and Building Families

ELECTIVES

Personal Financial Responsibility

Course Overview: *Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.*

Core 40 Credits: Elective (1 credit)

Scope and Sequence: Personal Finance, Responsible Renting or Home Ownership, Investing Your Money, Saving Money and Planning for Retirement, Avoiding Bankruptcy, Banking Service, Balancing Service, Types of Loans and Low Risk Borrowers, Insurance: Why You Need It, and Career and Financial Planning

Art History

Course Overview: *Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.*

Core 40 Credits: Direct Elective (1 credit)

Scope and Sequence: Middle Ages Early Europe, Early Medieval Arts and Romanesque Art, Art in the 12th, 13th and 14th Centuries, Art History Renaissance Period, 15th Century Art in Europe, 16th Century Art in Italy-The Artists, High Renaissance and Baroque, 16th Century Art in Italy - The Movement, Baroque Art, 18th and 19th Century Art in Europe and the Americas 18th Century, 19th Century, Modern Art in Europe 1900-1945, Modern Art in the Americans 1900-1945, The Scene Since 1945,

Introduction to Two-Dimensional Art

Course Overview: *Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.*

Core 40 Credits: Direct elective (1 credit)

Scope and Sequence: Art History - Middle Ages Early Europe, Early Medieval Art and Romanesque Art, Art in the 12th, 13th and 14th Centuries, Art History Renaissance Period, 15th Century Art in Europe, 16th Century Art in Italy – The Artists, Art History High Renaissance and Baroque, 16th Century Art in Italy – The Movement, 16th Century Art in Northern Europe and the Iberian Peninsula, Baroque Art, Art History – World Art After 1200, Art of Asia, Art of Africa, the Americas, and the Pacific Cultures, Art History – 18th and 19th Century Art in Europe and the Americas, 18th Century, 19th Century, Art History – Modern Art, Modern Art in Europe 1900-1945, Modern Art in the Americas 1900- 1945, and The Scene Since 1945

Sociology

Course Overview: *Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.*

Core 40 Credits: Elective (1 credit)

Scope and Sequence: The Sociological Point of View, Cultural Diversity, Social Structure, and Deviance and Social Control

Adult Roles and Responsibilities

Course Overview: *Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and postsecondary education in all career areas related to individual and family life.*

Core 40 Credits: Direct Elective (1 credit)**Scope and Sequence:** Taking Control of My Academic Success, Your Online Learning Experience, Taking High Quality Notes, Memorization Techniques, Five Steps to Test Preparation, Test Taking Strategies, The Benefits of Visual Aids, Using References, Quality Final Products, and Reading Techniques.

Digital Citizenship

Course Overview: *Digital Citizenship prepares students to use computer technology in an effective and appropriate manner. Students develop knowledge of word processing, spreadsheets, presentation and communications software. Students establish what it means to be a good digital citizen and how to use technology appropriately.*

Core 40 Credits: Direct Elective (1 credit)

Scope and Sequence: Business and Personal Communication, Start a Document, Format Content, Use Word Tools, Manage Lengthy Documents, Columns, Tables, and Charts, Collaborate with Others, Excel 2007: Business and Personal Finance, Create Data and Content, Format Data and Content, Analyze Data, Manage Workbooks, PowerPoint 2007: The Power of Presentations, Power Point Basics, Create Content and Collaborate, Format Content, Manage Presentations, Outlook 2007: Email and Electronic Communications, Using Outlook for Email, Using Calendar for Scheduling, and Managing Contacts

Physical Education

Course Overview: *Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical 134 Indiana Department of Education 2014-2015 High School State Approved Course Titles & Descriptions December 2013 Edition activities and fitness.*

Core 40 Credits: Physical Education (2 credits)

Scope and Sequence: Beginning Fitness, Introduction to Fitness, Safety, Fitness Fundamentals, Biomechanical Principles, Health-related Fitness, Cardiorespiratory Fitness, and Muscular Fitness, Health-related Fitness, Flexibility, Nutrition, Body Composition, Skills for Lifelong Fitness, Introduction to Sports, Skills for Success in Athletics, Stress Management, Designing a Personal Fitness Plan, Consuming Wisely, and Lifetime Fitness

Spanish I

Course Overview: *Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guide conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.*

Core 40 Credits: Direct Elective (2 credits)

Scope and Sequence: An Introduction, Vocabulary, My Friends and I, Vocabulary, Grammar and Conversation, Cultural Lectures, Classes and Companions, Vocabulary, Grammar and Conversation, Cultural Lectures, Shopping for School Supplies, Vocabulary, Grammar and Conversation, Cultural Lectures.

Preparing for College and Careers

Course Overview: *addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.*

Core 40 Credits: Direct Elective (1 course)

Scope and Sequence: Exploring Careers, Investigating Career Opportunities, Entering the Workforce, The Job Search Process, Writing a Professional Resume, Developing Interview Skills, Succeeding in the Workplace, Starting a New Job, Working with Others, Developing Professional Skills, Improving Your Professional Skills, Technology and Time Management

Career Information and Exploration

Course Overview: Provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

Core 40 Credits: Elective (2 credits)

Scope and Sequence: Career Clusters, Education and Training Careers, Career Research and Planning, Business Management and Administration Careers, Career Research and Planning

Level One Students

May have no high school credits or need remediation help in reading, math and writing.

Level Two Students

Minimum 11 high school credits Pass English 09 or equivalent

- ☐ Pass Algebra 1 or equivalent
- ☐ Pass Algebra 1 ECA
- ☐ Minimum 1 Core 40 math credits
- ☐ Minimum 1 Core 40 science credits
- ☐ Minimum 1 Core 40 social studies credits

Level Three Students – must meet Level Two requirements, plus:

- ☐ Minimum 21 high school credits
- ☐ Pass English 10 or equivalent Pass English 10 ECA
- ☐ Minimum 3 CORE 40 math credits
- ☐ Minimum 3 CORE 40 science credits
- ☐ Minimum 3 CORE 40 social studies credits

Level Four Students – must meet Level Three requirements, plus:

- ☐ Minimum 31 high school credits
- ☐ Completion of IVYT 070 or equivalent
- ☐ Pass English 11 or equivalent
- ☐ Minimum 4 CORE 40 math credits
- ☐ Minimum 4 CORE 40 science credits
- ☐ Minimum 4 CORE 40 social studies credits

Gold Status – may accompany any level

- ☐ Test in to 100 level college courses

Sample Curriculum Map ELA

Unit: Identity Length: 6 Weeks

“What we must decide is perhaps how we are valuable, rather than how valuable we are” -F. Scott Fitzgerald

| | |
|-----------------------------|---|
| Standards | <ul style="list-style-type: none"> -9.2.1 -9.3.2 -9.3.5 -9.3.8 -9.4.3 -9.4.11 -9.5.1 -9.5.7 -9.6.1 -9.6.4 -9.7.1 -9.2.4 -9.3.3 -9.3.6 -9.3.9 -9.4.5 -9.4.12 -9.5.5 -9.5.8 -9.6.2 -9.2.3 -9.3.4 -9.3.7 -9.4.10 -9.5.6 -9.6.3 |
| Skills: ELA | <ul style="list-style-type: none"> • Parts of Speech • Adjectives 1,2 • Adverbs • Dr. Jekyll and Mr. Hyde • Prepositions, Conjunctions, and Interjections • Masque of the Red Death • Parts of Speech Review 1-3 |
| Literature & Reading Topics | <ul style="list-style-type: none"> <u>Novels</u> • Dr. Jekyll and Mr. Hyde • Jacob I have Loved • Staying Fat for Sarah Byrnes • Monster • The Contender • Speak • Stargirl <u>Short Stories</u> • Masque of the Red Death <u>Poetry</u> • Edgar Allen Poe • Song of Myself – Walt Whitman |
| Writing & Grammar Topics | <ul style="list-style-type: none"> • Parts of Speech • Writing Process • 6+1 Writing Traits - Voice • Daily Oral language • A+ Writing Curriculum <i>Writers Inc</i> |
| Projects & Field Experience | <ul style="list-style-type: none"> • Parts of Speech Project • Vocabulary Lessons 5-10, • Analogies 3-5, Context 3-5 • Poetry – “I am Poem” & “Bio Poem” • Career Development • Resume, Applications, Letters • Autobiography (Narrative) • <u>Update Portfolio</u> |

GEO NEXT GENERATION ACADEMY - INDIANAPOLIS
LIBERAL ARTS & SCIENCES
THREE-YEAR COURSE SEQUENCE

| YEAR 1 SCHEDULE (Freshman) | PREREQS | Core 40 Credit Hr | College Credit Hours | SEMESTER/LENGTH | DAY | TIME | LOCATION | INSTRUCTOR |
|--|------------------------------|-------------------|----------------------|------------------|-----|------|----------|------------|
| Algebra I | NA | 2 | - | Year-long | | | IBE | TBD |
| English 9 | NA | 2 | - | Year-long | | | | |
| Biology | NA | 2 | - | Year-long | | | | |
| World History | NA | 2 | - | Year-long | | | | |
| PE | NA | 2 | - | Year-long | | | | |
| IVYT 111/PSAT PREP | NA | 1 | 1 | Fall/Spring | | | | |
| EOY Recommended Credit Accumulation | | | | | | | | |
| | | 11 | 1 | | | | | |
| YEAR 2 SCHEDULE (SOPHOMORES) | | | | | | | | |
| Geometry | PREREQS Algebra I | Core 40 2 | College 0 | SEMESTER/LENGTH | DAY | TIME | LOCATION | INSTRUCTOR |
| English 10 | English 9 | 2 | 0 | | | | | |
| Chemistry | NA | 2 | 0 | | | | | |
| US History | NA | 2 | 0 | | | | | |
| PSAT PREP | NA | 2 | 0 | | | | | |
| COMM 101: Fundamentals of Public Speaking | Accuplacer (R&SS) | 2 | 3 | Year-long | | | IBE | TBD |
| YEAR 2 CREDITS EARNED | | | | | | | | |
| | | 12 | 3 | | | | | |
| EOY Recommended Credit Accumulation | | | | | | | | |
| | | 23 | 4 | | | | | |
| YEAR 3 SCHEDULE (JUNIORS) | | | | | | | | |
| ENGL 111: English Composition | PREREQS Accuplacer (R&SS) | Core 40 2 | CREDIT HRS 3 | SEMESTER/LENGTH | DAY | TIME | LOCATION | INSTRUCTOR |
| HIST 101: Survey of American History I | Accuplacer (R&SS) | 2 | 3 | Year-long | | | IBE | Melissa C |
| HIST 102: Survey of American History II | Accuplacer (R&SS) | 2 | 3 | Fall 1st 8 weeks | | | | TBD |
| SPAN 101 and 102: Spanish Level 1 and 2 | Accuplacer (R&SS) | 4 | 8 | Fall 2nd 8 weeks | | | | TBD |
| MATH 136: College Algebra | Accuplacer (all) M+ | 2 | 3 | TBD | | | | TBD |
| MATH 123: Quan. Reasoning | Accuplacer (all) M- | - | - | Spring Semester | | | IBE | Van V |
| YEAR 2 CREDITS EARNED | | | | | | | | |
| | | 12 | 20 | | | | | |
| EOY Recommended Credit Accumulation | | | | | | | | |
| | | 35 | 23 | | | | | |
| YEAR 4 SCHEDULE (SENIORS) | | | | | | | | |
| Economics | PREREQS NA | Core 40 1 | CREDIT HRS - | SEMESTER/LENGTH | DAY | TIME | LOCATION | INSTRUCTOR |
| PSYC 101: Introduction to Psychology | Accuplacer (R&SS) | 2 | 3 | Spring Semester | | | | TBD |
| SPAN 201: Spanish Level 3 | Accuplacer (R&SS) | 2 | 4 | Fall Semester | | | | TBD |
| SCIN 111: Physical Science | Accuplacer (R&SS) | 2 | 4 | Fall Semester | | | | TBD |
| ENGL 202: Creative Writing OR ENGL 206: Intro to Lit | Accuplacer (R&SS) | 2 | 3 | Spring Semester | | | | TBD |
| POLS 101: Introduction to American Government and | Accuplacer (R&SS) | 1 | 3 | Spring Semester | | | | TBD |
| EOY Recommended Credit Accumulation | | | | | | | | |
| | | 10 | 17 | | | | | |
| TOTAL CREDITS EARNED | | | | | | | | |
| | | 45 | 40 | | | | | |

**INDIANAPOLIS
CERTIFICATE (CT)
THREE-YEAR COURSE SEQUENCE**

| YEAR 1 SCHEDULE (SOPHOMORES) | PREREQS | CREDIT HRS | SEMESTER/LENGTH | DAY | TIME | LOCATION | INSTRUCTOR |
|---|--------------------|-------------------|------------------------|------------|-------------|--------------------|-------------------|
| SDEV 120: Computing Logic | Accuplacer (all) | 3 | Year-Long | | | IBF | TBD |
| Year 1 Credits Earned | | 3 | | | | | |
| YEAR 2 SCHEDULE (JUNIORS) | PREREQS | CREDIT HRS | SEMESTER/LENGTH | DAY | TIME | LOCATION | INSTRUCTOR |
| INFM 109: Informatics Fundamentals | Accuplacer (R&SS) | 3 | Fall Semester | MW | AM or PM | IVT - A&S Building | TBD |
| ITSP 135: Hardware/ Software Support | INFM 109 | 4 | Fall Semester | TRF | AM or PM | IVT - A&S Building | TBD |
| Technologies Fundamental | ITSP 135 | 3 | Spring Semester | | | IVT - A&S Building | TBD |
| Security/Information Assurance | ITSP 135 | 3 | Spring Semester | | | IVT - A&S Building | TBD |
| NETI 105: Network fundamentals | Accuplacer (R&SS) | 3 | Spring Semester | | | IVT - A&S Building | TBD |
| Year 2 Credits Earned | | 16 | | | | | |
| YEAR 3 SCHEDULE (SENIORS) | PREREQS | CREDIT HRS | SEMESTER/LENGTH | DAY | TIME | LOCATION | INSTRUCTOR |
| Security+ Certification | | 1 | Fall - 1st 8 weeks | | | IVT - A&S Building | TBD |
| NETI 115: Routing and Switching | NETI 105 | 3 | Fall - 16 weeks | | | IVT - A&S Building | TBD |
| Workforce Preparation: CompTIA Network+ | NETI 115 | 1 | Fall - 2nd 8 weeks | | | IVT - A&S Building | TBD |
| CSIA 210 Network Protocol Analysis | NETI 105, ITSP 135 | 3 | Spring Semester | | | IVT - A&S Building | TBD |
| CSIA 215: Perimeter Defense | NETI 115 | 3 | Spring Semester | | | IVT - A&S Building | TBD |
| YEAR 3 CREDITS EARNED: | | 11 | | | | | |
| TOTAL CREDITS EARNED | | 30 | | | | | |

security/
<https://drive.google.com/drive/folders/0Bwz3i>
 Program size: 12 (min) - 20 (max)

Attachment 7

Academic and Exit Standards

The School will be a public charter school so there will be no academic **entrance** requirements. However, students will be expected to adhere to the enrollment policy provided as **Attachment 9**. This policy goes beyond the standard framework of an enrollment policy.

GEO Next Generation Academy is non-selective and open to all applicants that qualify for entrance into high school. However, the school follows the early college model and requires a rigorous devotion to academic and behavioral excellence.

With the GEO Next Generation Academy early college program, rigor is enforced by accurate assessment data (*Accuplacer*) and grade level completion expectation. Again, the School's enrollment policy specifies that:

- *For students presenting as "below anticipated grade level", they shall be required to participate in Mandatory Remediation, according to School Policy, in order to claim their seat for the upcoming semester.*
- *High school students shall be required to have earned the requisite number of credits in order to be placed in the requested grades.*
 - *Grade 10 = Minimum 10 credits*
 - *Grade 11 = Minimum 20 credits and passed ISTEP 10*
 - *Grade 12 = Minimum 30 credits and passed ISTEP 10*

The School has adopted the standard set by 21st Century Charter School at Gary: that all graduates are expected to graduate high school with at least 24 college credits or a career certification. To meet this goal, a student will need to adhere to the School's policy regarding early college participation, one that reflects remediation as an exit standard from a high-school-only environment and an on-ramp into a full time college campus environment. The School's enrollment policy outlines the following requirements for promotion:

- *Mandatory Remediation - Students who are not performing at grade level shall be required to take advantage of every opportunity presented by the School to assist them in achieving academic success.*
- *Summer Remediation – Existing students who have not passed one or both parts of State Standardized Testing, and New Enrolling students who are not on grade level (including passage of ISTEP 10 for high school placement) shall be required to successfully complete Summer Remediation prior to claiming their seat in the fall. Successful completion shall consist of:*

- *Academic success as defined by meeting academic goals set for the Summer session for the student by the Academic Review Committee.*
- *Attendance success as defined by missing no more than two days in the 4-week session.*
- *Special Circumstances - Students with special circumstances that prevent them from attending the session may make alternative academic arrangements with the Academic Review Committee.*
- *IEP - Students on an Individualized Education Plan shall follow that plan as set out by the Case Conference Committee, although the CCC shall make every effort to include Mandatory Remediation support into the IEP where necessary.*
- *COLLEGE AND CAREER READINESS - High school students who have not passed at least one part of the Accuplacer test by the end of their 10th grade year shall be required to attend Summer Remediation in order to enroll in college/career classes in their 11th grade year, in order to be compliant with GEO Next Generation Academy's Graduation Policy.*
- *Tutoring – Any student determined, by the end of the fall semester, to not be on track to pass one or both parts of grade-level State Standardized Testing, may be required to attend after school or Saturday tutoring, beginning in the Spring semester, and continuing through the Testing window.*

In accordance with the School's Enrollment and Placement Policy, any student who chooses to not take advantage of the School's opportunities for Mandatory Remediation to achieve academic excellence, shall forfeit their seat at GEO Next Generation Academy to the next student on the waitlist. While the School recognizes that all students may achieve at different levels, it does expect that all students put forth their best efforts at reaching towards academic excellence.

For high school, students must successfully complete four years of English, four years of history/social sciences, four years of math, and four years of science in addition to two years of World Language, one year of art or music, one course in logic and four electives in their STEM field of choice.

The School's specific High School Exit requirements appear on the table that follows. In addition to those requirements, the School expects each graduating student to have completed at least 24 post-secondary credits prior to high school graduation. These credits will be for college level courses in various college and career pathways created by the School in partnership with its post-secondary partners.

Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (Class of 2025 & Beyond)

| | |
|---|---|
| English/Language Arts | 8 credits |
| | Credits must include literature, composition and speech |
| Mathematics | 4 credits |
| | 2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <i>General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i> |
| Science | 4 credits |
| | 2 credits: Biology I 2 credits: Any science course <i>At least one credit must be from a Physical Science or Earth and Space Science course</i> |
| Social Studies | 4 credits |
| | 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course |
| Physical Education | 2 credits |
| Health and Wellness | 1 credit |
| College and Career Pathway | 6 credits |
| Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities | |
| Flex Credit | 5 credits |
| | Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts |

Electives

6 credits

Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total Credits Required

Schools may have additional local graduation requirements that apply to all students

Attachment 8

Calendar and Weekly Schedule

Next Generation Academy Indianapolis 2020/21 Calendar

| July 2020 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| August 2020 (19) | | | | | | |
|------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| September 2020 (21) | | | | | | |
|---------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| October 2020 (22) | | | | | | |
|-------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| November 2020 (16) | | | | | | |
|--------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| December 2020 (14) | | | | | | |
|--------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| January 2021 (19) | | | | | | |
|-------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| February 2021 (19) | | | | | | |
|--------------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

| March 2021 (18) | | | | | | |
|-----------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| April 2021 (22) | | | | | | |
|-----------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| May 2021 (20) | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| June 2021 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| | | | |
|--------------------------|--------------------------------------|--------------|-------------------------------|
| No School | Teacher Professional Development Day | Spring Break | Length of day= 8AM to 3:30 PM |
| First/Last Day of School | | | Instructional Days=190 |
| Back to School | | | Class Period=50 mins |

Master Schedule

| | 7A | 7B | 7C | 8A | 8B | 8C |
|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 8:00 AM | | | | | | |
| 8:52 AM | English | Social Studies | Electives | Electives | Language Arts Lab | Science |
| 8:55 AM | | | | | | |
| 9:47 AM | Math Lab | English | Social Studies | Math | Science | Language Arts Lab |
| 9:50 AM | | | | | | |
| 10:42 AM | Social Studies | Math | Science | Language Arts Lab | English | Math Lab |
| 10:45-11:45 | Lunch/Flex | | | | | |
| 11:48 AM | | | | | | |
| 12:40 PM | Electives | Electives | Math | Science | Math Lab | Social Studies |
| 12:43 PM | | | | | | |
| 1:35 PM | Math | Math Lab | Language Arts Lab | English | Electives | Electives |
| 1:38 PM | | | | | | |
| 2:30 PM | Language Arts Lab | Science | English | Math Lab | Social Studies | Math |
| 2:33 PM | | | | | | |
| 3:30 PM | Science | Language Arts Lab | Math Lab | Social Studies | Math | English |

*Bell schedule minutes are 52 minutes in length

10th, 11th and 12th Grade Schedule

The schedule below includes on-campus post-secondary instruction.

| | | 8:00-8:57 | 9:00-9:57 | 10:00-10:57 | 11:00-11:57 | 12:00-12:57 | 1:00-1:27 | 1:30-2:27 | 2:30-3:30 |
|---------------|---|-----------|--------------|--------------|-------------|--------------|-----------|-------------|--|
| | | 1 | 2 | 3 | 4 | 5 | | 6 | 7 |
| 10th Grade | A | CHEM | U.S. History | Geometry | ENG 10 Lab | ENG 10 | LUNCH | MATH 10 LAB | Test Prep Study Skill: Grouped by NWEA |
| | B | ENG 10 | ENG 10 Lab | U.S. History | MATH 10 LAB | Geometry | | CHEM | Test Prep Study Skill: Grouped by NWEA |
| | C | Geometry | MATH 10 LAB | ENG 10 | CHEM | U.S. History | | ENG 10 Lab | Test Prep Study Skill: Grouped by NWEA |

| | | 1A | 2A | 3A | 4A | | 1B | 2B | 3B | 4B |
|---------------|---|----------|------------------------|----------------------------|--------------------------|--|------------|------------------------|--------------------------|-----------------|
| 11th Grade | A | PHYSICS | ELA Remediation | ENG 11 (C) | Algebra II | | GOV/ECON | Math ISTEP Remediation | Credit Recovery: Odyssey | ELECT |
| | B | GOV/ECON | ELA Remediation | PHYSICS (B) | Credit Recovery: Odyssey | | Algebra II | ENG 11 | Algebra II | ELA Remediation |
| | C | PHYSICS | Math ISTEP Remediation | Math ISTEP Remediation (A) | Credit Recovery: Odyssey | | ENG 11 | ENG 11 | GOV/ECON | ELA Remediation |

| | | College Career Students OUT | | Math ISTEP Remediation (for students that did not pass...students that passed and are CCR | ENG 12 | College Career Students OUT | | GOV/ECON | Math ISTEP Remediation | Credit Recovery Lab | ELA Remediation |
|---------------|---|-----------------------------|--|---|--------|-----------------------------|--|----------|------------------------|---------------------|-----------------|
| 12th Grade | A | College Career Students OUT | | Math ISTEP Remediation (for students that did not pass...students that passed and are CCR | ENG 12 | College Career Students OUT | | GOV/ECON | Math ISTEP Remediation | Credit Recovery Lab | ELA Remediation |
| | B | ELA Remediation | | Math ISTEP Remediation | CCR | GOV/ECON | | GOV/ECON | Math ISTEP Remediation | Credit Recovery Lab | ELA Remediation |
| | C | ENG 12 | | Math ISTEP Remediation | CCR | GOV/ECON | | GOV/ECON | Math ISTEP Remediation | Credit Recovery Lab | ELA Remediation |

Attachment 9
GEO Next Generation Academy
School Enrollment Policy¹

To Apply²: GEO Next Generation Academy is non-selective and open to all applicants that qualify for entrance into high school. However, the school follows the early college model and requires a rigorous devotion to academic and behavioral excellence. Because of this, the School often has more applicants than available spots for enrollment. When there are more applicants to the School than available spots, the School is required to conduct a lottery or random selection of students to be awarded seats in the School. We strongly encourage families/applicants to apply during open enrollment period in order to have the best chance of being awarded a seat in the school. Open enrollment begins at 7:30 a.m. on December 2, 2019 and ends on January 17, 2020 at 4:30 p.m. When open enrollment ends, applications are counted. Again, if there are fewer applications than openings, all applications will be accepted. If there are more applications than openings, a lottery will be held.

Lottery: The lottery is a random selection to determine who will be accepted and who will be placed on a Wait List. It will be held at 6:00 p.m. on April 1, 2020 in the conference room of Indiana Black Expo, 3145 N. Meridian Street, Indianapolis, Indiana, 46208. During the lottery, names will be randomly generated from the computer system. Parents/students will be notified by mail of the lottery results during the week of April 6, 2020. Applications received after open enrollment are accepted on a first-come, first-serve basis for any remaining openings or put on a Wait List.

Prospective student placed on the Wait List will be notified of acceptance by mail or phone if an opening becomes available. It is important that GEO Next Generation Academy be notified immediately if contact information changes or if a student wishes to be removed from the Wait List.

¹ © Greater Education Opportunities Foundation, Inc.

² Note: enrollment dates and lottery dates/times may change depending on whether, by having a campus within the boundaries of IPS, the School may use the Enroll Indy process.

To Enroll: Being an early college scholar in GEO Next Generation Academy is a serious commitment. Because of this, there are a few initial steps in the enrollment process that students and their families should consider before deciding to enroll.

- New students considering their enrollment offer from GEO Next Generation Academy shall be required to meet with an Academic Review Committee prior to actual enrollment with the school. The Committee shall review the student's body of academic work (including, but not limited to, State Standardized Testing, NWEA scores, other) in order to determine the student's grade placement.
 - With parent/guardian permission, students may be placed in an accelerated grade should their academic body of work reflect such placement.
 - For students presenting as "below anticipated grade level", they shall be required to participate in Mandatory Remediation, according to School Policy, in order to claim their seat for the upcoming semester.
 - High school students shall be required to have earned the requisite number of credits in order to be placed in the requested grades.
 - Grade 10 = Minimum 10 credits
 - Grade 11 = Minimum 20 credits and passed ISTEP 10
 - Grade 12 = Minimum 30 credits and passed ISTEP 10
- Mandatory Remediation - Students who are not performing at grade level shall be required to take advantage of every opportunity presented by the School to assist them in achieving academic success.
 - Summer Remediation – Existing students who have not passed one or both parts of State Standardized Testing, and New Enrolling students who are not on grade level (including passage of ISTEP 10 for high school placement) shall be required to successfully complete Summer Remediation prior to claiming their seat in the fall. Successful completion shall consist of:
 - Academic success as defined by meeting academic goals set for the Summer session for the student by the Academic Review Committee.
 - Attendance success as defined by missing no more than two days in the 4-week session.
 - Special Circumstances - Students with special circumstances that prevent them from attending the session may make alternative academic arrangements with the Academic Review Committee.
 - IEP - Students on an Individualized Education Plan shall follow that plan as set out by the Case Conference Committee, although the CCC shall make every effort to include Mandatory Remediation support into the IEP where necessary.
 - COLLEGE AND CAREER READINESS - High school students who have not passed at least one part of the *Accuplacer* test by the end of their 10th grade year shall be required to attend Summer Remediation in order to enroll in college/career classes in their 11th grade year, in order to be compliant with GEO Next Generation Academy's Graduation Policy.

- Tutoring – Any student determined, by the end of the fall semester, to not be on track to pass one or both parts of grade-level State Standardized Testing, may be required to attend after school or Saturday tutoring, beginning in the Spring semester, and continuing through the Testing window.

In accordance with the School's Enrollment and Placement Policy, any student who chooses to not take advantage of the School's opportunities for Mandatory Remediation to achieve academic excellence, shall forfeit their seat at GEO Next Generation Academy to the next student on the waitlist. While the School recognizes that all students may achieve at different levels, it does expect that all students put forth their best efforts at reaching towards academic excellence.

Students choosing to enroll in the School for the '20-'21 school year must attend a New Family/Student Orientation. Orientation information will be sent out with a student's letter of acceptance. Parents/students must submit to the school all of the following items by the date specified in the letter: Official Release of Records Form, Admissions Form, original Birth Certificate, and the most recent Immunization Records. If these are not received by that date, the student may be removed from the School's accepted list.

IMPORTANT NOTES FOR STUDENTS:

- You must be in attendance on the first day of school.
- Please notify the office if you do not intend to attend GEO Next Generation Academy.
- It is your responsibility to notify the School if your address and/or phone number changes. If we are unable to reach you because of wrong address or phone – your name will be removed from the list.
- Each application is valid for one school year only. Students enrolled do not need to apply for future years.
- The wait list will expire September 18, 2020. Students on the wait list must reapply after September 18, 2020 if they wish to enroll.

GEO Next Generation Academy is a public charter school and admits students of any gender, race, color, religion, disability, national and ethnic origin to all the rights privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, color, religion, disability, national, and ethnic origin in administration of its educational policies, admissions policies, athletic, and other school-administered programs.

Enrollment Procedure and Packet

Students that qualify for enrollment, in accordance to the process previously described, will have an enrollment packet complete by him/herself, a parent or guardian. The forms will include the following:

- Enrollment Form
- Copies or originals provide by the him/herself parent/guardian:
 - o Immunization Records
 - o Social Security Card (optional)
 - o Birth Certificate
 - o Proof of Residency
 - o Unofficial Transcripts (if applicable)
 - o Withdrawal Slip (from previous school)
 - o Attendance History (from previous school)
 - o Discipline Records (from previous school)
 - o Copy of Custody Paper (if applicable)
 - o Copy of Current IEP (if applicable) and Academic Records (or a request for records will sent to previous school)
- Forms completed by the student/parent/guardian:
 - o Indiana Residency Documentation Form
 - o Home Language Survey (PHLOTE)
 - o McKinney-Vento Homeless Assistance Act 42USC11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if applicable
 - o Consent for Medical/Dental Emergency Treatment and Medical Information Form
 - o Internet Use Policy

-
- o Consent for Off Campus Activity
 - o Physical Activity Consent Form
 - o Request for Release of Student Records
 - o Records Request for Special Services Form
 - o Media Release Form
 - o School Rules and Procedures
 - o Expected Behaviors
 - o Student Compact and Parent/School Compact
 - o Customer Satisfaction Questionnaire

The completed enrollment packet must be received within ten business days of the lottery. If it is not received the student's spot is automatically withdrawn and the next student on the waiting list will be invited to enroll.

Applications for Re-Enrollment

If a student withdraws before the last day of the previous school year he/she is required to re-apply in accordance to the procedures for new students previously described. If a student is expelled for behavioral reasons he/she must apply as a new student the following year.

If a student does not withdraw, and is in good standing, he/she is automatically enrolled the following year. The School will provide a process for the parents of these students to communicate with the School their intent to return the following year.

Attachment 10
GEO Next Generation Academy
School Discipline Policy¹

GEO Next Generation Academy is an early college program in which high school students get the opportunity to take college courses on a college campus and earn valuable college credit, free of charge to the student or his/her family while still in high school. To be successful in this environment, students need to show persistence and discipline.

Discipline is the demonstration of responsible behavior – academically, socially, physically, and ethically. The goal of GEO Next Generation Academy is to establish a college going climate that is safe, secure, and conducive to learning.

We believe the establishment of disciplinary parameters at school is central to a strong educational structure, and a safe and secure learning environment. Students are expected to behave in such a manner as to allow the learning process to proceed efficiently and effectively. As such, it is paramount that every student’s behavior shows proper consideration for each student and faculty member at GEO Next Generation Academy (School), as well as for each individual encountered when on campus at one of our higher education partners. Behavior that inhibits the learning of others, or negatively affects the safety of any person, will not be tolerated. Such behavior will result in correlative consequences to committed offenses. Potential offenses and corresponding outcomes are outlined in the following section. **NOTE:** In addition to the following Procedures that may be administered by the School, students attending courses on the campus of one of the School’s college/university partners are subject to the rules, policies and procedures of that institution.

