

Hoosier Academy, Inc.

Minutes of the Indianapolis Board Meeting
October 28, 2014

I. PRELIMINARY:

A. Call To Order: board chair John Marske called the meeting to order at 5:40PM.

B. Roll Call:

Board members present: John Marske, John Luta, and Dynelle Pelsy-Bowyer

Staff present: Byron Ernest, Head of Schools; Kathy Coe, Operations Manager; Jennifer Waterman, Marketing Coordinator; Leslie Schott, Finance; Rachael Borrelli, Community Coordinator; Dominique Franklin, Academic Administrator; Chris Chalker, Academic Administrator; Patti Herron, Academic Administrator; Paul Runyon, Counselor; Dana Smith, Title I Coordinator; Patsy Woods, Special Education Director; Brian Nash, High School Teacher; Jenn Lyons, Elementary Teacher; Alissa Smith, Elementary Teacher; Kristen Bauer, Elementary Teacher; Elizabeth Breeden, Elementary Teacher; Rachel McDaniel, Elementary Teacher; Nadina McFann, Board Liaison; and Brad White, High School Teacher. Also present was Leanne Lamb, virtually.

C. Approval of the September 23, 2014 board meeting minutes:

John Luta moved to approve the September 23, 2014 Board Meeting Minutes. Motion passed.

D. Adopt Board Agenda for the October 28, 2014 meeting:

John Luta moved to adopt the October 28, 2014 Board Meeting Agenda. Motion passed.

E. Oral Communications: There were no oral communications

II. Hoosier Academy School and Student Outcomes:

A. Academic Plan and Monthly Data Presentation:

Dr. Ernest shared the 5 parts to the 2014-2015 Academic Plan: Writing, math, science, reading, ELA, science and college and career readiness program. Each component will have data that will be shared. This month is NWEA, Study Island, USA Test Prep, and DIBELS. Also introduced Jamie Barwood from Ball State University, Charter School office, academic coordinator; working alongside Dr. Ernest to make sure that our academic metrics are aligned with Ball State. Dr. Ernest is working on scheduling monthly meetings with BSU to share data. Jamie shared that the academic plan is in the progress of revision and likes that it will provide schools with a solid dashboard to monitor their own performance. This academic dashboard will allow schools to be successful.

USA Test Prep data:

Dominique Franklin and Chris Chalker

End of course assessments in Algebra, English 10 and Biology are a focus for high school. Using an online tool called USA Test Prep, where students are on a 6 weeks benchmark session that allows teachers to monitor progress. Mostly 9th and 10th grade students are participating in Algebra USA Test Prep. English lab is for those students who need to retake the English ECA, and Biology for those who need to retake that portion of the ECA. Students took a diagnostic test at the beginning of the year so teachers could see where they were. The diagnostic test covered all of the standards from the end of the year course assessments.

John Marske wanted to understand the terminology in referring to benchmark as meaning the 6 week assessment over the standards that were taught by the teacher. Dynelle Pelsy-Bowyer mentioned that the diagnostic test is like a pre-test, and John Luta clarified the 36% diagnostic score was the average score from the students prior to the benchmark.

Chris Chalker reviews the 7-12 hybrid USA Test Prep data, and is looking at ways to improve the participation rate as well as identifying those students who are no longer with the program for the second benchmark.

USA Test Prep allows us to assign based on need, even if the teacher did not touch upon a specific standard.

Chris Chalker shared that the hybrid high school numbers for the ELA benchmarks are skewed because there was no high school english teacher for 5 weeks. Students only have 1 week in between the second benchmark.

John Marske asked if the hybrid tests are administered at the school. Chris said that the days at the center are designed to prep them for the test, which can be assigned at the center or home.

Dominique Franklin shared the biology is not an overall indicator for our grade average in the state's eye; they want to show improvement because we have end of course assessments for biology. Scores were combined with hybrid students.

