

Renewal Proposal Overview

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

Charter School Name: The Excel Center – Anderson

Charter School Address: 630 Nichol Avenue
Anderson, IN 46016

Designated representative and Contact Information (Phone & Email): Betsy Delgado, VP Mission & Education
bdelgado@goodwillindy.org
317-524-4380

Mission Statement: The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and post-secondary education while developing career paths that offer greater employment and career growth opportunities. Our schools “meet students where they are” in their education by providing a flexible structure and supportive relationships to help students manage work, life, and family concerns as they achieve their educational goals.

School Leader/Principal: Brandon Marks

Current Board of Directors	
Officers:	Members:
Claudia Cummings, Chairperson	Marianne Glick
C. Perry Griffith, Jr., Vice Chair	Richard Horn
Doris L. Pryor, Secretary	Jill Kramer
Betsy Delgado, Vice President	Rose Mays
Dan Riley, Treasurer	Jay Oliver
	Don Palmer
Ex Oficio:	
Kent Kramer	Honorary:
	Fred C. Tucker III
	Gwen A. Fountain, Ph.D.

Current Grades Served	Future Enrollment	Grade Span for Next Charter Term	Maximum Enrollment for Next Charter Term
9-12 (Adult)	Year 6	9-12 (Adult)	325
9-12 (Adult)	Year 7	9-12 (Adult)	325
9-12 (Adult)	Year 8	9-12 (Adult)	325
9-12 (Adult)	Year 9	9-12 (Adult)	325
9-12 (Adult)	Year 10	9-12 (Adult)	325
9-12 (Adult)	At Capacity	9-12 (Adult)	325

Section I: Performance Review

The Excel Center for adults first opened its doors in 2010 in response to Indiana's 700,000 adults without a high school diploma. Since its initial year of operating an Excel Center, Goodwill of Central and Southern Indiana (GCSI) has expanded to include eleven Indiana Excel Centers and graduated 2,385 students. The Excel Center – Anderson opened its doors for the 2012-13 school year.

Successes

The Excel Center – Anderson has marked a number of successes since first opening its doors for the 2012-13 school year. Most recently, The Excel Center – Anderson earned an "A" for the 2015-16 school year based on Indiana's A-F Accountability System. The Excel Center – Anderson is proud of this grade not only because of the "A" itself, but also because this represents an increase over the "B" earned for the 2014-15 school year. For the 2015-16 school year, The Excel Center – Anderson demonstrated an adult high school graduation rate of 80.8% and a College and Career Readiness score of 95%. A table outlining performance in these areas over the last three years is below.

The Excel Center – Anderson			
Graduates and College and Career Readiness Performance			
	2013-14	2014-15	2015-16
Number Graduates per Year	78	47	59
College and Career Readiness	90%	91%	95%

In addition to school-based outcome data, Goodwill Education Initiatives (GEI) has also been working to track students' post-graduation data as a means of ensuring The Excel Center model is supporting students in meeting their post-graduation goals. As of our most recent data review, employed graduates of The Excel Center – Anderson were earning an

average \$11.28/hour. The following table documents the post-graduation outcomes documented thus far.

The Excel Center – Anderson Post-Graduation Outcomes		
	2014-15	2015-16
Employment	61%	46%
College	8%	27%
Both	8%	17%
Total Employment/College	77%	68%
Unemployed	23%	10%
<ul style="list-style-type: none"> • 2014-15 graduates with post-graduation data: 81% • 2015-16 graduates with post-graduation data: 68% 		

Performance Dashboard Summary Measures Not Meeting or Exceeding Standard

Based on the Indiana Charter School Board (ICSB) Accountability System, The Excel Center – Anderson has two areas identified as “Does Not Meet”:

- 1.2.a. Students graduate from high school in four years (as defined by the state’s four-year graduation rate).
- 3.2.a. The school met attendance goals.