Discipline Steps and Procedures

| VIOLATION | PROCEDURE FOR CORRECTION |
|---|---|
| Dress Code violation: Not in compliance for school/classes | 1) Student is sent to the Head of School. 2) Student calls home or goes home to change 3) *Parent must bring appropriate clothing for student in order for student to return to class. *5 Dress Code violations (and each occurrence thereafter) will result in suspension from school. <i>*If parent can't bring clothing, then student remains in ISS with the Counselor.</i> |

¹ © Greater Education Opportunities Foundation, Inc.

| | |
|---|--|
| <p>Insubordination/classroom disruption on School campus:</p> <p>Failure to follow directives from staff members</p> | <ol style="list-style-type: none"> 1) Assign to ISS. 2) Suspension for 1-3 days. 3) Continued failure to comply- recommend expulsion. |
| <p>Vandalism:</p> <p>Damage of school property</p> | <ol style="list-style-type: none"> 1) Suspension, possible recommendation for expulsion. 2) Reimbursement or repair of damages. |
| <p>Technology misuse:</p> <p>Tampering with servers, files, pornography, adult sites</p> | <ol style="list-style-type: none"> 1) Suspension, possible recommendation for expulsion. 2) Reimbursement or repair of damages. |
| <p>Electronic devices during school hours: (Including, but not limited to: cell phones, mp3 players, game systems, etc.)</p> | <ol style="list-style-type: none"> 1) First offense - the parent must collect from the Head of School on behalf of the student. 2) Second offense – the parent must collect from Head of School on behalf of the student; one day suspension 3) Third offense the parent must collect from Head of School on behalf of the student; two days suspension |
| <p>Theft of school property</p> <p>Removing school property from a designated location without permission from school personnel</p> | <ol style="list-style-type: none"> 1) Suspension, possible recommendation for expulsion. 2) Reimbursement or return of undamaged Property will be required 3) Police will be contacted |
| <p>Skipping class:</p> <p>Not in class and accounted for when class time begins</p> | <ol style="list-style-type: none"> 1) First offense - referral to Counselor. Parent is called to discuss the matter. Assign to ISS. 2) Second offense - student is to attend mandatory Saturday School. 3) Third offense – suspension from school. 4) Fourth offense – attendance contract, pending possible expulsion. |

| | |
|---|---|
| <p>Obscenity/ profanity: Using language that is offensive and profane in conversation</p> | <ol style="list-style-type: none"> 1) First offense – referral to Counselor. Parent is notified. Assign to ISS. 2) Second offense – suspension for 1 day. 3) Third offense – suspension for 3-5 days. |
| <p>Fighting: Any confrontation in which both parties have contributed in a conflict by words, actions, or deeds</p> | <ol style="list-style-type: none"> 1) First offense – suspension for 1-5 days, possible recommendation for expulsion. 2) Second offense – suspension for 1-10 days, pending expulsion. <p><i>Each incident could result in a possible arrest.</i></p> |
| <p>Leaving school grounds, without permission</p> | <ol style="list-style-type: none"> 1) First offense – contact is made to parents. Assign to ISS. 2) Second offense – student is to attend mandatory Saturday School. 3) Third offense – suspension for 1-5 days. |
| <p>Horseplaying: Running, hitting another student, “playing” outside of recess time</p> | <ol style="list-style-type: none"> 1) First offense – referral to Counselor. Assign to ISS. 2) Second offense – student is to attend mandatory Saturday School. 3) Third offense – suspension for 3-5 days. |

| SEVERE Violation, not limited to: | DISCIPLINARY ACTIONS TO BE FOLLOWED |
|---|--|
| <p>Use of or threat with a weapon, or any item that can be construed as a weapon:</p> <p>An act or action where the use of a weapon is implied or the verbal threat of the use of a weapon, including but not limited to such on social media</p> | <p>10 day suspension while an investigation is conducted.</p> <p>Suspension/expulsion after the completion of the investigation.</p> <p>Possible arrest.</p> |
| Using tobacco on school grounds at any time; including school activities/functions | Suspension/expulsion after the completion of the investigation. |
| Gambling or possessing/using gambling paraphernalia | Suspension/expulsion after the completion of the investigation. |
| Sexual harassment: Unwelcome sexual advances, requests for sexual favors and/or inappropriate verbal/nonverbal conduct of a sexual nature, including such on social media | Suspension/expulsion after the completion of the investigation. |
| <p>Bullying:</p> <p>Repeated acts or gestures including verbal, written, or physical acts committed by a student or group of students with the intent to harass, ridicule, humiliate, intimidate, or harm another student, including such on social media</p> | Suspension, expulsion, arrest, and/or prosecution after the completion of the investigation. |
| Firecrackers and other explosives devices | <p>10 day suspension while an investigation is conducted.</p> <p>Suspension/expulsion after the completion of the investigation.</p> <p>Possible arrest.</p> |
| Possessing, using or transmitting alcohol, drugs, drug paraphernalia; look-a-like drugs while on school property or attending a school function; Attending a school function while under the influence of a controlled substance, drugs or alcohol | <p>10 day suspension while an investigation is conducted.</p> <p>Suspension/expulsion after the completion of the investigation.</p> <p>Possible arrest.</p> |
| Bomb Threats | <p>Suspension/expulsion after completion of the investigation.</p> <p>Arrest.</p> |
| Guns on school property | Expulsion/arrest. |

In addition, (IC 20-33-8-15), a student may be suspended or expelled in unlawful activity on or off school grounds if:

(1) The unlawful activity may reasonably be considered to be an interference with school purposes or an educational; function; or

(2) The student's removal is necessary to restore order or protect persons on school property;

Including unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

* The Head of School and/or Counselor reserve the right to adjust the consequences on a case by case basis depending on the severity to which actions were committed.

** If a student has been suspended from school at least ten (10) days, the student and parent will participate in an expulsion meeting and could lead to expulsion through due process.

** Any student suspended from school is not allowed on school property until their suspension period is over. Any violation could lead to arrest for trespassing on school property.

DRIVING RULES AND REGULATIONS (HIGH SCHOOL)

Driving and parking at the School is a privilege, not a right. All vehicles driven to School by students and parked in the school parking lot must be registered in the main high school office. When driving and parking on School property, students agree to avail access to vehicles upon request of the administration or security. School is not responsible for damage to vehicles or theft of the contents of vehicles. **NOTE:** students attending courses on the campus of one of the School's college/university partners are subject to the driving and parking rules, policies and procedures of that institution.

1. Eligibility – Students classified as seniors will have first priority for available parking permits. Because of the limited parking facilities, parking permits will be issued to seniors on a first-come-first-served basis. Students classified as juniors will be eligible to receive a parking permit strictly on a lottery basis, with first priority given to those wishing to form a carpool.

2. Vehicle Registration – All vehicles that are driven to school by “permitted” students and parked in the school parking lot must be registered in the school office. Parking lot vehicle permits must be purchased at a cost of \$10. Replacement permits may be purchased at a cost of \$5. To obtain a permit for any vehicle, students must present their current student ID, a valid driver's license, vehicle registration, and proof of insurance. Students must also present a signed Parent Agreement form prior to receiving a permit. Students must park in the area designated by their permits.

Vehicles that are not properly registered or that do not display a current permit are subject to being towed at the owner's expense.

Consequences for driving without a valid parking permit:

1st offense: Parent notification that the next offense will result in the vehicle being towed at the owner's expense.

3. Driving/Parking Violations – Students who drive to school are expected to exhibit safe driving habits at all times. Speeding or reckless driving on school property will not be tolerated. All posted signs and traffic patterns must be obeyed. Students driving inappropriately, recklessly, or unsafely are subject to suspension, and loss of driving privileges. Students are responsible for the contents of their vehicle at all times.
4. Penalties for Driving Violations – Violation of the driving or parking regulations will result in a range of consequences that spans from a student's loss of driving privileges, to suspension. If a student uses a vehicle when violating a School rule, his/her parking permit will be revoked. (Example: a student is truant and leaves school grounds in their vehicle.)
5. Arrival at School – Students who drive to school are to park in the designated area in the school parking lot, and exit their vehicles immediately upon arrival. All car doors must be locked. Absolutely no cruising or loitering is permitted in the parking lot at any time. No student is permitted in the parking lot at any time during the school day (8:00 AM – 8:00 PM) without permission. Students observed in the School parking lot during school hours without permission may be considered truant.
6. Departure from School – Upon dismissal from school, student drivers are to enter their vehicles and are not permitted to loiter in the parking lot.
7. Accidents – Any student who has been involved in an accident, or has sustained damage to his/her vehicle, must report the incident as soon as possible to the School's security and/or administration.

Attachment 11
GEO Next Generation Academy
School Grievance Policy

GEO Next Generation Academy is a public, 9-12 charter school, and as such, it supports the voluntary and professional resolution of any conflicts that may arise between students, staff, parents, or other related parties in order to foster a positive and healthy environment for learning for all.

The Board of Directors of GEO Next Gen recognizes that, unfortunately, however, some issues require additional assistance in order to reach a satisfactory resolution for all concerned. Therefore, in order to support all parties involved, the Board hereby establishes the following Conflict Resolution Policies:

1. One-On-One Resolution

Each issue should first be addressed between those directly involved. Should a student, parent, or staff member fail to begin the process at the lowest level, and instead attempt to go directly to the Head of School, to GEO Academies, or to a Board Member, that person at the higher level shall direct the complainant back to the affected person at the appropriate level in the process. Students may ask for the assistance of a teacher in mediating their discussion.

2. Head of School Resolution

If an appropriate resolution is not reached with direct conversation between the conflicted parties, it may be brought to the attention of the Head of School, in writing, for further discussion. The Head of School will bring all affected parties together within 48 hours (when possible), and will facilitate communication and develop a plan for conflict resolution.

Parents and staff members should expect that all legal rules regarding student and employee privacy and safety will be respected and followed, for the protection of their children and others.

Should the issue concern the Head of School, this step may be skipped, and a parent or staff member may directly contact the school superintendent, Kevin Teasley, at GEO Academies, at kteasley@geoacademies.org. At this stage, all concerns regarding the Head of School shall be communicated in writing so the Superintendent may investigate thoroughly.

The written concern should include following information:

1. Describe the incident, decision, or practice that gave rise to the concern;
2. Cite the contract, policy, or procedure that has been violated and/or rationale for concern;
3. Describe what conflict resolution strategies were attempted in prior steps; and
4. Explain what corrective action is being requested

3. Superintendent/Board of Directors

If no resolution is reached at the school level, parties may put their concerns in writing (following the steps outlined above) and contact the School Superintendent, Kevin Teasley at

kteasley@geoacademies.org. The Superintendent will investigate the issue with all parties involved using the information provided, and will facilitate a resolution within 7 days (where possible).

If a resolution is still not reached to all parties' satisfaction, a written complaint may be sent to the Board of Directors using the following contact information:

BoardChair@geonextgenindy.org. The written complaint shall contain the information above, as well as additional information from the resolution session with the School Superintendent.

The Board President, or designee, shall review the grievance, and shall ensure that all steps have been followed before adding the complaint to the Board agenda. While any member of the public is always welcome to speak in an open meeting, no formal complaint shall be addressed by the Board without it first having followed these proper procedures. Issues of employee or student privacy may be addressed in Executive Session, as is legally proper.

The board, in regular or executive session, shall review any conflict(s) brought before it as requested and as permitted by law. The board shall do one or all of the following:

- a. Remand the conflict back to the Head of School or Superintendent, with a directive to find a reasonable and quick resolution.
- b. Remand the conflict back to the two parties, with the Head of School or Superintendent mediating the conflict.
- c. Mediate the conflict and render a decision to resolve the conflict.

All decisions of the Board of Directors shall be final.

4. Exceptions

- a. Criminal situations will be referred to the proper authorities.
 - b. Issues of suspension and expulsion will be handled according to School Discipline Policy and Indiana law.
-

Attachment 12

GEO Next Generation Academy – Indianapolis

Evidence of Demand and Community Engagement

During the calendar years 2017 and 2018, GEO Foundation and its leaders were encouraged by various community leaders in Indianapolis to consider replicating the core elements of 21st Century Charter at Gary in an Indianapolis location. In particular, those leaders were interested in bringing GEO's early college program model to Indianapolis to fill a gap in the continuum of charter high school offerings in Indianapolis. During that time, GEO heard from those leaders that there was community concern about potential oversaturation in charter school offerings in Indianapolis, specifically at the K-8 level.

GEO, along with many other charter school operators, achieve greater success the longer its students remain engaged with the school. For GEO, this is particularly evident in its early college program, which requires a mindset and level of preparation that is different from existing high school offerings. Plainly put, GEO would prefer to operate freely within the K-12 charter space and allowed to groom its students for a longer duration toward post-secondary success.

However, GEO has operated charter schools in Indiana for seventeen years, and during that time it has partnered with, provided services to and otherwise supported various charter schools in the Indianapolis area. Many of these relationships are with K-8 schools in Indianapolis. Some of these relationships are institutional, some are personal and professional. GEO staff alumni populate quite a few Indianapolis area charter schools and these relationships are strong and positive.

GEO believes that it can launch and sustain an early college high school-only campus in Indianapolis without a traditionally controlled K-8 feeder system.

Under that premise, GEO interacted in more specific community engagement activities during the June to December 2018 timeframe. These activities included high level conversations with local community leaders, including but not limited to those listed as participant in the School's Applicant Group (**Attachment 1**). These conversations included Ivy Tech Community College, Indiana Black Expo, Indianapolis Public Schools, other Indianapolis-area universities, K-8 charter schools unaffiliated with a high school, local philanthropic leaders and other business and community leaders. These conversations led GEO to begin development of an early college high school on the far east side of Indianapolis.

To further assess macro community demand, GEO referred to two recent publications: the recently refreshed IFF study, <https://iff.org/wp-content/uploads/2017/05/INDreport.pdf> and the inaugural report of EnrollIndy, http://enrollindy.org/wp-content/uploads/2018/10/2018_EI_annual_report-1.pdf. Both reports indicate that there is a macro deficit of supply of high quality seats on the far east side (IFF Report) as well as a higher demand for high quality high school seats than there is supply (EnrollIndy).

This information permitted GEO to continue its community engagement activity in Indianapolis. During the August to December 2018 timeframe, GEO's community conversations grew in quantity and, in the case of GEO's institutional partners, evolved into program and project planning.

One example of the depth of commitment of GEO's community partners can be viewed through the engagement of Indiana Black Expo's network in the initial planning of the project. In addition to partnering with GEO to plan and design a viable school facility option, IBE surveyed its over 40,000 members to assess demand for an early college offering. The survey and its responses¹ are listed below:

Indiana Black Expo is aligned with the Indiana Department of Education and the Indiana Commission for Higher Education's focus on students graduating from high school and pursuing an affordable post-secondary education without the need for remediation or successfully entering the workplace or pursuing an industry-recognized certification or plan.

IBE is working with various partners and experienced Education Operators on a high school model that helps African American students in the state of Indiana overcome some of the barriers to post-secondary education and employment. The model results in every high school student having the opportunity to take college courses on a college campus – at absolutely no cost to the student or their family. Students are also exposed to high-wage, high-demand career opportunities through internships and work-based learning. This mission of providing ALL students and families with access to quality educational options aligns with IBE's commitment to educational equity.

1. Please indicate the grade level of your child(ren):

(DROPDOWN; Select as many as apply)

- a. Elementary (K-5)
- b. Middle School (6-8)
- c. High School (9-12)
- d. I don't have children but I like this model

2. At your child(ren)'s current school do they have the opportunity to earn college credit or work-based learning experiences?

- a. Yes
- b. No
- c. Unsure

COMMENT BOX: Please describe these opportunities.

3. Would you be interested in a school that provides the opportunity for *every* student to earn significant college credit while in high school – through classes on an actual college campus and at no cost to you or your student(s)?

- a. Yes

¹ This survey was sent once to IBE's network. IBE will be conducting additional distribution of the survey during the coming weeks and months, as well as survey follow up communication.

- b. No
- c. Unsure

4. Would you be interested in a school that provides the opportunity for your student(s)' to learn about specific career fields while gaining employability skills and technical knowledge through internships or work-based learning?

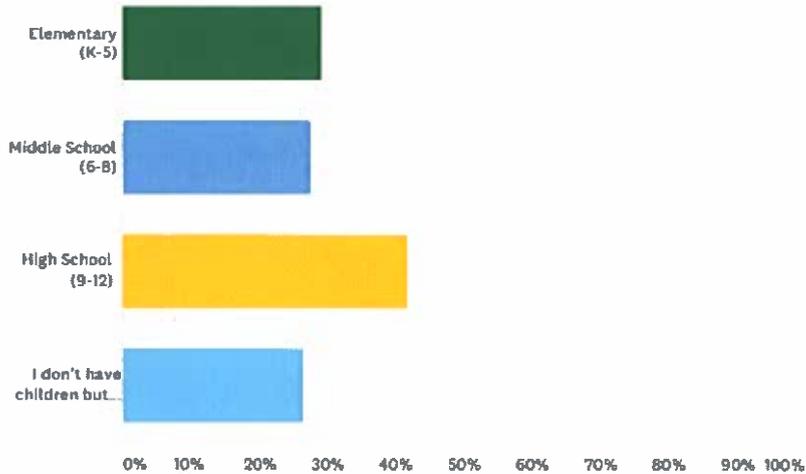
- a. Yes
- b. No
- c. Unsure

Thank you for your time and your feedback. We appreciate your assistance in our efforts to provide impactful opportunities for our students.

Survey Results:

Q1 Please indicate the grade level of your child(ren):(Select as many as apply)

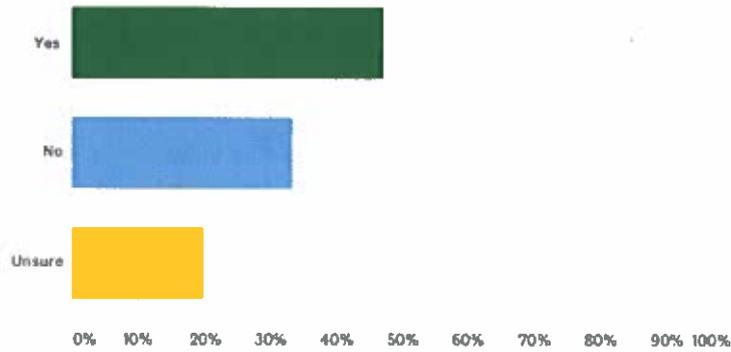
Answered: 168 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|---|-----------|----|
| Elementary (K-5) | 29.17% | 49 |
| Middle School (6-8) | 27.38% | 46 |
| High School (9-12) | 41.67% | 70 |
| I don't have children but I like this model | 26.19% | 44 |
| Total Respondents: 168 | | |

Q2 At your child(ren)'s current school do they have the opportunity to earn college credit or work-based learning experiences?

Answered: 168 Skipped: 0

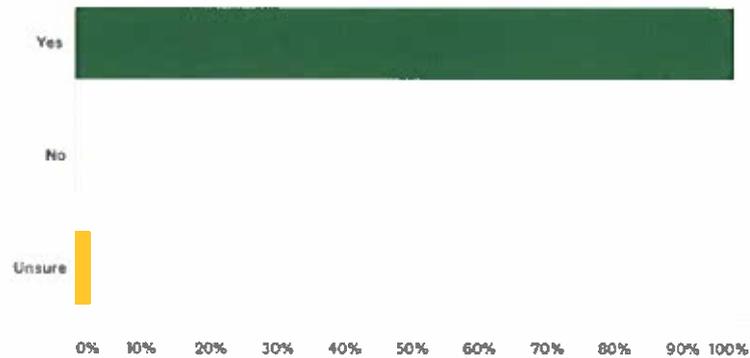


| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|-----|
| Yes | 47.02% | 79 |
| No | 33.33% | 56 |
| Unsure | 19.64% | 33 |
| TOTAL | | 168 |

Moving forward, GEO Academies, Indiana Black Expo and Ivy Tech will conduct additional surveys and a follow up to the survey highlighted in this attachment.

Q3 Would you be interested in a school that provides the opportunity for every student to earn significant college credit while in high school – through classes on an actual college campus and at no cost to you or your student(s)?

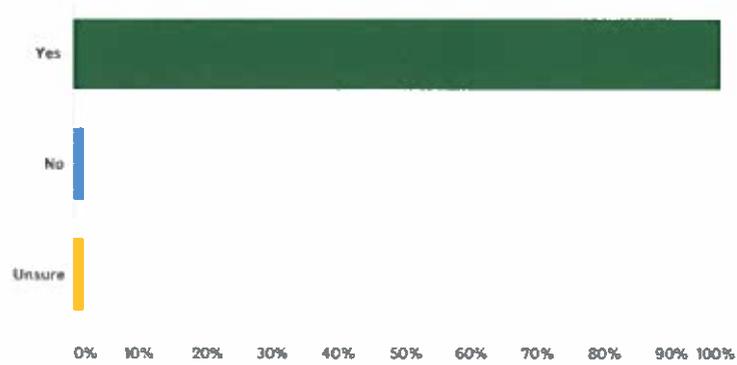
Answered: 168 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|------------|
| Yes | 97.62% | 164 |
| No | 0.00% | 0 |
| Unsure | 2.38% | 4 |
| TOTAL | | 168 |

Q4 Would you be interested in a school that provides the opportunity for your student(s) to learn about specific career fields while gaining employability skills and technical knowledge through internships or work-based learning?

Answered: 168 Skipped: 0



ANSWER CHOICES

Yes

No

Unsure

TOTAL

RESPONSES

97.62%

1.19%

1.19%

164

2

2

168



March 1, 2019

To Whom It May Concern:

On behalf of Ivy Tech Community College Indianapolis, I am pleased to share my support of the GEO Next Generation Academy – Indianapolis, a charter school with an intense focus on early college credits for all eligible students. Ivy Tech Community College - Gary has had a successful partnership with Geo 21st Century Academy in Gary for several years.

Ivy Tech Community College - Indianapolis will work with GEO Next Generation Academy – Indianapolis to determine appropriate parameters for students to earn college credits through traditional dual credit or on campus dual enrollment. Ivy Tech's K-14 staff will continue to share information regarding processes and procedures, faculty credentials, approved crosswalk of courses, and required student pre-requisites. The K-14 staff will also work to provide appropriate support for academic advising should students transition to on campus coursework.

As part of the community college of Indiana, Ivy Tech - Indianapolis is critically aware of the need to provide early college experiences for high school students. We are therefore committed to: (1) participating in efforts to design programs of study that prepare students to enter college or career; (2) identifying and planning for transitioning students to an on campus experience, and; and (3) leveraging internal resources toward the success of this project with GEO Next Generation Academy.

Because of our similar mission and our understanding of the work, we look forward to collaborating with this organization to effect a strong, trained, and skilled Indiana workforce ready to respond to need of industry today and into the future.

Sincerely,

Kathleen Lee

Dr. Kathleen F Lee

Chancellor

Ivy Tech Community College - Indianapolis

Facility Opportunity with Community Partner – Indiana Black Expo

The following depictions are initial facility planning renderings made possible by Indiana Black Expo for the 601 N. Shortridge Facility.

Gym



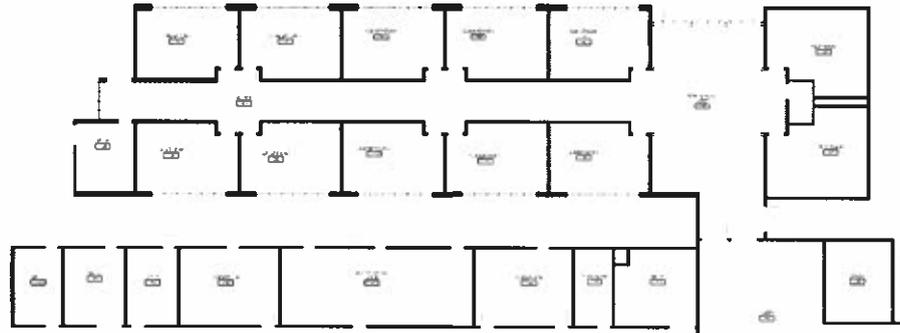
GYMNASIUM RENDERING

RGC collaborative

Sample Classroom Floorplan

LIST OF SPACES

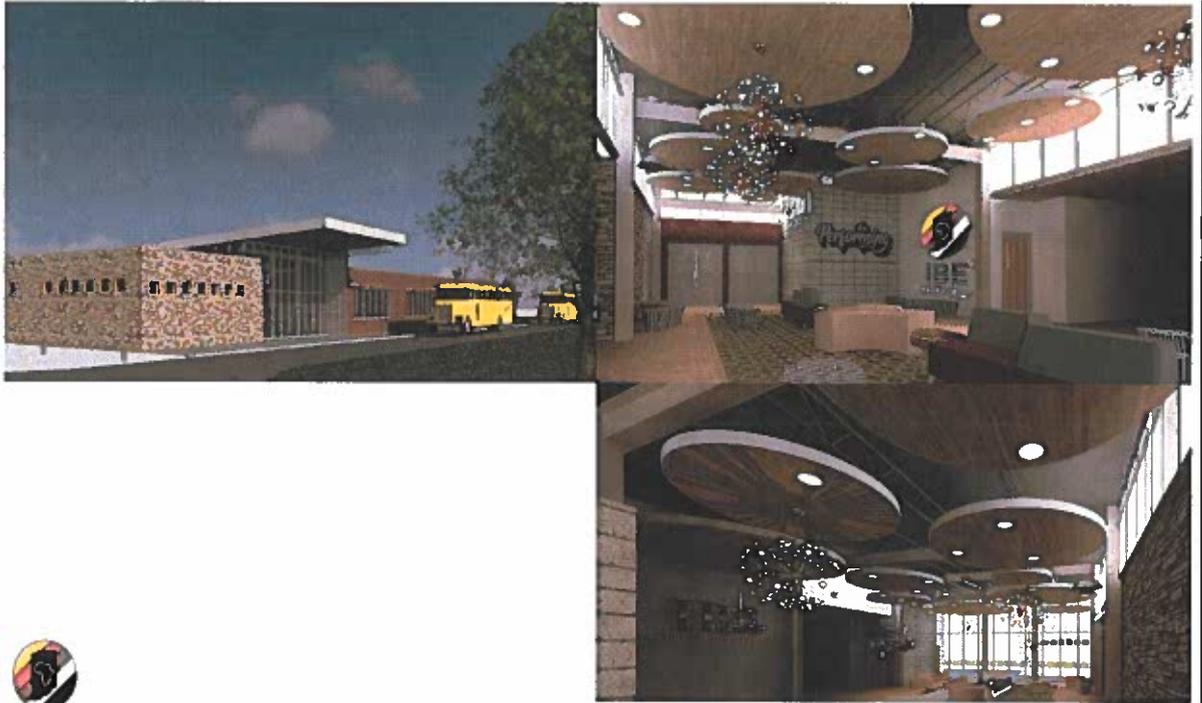
- CLASSROOM (12)
- MULTI SPACE (1)
- LOBBY SPACE
- RESTROOMS
- LOBBY



CLASSROOM SPACE

RGCollaborative

School Exterior and Common Interior Space Rendering



IBE NEW CLASSROOM RENDERING **RGC** collaborative

**State of Indiana
Office of the Secretary of State**

**Certificate of Incorporation
of
GEO ACADEMIES, INC.**

I, CONNIE LAWSON, Secretary of State, hereby certify that Articles of Incorporation of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Code.

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, February 25, 2019.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, February 25, 2019.

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

201902251306825 / 8192132

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
02/25/2019 01:23 PM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Code.

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID 201902251306825
BUSINESS TYPE Domestic Nonprofit Corporation
BUSINESS NAME GEO ACADEMIES, INC.
PRINCIPAL OFFICE ADDRESS 1630 N. Meridian Street, Suite 350, Indianapolis, IN, 46202, USA

ARTICLE II - REGISTERED OFFICE AND ADDRESS

REGISTERED AGENT TYPE Individual
NAME Jeffrey M. Lozer
ADDRESS 1630 N. Meridian Street, Suite 350, Indianapolis, IN, 46202, USA
SERVICE OF PROCESS EMAIL jlozer@geoacademies.org

I acknowledge that the Service of Process email provided above is the email address at which electronic service of process may be accepted and is publicly viewable.

ARTICLE III - PERIOD OF DURATION AND EFFECTIVE DATE

PERIOD OF DURATION Perpetual
EFFECTIVE DATE 02/25/2019
EFFECTIVE TIME 11:48AM

ARTICLE IV - PRINCIPAL(S)

TITLE Treasurer
NAME Dana Teasley
ADDRESS 1630 N. Meridian Street, Suite 350, Indianapolis, IN, 46202, USA

ARTICLE V - INCORPORATOR(S)

NAME Jeffrey M Lozer
ADDRESS 1630 N. Meridian Street, Suite 350, Indianapolis, IN, 46202, USA

ARTICLE VI - GENERAL INFORMATION

STATEMENT OF PURPOSE

Section 3.1. Purposes. The purposes for which the Corporation is formed are: (a) To operate a charter school(s) in the state of Indiana in accordance with the provisions of the Indiana Charter Schools Act, Ind. Code 20-24, et. seq., as amended; (b) To receive and disburse funds to support the operation of said charter school(s); (c) To maintain a regular facility and curriculum and to have a regularly enrolled body of pupils or students in attendance at a place where educational activities will be regularly carried on; and (d) In furtherance of the aforesaid purposes, to transact any and all lawful business for which corporations may be incorporated under the Act, provided such business is not inconsistent with the Corporation being organized and operated exclusively for charitable purposes. Section 3.2. Nonprofit Purposes. (a) The Corporation is organized and operated exclusively for charitable purposes and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, officer or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 3.1. (b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office. (c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on: (i) By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or (ii) By a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

TYPE OF CORPORATION Public benefit corporation, which is organized for a public or charitable purpose

WILL THE CORPORATION HAVE MEMBERS? No

DISTRIBUTION OF ASSETS

In the event of the dissolution of the Corporation, the Board of Directors shall distribute all the assets of the Corporation as follows: First, all remaining assets of charter schools operated by the Corporation shall be distributed first to satisfy outstanding payroll obligations for employees of such charter schools, then to creditors of the Corporation, then to any outstanding debt to the common school fund, and Second, all remaining funds received by charter schools operated by the Corporation from the Indiana Department of Education ("Department") shall be returned to the Department not more than thirty (30) days following the filing of Articles of Dissolution of the Corporation with the Indiana Secretary of State. If the assets of the Corporation are insufficient to pay all parties to whom the charter schools operated by the Corporation owe compensation pursuant to the First paragraph, the priority of the distribution of assets may be determined by a court. In the event the conditions of the First and Second paragraphs have been fulfilled and there are assets of the Corporation that remain, all such remaining assets shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational or charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, as the Board of Directors shall determine; and any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
02/25/2019 01:23 PM

SIGNATURE

THE SIGNATOR(S) REPRESENTS THAT THE REGISTERED AGENT NAMED IN THE APPLICATION HAS CONSENTED TO THE APPOINTMENT OF REGISTERED AGENT.

THE UNDERSIGNED, DESIRING TO FORM A CORPORATION PURSUANT TO THE PROVISIONS OF THE INDIANA NONPROFIT CORPORATION ACT, EXECUTE THESE ARTICLES OF INCORPORATION.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **February 25, 2019**.

SIGNATURE Jeffrey M Lozer
TITLE Incorporator

Business ID : 201902251306825
Filing No : 8192132

ARTICLES OF INCORPORATION

OF

GEO ACADEMIES, INC.

The undersigned incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), executes the following Articles of Incorporation:

ARTICLE I

Name

The name of the Corporation is GEO Academies, Inc.

ARTICLE II

Classification of Corporation

The Corporation is a public benefit corporation.

ARTICLE III

Purposes and Powers

Section 3.1. Purposes. The purposes for which the Corporation is formed are:

- (a) To operate a charter school(s) in the state of Indiana in accordance with the provisions of the Indiana Charter Schools Act, Ind. Code 20-24, et. seq., as amended;
- (b) To receive and disburse funds to support the operation of said charter school(s);
- (c) To maintain a regular facility and curriculum and to have a regularly enrolled body of pupils or students in attendance at a place where educational activities will be regularly carried on; and
- (d) In furtherance of the aforesaid purposes, to transact any and all lawful business for which corporations may be incorporated under the Act, provided such business is not inconsistent with the Corporation being organized and operated exclusively for charitable purposes.

Section 3.2. Nonprofit Purposes.

(a) The Corporation is organized and operated exclusively for charitable purposes and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, officer or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 3.1.

(b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

(c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:

(i) By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or

(ii) By a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

Section 3.3. Powers. Subject to any limitation or restriction imposed by the Act, any other law, or any other provisions of these Articles of Incorporation, the Corporation shall have the power:

(a) To do everything necessary, advisable or convenient for the accomplishment of any of the purposes hereinbefore set forth, or which shall at any time appear conducive to or expedient for the protection or benefit of the Corporation, and to do all of the things incidental thereto or connected therewith which are not forbidden by law; and

(b) To have, exercise and enjoy in furtherance of the purposes hereinbefore set forth all the general rights, privileges and powers granted to corporations by the Act, as now existing or hereafter amended, and by the common law.