Study Island:

Patti Herron and Chris Chalker

Monitor progress in math and reading and wants 100% exposure by completing 10 questions per lesson. Teachers invite students to attend small group sessions to touch upon specific standards, and then send them to Study Island to test them. Shared the September data from grades 3-8 on Blue Ribbons earned. Blue ribbons are earned because students completed the 10 questions with a score of 70% or better.

Hybrid middle school offers Study Island working lunch for students to complete the exposure and earn blue ribbons. Chris mentioned that when they first started the working lunch, he saw more students in the lab working during their lunch, but now, more students are able to enjoy their lunch.

Teachers assign pathways each week that are aligned with the OLS and standards, and attend weekly data meetings to dig deeper into the data.

John Luta wanted to clarify that the small groups are assigned based on ability. Patti shared that those students who receive an invite to a small group who needs remediation. John Marske asked how long does it take a student to complete the 10 exposures; Patti said that it depends on the grade level and the lesson, but usually takes 10-15 minutes to complete 1 question.

Hybrid implanted a Study Island period to get more exposure to pathways to achieve a blue ribbon which says that they have mastered the standard.

John Luta asked why does 3rd grade always have high numbers, Patti shared that it depends on numbers. The goal is to always improve; for all students, all abilities.

Middle school hybrid has incorporated two additional periods that allow students to work in Study Island and improve the data shared.

NWEA:

Patti Herron and Chris Chalker

Difficulty of question is based on if they get the previous question correct or incorrect to capture what the student knows. A student's score is broken down into Low, low average, high average, or high groups.

Goal was to have 95% complete NWEA; goal was met. Teachers host Class Connect sessions based on specific interventions according to a student's score. Students that are high achieving are encouraged to participate in contests, clubs, ALP, and enrichment activities to continue growth.

Patti shared the reading scores for the younger grades that are virtual were high, but was not done with fidelity; a lot of parents were helping their student take the tests. Patti will be sharing the importance of not assisting their student so they understand how important the test is to teachers. Hopefully the scores will be more accurate in the second round of testing in December.

Plans have been set into place by virtual teachers for students depending on what group, low, low average, high, or high average. Each group has been provided with different resources and class connection sessions to attend. Teachers have data meetings with parents so that they know where their child is, and where they need to be.

Hybrid middle school groups, 1/3rd of the students are taking high school level classes. Using peer tutors in the middle school level to help those in the lower groups. Students have small group instruction through Class Connect, or at the Center. Chris shared that his teachers monitor weekly for students who are in the red category and bi weekly for those in the yellow category.

John Marske asked if parents are aware of what category their student is in- Patti relied yes.

Dynelle Pelsy- Bowler asked about the time commit from the additional resources that students are expected to do- Patti relied about 10 minutes; really wanted to not add more to the parent's plate.

DIBELS:

Patti Herron and Chris Chalker

Series of short tests on literacy given to students in grades k-6, testing on specific literacy skills. Students who are in the red category groups are tested weekly; those in the yellow group are tested bi weekly to test the effectiveness of the interventions that are set in place. Each grade level has assigned resources that are put into place based on the areas that students need help in.

Mid-year benchmark will take place in January with the goal of 70% of students at appropriate level. Hybrid red students are invited to virtual class connection sessions.

Teacher Testimony:

Alissa Smith and Kristen Bauer

Alissa Smith shared that all of her families are trying- they are doing the work, they are doing the assignments, and showing up for class connect sessions because there is accountability, and the bar is set high.

Data meetings have helped Alissa be reflective, and moved her teaching to the next level. Sees the weekly data meetings as an opportunity to show and tell what she has been doing with her students.

Kristen Bauer shared that this year class connect sessions have been based around small group that supports in reading, math, writing, and English. Each subject area has specific programs that are implemented to help track student data.

Skills checks happens every 6 weeks were teachers meet their students for 15 minutes, one on one, go over standards that should have been mastered in that time period. Students also see their data during their skills check sessions, and know what their goal is every time.

Professional development and book clubs with Dr. Ernest has improved teaching strategies. Feedback from administrators during observations have allowed for meaningful reflection and opportunities to grow.