While both of these subcategories are metrics currently identified within the ICSB’s Accountability System, The Excel Center schools are exempt in terms of traditional school age structures due to their status as an adult high school as outlined in the State Board of Education’s (SBOE) Adult Accountability Rule (511 IAC 6.3). The SBOE approved this rule in October 2015 and it went into effect January 2016. Although the ICSB Accountability System is scheduled to be updated in May 2017, until that time the two subcategories identified as “Does Not Meet for The Excel Center – Anderson are not accurate reflections of the school’s performance as based on adult high school metrics.

Section II: Improvement

(1) Sustain and build academic, organizational, and operational success over the next term.

- (a) Governing board**
- (b) Leadership team**
- (c) Teaching staff**
- (d) Academic achievement**

(a) Governing Board

At the December 2016 Goodwill Education Initiatives (GEI) Board meeting, two new members were added and a new chairperson was elected. In order to support the development of the Board and acclimation of the new members, GCSI President and CEO Kent Kramer and Vice President for Mission and Education Betsy Delgado are taking an active role in onboarding these new members.

(b) Leadership Team

Since the start of the 2016-17 school year, GEI has undertaken a comprehensive review of its various school leadership development offerings. The audit of these programs was conducted to ensure leadership development trainings move beyond a focus on straightforward skill development, and instead broaden to focus on leadership development. This review of leadership development initiatives has resulted in a revision in content to the Technical Leadership Series, a development opportunity offered to new and aspiring Excel Center directors. As a result of the program's revisions, it's now more aptly named the Leadership Series, to reflect the intentional focus on leadership development. Additionally, GEI's other key leadership development series has now been separated into two distinct tracks. This division will ensure the development activities provided to staff best align with the specific needs of the participants as it relates to the various roles within GEI. The process of revising

these professional development tracks has been the collaborative effort of GEI leadership, GCSI Office of Employee and Organizational Development (EOD), and Excel Center directors.

In addition to these leadership development opportunities, Excel Center directors participate in monthly Directors' Meetings. These meetings provide ongoing training, development, and information as a means of educating and strengthening the knowledge base of Excel Center directors.

(c) Teaching staff

At each Excel Center, teaching staff is supported by Lead Teachers, who serve as professional instructional coaches. Lead Teachers play an active role in the development of teachers' craft by providing feedback and guidance to the schools' teachers. Additionally, Lead Teachers participate in the Excel Center network-wide Lead Teacher meetings. At these meetings Lead Teachers share strategies and techniques for supporting teachers, as well as share best practice for what works in their own Excel Center so as to elicit the best educational outcomes from students.

In addition to these overarching Excel Center network goals of which all Excel Centers benefit, The Excel Center – Anderson has implemented school-specific professional development as well. Of the 15 Excel Center – Anderson staff members, six are currently participating in some type of leadership development offered through GCSI. Additionally, The Excel Center – Anderson math teachers are participating in a professional development series specific to poverty and education.

The Excel Center – Anderson’s commitment to growth for all staff members is also evidenced by its shadowing initiative. Within this initiative, throughout the course of a school year, every staff member shadows a peer in the same position at another Excel Center. This activity not only creates an opportunity to grow professionally, but it has the added benefit of creating intentional networking opportunities for staff members. Because this initiative goes beyond teachers, the school’s office manager and special education coordinator also shadow peers at other Excel Centers, so that they too may reap the benefits of this initiative and apply them to their current role.

(d) Academic achievement

Two main activities are currently in progress to sustain and build the academic achievement of The Excel Center network. The first initiative is the Curriculum Revamp Project. Within this project, The Excel Center network is revisiting the current curriculum. The intended outcomes of this project focus on ensuring all courses align to the Indiana Academic Standards, and the standards are reflected in clearly articulated curriculum maps. Beyond the curriculum itself, another outcome of the project is to develop consistent assessments for each course to then be used across the network. A Lead Teacher from each major content area (Math, Science, and English) is heading up each specific content’s work and has put together a network-wide team of teachers to ensure the revised curriculum and related resources are the most beneficial to best serve all Excel Centers and their students.