Section 3.4. Limitations on Powers. If the Corporation is or becomes a private foundation (as defined in Section 509(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws), the Corporation shall be subject to the following requirements:

(a) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the taxes on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(b) The Corporation shall not engage in any act of self-dealing that would subject any person to the taxes imposed on acts of self-dealing by Section 4941 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(c) The Corporation shall not retain any excess business holdings which would subject it to the taxes on excess business holdings imposed by Section 4943 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(d) The Corporation shall not make any investments in such a manner as to subject it to the taxes on investments that jeopardize charitable purposes imposed by Section 4944 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(e) The Corporation shall not make any expenditures which would subject it to the taxes on taxable expenditures imposed by Section 4945 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

ARTICLE IV

Distribution of Assets on Dissolution

In the event of the dissolution of the Corporation, the Board of Directors shall distribute all the assets of the Corporation as follows:

First, all remaining assets of charter schools operated by the Corporation shall be distributed first to satisfy outstanding payroll obligations for employees of such charter schools, then to creditors of the Corporation, then to any outstanding debt to the common school fund; and

Second, all remaining funds received by charter schools operated by the Corporation from the Indiana Department of Education ("Department") shall be returned to the Department not more than thirty (30) days following the filing of Articles of Dissolution of the Corporation with the Indiana Secretary of State.

If the assets of the Corporation are insufficient to pay all parties to whom the charter schools operated by the Corporation owe compensation pursuant to the First paragraph, the priority of the distribution of assets may be determined by a court.

In the event the conditions of the First and Second paragraphs have been fulfilled and there are assets of the Corporation that remain, all such remaining assets shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational or charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, as the Board of Directors shall

determine; and any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE V

Term of Existence

The Corporation shall have perpetual existence.

ARTICLE VI

Registered Office and Registered Agent

Section 6.1. Registered Office and Registered Agent. The street address of the Corporation's registered office is 1630 N. Meridian Street, Suite 350, Indianapolis, IN 46202 and the name of the Corporation's registered agent at that office is Jeffrey M. Lozer.

Section 6.2. Principal Office. The post office address of the principal office of the Corporation is 1630 N. Meridian Street, Suite 350, Indianapolis, IN 46202.

ARTICLE VII

No Members

The Corporation shall have no members.

ARTICLE VIII

Board of Directors

Section 8.1. Number and Term of Office. Upon incorporation, the initial Board of Directors shall consist of three (3) directors. Thereafter, the number of directors shall be as specified in or fixed in accordance with the Bylaws of the Corporation; provided, however, that the minimum number of directors shall be three (3). The term of office of a director shall be as specified in the Bylaws; provided, however, that the term of an elected director shall not exceed five (5) years. Directors may be elected for successive terms. Terms of office of directors may be staggered as specified in the Bylaws.

Section 8.2. Qualifications. Each director shall have such qualifications as may be specified from time to time in the Bylaws of the Corporation or as required by law.

Section 8.3. Initial Board of Directors. The names and addresses of the initial Board of Directors of the Corporation are:

| <u>Name</u> | <u>Address</u> |
|---------------|--|
| Tanya Bell | 1630 N. Meridian Street, Suite 350, Indianapolis, IN 46202 |
| Jeff Ready | 1630 N. Meridian Street, Suite 350, Indianapolis, IN 46202 |
| William Smith | 1630 N. Meridian Street, Suite 350, Indianapolis, IN 46202 |

ARTICLE IX

Name and Address of Incorporator

The name and address of the incorporator of the Corporation are:

| <u>Name</u> | <u>Address</u> |
|------------------|--|
| Jeffrey M. Lozer | 1630 N. Meridian Street, Suite 350, Indianapolis, IN 46202 |

ARTICLE X

Indemnification

Section 10.1. Rights to Indemnification and Advancement of Expenses. The Corporation shall indemnify as a matter of right every person made a party to a proceeding because such person is or was:

- (a) a member of the Board of Directors of the Corporation,
- (b) an officer of the Corporation, or
- (c) while a director or officer of the Corporation, serving at the Corporation's request as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, limited liability company, joint venture, trust, employee benefit plan or other enterprise, whether for profit or not (each an "Indemnitee"),

against all liability incurred by such person in connection with the proceeding; provided that it is determined in the specific case that indemnification of such person is permissible in the circumstances because such person has met the standard of conduct for indemnification specified in the Act. The Corporation shall pay for or reimburse the reasonable expenses incurred by an Indemnitee in connection with any such proceeding in advance of final disposition thereof in accordance with the procedures and subject to the conditions specified in the Act. The Corporation shall indemnify as a matter of right an Indemnitee who is wholly successful, on the merits or otherwise, in the defense of any such proceeding against reasonable expenses incurred by the person in connection with the proceeding without the requirement of a determination as set forth in the first sentence of this paragraph.

Upon demand by a person for indemnification or advancement of expenses, as the case may be, the Corporation shall expeditiously determine whether the person is entitled thereto in accordance with this Article and the procedures specified in the Act.

The indemnification provided under this Article shall be applicable to any proceeding arising from acts or omissions occurring before or after the adoption of this Article.

Section 10.2. Other Rights Not Affected. It is the intent of this Article to provide indemnification to directors and officers to the fullest extent now or hereafter permitted by law consistent with the terms and conditions of this Article. Nothing contained in this Article shall limit or preclude the exercise of, or be deemed exclusive of, any right under the law, by contract or otherwise, relating to indemnification of or advancement of expenses to any person who is or was a director, officer, employee or agent of the Corporation, or the ability of the Corporation to otherwise indemnify or advance expenses to any such individual.

Notwithstanding any other provision of this Article, there shall be no indemnification with respect to matters as to which indemnification would result in inurement of net earnings of the Corporation "to the benefit of any private shareholder or individual," or an "excess benefit transaction" within the meaning of Sections 501(c)(3) or 4958 of the Internal Revenue Code of 1986, as amended, or similar provisions of any subsequent Federal tax laws.

Section 10.3. Definitions. For purposes of this Article:

(a) A person is considered to be serving an employee benefit plan at the Corporation's request if the person's duties to the Corporation also impose duties on, or otherwise involve services by, the person to the plan or to participants in or beneficiaries of the plan.

(b) The estate or personal representative of a person entitled to indemnification or advancement of expenses shall be entitled hereunder to indemnification and advancement of expenses to the same extent as the person.

(c) The term "expenses" includes all direct and indirect costs (including, without limitation, counsel fees, retainers, court costs, transcripts, fees of experts, witness fees, travel expenses, duplicating costs, printing and binding costs, telephone charges, postage, delivery

service fees and all other disbursements or out-of-pocket expenses) actually incurred in connection with the investigation, defense, settlement or appeal of a proceeding or establishing or enforcing a right to indemnification under this Article, applicable law or otherwise.

(d) The term "liability" means the obligation to pay a judgment, settlement, penalty, fine, excise tax (including an excise tax assessed with respect to an employee benefit plan) or reasonable expenses incurred with respect to a proceeding.

(e) The term "party" includes an individual who was, is or is threatened to be made a named defendant or respondent in a proceeding.

(f) The term "proceeding" means any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative and whether formal or informal.

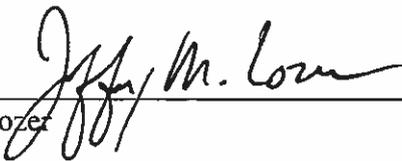
ARTICLE XI

Nondiscrimination

The Corporation shall admit students of any race, color, sex, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at its schools. The Corporation shall not discriminate on the basis of race, color, sex, disability, or national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

IN WITNESS WHEREOF, the undersigned incorporator executes these Articles of Incorporation and verifies subject to penalties of perjury that the facts contained herein are true.

Dated this 25th day of February, 2019



Jeffrey M. Lozer

BYLAWS
OF
GEO ACADEMIES, INC.

ARTICLE I

Board of Directors

Section 1.1. Duties and Qualifications. The business and affairs of the Corporation shall be managed by the Board of Directors.

Section 1.2. Number, Term, and Election. The Board of Directors shall consist of a minimum of three (3) directors and a maximum of fifteen (15) directors, with the exact number of directors specified from time to time by resolution of the Board of Directors. Each director shall serve for a term of five (5) years Other than the initial directors, the directors shall be elected at the annual meeting of the directors by a plurality of the votes cast by the directors. Despite the expiration of a director's term, the director continues to serve until a successor is elected and qualifies, or until there is a decrease in the number of directors.

Section 1.3. Vacancies. Any vacancy among the directors caused by death, resignation, removal, increase in the number of directors or otherwise may be filled by a majority vote of the remaining members of the Board of Directors. The term of office of a director chosen to fill a vacancy shall expire at the later of the expiration of the unexpired term which the director was chosen to fill, or at such time as a successor shall be duly elected and qualified.

Section 1.4. Removal. Any director may be removed, with or without cause, by the remaining directors whenever the number of votes cast to remove the director would be sufficient to elect the director at a meeting to elect directors.

Section 1.5. Annual Meetings. The Board of Directors shall meet at a time and place to be determined by the Board of Directors each year, for the purpose of election of officers of the Corporation and consideration of any other business which may be brought before the meeting. Notice shall be provided for the holding of an annual meeting in accordance with the provisions of **Section 1.6.**

Section 1.6. Other Meetings. Regular meetings of the Board of Directors may be held pursuant to a resolution of the Board to such effect, and shall be held whenever convenient for the Board of Directors. Unless otherwise provided by the Board of Directors, regular meetings shall be held at the Corporation's principal office. Regular and special meetings of the Board of Directors may be held upon the call of the Chairman/President and upon at least forty-eight (48) hours notice specifying the date, time, place and purpose or purposes of the meeting, given to each director either personally or by mail, facsimile transmission, electronic mail or telephone. Oral notice is authorized. A director may waive any required notice of an annual, regular or special meeting. The waiver must be in writing, signed by the director entitled to the notice, and

filed with the minutes or Corporate records. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director at the beginning of the meeting, or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not vote for or assent to action taken at the meeting.

Section 1.7. Participation. A director may participate in an annual, a regular or a special meeting of the Board of Directors by or through the use of any means of communication by which all directors participating may simultaneously hear each other during the meeting. A director participating by this means is considered to be present in person at the meeting.

Section 1.8. Quorum; Voting. One-third (1/3) of the directors in office when action is taken, but in no event fewer than two (2) directors, shall be necessary to constitute a quorum for the transaction of any business at a meeting of the Board of Directors. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the act is taken shall be the act of the Board of Directors, unless the act of a greater number is required by law, the Articles of Incorporation or these Bylaws.

Section 1.9. Action by Consent. The Board of Directors may take action by written consent if the action so taken is set forth in writing and signed by all directors entitled to vote on the matter; such consent may be signed in counterparts provided the minute book of the Corporation reflects all required signed consents.

Section 1.10. Committees. The Board of Directors may from time to time create and appoint standing, special or other committees to undertake studies, make recommendations and carry on functions for the purpose of efficiently accomplishing the purposes of the Corporation. Committees, to the extent specified by the Board of Directors, may exercise the powers, functions or authority of the Board of Directors, except where prohibited by law; provided, however, that if a committee is to exercise board powers, functions, or authority, (a) all the persons serving on the committee must be directors, (b) there must be at least two (2) persons on the committee, and (c) the creation of the committee and the appointment of its members shall be by a majority of all directors in office when the action is taken.

ARTICLE II

Officers

Section 2.1. Officers and Qualifications Therefore. The officers of the Corporation shall consist of a Chairman/President, a Vice President, a Secretary and a Treasurer. The officers shall be chosen by the Board of Directors. Any two (2) or more offices may be held by the same person.

Section 2.2. Terms of Office. Each officer of the Corporation shall be elected by the Board of Directors at its annual meeting and shall hold office for a term of one (1) year and until a successor shall be duly elected and qualified, or until resignation, removal or death.

Section 2.3. Vacancies. Whenever any vacancies shall occur in any of the offices of the Corporation for any reason, the same may be filled by the Board of Directors, and any officer so elected shall hold office until the expiration of the term of the officer causing the vacancy and until the officer's successor shall be duly elected and qualified.

Section 2.4. Removal. Any officer of the Corporation may be removed, with or without cause, at any time by the Board of Directors.

Section 2.5. Compensation. The officers of the Corporation shall receive no compensation for their services in such offices.

ARTICLE III

Powers and Duties of Officers

Section 3.1. Chairman/President. The Chairman/President ("President"), if present, shall preside at all meetings of the Board of Directors. At each annual meeting of directors, the President or the President's designee shall report on the activities of the Corporation. Subject to the general control of the Board of Directors, the President shall manage and supervise all of the affairs of the Corporation and shall perform all of the usual duties of the chief executive officer of a corporation.

Section 3.2. Vice President. Subject to the general control of the Board of Directors, if the President is not present, the Vice President shall discharge all the usual functions of the President and shall have such other powers and duties as these Bylaws, the Board of Directors or an officer authorized by the Board may prescribe.

Section 3.3. Secretary. The Secretary shall attend all meetings of the Board of Directors, and prepare, keep, or cause to be kept, a true and complete record and minutes of the proceedings of such meetings, and shall perform a like duty, when required, for all committees appointed by the Board of Directors. If required, the Secretary shall attest the execution by the Corporation of deeds, leases, agreements and other official documents. The Secretary shall attend to the giving and serving of all notices of the Corporation required by these Bylaws, shall

have custody of the books (except books of account) and records of the Corporation, shall be responsible for authenticating records of the Corporation, and in general shall perform all duties pertaining to the office of Secretary and such other duties as these Bylaws, the Board of Directors, or an officer authorized by the Board may prescribe.

Section 3.4. Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times the financial condition of the Corporation. The Treasurer shall have charge and custody of, and be responsible for, all funds, notes, securities and other valuables which may from time to time come into the possession of the Corporation and shall deposit, or cause to be deposited, all funds of the Corporation with such depositories as the Board of Directors shall designate. At each annual meeting of the directors, the Treasurer, or the Treasurer's designee, shall report on the financial condition of the Corporation. The Treasurer, or the Treasurer's designee, shall furnish, at meetings of the Board of Directors or whenever requested, a statement of the financial condition of the Corporation, and in general shall perform all duties pertaining to the office of Treasurer.

Section 3.5. Assistant Officers. The Board of Directors may from time to time designate and elect assistant officers who shall have such powers and duties as the officers whom they are elected to assist shall specify and delegate to them, and such other powers and duties as these Bylaws or the Board of Directors may prescribe. An Assistant Secretary may, in the absence or disability of the Secretary, attest the execution of all documents by the Corporation.

ARTICLE IV

Nondiscrimination

No school owned or operated by the Corporation shall discriminate against any student, teacher or employee on the basis of race, religion, gender or national origin. Furthermore, with respect to students, such school shall admit students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs and activities generally accorded or made available to students at such school. Any such school shall not discriminate on the basis of race, religion, gender, color, national or ethnic origin, or disability in the administration of its educational policies, admissions policies, scholarship and loan programs or athletic or other school-administered programs.

ARTICLE V

Miscellaneous

Section 5.1. Corporate Seal. The Corporation may, but need not, have a corporate seal. The form of any such corporate seal may be specified in a resolution of the Board of Directors. A corporate seal, however, shall not be required for any purpose, and its absence shall not invalidate any document or action.

Section 5.2. Execution of Contracts and Other Documents. Unless otherwise ordered by the Board of Directors, all written contracts and other documents entered into by the Corporation shall be executed on behalf of the Corporation by the President or Vice President and, if required, attested by the Secretary or an assistant secretary.

Section 5.3. Fiscal Year. The fiscal year of the Corporation shall begin on July 1 of each year and end on the immediately following June 30.

ARTICLE VI

Amendments

Subject to law and the Articles of Incorporation, the power to make, alter, amend or repeal all or any part of these Bylaws is vested in the Board of Directors. The Corporation must provide notice to the directors of any meeting at which an amendment to the Bylaws is to be considered and voted upon.

Secretary's Initials

Date: _____

**CODE OF ETHICS AND
CONFLICT OF INTEREST POLICY
OF
GEO ACADEMIES, INC.**

Section 1. Purposes. The purpose of this code of ethics and conflict of interest policy is to protect the interest of GEO Academies, Inc. (the “Corporation”) by ensuring that its authorized representatives are conducting themselves with the highest degree of personal and professional integrity. Ethical issues generally arise when the Corporation interacts with others through the Corporation’s authorized representatives. This policy is to be applied when the Corporation is contemplating entering into a transaction or arrangement that might benefit the financial interests of an interested person, as such is defined below.

Section 2. Definitions.

(a) **Interested Person.** Any director, officer, employee, or member of a committee with board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

(b) **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

- i. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;
- ii. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
- iii. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 3. Procedures.

(a) **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence and nature of his or her financial interest to the directors and members of committees with board delegated powers considering the proposed transaction or arrangement.

(b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest, the interested person shall leave the board or committee meeting while the

financial interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists by a two-thirds vote. If it is determined that a conflict of interest exists, the board or committee shall proceed as provided in Section 3(c).

(c) Addressing the Conflict of Interest.

- i. If the board or committee has not already done so, the chairperson may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- ii. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- iii. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
- iv. In determining whether to enter into the transaction or arrangement under Section 3(c)iii., the board or committee may request that the interested board member or committee member provide additional information to the board or committee. The interested person shall not be present or participate in the vote on whether to enter into such transaction, but may be counted for purposes of determining the existence of a quorum. If the interested director is counted for quorum purposes, the action must be approved by a sufficient number of votes based upon that quorum. For example, if a majority vote of the quorum is required to approve an action and eight (8) directors constitute a quorum, the action must be approved by five (5) of the seven (7) disinterested directors voting on the transaction or arrangement.

(d) Violations of the Conflict of Interest Policy.

- i. If the board or committee has reasonable cause to believe that an interested person has failed to disclose actual or possible conflicts of interest, it shall inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose.

- ii. If, after hearing the response of the interested person and making such further investigation as may be warranted in the circumstances, the board or committee determines that the interested person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. Records of Proceedings. The minutes of the board and all committees with board delegated powers shall contain:

- (a) the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed; and
- (b) the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 5. Annual Statements. Each director, principal officer, employee and member of a committee with board delegated powers shall annually sign a statement similar to that attached as Exhibit 1 which affirms that such person:

- (a) has received a copy of the conflict of interest policy;
- (b) has read and understands the policy;
- (c) has agreed to comply with the policy; and
- (d) understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 6. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, assess whether compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining.

Section 7. Use of Outside Experts. In conducting the periodic reviews provided for in Section 6, the Corporation may, but need not, use outside advisors. If outside advisors are used, their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

EXHIBIT 1

CONFLICT OF INTEREST STATEMENT

To: Board of Directors, GEO Academies, Inc.

I, the undersigned, associated with the above-captioned corporation (hereinafter the "Corporation") in a capacity of director, officer, employee, or member of a committee with board delegated powers represent that as of the date specified below, I have the financial interests described below.

In accordance with the Corporation's duly adopted conflict of interest policy, I understand that I have a "financial interest" if I have, directly or indirectly, through business, investment or family: (i) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; (ii) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or (iii) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

I declare that I will inform the President (or in the case of the President, the Board of Directors) of the Corporation, in writing, of any material change in the information I have provided herein.

I do further specifically represent that I have received a copy of the Corporation's conflict of interest policy, that I have read and understand such policy, and that I agree to comply with such policy in every respect.

I understand that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

As of this date, I have the following financial interests:

I hereby affirm that the foregoing information is correct and complete.

Signed: _____

Printed Name: _____

Dated: _____



February 27, 2019

VIA UPS

Internal Revenue Service
Attn: EO Determination Letters
Stop 31
201 West Rivercenter Boulevard
Covington, KY 41011

Re: *GEO Academies, Inc. - Form 1023, Application for Recognition of Exemption
EIN 83-3708286*

Dear Sir or Madam,

Enclosed please find our *Form 1023, Application for Recognition of Exemption* for GEO Academies, Inc. We have assembled our application in the following manner:

1. Form 1023 Checklist;
2. Signed Application - Form 1023;
3. Schedule B;
4. Ex. A: Articles of Organization;
5. Ex. B: Bylaws of Organization;
6. Ex. C: Conflict of Interest Policy; and
7. Ex. D: Indiana Code(s) 2018.

Also enclosed is a check in the amount of \$600.00 for the filing fee. This should complete our application.

Should you have any questions or require further information, please do not hesitate to contact us regarding this request. We thank you for your attention to this matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dana L. Teasley', written over a horizontal line.

Dana L. Teasley
Treasurer/Authorized Representative

BEAT POVERTY | 1630 N. Meridian St., Suite 350 | Indianapolis, IN 46202
Phone: 317.713.4200 | Fax: 317.624.0900

www.geofoundation.org

Form 1023 Checklist

(Revised December 2017)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note: Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order.
 - Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
 - You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

| | | | | | | | | | |
|------------|-----|-------------------------------------|----|-----|------------|-----|-----|----|-----|
| Schedule A | Yes | ___ | No | ___ | Schedule E | Yes | ___ | No | ___ |
| Schedule B | Yes | <input checked="" type="checkbox"/> | No | ___ | Schedule F | Yes | ___ | No | ___ |
| Schedule C | Yes | ___ | No | ___ | Schedule G | Yes | ___ | No | ___ |
| Schedule D | Yes | ___ | No | ___ | Schedule H | Yes | ___ | No | ___ |

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) *Pages 2, 4, 5 Art. III*
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law *Pages 2, 4, 5 Art. IV*
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
P.O. Box 12192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
201 West Rivercenter Boulevard
Covington, KY 41011



Tess Gentile <tgentile@geoacademies.org>

UPS Delivery Notification, Tracking Number 1ZAA5492NT96814686

1 message

UPS Quantum View <pkginfo@ups.com>
To: tgentile@geoacademies.org

Fri, Mar 1, 2019 at 9:27 AM



Your package has been delivered.

Delivery Date: Friday, 03/01/2019

Delivery Time: 09:23 AM

At the request of GEO FOUNDATION this notice alerts you that the status of the shipment listed below has changed.

Shipment Detail

| | |
|----------------------------|---|
| Tracking Number: | 1ZAA5492NT96814686 |
| Ship To: | Attn: EO Determination Letters Internal Revenue Service 201 W RIVERCENTER BLVD COVINGTON, KY 41011 US |
| UPS Service: | UPS NEXT DAY AIR |
| Number of Packages: | 1 |
| Weight: | 1.0 LBS |
| Delivery Location: | DOCK DESHANA |
| Reference Number 1: | Form 1023 |

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3/4/2019

Geo Academies Mail - UPS Delivery Notification, Tracking Number 1ZAA5492NT96814686

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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.

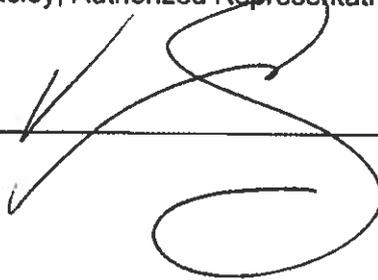
Signature from Authorized Representative of the Charter School Applicant

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

Kevin Teasley, Authorized Representative

SIGN NAME



DATE

March 1, 2019

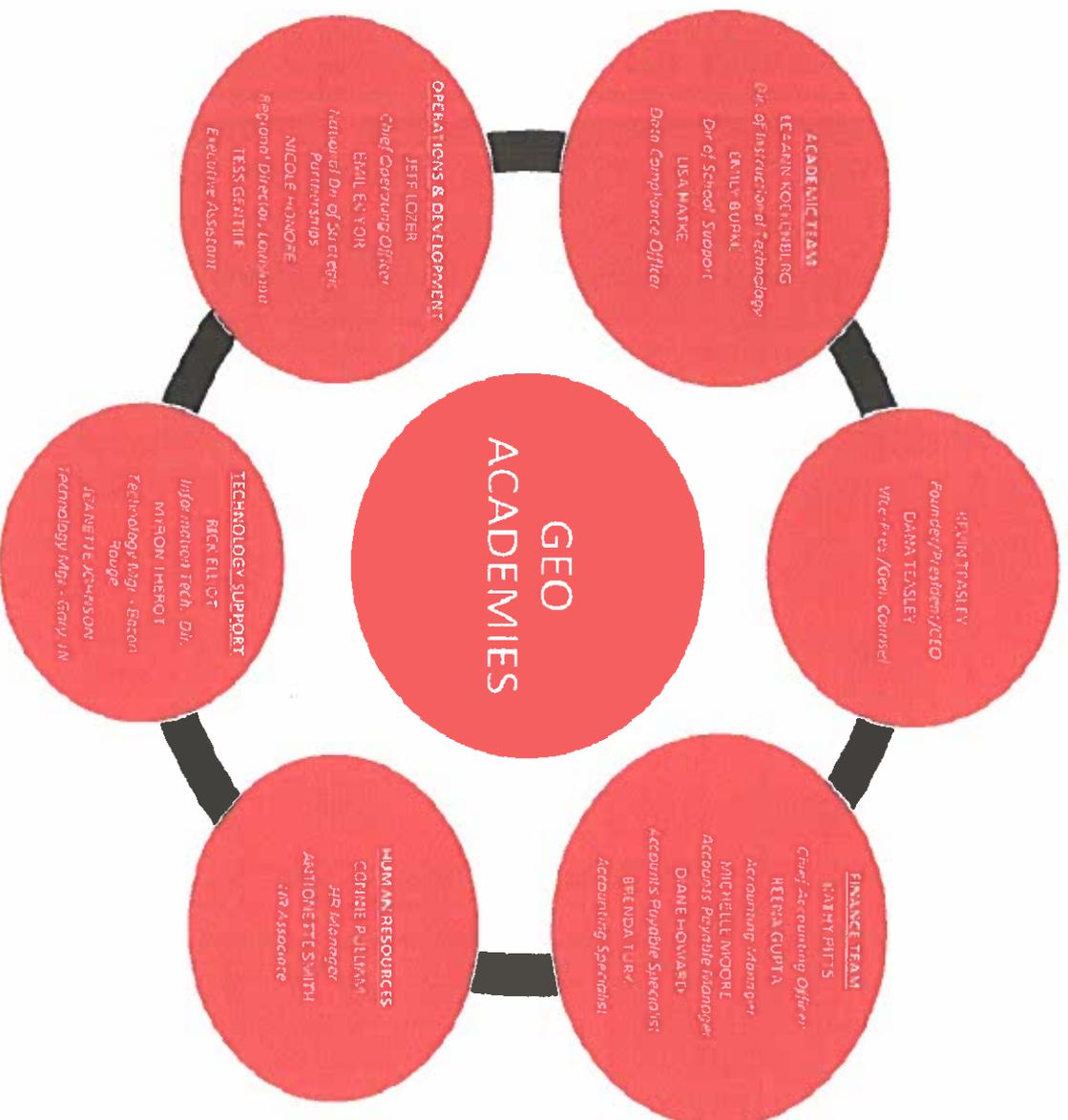
Attachment 15

GEO ACADEMIES NETWORK AND

GEO NEXT GENERATION ACADEMY SCHOOL

ORGANIZATIONAL CHARTS

GEO ACADEMIES, INC. NETWORK

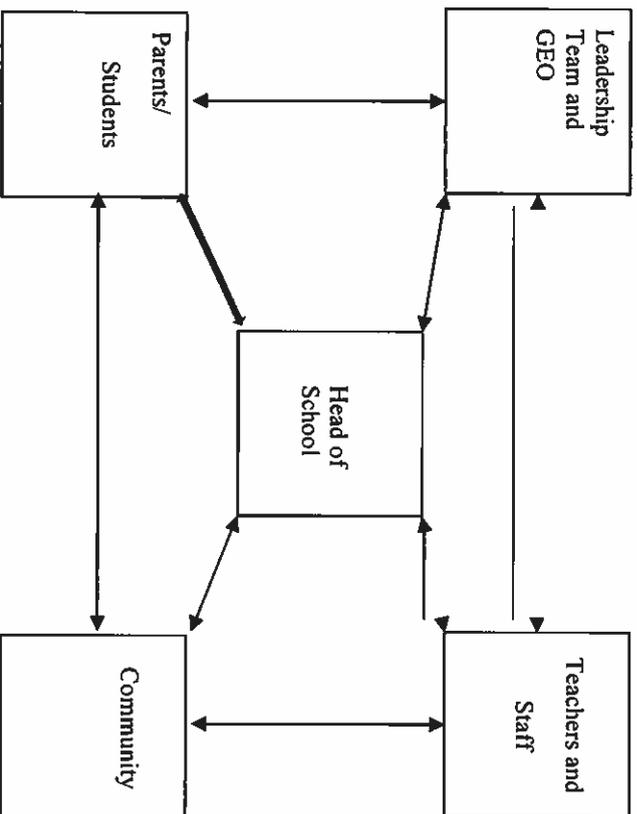


GEO Foundation

Instead of using an "old-school", top-down organizational model, the GEO Team is organized under the principles of Servant Leadership to provide a fluid continuum of support to our GEO Academies and the students they serve.

While each team may work as a comprehensive unit to provide efficiencies of practice and subject-matter expertise, individual staff members work collaboratively across all teams to provide consistent cross-functional support to our Academies.

School Academic Organizational Chart

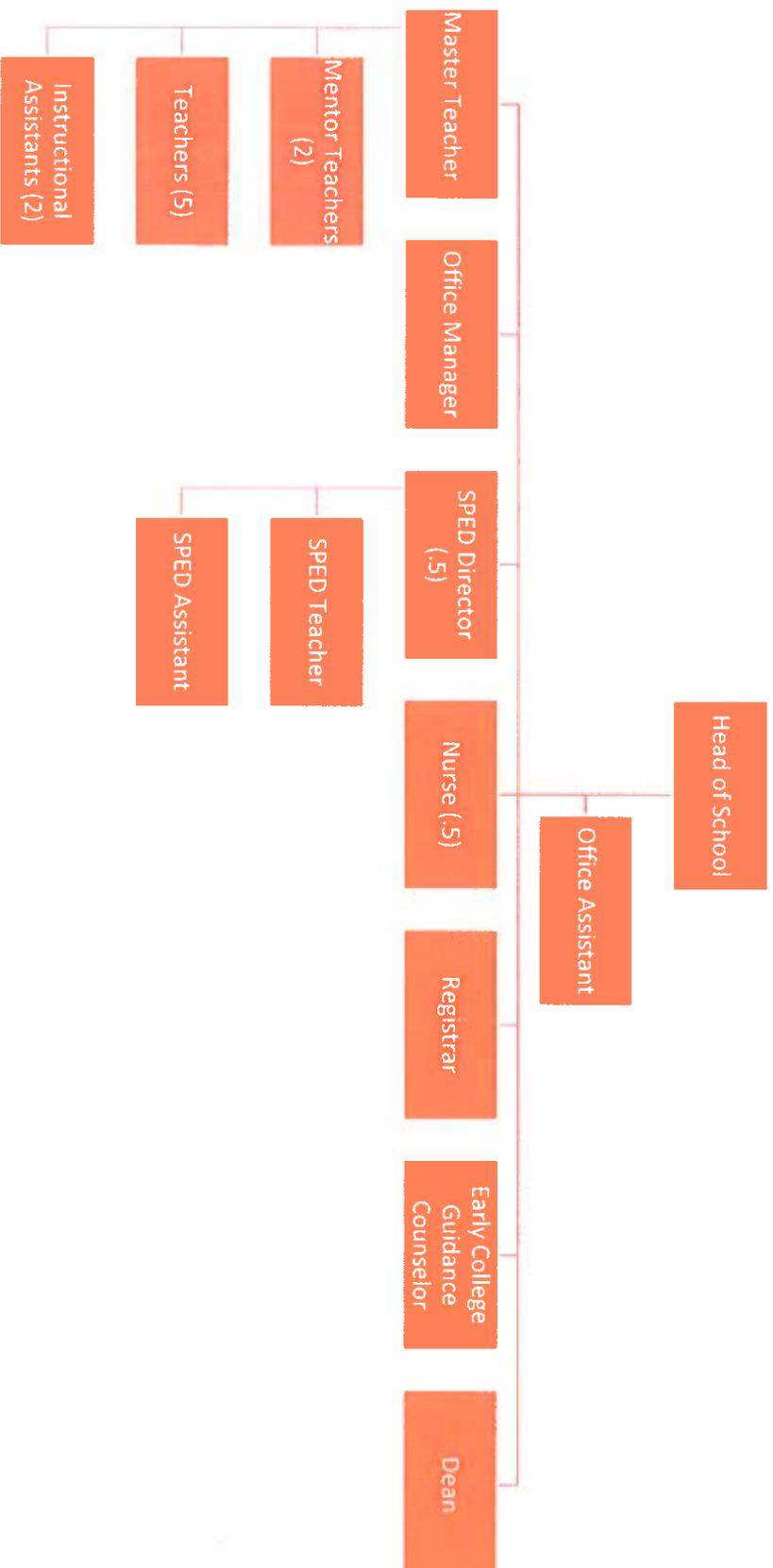


The Head of School and leadership team meet weekly to review student data. The teachers meet weekly with the lead teachers to measure student progress to ensure continuous student growth and improvement.