DC Trip:

Patti Herron

Patti is asking the board for approval to offer a trip to DC for middle school students. The trip is organized through a company called *World Stride*. Students will travel by bus, and all meals are included in the price. Parents are a must; each child must have a parent attend and they stay in a hotel.

Teachers who are interested in going can earn 25 PGP points, and students can earn high school credit. Lacy Spears, virtual teacher is also helping with the trip.

Financial assistant is available for students who would like to go, but cannot afford the trip on their own. Students will be getting sponsors who donate towards the cost of the trip. Families will be in DC for 3 full days.

John Luta asked about insurance for the trip. Dr. Ernest shared that we upgraded our insurance to cover transportation outside of Indiana, and Mr.Scott is working on getting the proper certificates are in place as well as a waiver. Rules and consequences are already in place in the student handbook.

Dynelle Pelsy- Bowler motioned to approve the 7th and 8th grade DC trip. Motion passed.

Ivy Tech:

Leslie Schott

Follow up for Ivy Tech. Two students are currently enrolled. Schott will provide an update every quarter on the financial break down.

John Luta asked how close is K12 to getting a national price list. Dr. Ernest shared that they are currently working towards an agreement.

Enrollment Report:

Kathy Coe reported 188 virtual students began October 27th, as of last Wednesday. Total student enrollment is between 3,400 to 3,500. Continuing to enroll students through December 2nd, and then will hold off until the beginning of second semester.

Community Report:

Rachael Borrelli shared website data, as well as past events such as Orchard Day; great numbers for that, more than 600 families, as well as a great day. Shared Title I movie event along with parent turnout around the state. Rachael shared that they are pushing new families to go to the website after the orientation session to get great training sessions on how to operate the OLS. Also added to the website are PAC, a photo gallery, and Mr. Mojo anti-bullying videos to the website.

Coming up next month, Title I bowling events, mom's book club, PAC meeting, statewide library day, and new parent orientations. All are welcome to attend.

Compliance Report:

Kathy Coe shared the School Operations Report from k12. Coe also shared that the state compliance reports through September were completed on time, and that they are ready to submit textbook and testing labels. Kathy shared that next big report is the special education count, and Ball State reporting calendar has been shared as well as what types of reports they are asking for. Most of the information Ball State is asking for requires the most up to date version.

Personnel Report:

Kathy Coe reports no change in personnel and one person on medical leave who is returning on November 3, 2014.

Financials:

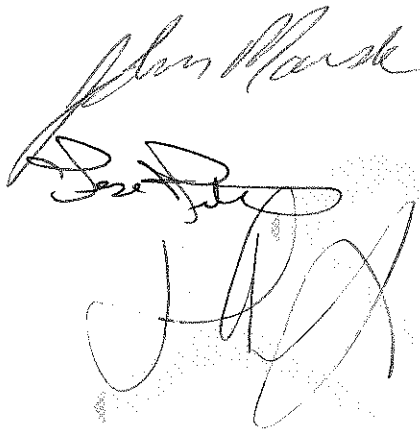
Leslie Schott reviewed the financial reports for both the virtual and hybrid schools, as well as the balance sheet for both. Textbook reimbursement will be turned in and hopefully we will get money back. Final Title I report for the end of the year will also get filed.

Virtual finance is an estimate according to the first count date; it is not final because it is not on the DOE website. Per pupil revenue is slightly up, average enrollment dropped from 3,500 to 3,100, with more dropping from k-8, but gaining in high school. Next count date will be in December. Did receive approval for Title 1(a) funds, and are planning on hiring a new position.

Indy finance is also an estimate according to the first count date.

John Markse moved "the representation of the funding shortfall for FY13, as an Accounts Receivable within audited financial statements and approve the Account Payable vouchers. Pelsy-Bowyer seconded. The motion passed.

Being no further business, adjourned



The image contains three handwritten signatures in cursive script, stacked vertically. The top signature is the most legible and appears to read "John Markse". The middle signature is less legible but appears to be "Pelsy-Bowyer". The bottom signature is highly stylized and illegible.