In addition to the Curriculum Revamp Project, the role of Director of Curriculum Services has been expanded. It is shifting from focusing almost exclusively on curriculum implementation to including responsibilities related to data analysis specific to curriculum and instruction and student outcomes. This additional component of the

role will provide the overall Excel Center network and each individual school with data specific to student performance on state assessments and how that performance directly correlates to course completion and performance. The anticipated outcome is that this type of analysis will allow Excel Centers to execute more timely adjustments and revisions to the curriculum based on trends in student performance.

(2) Identify any particular weaknesses, challenges, areas for improvement, and detail school's plan for addressing these needs.

The Excel Center – Anderson has identified two critical challenges. The first challenge surrounds enrollment and recruiting of students, while the second involves attendance and student retention. To address these issues, though, The Excel Center – Anderson is leveraging the strong Excel Center network, as the network as a whole as undertaken a large-scale initiative to establish clear priorities for strengthening existing practices. During a GEI leadership retreat in September 2016, a number of priority areas were identified. These initiatives were an outcropping of the recently released strategic plan for GCSI. Through this process, a series of priority work groups were created to address various areas. These work groups are made up of GEI and Excel Center staff, as well as key partners across GCSI, in order to create the most robust responses to these areas possible. The work groups have spent a minimum of three full days delving into their areas and establishing recommendations and solutions. Beyond the large group sessions, smaller committee work has taken place to supplement the large group activity. These efforts will culminate in a final large group session of all work groups on

February 1, in which each work group will share what they have developed to date and identify next steps in response to these challenges.

In addition to these network-wide work groups specific to these areas, The Excel Center – Anderson has developed additional responses to address these areas. Specific to enrollment and recruiting, The Excel Center – Anderson has identified that their most effective recruiting efforts come when done by staff members who are local and of the community. Additionally, The Excel Center – Anderson understands that many Excel Center students do not complete their diploma requirements upon their initial enrollment. Due to the barriers the student may be facing, it often requires more than one enrollment for a student to complete their requirements and graduate. To that end, The Excel Center – Anderson has begun actively re-engaging students who previously attended but did not complete their coursework prior to leaving. The Excel Center – Anderson is drafting a letter for Life Coaches to send out regularly to students who have not graduated, so that the student understands that they are welcome to return to The Excel Center – Anderson at any time. While the letter will be a consistent tool for the school, each letter will include student-specific information, so that the student understands not only how close they are to graduation, but also has a concrete reminder of the wraparound supports available to help them succeed. For the last term alone, this intention outreach to re-engage former students resulted in 25 of this term's "new" students being re-enrollees.

Related to the challenge of attendance and student retention, the Excel Center network has spent the first semester of the 2016-17 school year redefining our Active Student Policy. This policy has been revised to now include more specific attendance requirements, as well as interventions the school must implement in order to clearly

identify any attendance challenges and provide communication to support student engagement in the school. Beyond this, The Excel Center – Anderson is also seeking to develop partnerships with local school districts for the purpose of supporting students who are over age and under credits. The goal of The Excel Center – Anderson is to make sure local schools and students understand that the Excel Center is a valuable resource for students overage and below credits in order to support them in earning their diploma. Currently The Excel Center – Anderson director is planning spring events to begin developing these relationships with local school districts.

(3) Any additional evidence, beyond data in dashboard, that supports school's case for renewal.

All evidence and explanation is provided throughout the other sections of this renewal application.

Section III: Proposed Changes to Charter Agreement

No proposed changes to the charter agreement are requested at this time.

Statement of Assurances

This form must be signed by a duly authorized representative of the applicant for renewal and submitted with the Renewal Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

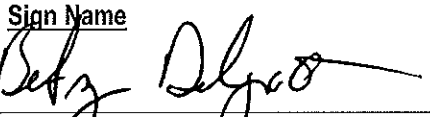
As the authorized representative of the applicant, I hereby certify that the information submitted in this application for charter renewal for EXCEL CENTER (name of school) to be located at ANDERSON, IN (location of school) is true to the best of my knowledge and belief; and further I understand that, if awarded a renewal, the school:

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.

<u>Print Name and Title</u>	<u>Date</u>
BETSY DERGADO, VICE PRESIDENT MISSIONS + EDUCATION <u>Sign Name</u> 	1-26-17