GEO ACADEMIES, INC. (SCHOOL)

Staffing Chart

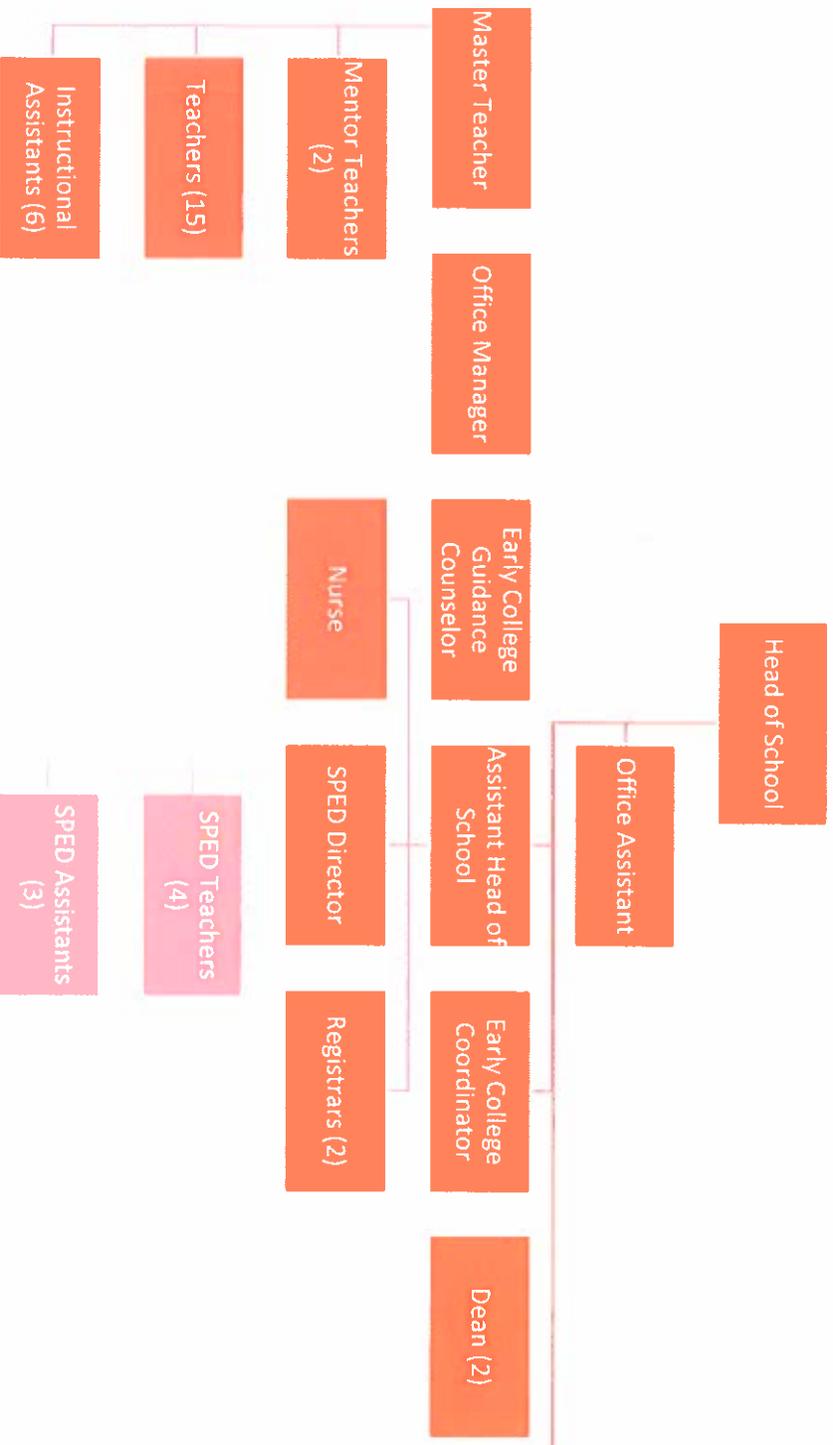
Year One (2020-21)



GEO ACADEMIES, INC. (SCHOOL)

Staffing Chart

Year Four (2023-24)



Attachment 16

Start Up Plan

The following table illustrates the various tasks that the GEO Academies team have performed or will perform during the School's pre-opening period. In this table "GEO" represents the leadership, academic and administrative staff of Greater Education Opportunities Foundation, Inc. allocated to the School organization, GEO Academies, Inc. The "Board of Directors" represents the Board of GEO Academies, Inc.

| Month | Task | Responsibility |
|----------------|--|------------------------------------|
| Ongoing | | |
| September 2018 | Develop Community Partnerships | GEO |
| Through | Secure Institutional Partnerships | GEO |
| February 2019 | Identify and Contact Potential Board Members | GEO |
| | Form GEO Academies, Inc. | Board of Directors |
| | Finalize start up budget | GEO |
| | Research Targeted Areas and Community | GEO |
| | Draft Application to the State of Indiana | GEO |
| | View webinar in regards to charter application | GEO |
| February 2019 | Finalize Budget for application | GEO |
| | Complete Application to the ICSB | GEO |
| | Identify Leaders within Target Area to Build Relationships | GEO |
| | Conduct initial survey to assess interest in EC | GEO and Indiana Black Expo ("IBE") |
| | Check in with ICSB | GEO |
| | Develop Marketing Plan with Institutional Partners | GEO, IBE, Ivy Tech |
| March 2019 | Submit Application to the ICSB | GEO |
| | Governance Training for Board | GEO |
| | Applicant Evaluations | ICSB Staff |
| | Continue to Develop Relationships with Community Leaders and Neighborhood Liaisons | GEO, IBE, Ivy Tech |
| | Hold Board of Directors Meeting | Board of Directors |
| | Attend Community Meetings | GEO |
| | Identify Local Philanthropic Groups | GEO, IBE, Ivy Tech |
| | | GEO and Board of Directors |
| April 2019 | Applicant Capacity Interviews | |
| | Attend Community Meetings | Board Members and GEO |
| | Begin Community Outreach and Marketing the School | Board Members and GEO |
| | Public Hearings | Board and GEO |
| | Public Hearings for ICSB | Board and GEO |
| | Speak to Local Philanthropic Groups | GEO, IBE |
| | Continue to Solidify and Recruit Community Partnerships | GEO, IBE, Ivy Tech |
| | Hold Board of Directors Meeting | Board of Directors |
| May 2019 | | |
| | Indiana Charter School Board Meeting | Board of Directors & GEO |

| | | |
|-----------------------|--|---|
| | If approved, start recruiting Head of School | GEO |
| | Revise Budget if needed | GEO & Board |
| | Begin Full Marketing Campaign in Collaboration with Institutional Partners | GEO |
| | Continue Community Outreach | GEO, Board and IBE |
| | Hold Local Town Hall Meeting | GEO |
| | Attend Local Community Meetings | GEO & Board |
| | Continue Building Relationships with Community Leaders and Residents | GEO, Board and IBE |
| | Complete Job Openings/Descriptions | GEO |
| | Search and Apply for Additional Grants | GEO and IBE |
| | Hold Board of Directors Meeting | Board of Directors |
| | Speak to Local Philanthropic Groups | GEO and IBE |
| June 2019 | Attend Local Community Meetings | GEO and IBE |
| | Solicit Support from Local Philanthropic Groups | GEO, Board and IBE |
| | Search and Apply for Additional Grants | GEO and IBE |
| | Recruit Additional Local Community Members for Potential Board Positions | GEO, Board & IBE |
| | Hold Board of Directors Meeting | Board of Directors |
| July – December 2019 | Monthly Board of Directors Meetings | Board of Directors |
| | Hire Head of School | GEO, Board |
| | Attend Local Community Meetings | GEO, Board and IBE |
| | Hold Informational Sessions at Local Venues | GEO and IBE |
| | Continue Marketing Campaign to Build Awareness | GEO and IBE |
| | Finalize Application and Enrollment Process | GEO |
| | Recruit Additional Local Community Leaders for Board of Directors | Board of Directors and GEO |
| | Begin Talent Search for Teaching Positions in Collaboration with GEO | Head of School and GEO |
| | Finalize Family and Staff Handbooks | GEO & Head of School |
| | Search and Apply for Additional Grants | GEO, Head of School and IBE |
| | Continue Seeking Out Community Partnerships | Head of School |
| | Finalize lease arrangement for IBE campus and smaller downtown facility, approve renovations | Board of Directors/GEO |
| January – August 2020 | Begin Enrollment Process | Head of School & Office Manager/Registrar |
| | Hold Monthly Board Meetings | Board of Directors |
| | Search and Apply for Additional Grants | GEO, Head of School and IBE |
| | Post Open Positions for Hiring in May 2020 | Head of School and GEO |
| | Conduct Interviews for Open Positions May through August 2020 | Head of School and GEO |
| | Purchase Curricular Materials | Head of School and GEO |
| | Purchase and install Technology for campuses | GEO |
| | Hired Staff Receives Professional Development on Curriculum, Early College program goals, & school culture beginning in July-August 2020 | School Staff and GEO |
| | Attend Local Community Meetings | Head of School |
| | Hold Open House for Prospective Families on January 30, 2020 | Head of School, Board, GEO and IBE |

| | | |
|-------------|--|----------------------------------|
| August 2020 | Continue Renovations in Collaboration | GEO and IBE |
| | Solicit Support from Local Philanthropic Groups | Head of School, Board and IBE |
| | Continue Marketing Plan | GEO, IBE, Head of School |
| | Board of Directors Meeting | Board of Directors |
| | Complete Renovations | |
| | Ribbon Cutting Ceremony & Fundraiser | School Staff, Board, GEO and IBE |
| | Attend Local Community Meetings | Head of School |
| | Hold Open Houses at School Campus Facilities | School Staff, GEO and IBE |
| | Teacher Professional Development Weeks: Goals, Mission, Community; Expectations, Culture; Curriculum, Schedule, Duties; School- Wide Procedures; Evaluations, Merit Pay System; Teacher Work Day weeks of July 27 - August 10, 2020 | School Staff and GEO |
| | Doors Open for Students on August 17, 2020 | School Staff |

Attachment 17



GEO Academies, Inc. Insurance Proposal



| Coverage | Amtrust Group | Proposal Premium |
|---------------------------------------|------------------|-------------------------|
| Package | | \$ 1,500 |
| Property | | |
| Deductible | \$ 5,000 | |
| Valuation | Replacement Cost | |
| Coinsurance | 90% | |
| *Blanket Limit for Bldg & BPP | | |
| GEO Academies, Inc. | | |
| BPP | \$ 500,000 | |
| BI w/ Extra Expense | \$ 500,000 | |
| Computer Coverage | | Included in Prop |
| Equipment Limit-BLANKET | \$ 50,000 | |
| Software/Data | \$ 25,000 | |
| Extra Expense | \$ 25,000 | |
| Valuation | RC | |
| Equipment Breakdown | Included | |
| iPads & Laptops | \$ 20,000 | |
| Crime | | \$ 200 |
| Employee Dishonesty | \$ 250,000 | |
| Deductible | \$ 5,000 | |
| Forgery | \$ 250,000 | |
| Deductible | \$ 5,000 | |
| Money & Securities | \$ 250,000 | |
| Deductible | \$ 1,000 | |
| General Liability | | \$ 4,193 |
| General Aggregate | \$ 3,000,000 | |
| Products/Completed Ops | \$ 3,000,000 | |
| Each Occurrence | \$ 1,000,000 | |
| Personal Adv. Inj | \$ 1,000,000 | |
| Fire Damage | \$ 1,000,000 | |
| Med Expense Per Person | \$ 5,000 | |
| General Liability Rating Basis | | |
| Schools-Priv-High School | 150 | |
| School-Faculty Liab Incl | | |
| Corporal Punishment | 15 | |

Coverages Included:

| | | | |
|---------------------------|--|-----------|-----------|
| Sexual Abuse/Molestation | | 1,000,000 | per occ |
| School Errors & Omissions | | 3,000,000 | aggregate |
| Counseling Liability | | | |

Employee Benefits Liability **Included**

| | | |
|---------------|----|-----------|
| Each Employee | \$ | 1,000,000 |
| Aggregate | \$ | 1,000,000 |

Directors & Officers Liability **Included**

| | | |
|------------|----|-----------|
| Limit | \$ | 1,000,000 |
| Retention | \$ | 5,000 |
| Retro-Date | | 3/1/2019 |

EPLI **Included**

| | | |
|-----------------------|----|-----------|
| Limit | \$ | 1,000,000 |
| Retention | \$ | 10,000 |
| Retro-Date | | 3/1/2019 |
| Third Party Retention | \$ | 10,000 |

Fiduciary Liability **Included**

| | | |
|------------|----|-----------|
| Limit | \$ | 1,000,000 |
| Retention | \$ | - |
| Retro-Date | | 3/1/2019 |

| | | | |
|--------------------------|----|-----------|------------|
| Auto policy | | \$ | 250 |
| Hired And Non Owned Auto | \$ | 1,000,000 | |

| | | | |
|-------------------------|----------------------|----|------------|
| Student Accident | Security Life | \$ | 600 |
| School Time, Full Time | | | |
| 150 Students | | | |

| | | |
|-------------------------|----|--------|
| Maximum Medical Benefit | \$ | 25,000 |
| AD&D | \$ | 2,000 |
| Extended Dental | \$ | 5,000 |

Work Comp **\$ 2,820**

| | | |
|------------------------------|----|-------------|
| BI by Accident -Ea. Accident | \$ | 1,000,000 |
| BI by Disease - Ea. Employee | \$ | 1,000,000 |
| BI by Disease - Policy Limit | \$ | 1,000,000 |
| 8868 - Professional | \$ | 800,000 |
| Rate | | 0.29 |
| Exp. Mod | | 0.76 |

| | | | |
|-----------------|----|-----------|--------------|
| Umbrella | | \$ | 1,200 |
| Limit | \$ | 5,000,000 | |

Retention \$ 10,000
*Underlying Coverage Incl
Auto, GL, Prof Liab, Empl Liab

Totals Totals: \$ 10,763

This proposal is an indication only and contemplates the insured will operated in a leased building. This proposal does not apply if the insured decides to purchase the building.

School Enrollment Projections

(must align with Charter Application Enrollment Plan)

School Name: **GEO Next Generation Academy**
 Planned Opening Year: **2020**

| Enrollment | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Kindergarten | | | | | |
| Grade 1 | | | | | |
| Grade 2 | | | | | |
| Grade 3 | | | | | |
| Grade 4 | | | | | |
| Grade 5 | | | | | |
| Grade 6 | | | | | |
| Grade 7 | | | | | |
| Grade 8 | | | | | |
| Grade 9 | 200 | 200 | 200 | 200 | 200 |
| Grade 10 | | 200 | 200 | 200 | 200 |
| Grade 11 | | | 200 | 200 | 200 |
| Grade 12 | | | | 200 | 200 |
| Adult | | | | | |
| Total Enrollment: | 200 | 400 | 600 | 800 | 800 |
| Special Education # | 30 | 60 | 90 | 120 | 120 |
| English Learners # | 20 | 40 | 60 | 80 | 80 |
| FRL # | 150 | 300 | 450 | 600 | 600 |
| Basic Grant | \$ 1,070,400.00 | \$ 2,140,800.00 | \$ 3,211,200.00 | \$ 4,281,600.00 | \$ 4,281,600.00 |
| Complexity | \$ 185,055.00 | \$ 370,110.00 | \$ 555,165.00 | \$ 740,220.00 | \$ 740,220.00 |
| Adult Grant | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total: | \$ 1,255,455.00 | \$ 2,510,910.00 | \$ 3,766,365.00 | \$ 5,021,820.00 | \$ 5,021,820.00 |

Indiana's Complexity Grant addresses vertical equity by utilizing demographic factors to provide additional funding to school corporations serving proportionally more students from low-income families. It is based on the percentage of the school corporation's students receiving SNAP, TANF, or foster care services. The above **Complexity** calculation is an estimate based on the complexity index for the school corporation in which the proposed charter school will be located. The school's actual complexity amount will likely differ.

| REVENUES | | July | August | September | October | November | December | January | February | March | April | May | June | Year 9 Totals |
|--|--|------|--------|-----------|---------|----------|----------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Federal Revenues - See Footnotes | | | | | | | | | | | | | | |
| 1 | Public Charter School Program Grant | \$ | \$ | \$ | \$ | \$ | \$ | \$ 50,000.00 | \$ 50,000.00 | \$ 50,000.00 | \$ 50,000.00 | \$ 50,000.00 | \$ 50,000.00 | \$ 600,000.00 |
| 2 | Other Federal Revenue (please describe) (1) | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Total Federal Revenues: | | \$ | \$ | \$ | \$ | \$ | \$ | \$ 50,000.00 | \$ 50,000.00 | \$ 50,000.00 | \$ 50,000.00 | \$ 50,000.00 | \$ 50,000.00 | \$ 600,000.00 |
| Other Revenues | | | | | | | | | | | | | | |
| 3 | Contributions and Donations from Private Sources | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 4 | Interest Income | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 5 | Other Revenue (please describe) | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Total Other Revenues: | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| TOTAL REVENUES: | | \$ | \$ | \$ | \$ | \$ | \$ | \$ 50,000.00 | \$ 50,000.00 | \$ 50,000.00 | \$ 50,000.00 | \$ 50,000.00 | \$ 50,000.00 | \$ 600,000.00 |
| EXPENSES | | | | | | | | | | | | | | |
| Personnel Expenses | | | | | | | | | | | | | | |
| 6 | Wages, Benefits and Payroll Taxes | \$ | \$ | \$ | \$ | \$ | \$ | \$ 28,359.67 | \$ 28,359.67 | \$ 28,359.67 | \$ 28,359.67 | \$ 28,359.67 | \$ 28,359.80 | \$ 170,154.13 |
| Total Personnel Expenses: | | \$ | \$ | \$ | \$ | \$ | \$ | \$ 28,359.67 | \$ 28,359.67 | \$ 28,359.67 | \$ 28,359.67 | \$ 28,359.67 | \$ 28,359.80 | \$ 170,154.13 |
| Instructional Supplies and Resources - See Footnotes | | | | | | | | | | | | | | |
| 7 | Textbooks | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 8 | Library/Media Services (Other than Staff) | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 9 | Instructional Supplies | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 10 | Technology Supporting Instruction (2) | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 11 | Student Assessment | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 12 | Computers used for Instruction | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 13 | Instructional Software | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 14 | Enrichment Programs (3) | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Total Instructional Supplies and Resources: | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ 15,000.00 |
| Support Supplies and Resources | | | | | | | | | | | | | | |
| 15 | Administrative Computers | \$ | \$ | \$ | \$ | \$ | \$ | \$ 2,000.00 | \$ | \$ | \$ | \$ | \$ | \$ 2,000.00 |
| 16 | Administrative Software | \$ | \$ | \$ | \$ | \$ | \$ | \$ 1,000.00 | \$ | \$ | \$ | \$ | \$ | \$ 1,000.00 |
| 17 | Administrative Technology Services | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 18 | Administrative Ours & Fees | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 19 | Operational Supplies | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 20 | Professional Development | \$ | \$ | \$ | \$ | \$ | \$ | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 8,000.00 |
| 21 | Other (please describe) | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Total Support Supplies and Resources: | | \$ | \$ | \$ | \$ | \$ | \$ | \$ 3,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 11,000.00 |
| Governing Board Expenses | | | | | | | | | | | | | | |
| 22 | General Board Services | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 23 | Legal Services | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 24 | Board Supplies | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 25 | Board & Fees | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 26 | Other (please describe) | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Total Board Expenses: | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Purchased or Contracted Services | | | | | | | | | | | | | | |
| 27 | Audit Services | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 28 | Payroll Services | \$ | \$ | \$ | \$ | \$ | \$ | \$ 500.00 | \$ 500.00 | \$ 500.00 | \$ 500.00 | \$ 500.00 | \$ 500.00 | \$ 3,000.00 |
| 29 | Financial Accounting | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 30 | Other Fiscal Services | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 31 | Printing, Publishing, Duplicating Services | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 32 | Other Professional/Technical Services | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 33 | Telecommunication Services | \$ | \$ | \$ | \$ | \$ | \$ | \$ 750.00 | \$ 500.00 | \$ 500.00 | \$ 500.00 | \$ 500.00 | \$ 500.00 | \$ 3,750.00 |
| 34 | Insurance | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 35 | Travel | \$ | \$ | \$ | \$ | \$ | \$ | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 10,000.00 |
| 36 | Postage | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 37 | Special Education Administration | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 38 | Student Information Services | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 39 | Food Services | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 40 | Contracted Transportation Services | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 41 | Other Transportation Services (please describe) | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 42 | Promotional Expenses | \$ | \$ | \$ | \$ | \$ | \$ | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 25,000.00 |
| 43 | Other (please describe) | \$ | \$ | \$ | \$ | \$ | \$ | \$ 30,000.00 | \$ 30,000.00 | \$ 30,000.00 | \$ 30,000.00 | \$ 30,000.00 | \$ 30,000.00 | \$ 120,000.00 |
| Total Professional Purchased or Contracted Services: | | \$ | \$ | \$ | \$ | \$ | \$ | \$ 31,750.00 | \$ 18,000.00 | \$ 18,000.00 | \$ 18,000.00 | \$ 18,000.00 | \$ 18,000.00 | \$ 101,750.00 |
| Facilities Expenses | | | | | | | | | | | | | | |
| 44 | Rent of Buildings, Facilities, and Equipment | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 45 | Purchase of Furniture & Equipment | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 46 | Electric/Gas | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 47 | Water & Sewage | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 48 | Repair and Maintenance Services (not provided by school personnel) | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 49 | Custodial Services (not provided by school personnel) | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 50 | Waste Disposal | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 51 | Debt Service for Facilities (Principal & Interest) | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 52 | Debt Service for Equipment (Principal & Interest) | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 53 | Other (please describe) | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Total Facilities Expenses: | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Other Expenses | | | | | | | | | | | | | | |
| 54 | Indiana Charter School Board Administrative Fee | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 55 | CMO/LEMO Fee | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 56 | Bank Fees | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 57 | Depreciation Expense | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 58 | Escrow | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Total Other Expenses: | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| TOTAL EXPENSES: | | \$ | \$ | \$ | \$ | \$ | \$ | \$ 42,609.67 | \$ 48,359.67 | \$ 48,359.67 | \$ 48,359.67 | \$ 48,359.67 | \$ 48,359.80 | \$ 297,408.13 |
| SURPLUS / (DEFICIT): | | \$ | \$ | \$ | \$ | \$ | \$ | \$ 7,390.33 | \$ 1,640.33 | \$ 1,640.33 | \$ 1,640.33 | \$ 1,640.33 | \$ 1,640.20 | \$ 2,591.87 |

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30

School Name: GFO Next Generation Academy
 Planned Opening Year: 2020

Special Instructions for Schools Contracting with a Management Company:
 The school and the management company shall be jointly and severally liable for the total amount of the total amount, including additional services, consulting, liability or licensing fee paid to a management company or affiliate of a management company that are not included in Line 97 (Total/Net Fee). For example, you should enter any additional fees for instructional or support supplies and resources, license fees for materials, software, or educational programming; or fees related to the management, with or without of real estate. Please also state whether your facility is leased or provided from a management company or affiliate of a management company.

| REVENUES | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Assumptions |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-------------|
| 1 State Grants Support (From 19a 2 11) | \$ 1,355,455.00 | \$ 2,510,910.00 | \$ 3,766,365.00 | \$ 5,021,820.00 | \$ 6,277,275.00 | \$ 7,532,730.00 | |
| 2 State Matching Funds for School Lunch Program | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 3 Professional Development Grant | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 4 Technology Grants | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 5 Remedial/Preventive Remediation Programs | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 6 Gifted and Talented Program | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 7 Textbook Reimbursement | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 8 Summer School | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 9 Charter and Innovation Network School Grant [2] | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 10 Charter and Innovation Network School Advance | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 11 Common Assessment Grant | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 12 Performance Based Award | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 13 Other State Revenue (Please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 14 Other State Revenue (Please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 15 Special Education Prechool | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 16 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Total State Revenue: | \$ 1,355,455.00 | \$ 2,510,910.00 | \$ 3,766,365.00 | \$ 5,021,820.00 | \$ 6,277,275.00 | \$ 7,532,730.00 | |
| Federal Revenues - See Footnotes | \$ 300,000.00 | |
| 17 Public Charter School Program Grant [3] | \$ 300,000.00 | \$ 300,000.00 | \$ 300,000.00 | \$ 300,000.00 | \$ 300,000.00 | \$ 300,000.00 | |
| 18 Charter Federal Assistance Program Grant | \$ 400,000.00 | \$ 400,000.00 | \$ 400,000.00 | \$ 400,000.00 | \$ 400,000.00 | \$ 400,000.00 | |
| 19 IDEA, Part B Grant (Special Education) | \$ 80,000.00 | \$ 80,000.00 | \$ 80,000.00 | \$ 80,000.00 | \$ 80,000.00 | \$ 80,000.00 | |
| 20 Title I | \$ 200,000.00 | \$ 200,000.00 | \$ 200,000.00 | \$ 200,000.00 | \$ 200,000.00 | \$ 200,000.00 | |
| 21 Title II | \$ 180,000.00 | \$ 180,000.00 | \$ 180,000.00 | \$ 180,000.00 | \$ 180,000.00 | \$ 180,000.00 | |
| 22 Federal Lunch Program | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 23 Federal Social Reimbursement | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 24 Other Federal Revenue (Please describe) [4] | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 25 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 26 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Total Federal Revenue: | \$ 300,000.00 | |
| Other Revenues | \$ 350,000.00 | \$ 100,000.00 | \$ - | \$ - | \$ - | \$ - | |
| 27 Contributions and Donations from Private Sources | \$ - | \$ 350,000.00 | \$ - | \$ - | \$ - | \$ - | |
| 28 Student and Adult Fees | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 29 Other Fees | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 30 Interest Income | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 31 Other Revenue (Please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 32 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Total Other Revenues: | \$ 350,000.00 | \$ 100,000.00 | \$ - | \$ - | \$ - | \$ - | |
| TOTAL RECEIPTS: | \$ 300,000.00 | \$ 2,860,910.00 | \$ 3,266,365.00 | \$ 4,653,280.00 | \$ 6,653,280.00 | \$ 8,653,280.00 | |
| EXPENSES | | | | | | | |
| Administrative Staff - See Footnotes | | | | | | | |
| 33 Executive Administration: Office of Superintendent [5] | \$ 90,000.00 | \$ 157,700.00 | \$ 362,410.00 | \$ 367,303.93 | \$ 367,303.93 | \$ 372,213.05 | |
| 34 School Administration: Office of the Principal [6] | \$ 85,000.00 | \$ 128,330.00 | \$ 154,010.75 | \$ 183,217.43 | \$ 188,217.43 | \$ 188,217.43 | |
| 35 Other School Administration (Please describe) [7] | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 36 Business Manager/Director of Finance | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 37 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Total Administrative Staff: | \$ 175,000.00 | \$ 286,030.00 | \$ 516,421.75 | \$ 550,521.36 | \$ 555,521.36 | \$ 560,430.48 | |
| Instructional Staff - See Footnotes | | | | | | | |
| 38 Teachers Regular [8] | \$ 333,000.00 | \$ 486,160.00 | \$ 847,659.10 | \$ 873,088.88 | \$ 873,088.88 | \$ 955,556.98 | |
| 39 Teachers Special Education | \$ 47,000.00 | \$ 96,830.00 | \$ 249,586.90 | \$ 270,432.68 | \$ 270,432.68 | \$ 211,595.66 | |
| 40 Substitute, Assistant, Paraprofessional, Aide | \$ 84,000.00 | \$ 144,200.00 | \$ 287,346.80 | \$ 275,347.21 | \$ 275,347.21 | \$ 283,028.31 | |
| 41 Summer School Staff | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 42 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Total Instructional Staff: | \$ 464,000.00 | \$ 727,190.00 | \$ 1,384,592.80 | \$ 1,423,868.77 | \$ 1,423,868.77 | \$ 1,450,280.95 | |
| Non-Instructional/Support Staff - See Footnotes | | | | | | | |
| 43 Social Workers, Guidance Counselors, Therapists [9] | \$ 70,000.00 | \$ 72,100.00 | \$ 127,308.00 | \$ 131,127.24 | \$ 135,081.06 | \$ 135,081.06 | |
| 44 Other Support Staff (Please describe) [10] | \$ 120,000.00 | \$ 175,100.00 | \$ 180,351.00 | \$ 185,795.56 | \$ 191,138.49 | \$ 191,138.49 | |
| Total Non-Instructional/Support Staff: | \$ 190,000.00 | \$ 247,200.00 | \$ 307,659.00 | \$ 316,922.80 | \$ 326,219.55 | \$ 326,219.55 | |

Items: Office manager; front office secretary

Attachment 19

Budget Narrative

The key to the financial health of GEO Next Generation Academy - Indianapolis is that it is primarily designed to thrive from only the funds that it receives from federal and state local sources. While it does have resources that it can draw upon should it have less-than anticipated enrollment or face revenue shortfalls, charter schools should never lean on philanthropic or temporary dollars for operating revenues and long-term funding. No organization can be fiscally healthy using unstable or sporadic revenue dollars as a funding mechanism. Other than “start-up” funding from donors in the first two years (which is not unusual for a school when it has lower enrollment in early years), the School primarily functions only on state and federal revenues.

Year 0

Year 0 focuses on start up. The revenues are expected to come from the Public Charter School Program Grant – Implementation Phase. While the school recognizes that this grant is not guaranteed, we have had success in being granted these funds multiple times in the past (Gary Middle College, Gary Middle College West), and have a high level of confidence that we will earn them for this school as well. However, if we are unable to obtain these funds, GEO Foundation will provide loan the school the funding in the form of a low-interest start-up loan that the school can pay back over an affordable length of time.

During this start-up phase, we will work on onboarding our Head of School and training that individual and his direct report leadership staff on the charter model. We will also focus on recruiting students along with our institutional partners: Indiana Black Expo and Ivy Tech Community College.

Year 1

Year 1 revenues will be generated by a fully enrolled school of 200 students, additional revenues from the CSP grant.

Additional revenues will be generated through:

- Textbook revenues – our curriculum is online, therefore our hardware and software purchases qualify for reimbursement
- Federal grants – we are conservatively estimating amounts for IDEA Part B (Special Education), Title II (Professional Development), and Title I (Reading and Math support)
- Like our model school in Gary, we will provide meals through the Federal Free/Reduced Breakfast and Lunch program, however we will outsource the program, therefore we will not have the costs on our financial sheets. We may actually have some remaining revenues that may accrue to the school, but those are not definite, so we are not listing them at this time.
- We are anticipating \$1,000 per student in capital dollars, according the legislative priorities in this year’s budget.

Key Expenses

- Salaries/Benefits – Salary expenses are listed, and include resources for core teachers, Mentor teachers who also teach in the classroom, administration, support for the early college program, special education, and other instructional support staff.

- The first year, understandably, sees a heavy investment in technology, including Smartboards and Google Chromebooks. We will also need additional expenses in furniture and equipment for this first year.
- Special Education Services will include related services such as Speech and Occupational Therapy, as required by Individual Educational Plans. The school will also have a Special Education Director, but only on a .5 FTE basis.
- A key cost will also be costs for our college program (tuition and books).

Should the school not be fully enrolled, the school has the opportunity to borrow the shortfall from GEO Foundation in the form of a non-secured, low-interest loan that it may pay back as revenues allow.

Year 2

We budget conservatively, and only assume a 2% increase in state and federal funding, but will see a resulting increase in revenue, due to increased student count. However, this does result in increased expenses, which are also reflected. Special Education Director goes full time during this year to accommodate a growing pupil count, and additional administrative staff are added, along with core certified teachers. College expenses – happily – continue to rise.

The school decreases its reliance on donor funding during this year.

Year 3

With the continued student body growth, the school is able to fund needed increases in staffing while reducing reliance on donor and CSP funding. The school should achieve “break even” financial point during this year.

Year 4

The school continues its robust enrollment during this year, and is now fully enrolled, resulting in stronger cash positions. Even if full enrollment is not achieved, the school will be able to run well, financially, and still provide a strong educational experience.

Year 5

In Year 5, the school continues to demonstrate a solid bottom line, and show that the school remains self-sufficient on state and federal revenues.

Attachment 20

Financial Statements

GEO Academies, Inc. is a newly-formed Indiana Nonprofit organization and does not yet have financial activity, financial statements, audited financial statements or other associated records..

Organizer/Management Compar

Please complete for each school currently or formerly operated by the organizer

School Performance

Please provide three years of academic data, if available, for each school listed on Tab 1, inserting additional tabs as needed.

