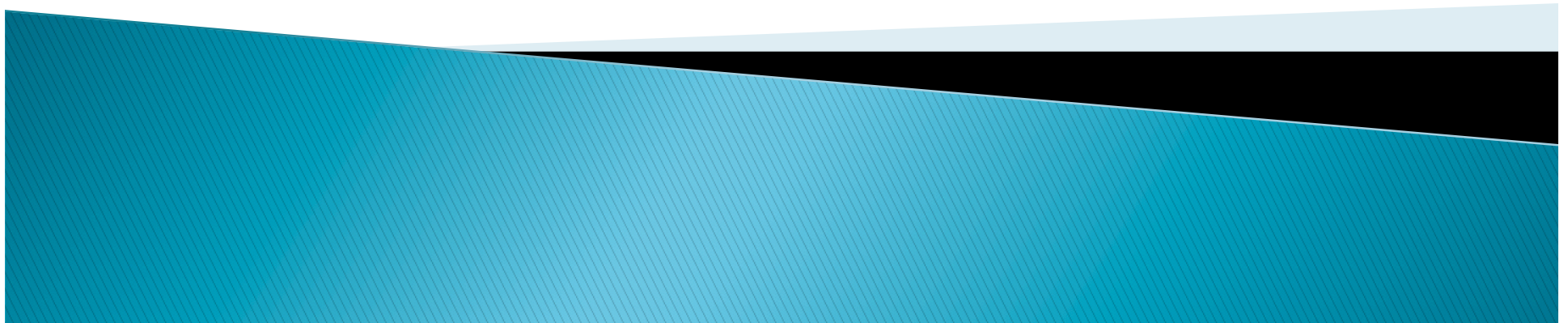




**“State of the School” Presentation
August 2012**



Overview

- ▶ **Accountability & Compliance**
- ▶ **Personnel**
- ▶ **Operations**
- ▶ **Fund Development**
- ▶ **Finance**

Accountability & Compliance

- ▶ Performance Relative to Accountability Goals
- ▶ Changes in Accountability & Compliance

Accountability & Compliance

Performance Relative to Accountability Goals

- Students in 3rd–8th grades in Georgia take the CRCT in several subject areas.
- Per the ANCS charter agreement, our school has the following academic accountability goal related to the CRCT:

During each year of the charter term, the Charter School will make Adequate Yearly Progress as demonstrated by meeting or exceeding the Annual Measurable Objectives for Mathematics and Reading/English Language Arts and all other requirements as established by the Department each year for the Criterion-Referenced Competency Test (CRCT).

Accountability & Compliance

Performance Relative to Accountability Goals

- The DOE has not yet posted the annual measurable objectives (now known as “state performance targets”) for 2011–12 due to state’s waiver from the adequate yearly progress requirement of the No Child Left Behind Act
- ANCS will eventually receive notice of its performance relative to state targets for 2011–12

Accountability & Compliance

Performance Relative to Accountability Goals

- Per the ANCS charter agreement, we have an additional goal related to the CRCT in which we must demonstrate “growth and increased rigor” by meeting our own schoolwide performance targets on the CRCT
 - Reading: Our charter goal for 2011–12 was to have 87% of students meeting/exceeding standards. Our *actual* schoolwide percentage of students meeting/exceeding standards was 98% – *goal met*
 - English/Language Arts: Our charter goal for 2011–12 was to have 87% of students meeting/exceeding standards. Our *actual* schoolwide percentage of students meeting/exceeding standards was 96% – *goal met*
 - Math: Our charter goal for 2011–12 was to have 84% of students meeting/exceeding standards. Our *actual* schoolwide percentage of students meeting/exceeding standards was 89% – *goal met*

Accountability & Compliance

Performance Relative to Accountability Goals

- Students in 3rd, 5th, and 8th grade in Georgia take an annual writing assessment
- Per the ANCS charter agreement, our school has the following academic accountability goal related to the writing assessment:

The performance on the fifth grade writing assessment will set the baseline performance level for each cohort. Each cohort of fifth graders will decrease the students performing below standard by 20% by the time that cohort takes the eighth grade writing assessment.