School Name: 21st Century Charter School @ Gary

| Year 1: | | Year 2: | | Year 3: | |
|-----------|-------------|-----------------|-----------------|------------------|------------------|
| 2015-2016 | Grade Level | ELA Proficiency | ELA Growth (VA) | Math Proficiency | Math Growth (VA) |
| | 3rd - 8th | 39.50% | | 34.10% | |
| | 10th | 25.00% | | 5.40% | |

| Year 2: | | Year 3: | | | |
|-----------|-------------|-----------------|-----------------|------------------|------------------|
| 2016-2017 | Grade Level | ELA Proficiency | ELA Growth (VA) | Math Proficiency | Math Growth (VA) |
| | 3rd-8th | 37.3 | 89.2 | 23.7 | 79.6 |
| | 10th | 40 | 94.5 | 7.6 | 73.8 |

| Year 3: | | Year 4: | | | |
|-----------|-------------|-----------------|-----------------|------------------|------------------|
| 2017-2018 | Grade Level | ELA Proficiency | ELA Growth (VA) | Math Proficiency | Math Growth (VA) |
| | 3rd-8th | 43.5 | 104.6 | 27.6 | 86.8 |
| | 10th | 30.9 | 88.9 | 12.7 | 90.7 |

My Portfolio Summary

enter or management company. Insert additional rows as needed

cell

cells as necessary for additional schools. Insert additional rows as necessary for each grade level.

| Instrument Used | 4-Year Grad Rate | CCRI | Attendance Rate | Post-Secondary Attainment % |
|-----------------|------------------|------|-----------------|-----------------------------|
| ISTEP | | | | |
| ISTEP | | | | |
| | | 26.7 | 93.6 | 55% |

| Instrument Used | 4-Year Grad Rate | CCRI | Attendance Rate | Post-Secondary Attainment % |
|-----------------|------------------|------|-----------------|-----------------------------|
| ISTEP | | | | |
| ISTEP | | | | |
| | | 71 | 96 | 52% |

| Instrument Used | 4-Year Grad Rate | CCRI | Attendance Rate | Post-Secondary Attainment % |
|-----------------|------------------|------|-----------------|-----------------------------|
| ISTEP | | | | |
| ISTEP | | | | |
| | | 80.5 | 94.3 | 48% |

My Portfolio Summary

Enter or management company. Insert additional rows as needed

ce

Jobs as necessary for additional schools. Insert additional rows as necessary for each grade level.

| Instrument Used | 4-Year Grad Rate | CCRI | Attendance Rate | Post-Secondary Attainment % |
|-----------------|------------------|-------|-----------------|-----------------------------|
| | | 18.52 | 63.4 | |
| | | | | |
| | | | | |

| Instrument Used | 4-Year Grad Rate | CCRI | Attendance Rate | Post-Secondary Attainment % |
|-----------------|------------------|------|-----------------|-----------------------------|
| | | | 60.8 | |
| | | | | |
| | | | | |

| Instrument Used | 4-Year Grad Rate | CCRI | Attendance Rate | Post-Secondary Attainment % |
|-----------------|------------------|------|-----------------|-----------------------------|
| | | | 58.9 | |
| | | | | |
| | | | | |

Organizer/Management Compar

Please complete for each school currently or formerly operated by the organiz

School Performan

Please provide three years of academic data, if available, for each school listed on Tab 1, inserting additional T:

School Name: GEO Prep - Greater Baton Rouge

| Year 1: | 2015-2016 | Grade Level | ELA Proficiency | ELA Growth (VA) | Math Proficiency | Math Growth (VA) |
|---------|-----------|-------------|-----------------|-----------------|------------------|------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

| Year 2: | 2016-2017 | Grade Level | ELA Proficiency | ELA Growth (VA) | Math Proficiency | Math Growth (VA) |
|---------|-----------|-------------|-----------------|-----------------|------------------|------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

| Year 3: | 2017-2018 | Grade Level | ELA Proficiency | ELA Growth (VA) | Math Proficiency | Math Growth (VA) |
|---------|-----------|-------------|-----------------|-----------------|------------------|------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

Yearly Portfolio Summary

Enter or management company. Insert additional rows as needed

or

Insert additional rows as necessary for each grade level.

| Instrument Used | 4-Year Grad Rate | CCRI | Attendance Rate | Post-Secondary Attainment % |
|-----------------|------------------|------|-----------------|-----------------------------|
| | | | | |
| | | | | |
| | | | | |

| Instrument Used | 4-Year Grad Rate | CCRI | Attendance Rate | Post-Secondary Attainment % |
|-----------------|------------------|------|-----------------|-----------------------------|
| | | | | |
| | | | | |
| | | | | |

| Instrument Used | 4-Year Grad Rate | CCRI | Attendance Rate | Post-Secondary Attainment % |
|-----------------|------------------|------|-----------------|-----------------------------|
| | | | | |
| | | | | |
| | | | | |

Organizer/Management Compar

Please complete for each school currently or formerly operated by the organizer

School Performance

Please provide three years of academic data, if available, for each school listed on Tab 1, inserting additional tabs as needed.

School Name: GEO Prep - Mid City

| Year 1: | 2015-2016 | Grade Level | ELA Proficiency | ELA Growth (VA) | Math Proficiency | Math Growth (VA) |
|---------|-----------|-------------|-----------------|-----------------|------------------|------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

| Year 2: | 2016-2017 | Grade Level | ELA Proficiency | ELA Growth (VA) | Math Proficiency | Math Growth (VA) |
|---------|-----------|-------------|-----------------|-----------------|------------------|------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

| Year 3: | 2017-2018 | Grade Level | ELA Proficiency | ELA Growth (VA) | Math Proficiency | Math Growth (VA) |
|---------|-----------|-------------|-----------------|-----------------|------------------|------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

My Portfolio Summary

Enter or management company. Insert additional rows as needed

Name

Insert additional rows as necessary for each grade level.

| Instrument Used | 4-Year Grad Rate | CCRI | Attendance Rate | Post-Secondary Attainment % |
|-----------------|------------------|------|-----------------|-----------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Instrument Used | 4-Year Grad Rate | CCRI | Attendance Rate | Post-Secondary Attainment % |
|-----------------|------------------|------|-----------------|-----------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Instrument Used | 4-Year Grad Rate | CCRI | Attendance Rate | Post-Secondary Attainment % |
|-----------------|------------------|------|-----------------|-----------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |



Student Growth Summary Report

Aggregate by School

Term: Spring 2015-2016
 District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2015 - Spring 2016
 Weeks of Instruction: Start - 4 (Fall 2015)
 End - 32 (Spring 2016)

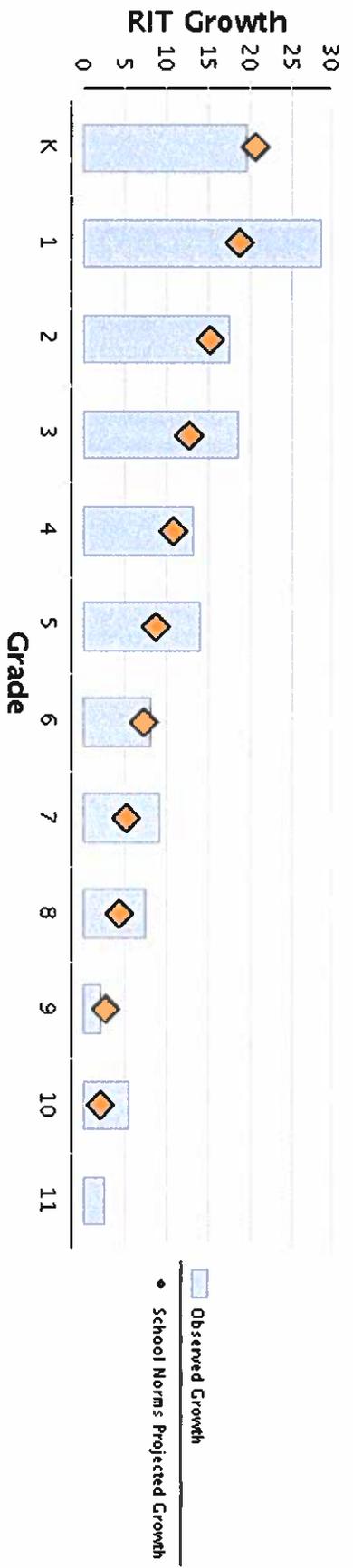
Grouping: None
 Small Group Display: No

21st Century Charter School at Gary

Mathematics

| Grade (Spring 2016) | Growth Count† | Fall 2015 | | | Spring 2016 | | | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | |
|---------------------|---------------|-----------|------|------------|-------------|------|------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|--|------------------------|
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | | Percent Met Projection |
| K | 41 | 131.3 | 9.1 | 11 | 151.0 | 13.5 | 10 | 19.7 | 1.6 | 20.7 | -0.37 | 36 | 41 | 19 | 46 | 35 |
| 1 | 48 | 150.9 | 12.0 | 2 | 179.5 | 13.4 | 42 | 28.6 | 1.5 | 18.7 | 3.31 | 99 | 48 | 41 | 85 | 89 |
| 2 | 59 | 169.6 | 13.7 | 11 | 187.3 | 12.3 | 22 | 17.6 | 0.9 | 15.3 | 0.90 | 81 | 59 | 35 | 59 | 59 |
| 3 | 52 | 182.8 | 9.1 | 10 | 201.3 | 9.4 | 37 | 18.5 | 0.8 | 12.7 | 2.63 | 99 | 52 | 43 | 83 | 81 |
| 4 | 52 | 194.1 | 10.0 | 10 | 207.2 | 9.2 | 19 | 13.2 | 1.0 | 10.8 | 1.04 | 85 | 52 | 34 | 65 | 58 |
| 5 | 54 | 200.0 | 14.6 | 5 | 214.0 | 17.0 | 18 | 14.0 | 1.5 | 8.7 | 2.03 | 98 | 54 | 37 | 69 | 73 |
| 6 | 49 | 211.6 | 11.3 | 20 | 219.7 | 13.3 | 24 | 8.2 | 1.2 | 7.3 | 0.37 | 64 | 49 | 28 | 57 | 57 |
| 7 | 50 | 211.0 | 18.8 | 7 | 220.3 | 18.1 | 16 | 9.2 | 1.3 | 5.3 | 1.94 | 97 | 50 | 33 | 66 | 74 |
| 8 | 52 | 220.8 | 15.9 | 27 | 228.3 | 15.3 | 39 | 7.5 | 1.0 | 4.3 | 1.53 | 94 | 52 | 35 | 67 | 61 |
| 9 | 53 | 222.7 | 16.5 | 20 | 224.8 | 18.3 | 20 | 2.1 | 1.3 | 2.6 | -0.22 | 41 | 53 | 23 | 43 | 44 |
| 10 | 54 | 220.7 | 15.9 | 18 | 226.2 | 17.5 | 28 | 5.5 | 1.2 | 2.0 | 1.32 | 91 | 54 | 31 | 57 | 58 |
| 11 | 38 | 232.5 | 13.7 | 47 | 235.0 | 13.9 | 50 | 2.5 | 1.2 | | | | 0 | | | |

Mathematics



Explanatory Notes
 ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Page 1 of 4



Student Growth Summary Report

Aggregate by School

Term: Spring 2015-2016
 District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2015 - Spring 2016
 Weeks of Instruction: Start - 4 (Fall 2015)
 End - 32 (Spring 2016)

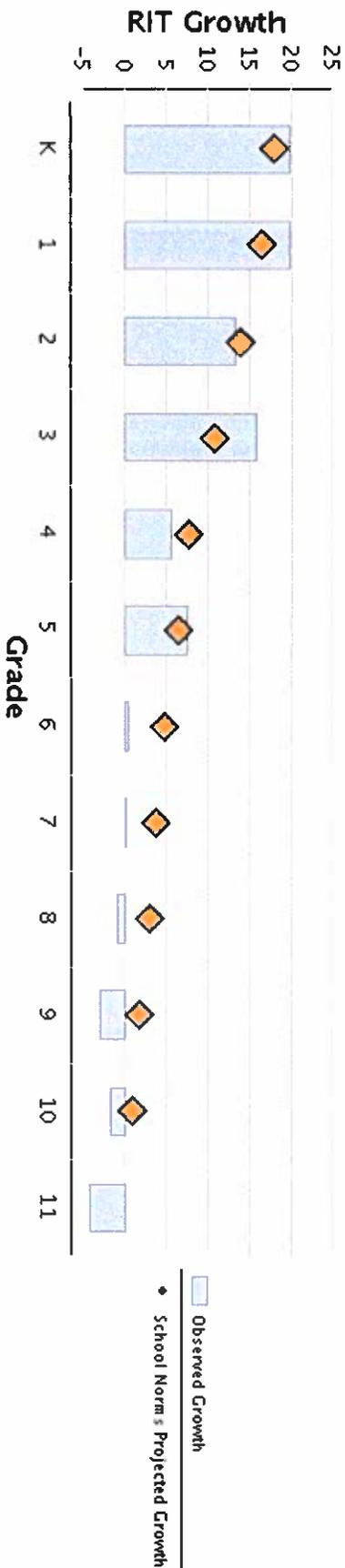
Grouping: No
 Small Group Display: No

21st Century Charter School at Gary

Reading

| Grade (Spring 2016) | Growth Count | Fall 2015 | | | Spring 2016 | | | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | |
|---------------------|--------------|-----------|------|------------|-------------|------|------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|--|------------------------|
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | | Percent Met Projection |
| K | 49 | 134.8 | 8.5 | 15 | 154.6 | 9.2 | 27 | 19.8 | 1.2 | 18.0 | 0.61 | 73 | 49 | 30 | 61 | 60 |
| 1 | 48 | 152.2 | 10.8 | 7 | 172.0 | 12.7 | 20 | 19.8 | 1.2 | 16.5 | 1.20 | 88 | 48 | 29 | 60 | 56 |
| 2 | 58 | 170.9 | 13.2 | 28 | 184.3 | 13.1 | 26 | 13.4 | 1.2 | 14.1 | -0.26 | 40 | 58 | 30 | 52 | 48 |
| 3 | 53 | 181.0 | 14.7 | 14 | 197.0 | 13.3 | 40 | 16.0 | 1.2 | 10.8 | 2.60 | 99 | 53 | 40 | 75 | 74 |
| 4 | 51 | 196.2 | 10.9 | 38 | 201.8 | 11.1 | 26 | 5.6 | 1.3 | 7.8 | -1.34 | 9 | 51 | 20 | 39 | 35 |
| 5 | 53 | 197.3 | 14.5 | 9 | 204.7 | 13.7 | 13 | 7.5 | 1.4 | 6.4 | 0.57 | 71 | 53 | 27 | 51 | 48 |
| 6 | 47 | 207.9 | 13.9 | 31 | 208.3 | 14.2 | 12 | 0.4 | 2.0 | 4.8 | -2.32 | 1 | 47 | 18 | 38 | 29 |
| 7 | 50 | 208.2 | 11.5 | 17 | 208.4 | 12.8 | 7 | 0.2 | 1.3 | 3.8 | -1.99 | 2 | 50 | 17 | 34 | 32 |
| 8 | 49 | 213.9 | 14.1 | 33 | 213.0 | 15.7 | 17 | -0.9 | 1.8 | 3.0 | -1.74 | 4 | 49 | 20 | 41 | 29 |
| 9 | 53 | 216.0 | 14.6 | 28 | 213.0 | 17.0 | 12 | -3.0 | 1.4 | 1.7 | -2.03 | 2 | 53 | 12 | 23 | 33 |
| 10 | 52 | 217.3 | 10.4 | 35 | 215.7 | 12.7 | 26 | -1.6 | 1.4 | 0.8 | -0.88 | 19 | 52 | 17 | 33 | 43 |
| 11 | 37 | 225.6 | 11.1 | 65 | 221.4 | 11.7 | 45 | -4.2 | 1.3 | | | | | 0 | | |

Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2015-2016
 District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2015 - Spring 2016
 Weeks of Instruction: Start - 4 (Fall 2015)
 End - 32 (Spring 2016)

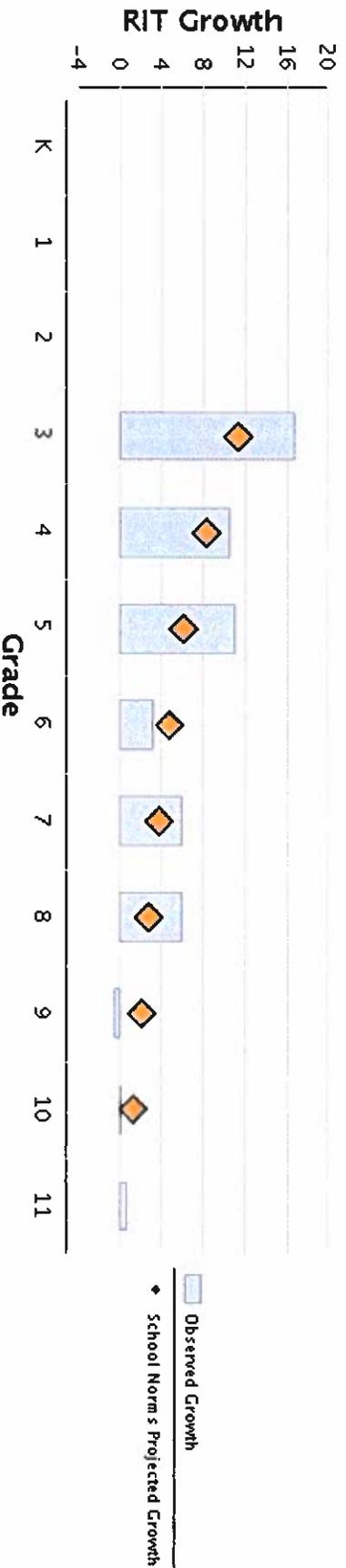
Grouping: No
 Small Group Display: No

21st Century Charter School at Gary

Language Usage

| Grade (Spring 2016) | Growth Count† | Comparison Periods | | | | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | | | | |
|---------------------|---------------|--------------------|------|------------|----------|--------|------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|-----------------------|----------------------|------------------------|----|
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | | Count with Projection | Count Met Projection | Percent Met Projection | |
| K | 0 | ** | | | ** | | ** | ** | | | | ** | ** | 0 | 0 | 0 | 41 |
| 1 | 0 | ** | | | ** | | ** | ** | | | ** | ** | ** | 0 | 0 | 0 | 41 |
| 2 | 0 | ** | | | ** | | ** | ** | | | ** | ** | ** | 0 | 0 | 0 | 41 |
| 3 | 52 | 179.4 | 15.5 | 6 | 196.1 | 11.9 | 27 | 16.7 | 1.4 | 11.3 | 2.44 | 99 | 52 | 39 | 75 | 72 | |
| 4 | 48 | 192.3 | 11.6 | 14 | 202.9 | 8.8 | 26 | 10.6 | 1.3 | 8.3 | 1.33 | 91 | 48 | 30 | 63 | 50 | |
| 5 | 51 | 197.0 | 12.6 | 6 | 208.1 | 11.7 | 28 | 11.1 | 1.5 | 6.2 | 2.89 | 99 | 51 | 31 | 61 | 72 | |
| 6 | 38 | 203.6 | 13.3 | 11 | 206.8 | 12.7 | 8 | 3.2 | 1.4 | 4.8 | -0.86 | 20 | 38 | 16 | 42 | 32 | |
| 7 | 49 | 203.0 | 14.0 | 3 | 209.0 | 12.5 | 8 | 6.0 | 1.4 | 3.8 | 1.18 | 88 | 49 | 28 | 57 | 58 | |
| 8 | 49 | 208.5 | 16.5 | 12 | 214.5 | 13.5 | 25 | 6.0 | 1.7 | 2.8 | 1.68 | 95 | 49 | 28 | 57 | 67 | |
| 9 | 53 | 214.3 | 12.7 | 27 | 213.8 | 15.2 | 17 | -0.5 | 1.1 | 2.1 | -1.17 | 12 | 53 | 20 | 38 | 37 | |
| 10 | 53 | 216.8 | 11.0 | 39 | 216.9 | 12.0 | 33 | 0.2 | 1.0 | 1.3 | -0.47 | 32 | 53 | 22 | 42 | 41 | |
| 11 | 35 | 225.7 | 8.1 | 73 | 226.3 | 9.6 | 72 | 0.7 | 1.1 | | | | 0 | 0 | 0 | 41 | |

Language Usage



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
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Student Growth Summary Report

Aggregate by School

Term: Spring 2015-2016
 District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2015 - Spring 2016
 Weeks of Instruction: 4 (Fall 2015)
 End - 32 (Spring 2016)

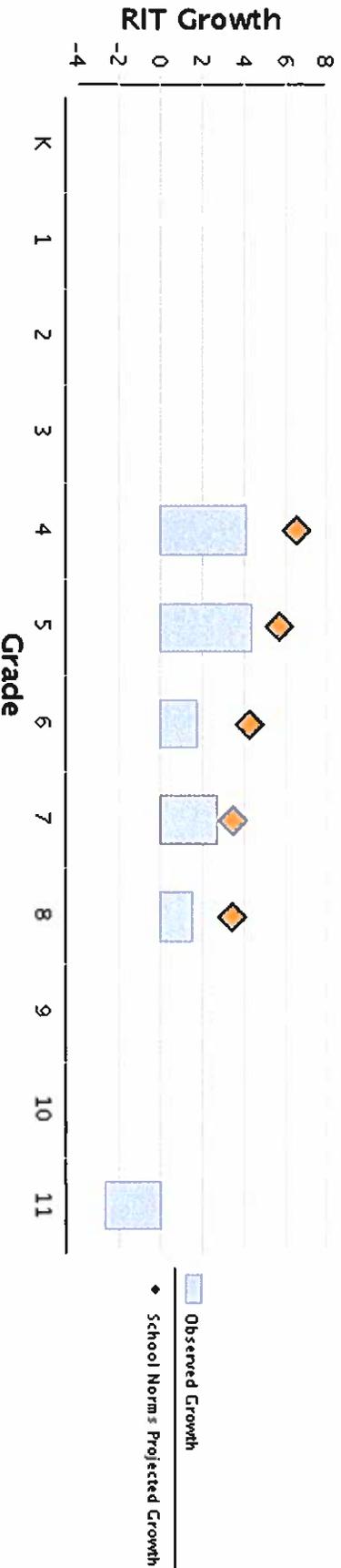
Grouping: No
 Small Group Display: No

21st Century Charter School at Gary

Science - General

| Grade (Spring 2016) | Growth Count | Fall 2015 | | | Comparison Periods | | | Growth | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | | | | |
|---------------------|--------------|-----------|------|------------|--------------------|------|------------|--------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|-----------------------|----------------------|------------------------|--|
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | | Count with Projection | Count Met Projection | Percent Met Projection | |
| K | 0 | ** | | | ** | | ** | | | | | ** | | | | | | |
| 1 | 0 | ** | | | ** | | ** | | | | | ** | | | | | | |
| 2 | 0 | ** | | | ** | | ** | | | | | ** | | | | | | |
| 3 | 0 | ** | | | ** | | ** | | | | | ** | | | | | | |
| 4 | 18 | 192.5 | 8.8 | 34 | 196.6 | 8.0 | 20 | 4.1 | 1.4 | 6.5 | -1.27 | 10 | 18 | 8 | 44 | 42 | | |
| 5 | 24 | 193.3 | 12.4 | 9 | 197.7 | 12.2 | 7 | 4.4 | 1.3 | 5.7 | -0.67 | 25 | 24 | 9 | 38 | 30 | | |
| 6 | 37 | 196.6 | 10.3 | 8 | 198.5 | 12.7 | 4 | 1.8 | 1.3 | 4.3 | -1.51 | 7 | 37 | 13 | 35 | 36 | | |
| 7 | 50 | 197.3 | 9.4 | 3 | 200.0 | 8.0 | 3 | 2.7 | 0.9 | 3.4 | -0.54 | 29 | 50 | 17 | 34 | 36 | | |
| 8 | 45 | 201.5 | 13.7 | 6 | 203.0 | 11.9 | 4 | 1.5 | 1.3 | 3.4 | -1.12 | 13 | 45 | 20 | 44 | 37 | | |
| 9 | 0 | ** | | | ** | | ** | | | | | ** | | | | | | |
| 10 | 0 | ** | | | ** | | ** | | | | | ** | | | | | | |
| 11 | 13 | 211.5 | 8.2 | | 208.8 | 11.1 | | -2.7 | 3.0 | | | | 0 | | | | | |

Science - General Science



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
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Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2016 - Spring 2017
 Weeks of Instruction: Start - 4 (Fall 2016)
 End - 32 (Spring 2017)

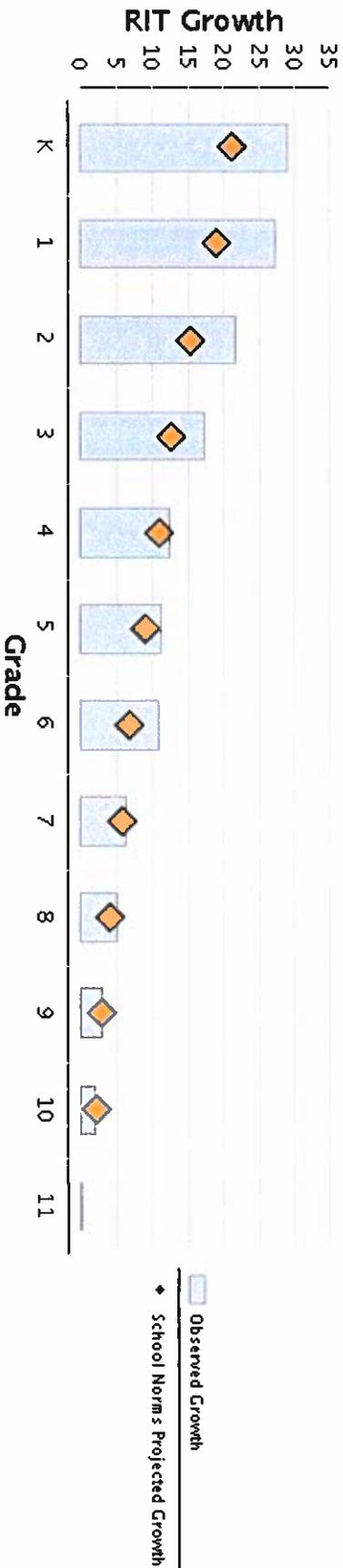
Grouping: No
 Small Group Display: No

21st Century Charter School at Gary

Mathematics

| Grade (Spring 2017) | Growth Count† | Comparison Periods | | | | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | | | |
|---------------------|---------------|--------------------|------|------------|----------|--------|------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|-----------------------|----------------------|------------------------|
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | | Count with Projection | Count Met Projection | Percent Met Projection |
| K | 62 | 128.9 | 9.0 | 6 | 158.0 | 14.0 | 43 | 29.1 | 1.4 | 21.2 | 2.83 | 99 | 62 | 46 | 74 | 84 |
| 1 | 62 | 144.4 | 11.6 | 1 | 171.6 | 12.7 | 7 | 27.2 | 1.2 | 18.9 | 2.78 | 99 | 62 | 52 | 84 | 85 |
| 2 | 68 | 170.9 | 12.0 | 15 | 192.6 | 13.7 | 53 | 21.6 | 1.0 | 15.3 | 2.40 | 99 | 68 | 53 | 78 | 80 |
| 3 | 75 | 179.2 | 11.8 | 3 | 196.5 | 10.1 | 14 | 17.3 | 0.9 | 12.6 | 2.14 | 98 | 75 | 56 | 75 | 73 |
| 4 | 53 | 196.5 | 9.8 | 19 | 208.9 | 13.2 | 26 | 12.4 | 1.2 | 11.0 | 0.62 | 73 | 53 | 30 | 57 | 58 |
| 5 | 56 | 201.8 | 9.3 | 8 | 213.1 | 10.8 | 16 | 11.3 | 0.8 | 8.9 | 0.92 | 82 | 56 | 33 | 59 | 59 |
| 6 | 48 | 206.4 | 12.9 | 6 | 217.2 | 13.1 | 16 | 10.8 | 1.1 | 6.9 | 1.73 | 96 | 48 | 29 | 60 | 63 |
| 7 | 64 | 219.3 | 14.1 | 33 | 225.7 | 14.3 | 37 | 6.4 | 0.8 | 5.7 | 0.31 | 62 | 64 | 39 | 61 | 54 |
| 8 | 69 | 220.0 | 15.2 | 24 | 225.2 | 15.5 | 28 | 5.2 | 1.0 | 4.2 | 0.47 | 68 | 69 | 39 | 57 | 55 |
| 9 | 53 | 227.1 | 14.9 | 36 | 229.9 | 17.7 | 36 | 2.8 | 1.5 | 2.9 | -0.05 | 48 | 53 | 30 | 57 | 50 |
| 10 | 67 | 225.3 | 18.2 | 32 | 227.2 | 20.9 | 32 | 1.9 | 1.5 | 2.1 | -0.09 | 46 | 67 | 36 | 54 | 52 |
| 11 | 48 | 225.6 | 17.4 | 23 | 225.8 | 20.1 | 20 | 0.2 | 1.8 | | | 0 | | | | |

Mathematics



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: Ball State University Office of Charter Schools

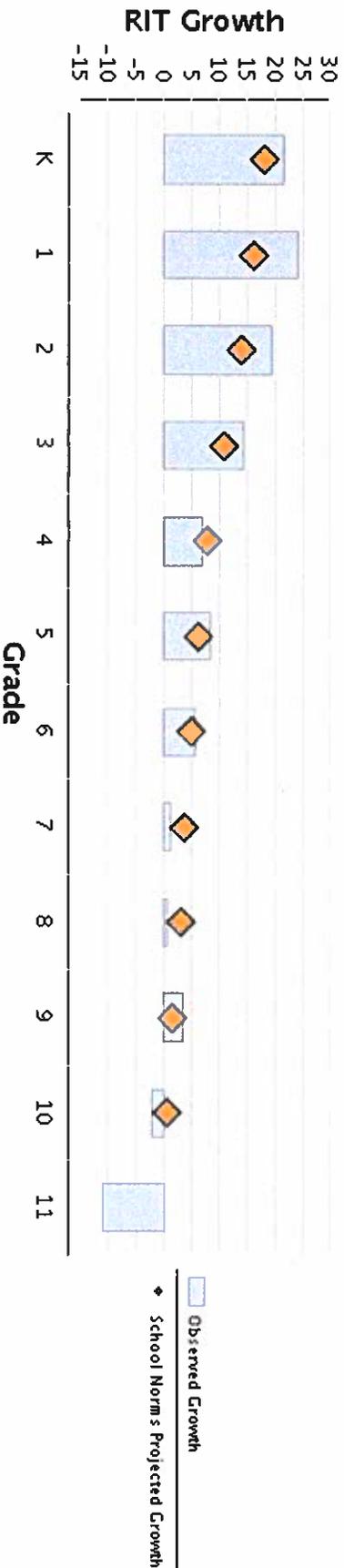
Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2016 - Spring 2017
 Weeks of Instruction: Start - 4 (Fall 2016)
 End - 32 (Spring 2017)

Grouping: No
 Small Group Display: No

21st Century Charter School at Gary

| Grade (Spring 2017) | Growth Count† | Comparison Periods | | | | | | Growth | | School Norms | | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|--------------------------|----------------------|------------------------|--|
| | | Fall 2016 | | | Spring 2017 | | | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Student Norms | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | | | | | | Count with Projection | Count Met Projection | Percent Met Projection | |
| K | 63 | 134.2 | 7.3 | 13 | 155.9 | 11.9 | 35 | 21.7 | 1.4 | 18.1 | 1.24 | 89 | 63 | 40 | 63 | 63 |
| 1 | 64 | 146.5 | 12.9 | 1 | 170.5 | 12.0 | 15 | 24.1 | 1.2 | 16.2 | 2.80 | 99 | 64 | 53 | 83 | 71 |
| 2 | 67 | 167.2 | 12.6 | 12 | 186.6 | 11.9 | 38 | 19.4 | 1.0 | 14.1 | 2.11 | 98 | 67 | 49 | 73 | 69 |
| 3 | 76 | 178.0 | 16.2 | 6 | 192.5 | 17.3 | 18 | 14.5 | 1.4 | 10.9 | 1.77 | 96 | 76 | 52 | 68 | 69 |
| 4 | 53 | 194.0 | 13.8 | 26 | 200.8 | 13.3 | 21 | 6.8 | 1.3 | 7.9 | -0.66 | 25 | 53 | 23 | 43 | 41 |
| 5 | 57 | 199.6 | 10.5 | 17 | 208.2 | 10.3 | 28 | 8.6 | 1.1 | 6.3 | 1.29 | 90 | 57 | 37 | 65 | 60 |
| 6 | 50 | 201.4 | 17.0 | 6 | 207.2 | 16.8 | 9 | 5.8 | 1.3 | 5.0 | 0.42 | 66 | 50 | 29 | 58 | 54 |
| 7 | 61 | 209.3 | 13.0 | 22 | 210.7 | 13.4 | 13 | 1.4 | 1.2 | 3.8 | -1.32 | 9 | 61 | 30 | 49 | 48 |
| 8 | 67 | 209.7 | 14.8 | 16 | 210.2 | 13.4 | 9 | 0.5 | 1.3 | 3.2 | -1.19 | 12 | 67 | 22 | 33 | 28 |
| 9 | 52 | 215.0 | 14.8 | 23 | 218.6 | 12.5 | 33 | 3.6 | 1.7 | 1.7 | 0.81 | 79 | 52 | 30 | 58 | 59 |
| 10 | 66 | 219.9 | 12.8 | 47 | 217.6 | 14.3 | 33 | -2.3 | 1.1 | 0.8 | -1.10 | 13 | 66 | 23 | 35 | 40 |
| 11 | 48 | 218.1 | 12.9 | 28 | 207.0 | 18.4 | 3 | -11.1 | 1.9 | | | | 0 | | | |

Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2016 - Spring 2017
 Weeks of Instruction: Start - 4 (Fall 2016)
 End - 32 (Spring 2017)

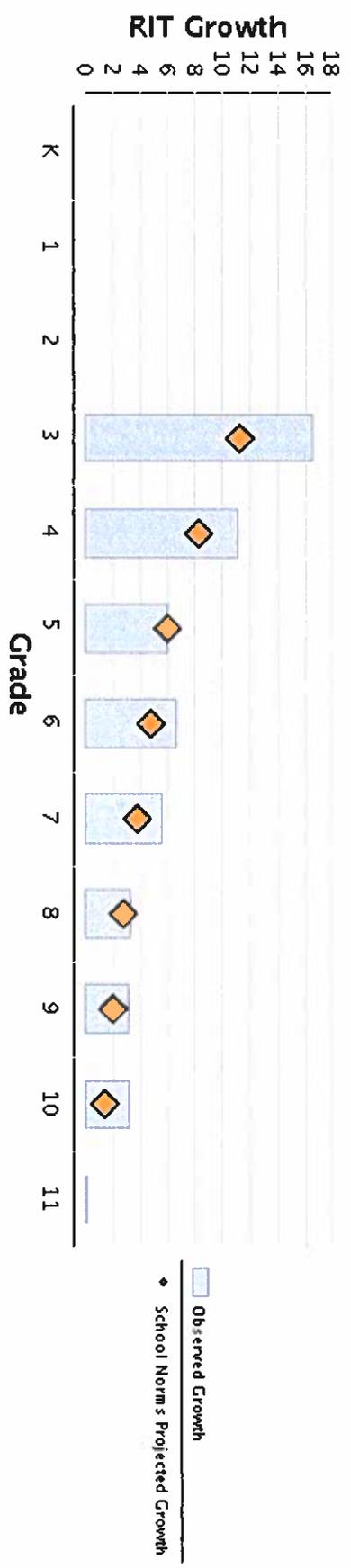
Grouping: None
 Small Group Display: No

21st Century Charter School at Gary

Language Usage

| Grade (Spring 2017) | Growth Count# | Fall 2016 | | | Comparison Periods Spring 2017 | | | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | | |
|---------------------|---------------|-----------|------|------------|-----------------------------------|------|------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|--|------------------------|--|
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | | Percent Met Projection | |
| K | 0 | ** | | | ** | | ** | ** | | | | ** | | | | | |
| 1 | 0 | ** | | | ** | | ** | ** | | | | ** | | | | | |
| 2 | 0 | ** | | | ** | | ** | ** | | | | ** | | | | | |
| 3 | 70 | 179.3 | 14.3 | 5 | 195.8 | 12.9 | 25 | 16.5 | 1.4 | 11.3 | 2.34 | 99 | 70 | 51 | 73 | 75 | |
| 4 | 51 | 192.1 | 14.2 | 13 | 203.3 | 11.7 | 28 | 11.2 | 1.3 | 8.3 | 1.67 | 95 | 51 | 33 | 65 | 61 | |
| 5 | 55 | 201.1 | 9.5 | 21 | 207.1 | 8.0 | 22 | 6.0 | 1.1 | 6.0 | -0.01 | 50 | 55 | 25 | 45 | 44 | |
| 6 | 47 | 203.4 | 13.0 | 10 | 210.0 | 13.4 | 19 | 6.6 | 1.2 | 4.8 | 1.02 | 85 | 47 | 29 | 62 | 57 | |
| 7 | 64 | 208.5 | 12.3 | 17 | 214.1 | 12.5 | 28 | 5.5 | 0.9 | 3.7 | 1.02 | 85 | 64 | 42 | 66 | 62 | |
| 8 | 70 | 210.3 | 12.5 | 18 | 213.6 | 11.4 | 21 | 3.2 | 0.8 | 2.8 | 0.25 | 60 | 70 | 34 | 49 | 46 | |
| 9 | 43 | 216.4 | 13.5 | 38 | 219.6 | 11.7 | 46 | 3.1 | 1.4 | 2.0 | 0.54 | 70 | 43 | 21 | 49 | 50 | |
| 10 | 60 | 214.9 | 14.4 | 29 | 218.0 | 13.0 | 39 | 3.1 | 1.0 | 1.3 | 0.71 | 76 | 60 | 34 | 57 | 58 | |
| 11 | 37 | 216.2 | 16.4 | 22 | 216.3 | 15.7 | 20 | 0.1 | 1.7 | | | 0 | | | | | |

Language Usage



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2016 - Spring 2017
 Weeks of Instruction: Start - 4 (Fall 2016)
 End - 32 (Spring 2017)

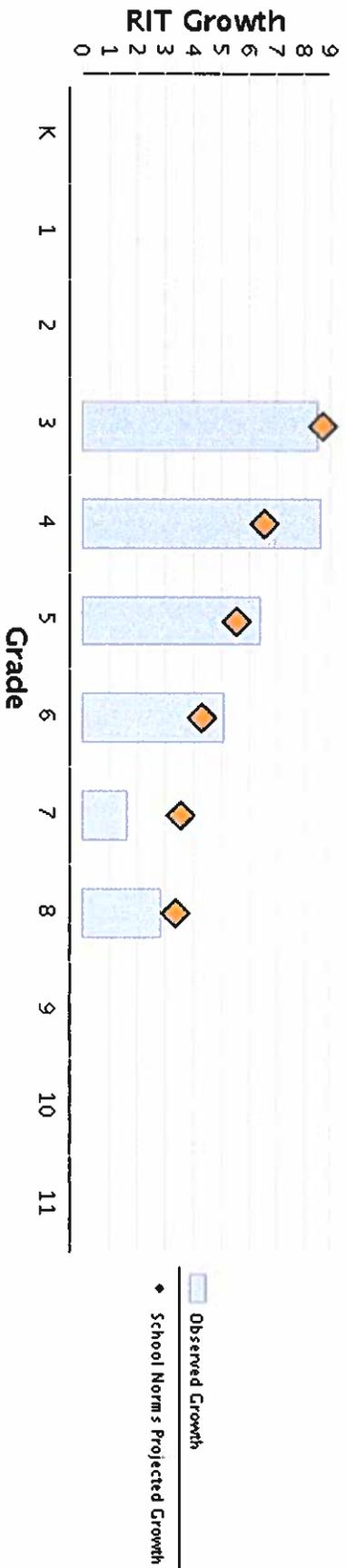
Grouping: None
 Small Group Display: No

21st Century Charter School at Gary

Science - General
 Science

| Grade (Spring 2017) | Growth Count | Fall 2016 | | | Comparison Periods Spring 2017 | | | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | | | |
|---------------------|--------------|-----------|------|------------|-----------------------------------|------|------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|--|------------------------|--|--|
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | | Percent Met Projection | | |
| K | 0 | ** | | | ** | | ** | ** | | | | ** | ** | | | | | |
| 1 | 0 | ** | | | ** | | ** | ** | | | | ** | ** | | | | | |
| 2 | 0 | ** | | | ** | | ** | ** | | | | ** | ** | | | | | |
| 3 | 60 | 179.5 | 11.3 | 7 | 188.0 | 9.8 | 8 | 8.5 | 1.2 | 8.7 | -0.09 | 46 | 60 | 27 | 45 | 40 | | |
| 4 | 24 | 187.7 | 6.4 | 9 | 196.3 | 7.8 | 19 | 8.6 | 1.3 | 6.6 | 1.09 | 86 | 24 | 11 | 46 | 45 | | |
| 5 | 57 | 194.3 | 7.2 | 12 | 200.6 | 7.2 | 17 | 6.4 | 0.8 | 5.6 | 0.36 | 64 | 57 | 31 | 54 | 52 | | |
| 6 | 43 | 196.5 | 11.0 | 7 | 201.6 | 11.7 | 11 | 5.1 | 1.0 | 4.3 | 0.52 | 70 | 43 | 23 | 53 | 47 | | |
| 7 | 55 | 203.5 | 8.6 | 24 | 205.0 | 10.5 | 15 | 1.6 | 0.9 | 3.6 | -1.51 | 6 | 55 | 23 | 42 | 40 | | |
| 8 | 61 | 200.4 | 8.4 | 4 | 203.2 | 9.1 | 4 | 2.8 | 1.1 | 3.4 | -0.37 | 35 | 61 | 27 | 44 | 41 | | |
| 9 | 0 | ** | | | ** | | ** | ** | | | | ** | ** | | | | | |
| 10 | 0 | ** | | | ** | | ** | ** | | | | ** | ** | | | | | |
| 11 | 0 | ** | | | ** | | ** | ** | | | | ** | ** | | | | | |

Science - General Science



Explanatory Notes
 ** Calculators not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
 District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2017 - Spring 2018
 Weeks of Instruction: Start - 4 (Fall 2017)
 End - 32 (Spring 2018)

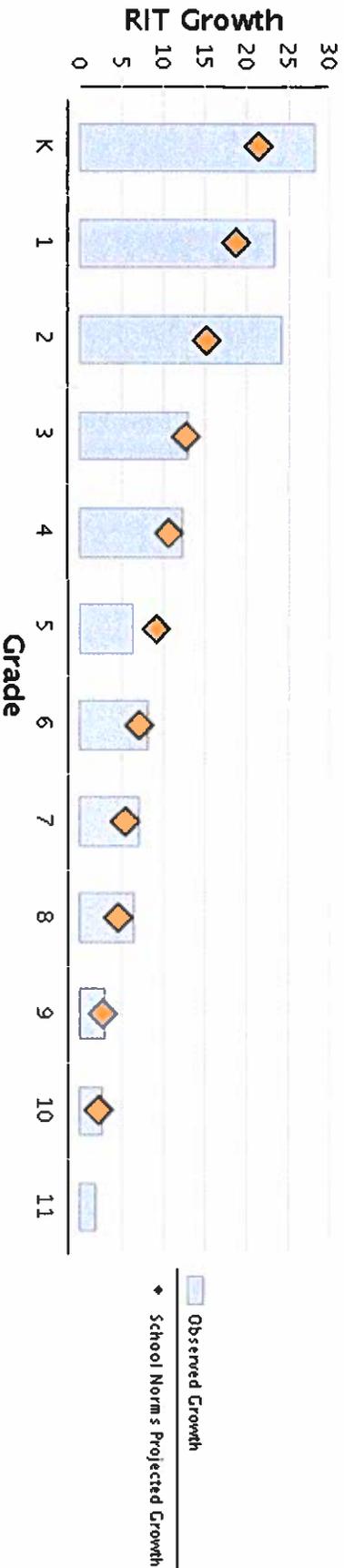
Grouping: None
 Small Group Display: No

21st Century Charter School at Gary

Mathematics

| Grade (Spring 2018) | Growth Count† | Comparison Periods | | | Mean RIT | SD | Percentile | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | |
|---------------------|---------------|--------------------|-------------|-----------------|----------|------|------------|-------------|------------------|---------------------------------|--------------------------------------|--------------------------|----------------------|------------------------|--|----|
| | | Fall 2017 | Spring 2018 | Observed Growth | | | | Observed SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | | |
| K | 67 | 127.1 | 8.7 | 3 | 155.4 | 12.6 | 28 | 28.3 | 1.0 | 21.5 | 2.43 | 99 | 67 | 54 | 81 | 82 |
| 1 | 63 | 151.5 | 10.4 | 3 | 175.0 | 12.1 | 18 | 23.5 | 1.2 | 18.7 | 1.61 | 95 | 63 | 46 | 73 | 67 |
| 2 | 70 | 168.5 | 14.6 | 7 | 192.7 | 15.8 | 54 | 24.2 | 1.2 | 15.3 | 3.33 | 99 | 70 | 55 | 79 | 88 |
| 3 | 72 | 183.3 | 10.3 | 11 | 196.3 | 10.5 | 14 | 12.9 | 0.7 | 12.8 | 0.11 | 54 | 72 | 40 | 56 | 49 |
| 4 | 63 | 193.1 | 9.8 | 7 | 205.6 | 9.5 | 13 | 12.4 | 0.9 | 10.7 | 0.81 | 79 | 63 | 32 | 51 | 52 |
| 5 | 59 | 203.4 | 9.7 | 13 | 209.7 | 11.2 | 8 | 6.3 | 0.9 | 9.1 | -1.07 | 14 | 59 | 14 | 24 | 28 |
| 6 | 54 | 210.0 | 12.1 | 14 | 218.2 | 12.0 | 19 | 8.2 | 0.9 | 7.1 | 0.46 | 68 | 54 | 27 | 50 | 48 |
| 7 | 55 | 213.7 | 15.0 | 12 | 220.7 | 14.4 | 17 | 7.0 | 0.8 | 5.4 | 0.76 | 78 | 55 | 31 | 56 | 57 |
| 8 | 52 | 225.5 | 13.6 | 46 | 231.9 | 14.3 | 54 | 6.5 | 0.8 | 4.6 | 0.86 | 81 | 52 | 35 | 67 | 54 |
| 9 | 78 | 223.8 | 15.5 | 24 | 226.8 | 15.4 | 26 | 3.0 | 0.9 | 2.7 | 0.14 | 56 | 78 | 42 | 54 | 50 |
| 10 | 57 | 228.8 | 18.5 | 45 | 231.3 | 18.0 | 46 | 2.6 | 1.3 | 2.3 | 0.09 | 54 | 57 | 32 | 56 | 50 |
| 11 | 50 | 226.0 | 17.5 | 24 | 227.8 | 15.9 | 25 | 1.8 | 1.2 | | | | 0 | | | |

Mathematics



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
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Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
 District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2017 - Spring 2018
 Weeks of Instruction: Start - 4 (Fall 2017)
 End - 32 (Spring 2018)

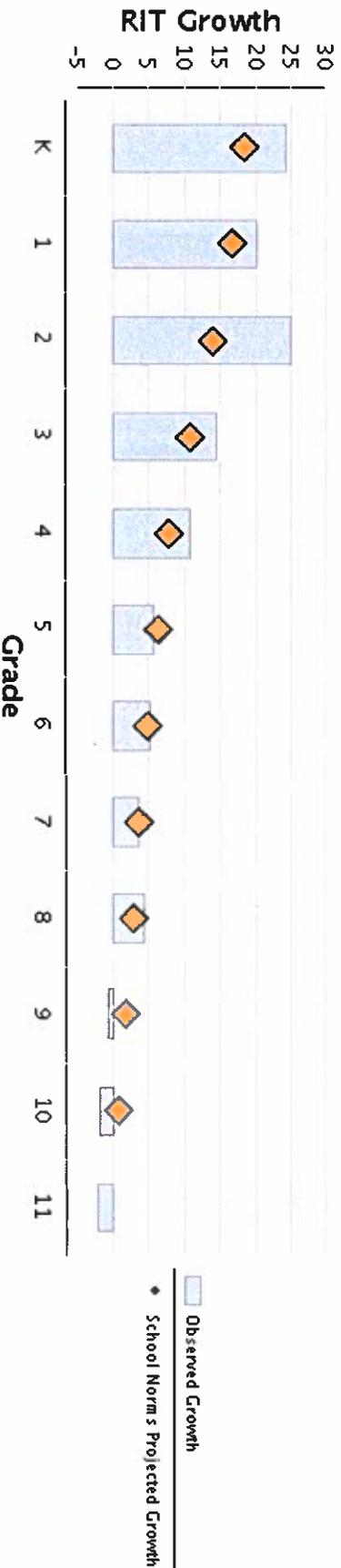
Grouping: No
 Small Group Display: No

21st Century Charter School at Gary

Reading

| Grade (Spring 2018) | Growth Count† | Comparison Periods | | | Growth | | School Norms | | Growth Evaluated Against | | | | |
|---------------------|---------------|--------------------|-------------|------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|
| | | Fall 2017 | Spring 2018 | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| K | 67 | 133.3 | 9.3 | 10 | 24.2 | 1.0 | 18.3 | 2.07 | 98 | 67 | 50 | 75 | 78 |
| 1 | 64 | 154.6 | 10.0 | 15 | 20.2 | 1.0 | 16.6 | 1.34 | 91 | 64 | 46 | 72 | 64 |
| 2 | 70 | 168.4 | 12.3 | 16 | 25.1 | 1.2 | 14.1 | 4.40 | 99 | 70 | 60 | 86 | 90 |
| 3 | 72 | 179.1 | 13.8 | 9 | 14.5 | 1.2 | 10.9 | 1.80 | 96 | 72 | 46 | 64 | 70 |
| 4 | 64 | 192.0 | 13.9 | 17 | 10.8 | 1.1 | 8.0 | 1.70 | 96 | 64 | 42 | 66 | 64 |
| 5 | 59 | 198.4 | 12.8 | 12 | 5.7 | 1.2 | 6.4 | -0.43 | 33 | 59 | 27 | 46 | 42 |
| 6 | 54 | 206.6 | 11.8 | 24 | 5.1 | 1.2 | 4.9 | 0.12 | 55 | 54 | 30 | 56 | 53 |
| 7 | 70 | 208.4 | 11.6 | 18 | 3.8 | 1.1 | 3.8 | -0.02 | 49 | 70 | 35 | 50 | 48 |
| 8 | 64 | 216.5 | 12.3 | 46 | 4.4 | 0.7 | 2.9 | 0.99 | 75 | 64 | 41 | 64 | 56 |
| 9 | 64 | 215.0 | 11.2 | 23 | -0.6 | 0.9 | 1.7 | -1.00 | 16 | 64 | 25 | 39 | 41 |
| 10 | 54 | 217.6 | 15.4 | 36 | -1.8 | 1.5 | 0.8 | -0.95 | 17 | 54 | 23 | 43 | 44 |
| 11 | 51 | 219.4 | 15.0 | 34 | -2.2 | 1.7 | | | 0 | | | | |

Reading



Explanatory Notes

**Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
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Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
 District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2017 - Spring 2018
 Weeks of Instruction: Start - 4 (Fall 2017)
 End - 32 (Spring 2018)

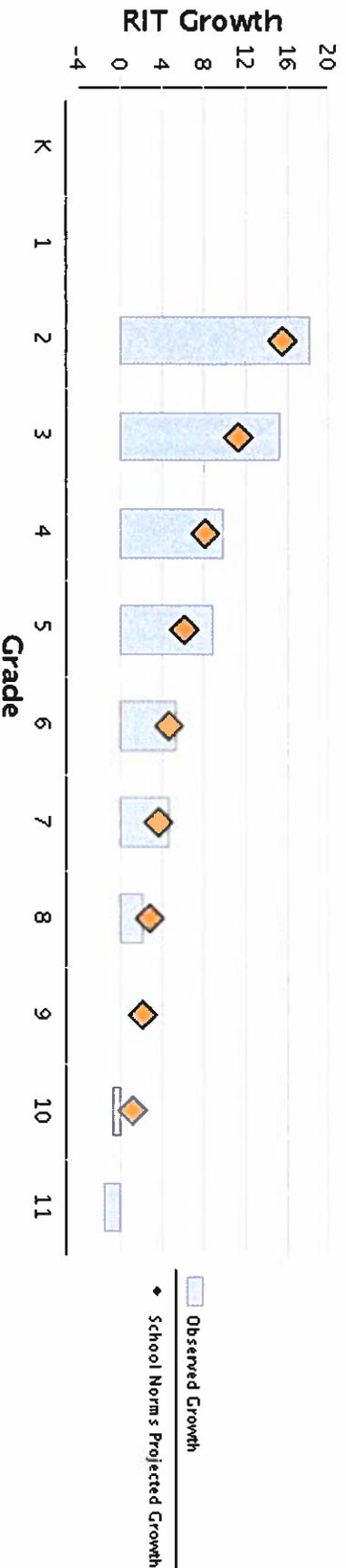
Grouping: None
 Small Group Display: No

21st Century Charter School at Gary

Language Usage

| Grade (Spring 2018) | Growth Count† | Comparison Periods | | | Mean RIT | SD | Percentile | Growth | | School Norms | | Growth Evaluated Against | | Student Median Conditional Growth Percentile | | |
|---------------------|---------------|--------------------|-------------|-----------------|----------|------|------------|--------------------|------------------|---------------------------------|-----------------------|--------------------------|------------------------|--|----|----|
| | | Fall 2017 | Spring 2018 | Observed Growth | | | | Observed Growth SE | Projected Growth | School Conditional Growth Index | Count with Projection | Count Met Projection | Percent Met Projection | | | |
| K | 0 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | | |
| 1 | 0 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | | |
| 2 | 63 | 167.2 | 11.9 | 14 | 185.2 | 12.1 | 26 | 18.0 | 0.9 | 15.5 | 0.97 | 83 | 63 | 32 | 51 | 52 |
| 3 | 66 | 178.2 | 13.3 | 4 | 193.5 | 12.7 | 15 | 15.3 | 1.2 | 11.4 | 1.76 | 96 | 66 | 39 | 59 | 61 |
| 4 | 62 | 193.1 | 13.4 | 17 | 202.9 | 10.2 | 26 | 9.8 | 1.3 | 8.2 | 0.90 | 82 | 62 | 34 | 55 | 51 |
| 5 | 58 | 195.7 | 14.0 | 4 | 204.6 | 9.8 | 11 | 8.9 | 1.3 | 6.2 | 1.57 | 94 | 58 | 30 | 52 | 55 |
| 6 | 53 | 205.3 | 10.0 | 18 | 210.6 | 9.9 | 22 | 5.3 | 1.1 | 4.7 | 0.33 | 63 | 53 | 28 | 53 | 49 |
| 7 | 68 | 206.4 | 13.4 | 10 | 211.0 | 11.1 | 14 | 4.7 | 1.1 | 3.7 | 0.47 | 68 | 68 | 33 | 49 | 45 |
| 8 | 60 | 218.0 | 10.7 | 61 | 220.2 | 11.4 | 57 | 2.2 | 0.7 | 2.9 | -0.36 | 36 | 60 | 31 | 52 | 48 |
| 9 | 52 | 214.2 | 10.9 | 27 | 214.2 | 11.8 | 19 | 0.0 | 0.9 | 2.1 | -0.94 | 17 | 52 | 20 | 38 | 37 |
| 10 | 48 | 218.4 | 12.8 | 47 | 217.8 | 13.7 | 38 | -0.6 | 1.5 | 1.2 | -0.73 | 23 | 48 | 23 | 48 | 45 |
| 11 | 47 | 219.9 | 12.2 | 41 | 218.3 | 13.4 | 29 | -1.5 | 1.1 | | | 0 | | | | |

Language Usage



Explanatory Notes

**Calculators not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
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Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2017 - Spring 2018
Weeks of Instruction: Start - 4 (Fall 2017)
End - 32 (Spring 2018)

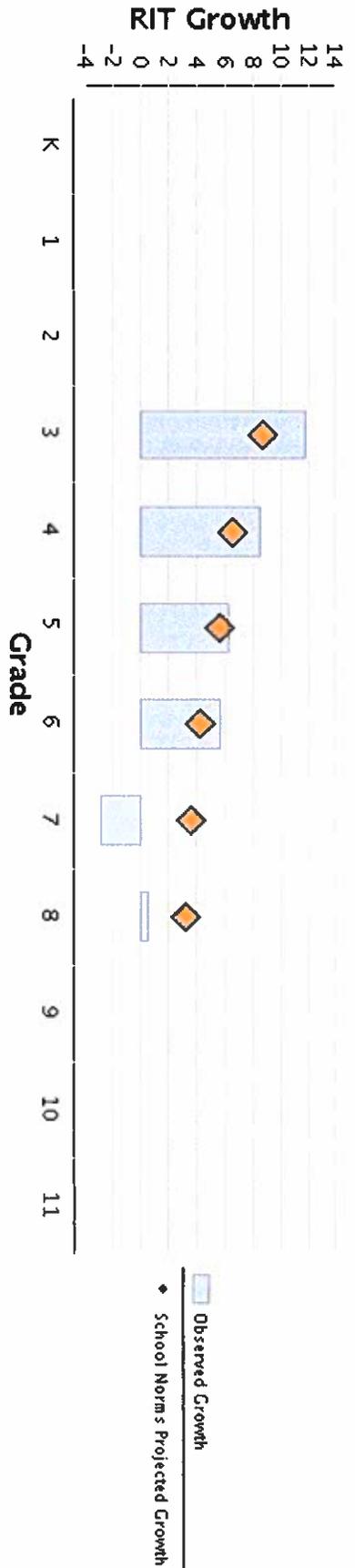
Grouping: None
Small Group Display: No

21st Century Charter School at Gary

Science - General
Science

| Grade (Spring 2018) | Growth Count† | Comparison Periods | | | | Growth | Growth Evaluated Against | | | | | | | | | |
|---------------------|---------------|--------------------|------|-------------|----------|--------|--------------------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|
| | | Fall 2017 | | Spring 2018 | | | School Norms | | Student Norms | | | | | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| K | 0 | ** | | | ** | | | ** | | | | | ** | | | ** |
| 1 | 0 | ** | | | ** | | | ** | | | | | ** | | | ** |
| 2 | 0 | ** | | | ** | | | ** | | | | | ** | | | ** |
| 3 | 56 | 179.7 | 8.8 | 8 | 191.5 | 7.4 | 23 | 11.8 | 0.9 | 8.7 | 1.49 | 93 | 56 | 35 | 63 | 54 |
| 4 | 61 | 190.0 | 8.2 | 18 | 198.5 | 8.2 | 32 | 8.5 | 0.9 | 6.5 | 1.07 | 86 | 61 | 36 | 59 | 53 |
| 5 | 58 | 193.4 | 8.1 | 9 | 199.7 | 8.7 | 13 | 6.3 | 0.9 | 5.6 | 0.35 | 64 | 58 | 30 | 52 | 49 |
| 6 | 54 | 199.6 | 8.5 | 19 | 205.4 | 9.7 | 28 | 5.7 | 1.0 | 4.3 | 0.94 | 83 | 54 | 34 | 63 | 62 |
| 7 | 46 | 202.8 | 11.1 | 20 | 199.9 | 13.3 | 3 | -2.9 | 1.4 | 3.6 | -4.69 | 1 | 46 | 9 | 20 | 19 |
| 8 | 53 | 207.5 | 10.8 | 31 | 208.0 | 13.6 | 18 | 0.5 | 1.0 | 3.3 | -1.63 | 5 | 53 | 19 | 36 | 27 |
| 9 | 0 | ** | | | ** | | | ** | | | | | ** | | | ** |
| 10 | 0 | ** | | | ** | | | ** | | | | | ** | | | ** |
| 11 | 0 | ** | | | ** | | | ** | | | | | ** | | | ** |

Science - General Science



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
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Student Growth Summary Report

Aggregate by School

Term: Spring 2015-2016
 District: GEO Prep Academy of Greater Baton Rouge

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2015 - Spring 2016
 Weeks of Instruction: Start - 4 (Fall 2015)
 End - 32 (Spring 2016)

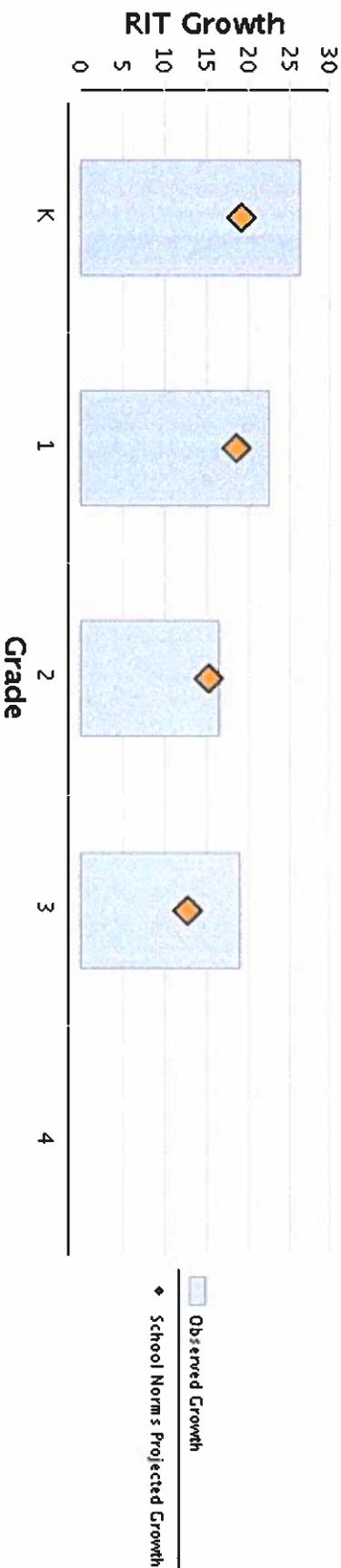
Grouping: No
 Small Group Display: No

GEO Prep Academy

Mathematics

| Grade (Spring 2016) | Growth Count† | Comparison Periods | | | | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | | | |
|---------------------|---------------|--------------------|-------------|----------|-------|------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|--|----------------------|------------------------|----|
| | | Fall 2015 | Spring 2016 | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | | Count Met Projection | Percent Met Projection | |
| K | 52 | 139.4 | 10.8 | 46 | 165.7 | 10.7 | 85 | 26.3 | 0.9 | 19.2 | 2.53 | 99 | 52 | 46 | 88 | 86 |
| 1 | 29 | 156.9 | 13.3 | 17 | 179.4 | 12.4 | 41 | 22.5 | 1.4 | 18.6 | 1.32 | 91 | 29 | 20 | 69 | 70 |
| 2 | 33 | 171.0 | 9.2 | 16 | 187.4 | 9.1 | 23 | 16.4 | 1.2 | 15.3 | 0.41 | 66 | 33 | 21 | 64 | 57 |
| 3 | 26 | 180.7 | 15.5 | 5 | 199.7 | 21.3 | 28 | 19.0 | 1.9 | 12.7 | 2.89 | 99 | 26 | 21 | 81 | 75 |
| 4 | 0 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |

Mathematics



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2015-2016
 District: GEO Prep Academy of Greater Baton Rouge

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2015 - Spring 2016
 Weeks of Instruction: Start - 4 (Fall 2015)
 End - 32 (Spring 2016)

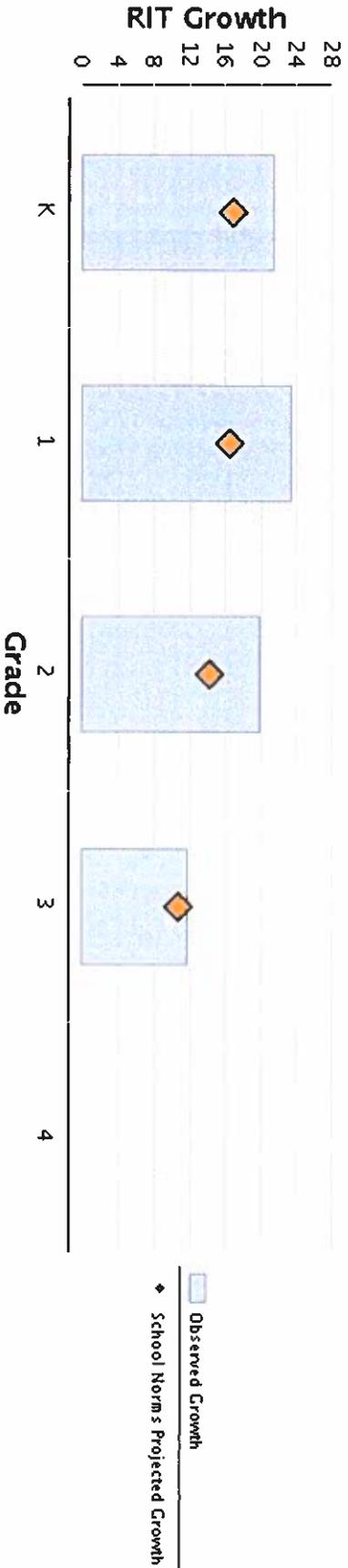
Grouping: None
 Small Group Display: No

GEO Prep Academy

Reading

| Grade (Spring 2016) | Growth Count† | Comparison Periods | | | Growth | | School Norms | | Growth Evaluated Against | | Student Median Conditional Growth Percentile | | | | | |
|---------------------|---------------|--------------------|-------------|----------|--------|------------|--------------|------|--------------------------|-----------------|--|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|
| | | Fall 2015 | Spring 2016 | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection |
| K | 52 | 141.9 | 9.8 | 56 | 163.3 | 8.9 | 81 | 21.4 | 0.9 | 17.0 | 1.54 | 94 | 52 | 44 | 85 | 75 |
| 1 | 29 | 152.5 | 13.7 | 8 | 176.0 | 11.5 | 41 | 23.5 | 1.6 | 16.5 | 2.53 | 99 | 29 | 24 | 83 | 73 |
| 2 | 33 | 164.3 | 11.9 | 5 | 184.1 | 9.4 | 25 | 19.8 | 1.4 | 14.2 | 2.25 | 99 | 33 | 25 | 76 | 67 |
| 3 | 25 | 182.0 | 19.4 | 17 | 193.6 | 16.4 | 22 | 11.6 | 1.4 | 10.7 | 0.45 | 67 | 25 | 14 | 56 | 59 |
| 4 | 0 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |

Reading



Explanatory Notes
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Student Growth Summary Report

Aggregate by School

Term: Spring 2015-2016
 District: GEO Prep Academy of Greater Baton Rouge

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2015 - Spring 2016
 Weeks of Instruction: Start - 4 (Fall 2015)
 End - 32 (Spring 2016)

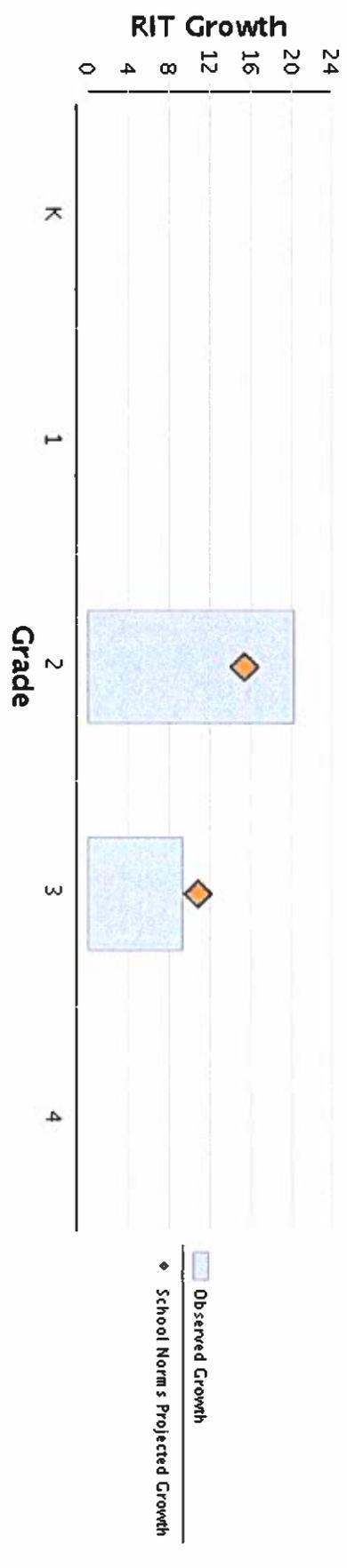
Grouping: None
 Small Group Display: No

GEO Prep Academy

Language Usage

| Grade (Spring 2016) | Growth Count† | Comparison Periods | | | Observed Growth | Observed Growth SE | School Norms | | Growth Evaluated Against | | Student Median Conditional Growth Percentile | | | | | |
|---------------------|---------------|--------------------|------|------------|-----------------|--------------------|--------------|------|--------------------------|---------------------------------|--|-----------------------|----------------------|------------------------|----|----|
| | | Mean RIT | SD | Percentile | | | Mean RIT | SD | Projected Growth | School Conditional Growth Index | | Count with Projection | Count Met Projection | Percent Met Projection | | |
| K | 0 | ** | | | ** | | | | | | ** | | | | | |
| 1 | 0 | ** | | | ** | | | | | | ** | | | | | |
| 2 | 32 | 170.2 | 10.5 | 26 | 190.5 | 13.2 | 55 | 20.3 | 2.1 | 15.4 | 1.91 | 97 | 32 | 19 | 59 | 56 |
| 3 | 25 | 186.2 | 15.3 | 31 | 195.6 | 13.4 | 24 | 9.4 | 1.7 | 10.8 | -0.64 | 26 | 25 | 14 | 56 | 49 |
| 4 | 0 | ** | | | ** | | | ** | | | | | ** | | | ** |

Language Usage



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: GEO Prep Academy of Greater Baton Rouge

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2016 - Spring 2017
 Weeks of Instruction: Start - 4 (Fall 2016)
 End - 32 (Spring 2017)

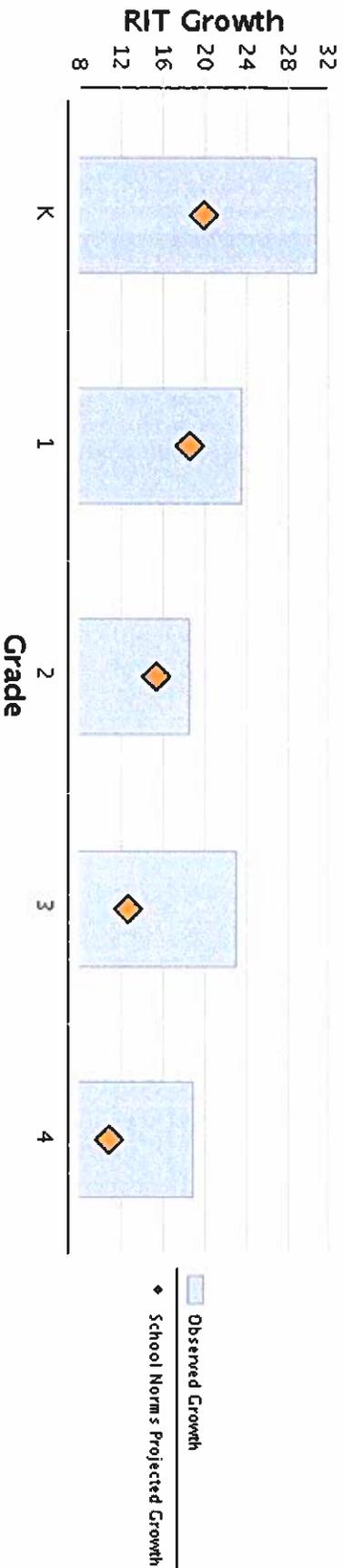
Grouping: None
 Small Group Display: No

GEO Prep Academy

Mathematics

| Grade (Spring 2017) | Growth Count† | Comparison Periods | | | | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | | | |
|---------------------|---------------|--------------------|------|------------|----------|--------|------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|-----------------------|----------------------|------------------------|
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | | Count with Projection | Count Met Projection | Percent Met Projection |
| K | 38 | 136.3 | 9.3 | 30 | 167.0 | 11.1 | 89 | 30.7 | 1.4 | 19.8 | 3.90 | 99 | 38 | 36 | 95 | 91 |
| 1 | 65 | 159.7 | 12.7 | 32 | 183.2 | 12.1 | 65 | 23.5 | 0.9 | 18.5 | 1.68 | 95 | 65 | 51 | 78 | 75 |
| 2 | 42 | 168.9 | 11.8 | 8 | 187.5 | 10.9 | 23 | 18.6 | 1.1 | 15.3 | 1.23 | 89 | 42 | 26 | 62 | 57 |
| 3 | 46 | 182.5 | 10.9 | 9 | 205.7 | 10.2 | 64 | 23.1 | 1.6 | 12.7 | 4.78 | 99 | 46 | 40 | 87 | 89 |
| 4 | 36 | 194.2 | 14.6 | 10 | 213.1 | 13.0 | 48 | 18.9 | 2.2 | 10.8 | 3.67 | 99 | 36 | 23 | 64 | 75 |

Mathematics



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: GEO Prep Academy of Greater Baton Rouge

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2016 - Spring 2017
 Weeks of Instruction: Start - 4 (Fall 2016)
 End - 32 (Spring 2017)

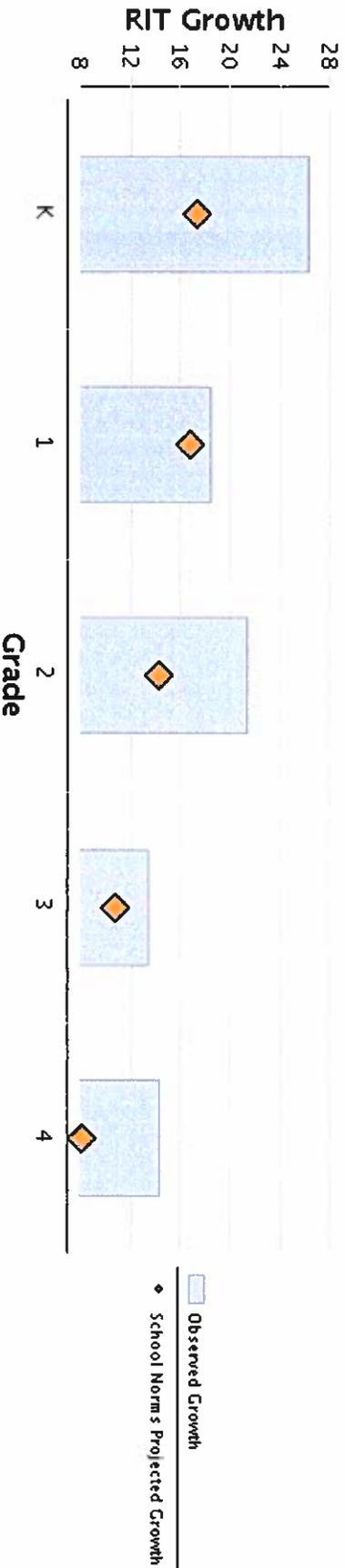
Grouping: None
 Small Group Display: No

GEO Prep Academy

Reading

| Grade (Spring 2017) | Growth Count† | Comparison Periods | | | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | | | | |
|---------------------|---------------|--------------------|-------------|----------|--------|------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|-----------------------|----------------------|------------------------|----|
| | | Fall 2016 | Spring 2017 | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | | Count with Projection | Count Met Projection | Percent Met Projection | |
| K | 38 | 139.5 | 6.9 | 40 | 165.7 | 8.6 | 90 | 26.2 | 1.1 | 17.3 | 3.08 | 99 | 38 | 33 | 87 | 87 |
| 1 | 65 | 161.1 | 10.5 | 53 | 179.6 | 12.4 | 62 | 18.5 | 1.4 | 16.8 | 0.60 | 73 | 65 | 36 | 55 | 50 |
| 2 | 42 | 163.4 | 11.4 | 4 | 184.8 | 10.9 | 28 | 21.4 | 1.7 | 14.2 | 2.88 | 99 | 42 | 30 | 71 | 72 |
| 3 | 45 | 179.7 | 14.1 | 10 | 193.0 | 10.9 | 20 | 13.4 | 1.2 | 10.8 | 1.23 | 89 | 45 | 28 | 62 | 61 |
| 4 | 37 | 187.8 | 16.2 | 6 | 202.1 | 13.7 | 28 | 14.3 | 1.6 | 8.1 | 3.71 | 99 | 37 | 28 | 76 | 77 |

Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: GEO Prep Academy of Greater Baton Rouge

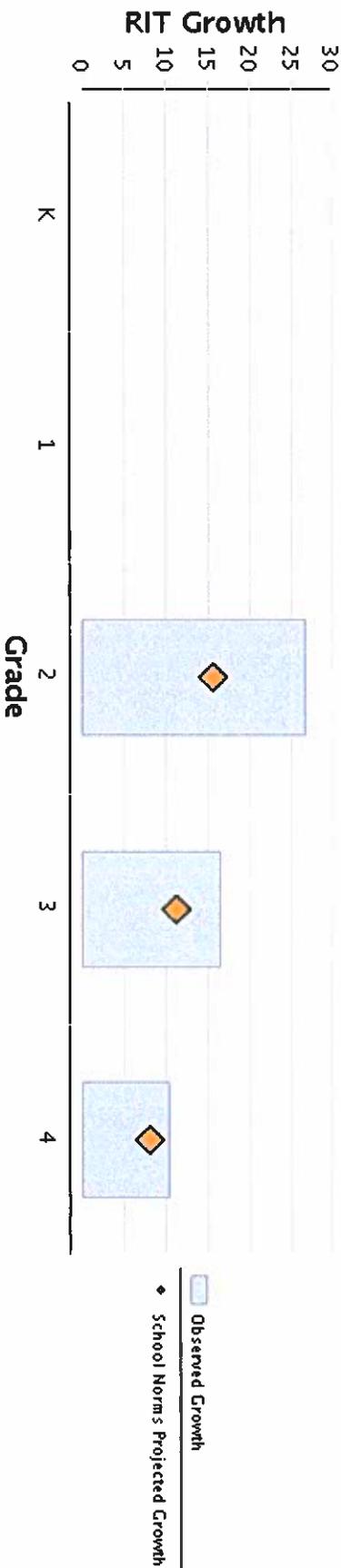
Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2016 - Spring 2017
 Weeks of Instruction: Start - 4 (Fall 2016)
 End - 32 (Spring 2017)

Grouping: None
 Small Group Display: No

GEO Prep Academy

| Language Usage | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|--------------------|----------|------|-------------|----------|------|--------------------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|
| | Fall 2016 | | | Spring 2017 | | | Growth | | | School Norms | | | Student Norms | | | |
| Grade (Spring 2017) | Growth Count† | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| K | 0 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 1 | 0 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 2 | 42 | 185.1 | 11.3 | 8 | 192.0 | 13.2 | 63 | 26.8 | 2.3 | 15.6 | 4.37 | 99 | 42 | 33 | 79 | 82 |
| 3 | 46 | 180.9 | 13.1 | 9 | 197.3 | 11.6 | 33 | 16.4 | 1.3 | 11.2 | 2.35 | 99 | 46 | 33 | 72 | 73 |
| 4 | 36 | 194.4 | 14.1 | 23 | 204.9 | 12.0 | 38 | 10.5 | 1.5 | 8.1 | 1.35 | 91 | 36 | 20 | 56 | 59 |

Language Usage



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
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Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
 District: GEO Prep Academy of Greater Baton Rouge

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2017 - Spring 2018
 Weeks of Instruction: Start - 4 (Fall 2017)
 End - 32 (Spring 2018)

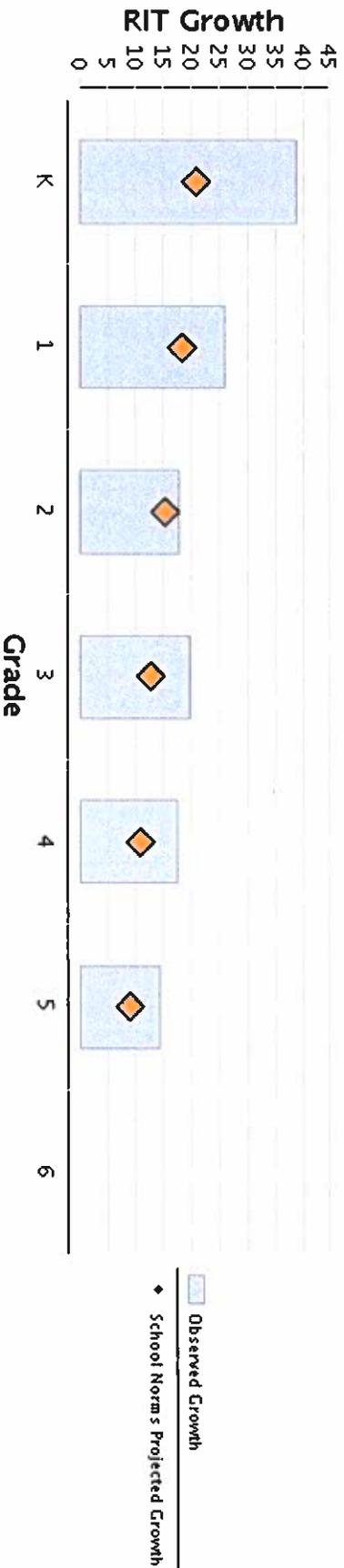
Grouping: None
 Small Group Display: No

GEO Prep Academy

Mathematics

| Grade (Spring 2018) | Growth Count† | Comparison Periods | | | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | | | | | |
|---------------------|---------------|--------------------|------|------------|----------|------|--------------|-----------------|--------------------------|------------------|---------------------------------|--|--------------------------------------|-----------------------|----------------------|------------------------|--|
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | |
| K | 47 | 130.6 | 9.2 | 9 | 169.5 | 9.9 | 95 | 39.0 | 1.3 | 20.9 | 6.45 | 99 | 47 | 47 | 100 | 99 | |
| 1 | 45 | 157.9 | 14.6 | 22 | 184.0 | 13.7 | 69 | 26.0 | 1.7 | 18.5 | 2.54 | 99 | 45 | 37 | 82 | 71 | |
| 2 | 57 | 173.9 | 11.5 | 30 | 191.9 | 10.2 | 49 | 18.0 | 1.1 | 15.3 | 1.03 | 85 | 57 | 37 | 65 | 64 | |
| 3 | 46 | 182.0 | 12.3 | 8 | 201.8 | 11.4 | 40 | 19.8 | 1.2 | 12.7 | 3.24 | 99 | 46 | 38 | 83 | 86 | |
| 4 | 40 | 196.0 | 10.1 | 17 | 213.6 | 10.6 | 51 | 17.6 | 1.0 | 11.0 | 3.00 | 99 | 40 | 34 | 85 | 81 | |
| 5 | 33 | 202.0 | 14.0 | 9 | 216.4 | 12.9 | 27 | 14.5 | 1.9 | 8.9 | 2.10 | 98 | 33 | 24 | 73 | 68 | |
| 6 | 0 | ** | | | ** | | | ** | | ** | | | ** | | | ** | |

Mathematics



Explanatory Notes

** Calculators not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 † Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
 District: GEO Prep Academy of Greater Baton Rouge

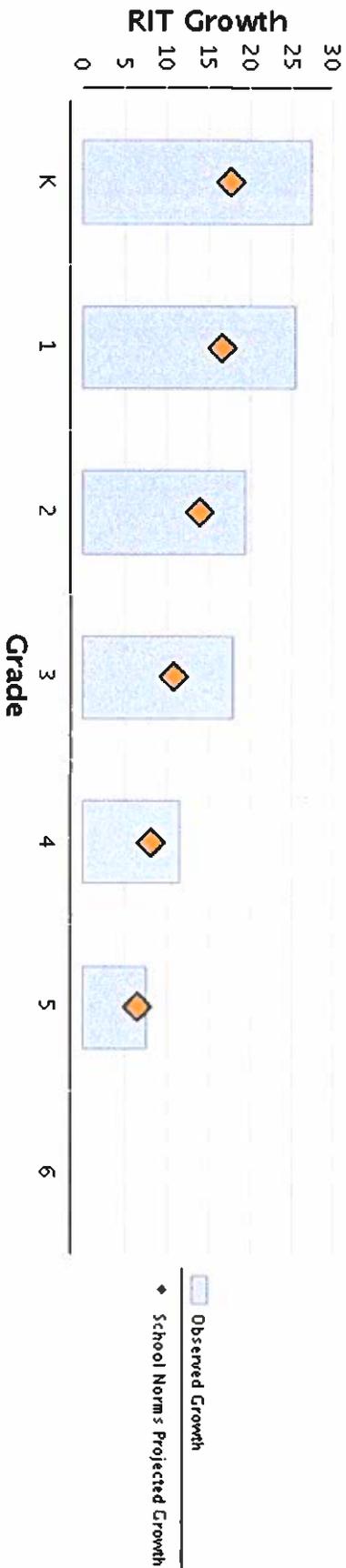
Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2017 - Spring 2018
 Weeks of Instruction: Start - 4 (Fall 2017)
 End - 32 (Spring 2018)

Grouping: None
 Small Group Display: No

GEO Prep Academy

| Grade (Spring 2018) | Growth Count† | Comparison Periods | | | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | | | | |
|---------------------|---------------|--------------------|-------------|----------|--------|------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|-----------------------|----------------------|------------------------|----|
| | | Fall 2017 | Spring 2018 | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | | Count with Projection | Count Met Projection | Percent Met Projection | |
| K | 47 | 136.7 | 10.4 | 24 | 164.1 | 11.1 | 84 | 27.4 | 1.5 | 17.7 | 3.35 | 99 | 47 | 44 | 94 | 83 |
| 1 | 44 | 156.8 | 15.4 | 25 | 182.3 | 12.0 | 76 | 25.4 | 1.9 | 16.7 | 3.18 | 99 | 44 | 35 | 80 | 81 |
| 2 | 59 | 172.8 | 13.6 | 38 | 192.3 | 10.1 | 70 | 19.5 | 1.1 | 14.0 | 2.20 | 99 | 59 | 47 | 80 | 75 |
| 3 | 46 | 179.4 | 12.9 | 9 | 197.3 | 12.3 | 42 | 18.0 | 1.5 | 10.8 | 3.50 | 99 | 46 | 37 | 80 | 73 |
| 4 | 39 | 189.8 | 14.2 | 10 | 201.3 | 12.2 | 24 | 11.4 | 1.4 | 8.1 | 2.07 | 98 | 39 | 27 | 69 | 62 |
| 5 | 33 | 195.0 | 14.0 | 4 | 202.6 | 14.5 | 7 | 7.6 | 1.3 | 6.5 | 0.63 | 74 | 33 | 17 | 52 | 47 |
| 6 | 0 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |

Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
 District: GEO Prep Academy of Greater Baton Rouge

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2017 - Spring 2018
 Weeks of Instruction: Start - 4 (Fall 2017)
 End - 32 (Spring 2018)

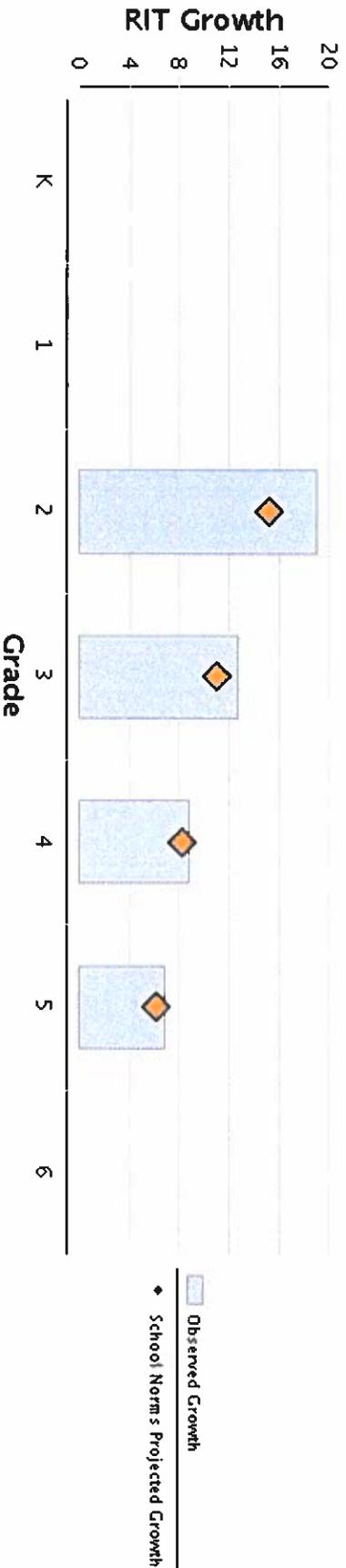
Grouping: None
 Small Group Display: No

GEO Prep Academy

Language Usage

| Grade (Spring 2018) | Growth Count† | Comparison Periods | | | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | | | | | | |
|---------------------|---------------|--------------------|-------------|----------|--------|------------|--------------|------|--------------------------|-----------------|--------------------|--|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|
| | | Fall 2017 | Spring 2018 | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection |
| K | 0 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 1 | 0 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 2 | 46 | 173.4 | 12.2 | 43 | 192.3 | 12.0 | 65 | 18.9 | 1.0 | 15.2 | 1.42 | 92 | 46 | 32 | 70 | 67 | | |
| 3 | 22 | 184.1 | 12.8 | 20 | 196.8 | 10.9 | 30 | 12.7 | 1.8 | 11.0 | 0.78 | 78 | 22 | 13 | 59 | 57 | | |
| 4 | 33 | 193.3 | 11.9 | 18 | 202.0 | 8.8 | 21 | 8.7 | 1.5 | 8.2 | 0.28 | 61 | 33 | 16 | 48 | 42 | | |
| 5 | 28 | 197.9 | 11.1 | 8 | 204.6 | 13.4 | 11 | 6.8 | 1.7 | 6.1 | 0.33 | 63 | 28 | 17 | 61 | 54 | | |
| 6 | 0 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | |

Language Usage



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
District: GEOPrep - Mid City

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2017 - Spring 2018
Weeks of Instruction: Start - 4 (Fall 2017)
End - 32 (Spring 2018)

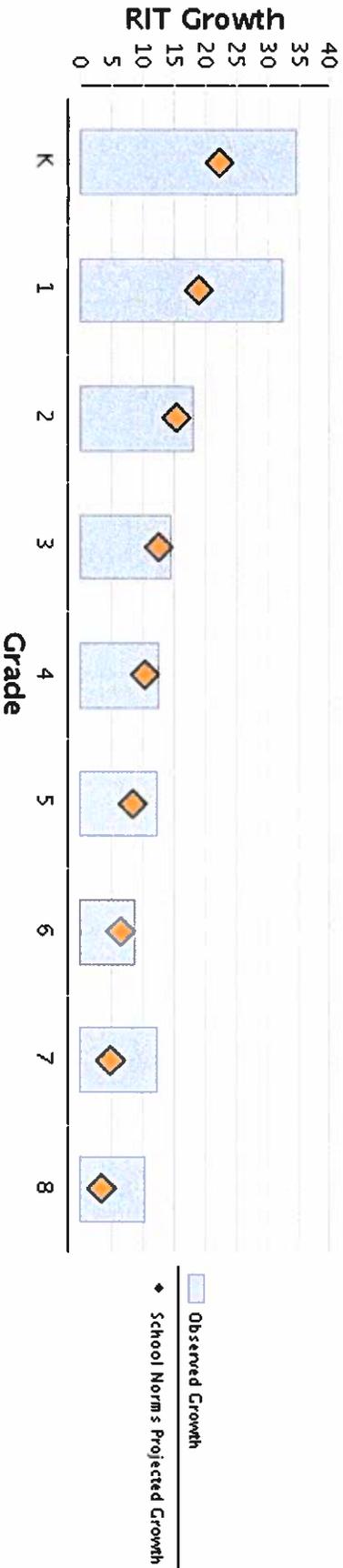
Grouping: None
Small Group Display: No

Mid City Prep

Mathematics

| Grade (Spring 2018) | Growth Count† | Comparison Periods | | | Mean RIT | SD | Percentile | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | |
|---------------------|---------------|--------------------|-------------|-----------------|----------|------|------------|-------------|------------------|---------------------------------|--------------------------------------|--------------------------|----------------------|------------------------|--|----|
| | | Fall 2017 | Spring 2018 | Observed Growth | | | | Observed SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | | |
| K | 69 | 123.7 | 9.8 | 1 | 158.3 | 14.3 | 45 | 34.5 | 1.7 | 22.2 | 4.45 | 99 | 69 | 55 | 80 | 97 |
| 1 | 85 | 141.6 | 17.0 | 1 | 173.8 | 11.8 | 13 | 32.2 | 1.9 | 19.0 | 4.43 | 99 | 85 | 64 | 75 | 92 |
| 2 | 70 | 165.2 | 12.1 | 2 | 183.2 | 13.9 | 8 | 18.0 | 1.0 | 15.4 | 0.98 | 84 | 70 | 42 | 60 | 57 |
| 3 | 86 | 174.5 | 11.4 | 1 | 189.1 | 11.2 | 1 | 14.6 | 0.9 | 12.5 | 0.98 | 84 | 86 | 46 | 53 | 53 |
| 4 | 76 | 188.6 | 15.4 | 1 | 201.2 | 15.1 | 4 | 12.6 | 0.7 | 10.3 | 1.04 | 85 | 76 | 45 | 59 | 54 |
| 5 | 64 | 195.2 | 12.0 | 1 | 207.5 | 15.1 | 4 | 12.3 | 1.0 | 8.2 | 1.57 | 94 | 64 | 44 | 69 | 62 |
| 6 | 66 | 199.1 | 12.3 | 1 | 207.7 | 12.4 | 1 | 8.6 | 0.9 | 6.4 | 0.99 | 84 | 66 | 38 | 58 | 52 |
| 7 | 44 | 203.4 | 12.6 | 1 | 215.5 | 12.5 | 6 | 12.1 | 1.1 | 4.8 | 3.49 | 99 | 44 | 36 | 82 | 83 |
| 8 | 44 | 206.8 | 10.8 | 1 | 217.2 | 12.0 | 8 | 10.4 | 1.1 | 3.3 | 3.34 | 99 | 44 | 35 | 80 | 77 |

Mathematics



Explanatory Notes

- * Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
- ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
- †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
District: GEOPrep - Mid City

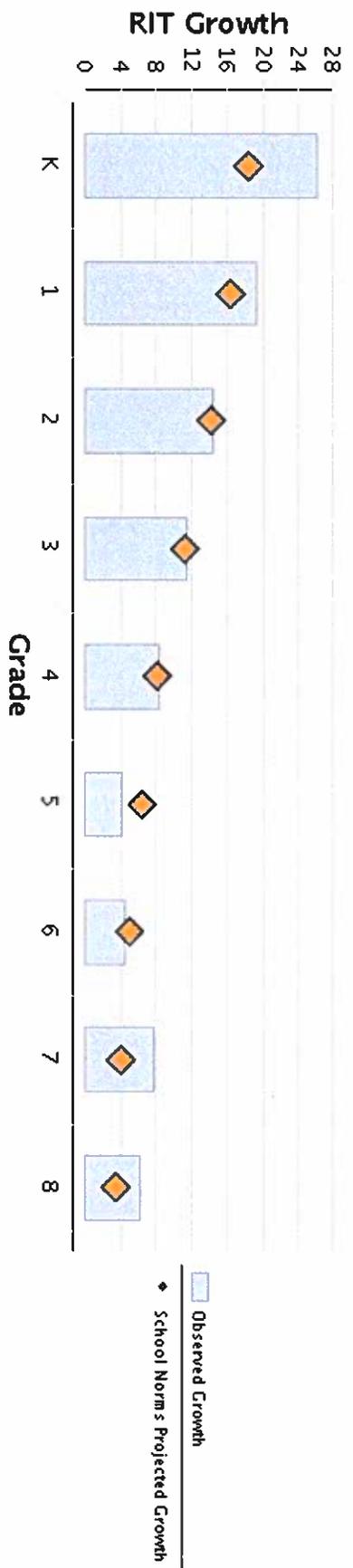
Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2017 - Spring 2018
Weeks of Instruction: Start - 4 (Fall 2017)
End - 32 (Spring 2018)

Grouping: None
Small Group Display: No

Mid City Prep

| Grade (Spring 2018) | Growth Count† | Comparison Periods | | | Growth | | School Norms | | Growth Evaluated Against | | | Student Median Conditional Growth Percentile | | | | |
|---------------------|---------------|--------------------|-------------|----------|--------|------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|-----------------------|----------------------|------------------------|----|
| | | Fall 2017 | Spring 2018 | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | | Count with Projection | Count Met Projection | Percent Met Projection | |
| K | 66 | 132.5 | 10.4 | 8 | 158.6 | 10.8 | 53 | 26.1 | 1.5 | 18.4 | 2.68 | 99 | 66 | 53 | 80 | 77 |
| 1 | 88 | 150.3 | 12.7 | 4 | 169.8 | 12.8 | 12 | 19.4 | 1.2 | 16.4 | 1.12 | 87 | 88 | 53 | 60 | 60 |
| 2 | 70 | 162.5 | 13.4 | 3 | 176.9 | 16.2 | 4 | 14.4 | 1.4 | 14.2 | 0.07 | 53 | 70 | 33 | 47 | 41 |
| 3 | 75 | 170.9 | 14.7 | 1 | 182.4 | 14.5 | 1 | 11.5 | 1.3 | 11.3 | 0.08 | 53 | 75 | 33 | 44 | 40 |
| 4 | 72 | 186.1 | 17.2 | 3 | 194.4 | 15.1 | 4 | 8.3 | 1.4 | 8.2 | 0.07 | 53 | 72 | 36 | 50 | 45 |
| 5 | 68 | 195.2 | 15.3 | 5 | 199.4 | 16.0 | 2 | 4.1 | 1.3 | 6.5 | -1.28 | 10 | 68 | 27 | 40 | 32 |
| 6 | 68 | 198.6 | 11.8 | 2 | 203.1 | 12.0 | 2 | 4.5 | 1.3 | 5.1 | -0.30 | 38 | 68 | 26 | 38 | 43 |
| 7 | 49 | 200.3 | 11.4 | 2 | 208.1 | 10.0 | 7 | 7.8 | 1.3 | 4.0 | 2.08 | 98 | 49 | 26 | 53 | 54 |
| 8 | 45 | 204.5 | 13.0 | 4 | 210.7 | 11.6 | 11 | 6.2 | 1.7 | 3.4 | 1.26 | 90 | 45 | 28 | 62 | 66 |

Reading



Explanatory Notes
 * Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Page 2 of 3

Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
District: GEOPrep - Mid City

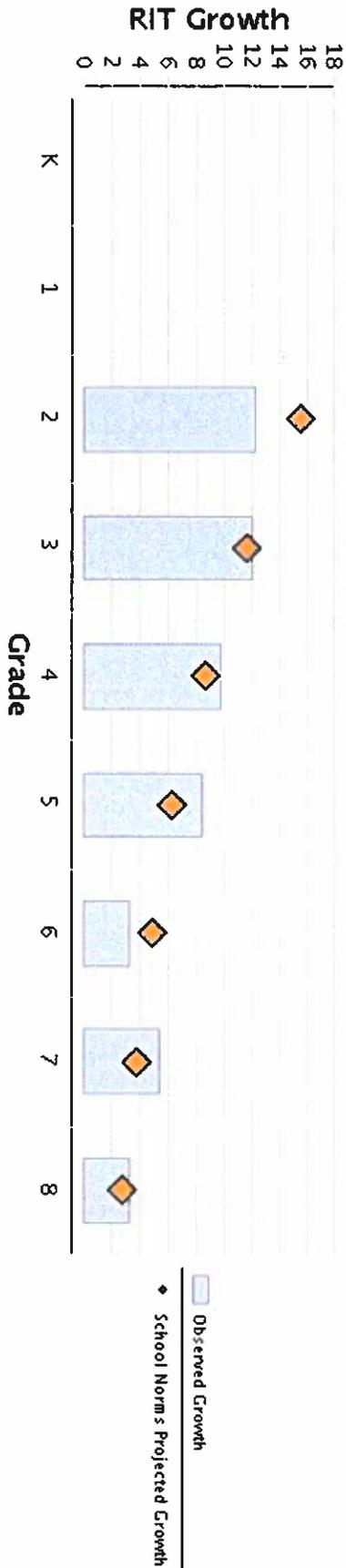
Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2017 - Spring 2018
Weeks of Instruction: Start - 4 (Fall 2017)
End - 32 (Spring 2018)

Grouping: None
Small Group Display: No

Mid City Prep

| Language Usage | Comparison Periods | | | | | | Growth | Growth Evaluated Against | | | | | | | | |
|---------------------|--------------------|----------|------|-------------|----------|------|------------|--------------------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--------------------------------------|
| | Fall 2017 | | | Spring 2018 | | | | School Norms | | Student Norms | | Student | | | | |
| Grade (Spring 2018) | Growth Count† | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Median Conditional Growth Percentile |
| K | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| 1 | 1 | * | | | * | | | * | | | | | * | | | |
| 2 | 70 | 166.0 | 11.8 | 10 | 178.3 | 13.2 | 5 | 12.3 | 1.0 | 15.6 | -1.26 | 10 | 70 | 21 | 30 | 33 |
| 3 | 82 | 173.7 | 13.2 | 1 | 185.7 | 14.5 | 1 | 12.0 | 1.0 | 11.7 | 0.12 | 55 | 82 | 44 | 54 | 53 |
| 4 | 70 | 186.3 | 14.3 | 2 | 196.2 | 14.5 | 4 | 9.8 | 1.0 | 8.7 | 0.71 | 76 | 70 | 39 | 56 | 53 |
| 5 | 60 | 194.3 | 13.2 | 2 | 202.7 | 12.1 | 6 | 8.4 | 1.0 | 6.3 | 1.24 | 89 | 60 | 32 | 53 | 48 |
| 6 | 59 | 199.6 | 11.8 | 3 | 202.8 | 10.4 | 2 | 3.2 | 1.3 | 4.9 | -0.93 | 18 | 59 | 22 | 37 | 24 |
| 7 | 42 | 204.2 | 8.2 | 5 | 209.6 | 8.3 | 9 | 5.4 | 0.9 | 3.8 | 0.87 | 81 | 42 | 23 | 55 | 49 |
| 8 | 42 | 205.0 | 10.9 | 4 | 208.2 | 9.2 | 6 | 3.2 | 1.0 | 2.8 | 0.22 | 59 | 42 | 19 | 45 | 44 |

Language Usage



Explanatory Notes

- * Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
- ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
- †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2015-2016
District: Ball State University Office of Charter Schools

Norms Reference Date:
Growth Comparison Period:
Weeks of Instruction:

2015 Norms
Fall 2015 - Spring 2016
Start - 4 (Fall 2015)
End - 32 (Spring 2016)

Grouping:
Small Group Display

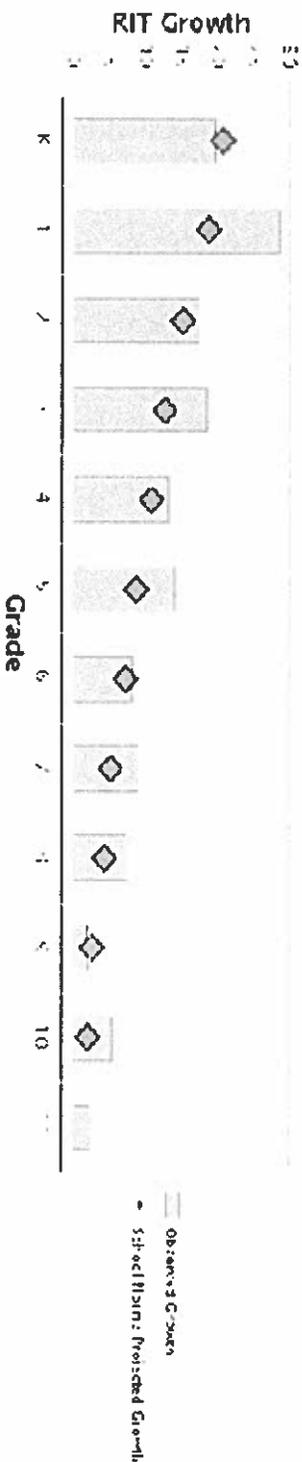
No

21st Century Charter School at Gary

Mathematics

| Grade (Spring 2016) | Growth Count | Fall 2015 | | | Spring 2015 | | | Growth | | School Norms | | Growth Exceeded Against | | | | |
|---------------------|--------------|-----------|------|------------|-------------|------|------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|---|
| | | Mean RT | SD | Percentile | Mean RT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Met Conditional Growth Percentile |
| K | 41 | 131.3 | 2.1 | 11 | 151.0 | 13.5 | 70 | 19.7 | 1.5 | 20.7 | -0.57 | 35 | 41 | 19 | 46 | 35 |
| 1 | 48 | 150.9 | 12.0 | 2 | 173.5 | 13.4 | 42 | 20.5 | 1.5 | 18.7 | 3.31 | 59 | 48 | 41 | 85 | 89 |
| 2 | 59 | 163.6 | 19.7 | 11 | 187.3 | 12.3 | 22 | 17.6 | 0.9 | 15.3 | 0.90 | 61 | 59 | 35 | 59 | 59 |
| 3 | 52 | 182.8 | 3.1 | 90 | 201.3 | 3.4 | 37 | 18.5 | 0.8 | 12.7 | 2.63 | 59 | 52 | 43 | 83 | 81 |
| 4 | 54 | 200.0 | 14.6 | 5 | 207.2 | 17.0 | 19 | 13.2 | 1.0 | 10.8 | 1.04 | 85 | 52 | 34 | 65 | 58 |
| 5 | 49 | 211.6 | 11.3 | 20 | 218.7 | 13.3 | 28 | 14.0 | 1.5 | 8.7 | 2.05 | 98 | 54 | 37 | 69 | 73 |
| 6 | 50 | 211.0 | 18.8 | 7 | 220.3 | 18.1 | 16 | 9.2 | 1.3 | 5.3 | 1.34 | 37 | 50 | 33 | 66 | 74 |
| 7 | 52 | 220.6 | 15.9 | 27 | 229.3 | 15.3 | 39 | 7.5 | 1.0 | 4.3 | 1.53 | 34 | 52 | 35 | 67 | 61 |
| 8 | 53 | 227.7 | 16.5 | 20 | 224.6 | 18.5 | 20 | 2.1 | 1.3 | 2.5 | -0.22 | 41 | 53 | 23 | 43 | 44 |
| 9 | 54 | 220.7 | 15.9 | 18 | 226.2 | 17.5 | 20 | 5.5 | 1.2 | 2.0 | 1.32 | 91 | 54 | 31 | 57 | 58 |
| 10 | 50 | 227.5 | 13.7 | 47 | 235.0 | 13.9 | 50 | 2.5 | 1.2 | | | 0 | | | | |

Mathematics



Cautionary Note:
Calculators not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
Norms Count provided reflects students who MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
District: Ball State University Office of Charter Schools

Normal Reference Date: 2015 Norms
Growth Comparison Period: Fall 2017 - Spring 2018
Start: 4 (Fall 2017)
End: 32 (Spring 2018)

Grouping:
Small Group Display

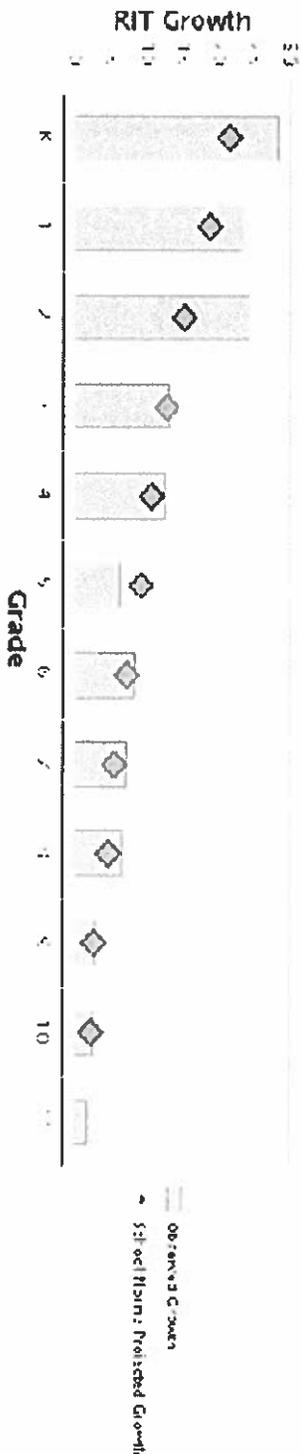
None

21st Century Charter School at Gary

Mathematics

| Grade (Spring 2016) | Growth Count | Fall 2017 | | | Comparison Period | | | Spring 2018 | | | Growth | | School Norms | | Growth Evaluation Against Student Norms | | Student Median Growth Percentile |
|---------------------|--------------|-----------|------|------------|-------------------|------|------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|-----------------------|---|----|----------------------------------|
| | | Mean RT | SD | Percentile | Mean RT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Court with Projection | Court with Projection | Percent with Projection | | |
| K | 67 | 127.1 | 8.7 | 3 | 156.4 | 12.6 | 28 | 28.3 | 1.0 | 21.5 | 2.43 | 59 | 67 | 54 | 81 | 82 | |
| 1 | 63 | 151.5 | 10.4 | 3 | 173.0 | 12.1 | 18 | 23.5 | 1.2 | 18.7 | 1.61 | 35 | 63 | 46 | 73 | 82 | |
| 2 | 70 | 168.5 | 14.6 | 7 | 192.7 | 15.8 | 54 | 24.2 | 1.2 | 15.3 | 3.53 | 59 | 70 | 55 | 79 | 88 | |
| 3 | 72 | 163.3 | 10.3 | 11 | 196.3 | 10.5 | 14 | 12.9 | 0.7 | 12.8 | 0.11 | 54 | 72 | 40 | 56 | 49 | |
| 4 | 63 | 153.1 | 9.8 | 7 | 205.6 | 9.5 | 13 | 12.4 | 0.9 | 10.7 | 0.81 | 79 | 63 | 32 | 51 | 52 | |
| 5 | 59 | 203.4 | 9.7 | 13 | 209.7 | 11.2 | 8 | 6.3 | 0.9 | 3.1 | -1.07 | 14 | 59 | 14 | 24 | 28 | |
| 6 | 54 | 210.0 | 12.1 | 14 | 218.2 | 12.0 | 19 | 8.2 | 0.9 | 7.1 | 0.46 | 68 | 54 | 27 | 50 | 48 | |
| 7 | 55 | 213.7 | 13.0 | 12 | 220.7 | 14.4 | 17 | 7.0 | 0.8 | 5.4 | 0.76 | 78 | 55 | 31 | 56 | 57 | |
| 8 | 52 | 225.5 | 13.6 | 46 | 231.9 | 14.3 | 54 | 6.5 | 0.8 | 4.6 | 0.86 | 61 | 52 | 35 | 67 | 54 | |
| 9 | 78 | 223.8 | 15.5 | 24 | 226.8 | 15.4 | 26 | 3.0 | 0.9 | 2.7 | 0.14 | 56 | 78 | 42 | 54 | 50 | |
| 10 | 57 | 228.8 | 18.5 | 45 | 231.3 | 18.0 | 46 | 2.6 | 1.3 | 2.3 | 0.69 | 54 | 57 | 52 | 56 | 50 | |
| 11 | 50 | 226.0 | 17.5 | 24 | 227.8 | 15.3 | 25 | 1.8 | 1.2 | | | | 0 | | | | |

Mathematics



Cautionary Issues
 -- Calculations are provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 -- Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on final student data.
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Student Growth Summary Report

Aggregate by School

Term:

Spring 2016-2017

Normal Reference Date:

2015 Norms

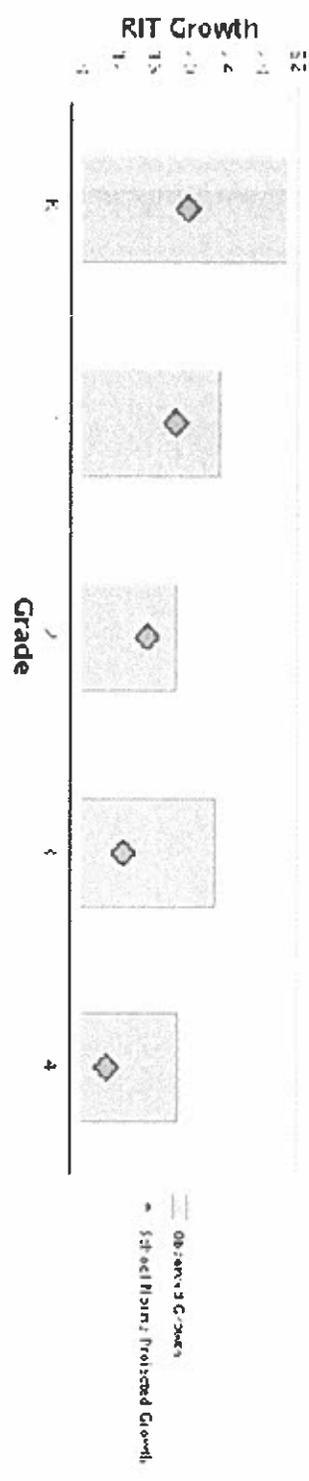
GEO Prep Academy

Mathematics

District: GEO Prep Academy of Greater Baton Rouge
 Growth Comparison Period: Fall 2016 - Spring 2017
 Start: 4 (Fall 2016)
 End: 32 (Spring 2017)
 Grouping: Small Group Delivery
 Note: NO

| Grade (Spring 2017) | Growth Count | Fall 2016 | | | Spring 2017 | | | Growth | | School Norms | | Growth Exceeded Against | | | Student Norms | Student Mean Growth Percentile |
|---------------------|--------------|-----------|------|------------|-------------|------|------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|-----------------------|---------------|--------------------------------|
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Court with Projection | Court Last Projection | | |
| 1 | 38 | 156.3 | 9.2 | 30 | 167.0 | 11.1 | 69 | 39.7 | 1.4 | 19.8 | 3.90 | 59 | 38 | 36 | 35 | 91 |
| 2 | 62 | 159.7 | 12.7 | 32 | 163.2 | 12.1 | 65 | 23.5 | 0.9 | 18.5 | 1.58 | 56 | 62 | 51 | 78 | 75 |
| 3 | 46 | 168.9 | 11.8 | 8 | 167.5 | 10.9 | 23 | 18.6 | 1.1 | 15.3 | 1.23 | 69 | 42 | 26 | 62 | 57 |
| 4 | 36 | 182.5 | 10.9 | 9 | 208.7 | 10.2 | 64 | 23.1 | 1.6 | 12.7 | 4.78 | 59 | 46 | 40 | 87 | 89 |
| | | 194.2 | 14.6 | 10 | 213.1 | 13.0 | 48 | 18.9 | 2.2 | 10.8 | 3.67 | 59 | 36 | 23 | 64 | 75 |

Mathematics



Explanatory Notes
 - Calculators not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 - Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth Calculation is based on Fall student data.
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Student Growth Summary Report



Aggregate by School

Term: Spring 2017-2018
 District: GEO Prep - Madison City

Norms Reference Data:
 Growth Comparison Period:
 Weeks of Instruction:

2015 Norms
 Fall 2017 - Spring 2018
 Start: 4 (Fall 2017)

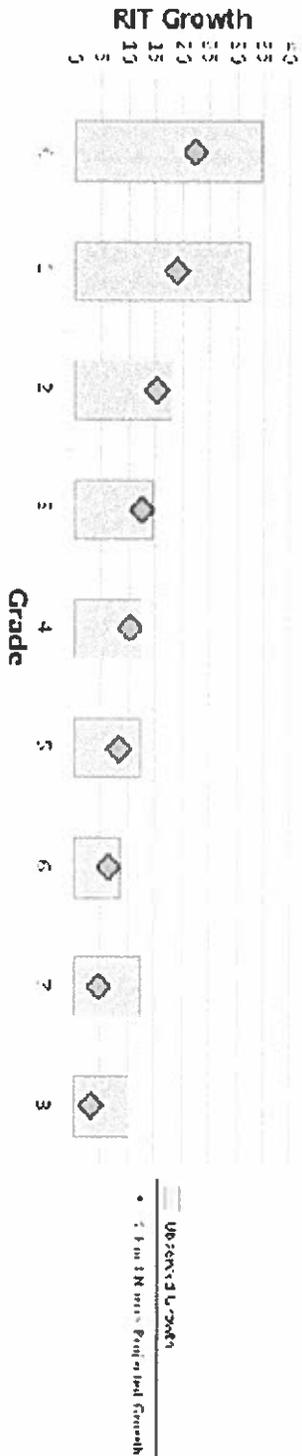
Mid City Prep

Mathematics

Grouping: None
 Small Group Display: NO
 Date: 3/10/2019

| Grade (Spring 2016) | Growth Count | Fall 2017 | | | Comparison Periods Spring 2018 | | | Growth | | School Norms | | | Growth Estimated Against | | Student Norms | | Student Median Conditional Growth Percentile |
|---------------------|--------------|-----------|------|------------|--------------------------------|------|------------|-----------------|--------------------|------------------|-----------------------------------|---------------------------------|--------------------------|-----------------------|-------------------------|----|--|
| | | Mean RTT | SD | Percentile | Mean RTT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | Standard Conditional Growth Index | Standard Conditional Percentile | Court with Projection | Court Last Projection | Percent Last Projection | | |
| K | 50 | 123.7 | 3.8 | 1 | 158.3 | 14.3 | 48 | 34.5 | 1.7 | 22.2 | 4.45 | 39 | 69 | 55 | 80 | 60 | 37 |
| 1 | 80 | 141.6 | 17.0 | 1 | 173.8 | 11.8 | 33 | 32.2 | 1.9 | 19.0 | 4.43 | 30 | 85 | 64 | 70 | 42 | 57 |
| 2 | 70 | 153.2 | 12.1 | 2 | 183.2 | 13.9 | 8 | 18.0 | 1.0 | 15.4 | 0.38 | 64 | 64 | 46 | 46 | 46 | 53 |
| 3 | 86 | 174.5 | 11.4 | 1 | 188.1 | 11.2 | 1 | 14.6 | 0.9 | 12.5 | 0.38 | 64 | 66 | 45 | 45 | 45 | 54 |
| 4 | 76 | 180.6 | 15.4 | 1 | 201.2 | 15.1 | 4 | 12.5 | 0.7 | 10.3 | 1.04 | 85 | 75 | 44 | 44 | 44 | 62 |
| 5 | 64 | 136.2 | 12.0 | 1 | 207.5 | 15.1 | 4 | 12.3 | 1.0 | 8.2 | 1.57 | 94 | 64 | 44 | 44 | 44 | 52 |
| 6 | 66 | 159.1 | 12.3 | 1 | 207.7 | 12.4 | 1 | 8.6 | 0.9 | 6.4 | 0.39 | 84 | 65 | 38 | 38 | 38 | 52 |
| 7 | 44 | 203.4 | 12.6 | 1 | 213.5 | 12.5 | 6 | 12.1 | 1.1 | 4.8 | 3.49 | 39 | 44 | 35 | 35 | 35 | 63 |
| 8 | 44 | 206.8 | 10.8 | 1 | 217.2 | 12.0 | 8 | 10.4 | 1.1 | 3.3 | 3.34 | 39 | 44 | 35 | 35 | 35 | 77 |

Mathematics



* Summary data for groups of fewer than 10 students are not shown, as the sample size may be too small for accurate statistical analysis.
 ** Calculators not provided because students have no MAP results at least one of the terms. The Growth Count is zero.
 † Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on first student data.





Student Growth Summary Report

Aggregate by School

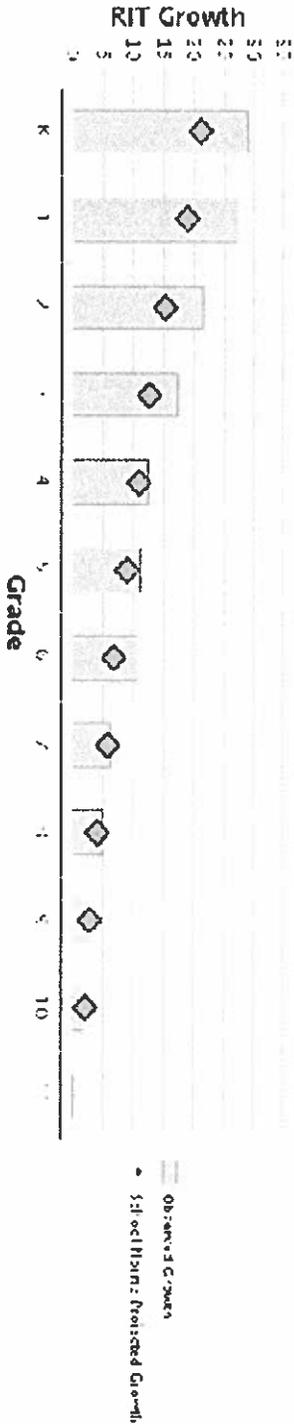
Term: Spring 2016-2017
 District: Ball State University Office of Charter Schools
 Normal Reference Data:
 Growth Comparison Period: Fall 2016 - Spring 2017
 Weeks of Instruction: 4 (Fall 2016)
 End - 32 (Spring 2017)
 Grouping: None
 Small Group Display: No

21st Century Charter School at Gary

Mathematics

| Grade (Spring 2017) | Growth Count | Fall 2016 | | | Comparison Period Spring 2017 | | | Growth | | School Norms | | | Growth Exceeded Against | | | Student Median Conditional Growth Percentile |
|---------------------|--------------|-----------|------|------------|----------------------------------|------|------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|-------------------------|-----------------------|-------------------------|--|
| | | Mean RT | SD | Percentile | Mean RT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count with Projection | Percent with Projection | |
| K | 62 | 128.9 | 3.8 | 5 | 158.8 | 14.0 | 43 | 29.1 | 1.4 | 21.2 | 2.83 | 39 | 62 | 46 | 74 | 84 |
| 1 | 62 | 144.4 | 11.5 | 1 | 171.6 | 12.7 | 7 | 27.2 | 1.2 | 18.3 | 2.78 | 39 | 62 | 52 | 84 | 85 |
| 2 | 69 | 170.9 | 12.0 | 15 | 192.6 | 13.7 | 53 | 17.6 | 1.0 | 15.3 | 2.40 | 39 | 69 | 53 | 78 | 80 |
| 3 | 75 | 173.2 | 11.8 | 3 | 196.5 | 10.1 | 14 | 17.3 | 0.9 | 12.6 | 2.14 | 38 | 75 | 56 | 75 | 73 |
| 4 | 53 | 196.5 | 3.8 | 19 | 208.9 | 13.2 | 26 | 12.4 | 1.2 | 11.0 | 0.92 | 73 | 53 | 39 | 57 | 58 |
| 5 | 56 | 201.8 | 9.3 | 8 | 213.1 | 10.8 | 16 | 11.3 | 0.8 | 8.9 | 0.92 | 62 | 56 | 33 | 59 | 59 |
| 6 | 49 | 206.4 | 12.3 | 6 | 217.2 | 13.1 | 15 | 10.8 | 1.1 | 6.9 | 1.73 | 36 | 49 | 29 | 60 | 63 |
| 7 | 64 | 213.3 | 14.1 | 33 | 226.7 | 14.3 | 37 | 6.4 | 0.8 | 5.7 | 0.51 | 62 | 64 | 39 | 61 | 54 |
| 8 | 69 | 220.0 | 15.2 | 24 | 226.2 | 15.5 | 28 | 5.2 | 1.0 | 4.2 | 0.42 | 68 | 69 | 39 | 57 | 55 |
| 9 | 53 | 227.1 | 14.9 | 36 | 229.9 | 17.7 | 35 | 2.8 | 1.5 | 2.9 | -0.65 | 48 | 53 | 30 | 57 | 50 |
| 10 | 67 | 228.3 | 18.2 | 32 | 227.2 | 20.9 | 32 | 1.9 | 1.5 | 2.1 | -0.09 | 46 | 67 | 36 | 54 | 52 |
| 11 | 48 | 225.6 | 17.4 | 23 | 225.8 | 20.1 | 20 | 0.2 | 1.8 | | | | 0 | | | |

Mathematics



Calculators not provided because students have no MAP results to at least one of the terms. The Growth Count is zero when a student's score is the same in both the fall and spring terms. Observed Growth calculation is based on that student's score.

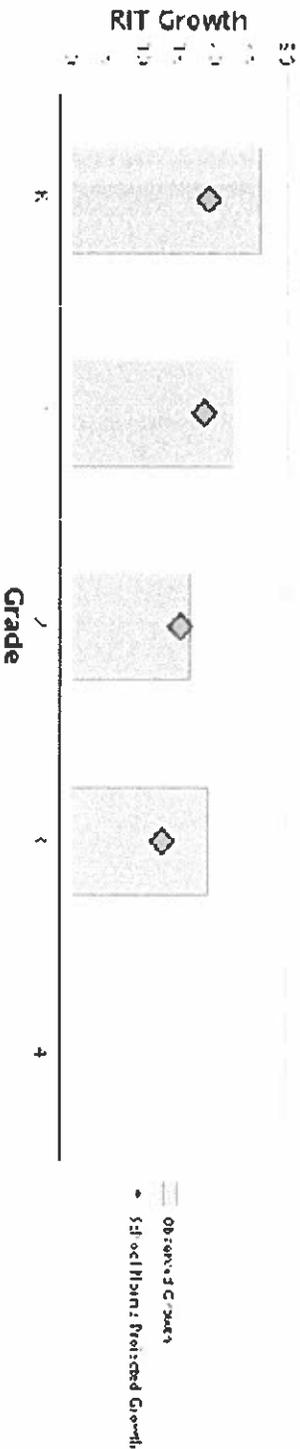
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GEO Prep Academy

Mathematics

| Grade (Spring 2016) | Growth Count | Fall 2015 | | | Spring 2015 | | | Growth | | | School Norms | | | Growth Exceeded Against Student Norms | | |
|---------------------|--------------|-----------|------|------------|-------------|------|------------|-----------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|---------------------------------------|-------------------------|--|
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count with Projection | Percent with Projection | Student Median Conditional Growth Percentile |
| K | 52 | 139.4 | 10.8 | 45 | 145.7 | 10.7 | 65 | 26.3 | 0.9 | 19.2 | 2.53 | 99 | 52 | 46 | 88 | 65 |
| 1 | 29 | 156.9 | 13.3 | 17 | 179.4 | 12.4 | 41 | 22.5 | 1.4 | 18.6 | 1.32 | 91 | 29 | 20 | 69 | 70 |
| 2 | 33 | 171.0 | 9.2 | 16 | 187.4 | 9.1 | 23 | 16.4 | 1.2 | 15.3 | 0.41 | 66 | 33 | 21 | 64 | 57 |
| 3 | 26 | 180.7 | 15.3 | 5 | 199.7 | 21.3 | 28 | 19.0 | 1.3 | 12.7 | 2.89 | 59 | 26 | 21 | 61 | 75 |
| 4 | 0 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |

Mathematics



Explanatory Notes
 - Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 - Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on the student data.
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GROWTH - Aggregate by School

Units: Spring 2017 - 2018
 District: GEO Prep Academy of Greater Baton Rouge

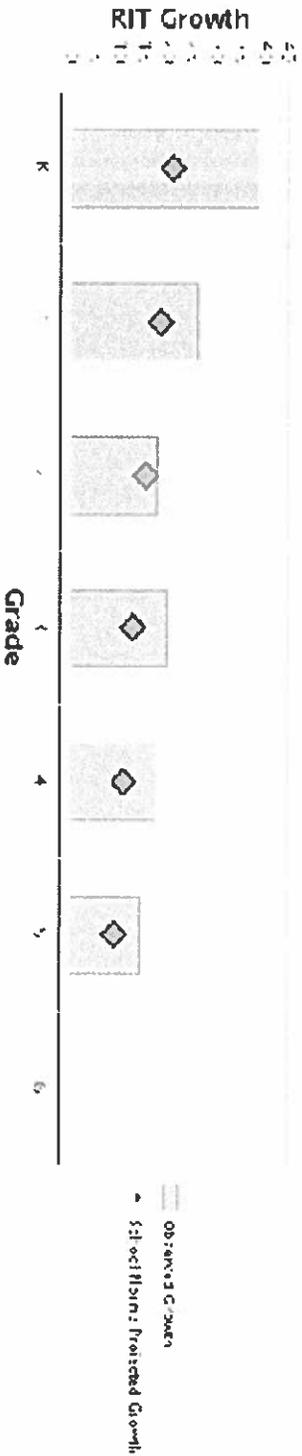
Report Reference Unit: Growth Comparison Period: Fall 2017 - Spring 2018
 Weeks of Instruction: 4 (Fall 2017)
 Grouping: End - 32 (Spring 2016)
 Small Group Display: None

GEO Prep Academy

Mathematics

| Grade (Spring 2018) | Growth Count | Fall 2017 | | | Comparison Period Spring 2018 | | | Growth | | School Norms | | | Growth Exceeded Against Student Norms | | | Student Median Conditional Growth Percentile |
|---------------------|--------------|-----------|------|------------|-------------------------------|------|------------|-----------------|--------------------|------------------|---------------------------------|----------------------------|---------------------------------------|----------------------|------------------------|--|
| | | Mean RT | SD | Percentile | Mean RT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | Observed Growth Percentile | Court with Projection | Court Met Projection | Percent Met Projection | |
| K | 47 | 139.6 | 3.2 | 3 | 152.5 | 3.3 | 35 | 39.0 | 1.3 | 20.2 | 6.45 | 39 | 47 | 47 | 100 | 39 |
| 1 | 45 | 157.9 | 14.6 | 22 | 184.0 | 13.7 | 63 | 18.0 | 1.7 | 18.5 | 2.54 | 30 | 45 | 37 | 82 | 71 |
| 2 | 57 | 173.9 | 11.5 | 30 | 191.9 | 10.2 | 49 | 18.0 | 1.1 | 15.5 | 1.05 | 85 | 57 | 57 | 65 | 64 |
| 3 | 46 | 182.0 | 12.5 | 8 | 207.8 | 11.4 | 40 | 19.8 | 1.2 | 12.7 | 3.24 | 39 | 46 | 38 | 83 | 86 |
| 4 | 40 | 196.0 | 10.1 | 7 | 213.6 | 10.6 | 51 | 17.5 | 1.0 | 11.9 | 3.00 | 39 | 40 | 34 | 85 | 81 |
| 5 | 33 | 202.0 | 14.0 | 3 | 216.4 | 12.9 | 27 | 14.5 | 1.9 | 8.9 | 2.90 | 36 | 33 | 24 | 73 | 65 |
| 6 | 0 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |

Mathematics



Explanatory notes

** Calculators not provided because students have no MAP results in at least one of the terms. The Growth Court is zero.
 * Growth Court involves teachers, students, and MAP results in both the Start and End terms. Observed Growth calculation is based on final student data.
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Attachment 22

Current or Past Litigation

The organization has not been involved with any current or past litigation regarding charter schools it operates.