Accountability & Compliance

Performance Relative to Accountability Goals

- Class of 2012 8th grade ANCS students who took the Georgia writing assessment in 5th grade, the percentage who did not meet standards decreased by 25% – *goal met*
- In the 5th grade, 90% of students met or exceeded standards in 2012
- In the 8th grade, 87% of students met or exceeded standards in 2012

Accountability & Compliance

Performance Relative to Accountability Goals

- ANCS students in grades 3rd, 5th, and 8th took the Iowa Assessments (formerly the Iowa Test of Basic Skills) in Reading, ELA, and Math in March 2012
- Per the ANCS charter agreement, our school has the following academic accountability goal related to the Iowa Assessments:

Student cohorts will be formed in the third grade and will remain intact through the eighth grade. The performance on the third grade administration of the ITBS will set the baseline performance level for each cohort. Each cohort of third graders will get 10% closer to a NCE of 99 by the time that cohort takes the ITBS in the eighth grade.

Accountability & Compliance

Performance Relative to Accountability Goals

- The NCE measure (normal curve equivalent) is no longer reported on the IA, and instead NPR (national percentile rank) is used as a basis of group comparison
- NPR provides a relative comparison of performance as compared with other students of the same grade level who took the same test at the same time of year

Accountability & Compliance

Performance Relative to Accountability Goals

- In 2012, ANCS 3rd grade had an overall NPR among the three battery of tests of **87**, meaning that our students had higher levels of achievement than 87% of students who took the same test nationally
- In 2012, ANCS 5th grade had an overall NPR among the three battery of tests of **77**, meaning that our students had higher levels of achievement than 77% of students who took the same test nationally
- In 2012, ANCS 8th grade had an overall NPR among the three battery of tests of **85**, meaning that our students had higher levels of achievement than 85% of students who took the same test nationally

Accountability & Compliance

Performance Relative to Accountability Goals

- Of class of 2012 8th grade students who took the Iowa Test of Basic Skills as 5th grade students in the spring of 2009, the NPR of that group on the 3rd grade battery of tests was 37 and on the 5th grade battery of tests was 72
- The change in NPR for this cohort group from 3rd to 8th grade was +48 – *goal met*

Accountability & Compliance

Performance Relative to Accountability Goals

- Per our charter agreement, the following organizational accountability goal is measured each year through annual surveys:

Each year, the percentage of parents satisfied with the overall quality of their child's education as measured by a survey, shall meet or exceed 85%.

- Of this year's parent survey respondents, 91% responded that they were satisfied with the quality of their students' education at ANCS – *goal met*

Accountability & Compliance

Performance Relative to Accountability Goals

- Per our charter agreement, the following organizational accountability goal is measured each year:

The Charter School will be economically sustainable.

- Measure 1: Each year, the Charter School will operate in a fiscally sound manner as measured by an external audit – *in progress*
- Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation of resources – *goal met*
- Measure 3: In each year of the charter, yearly balance sheets will demonstrate that the Charter School maintains adequate cash reserves – *goal met*
- Measure 4: In each year of the charter, the Charter School will meet all Generally Accepted Accounting Practices (GAAP) as demonstrated by external, annual audit reports – *in progress*

Accountability & Compliance

Performance Relative to Accountability Goals

- Per our charter agreement, the following organizational accountability goal is measured each year:

The Charter School's governing board will effectively promote the school's mission.

- Measure 1: The governing board will update the strategic plan for the Charter School annually – *in progress*
- Measure 2: The governing board will conduct a formal quarterly review of the Executive Director – *goal met*

Accountability & Compliance

Changes to Accountability & Compliance

- There are two changes to the ANCS charter accountability goals per communication with the DOE
- Due to Georgia's waiver from the AYP requirement of the No Child Left Behind Act, the state will now use "state performance targets" to assess school performance –
[click here for DOE communication on this issue](#)
- Due to changes in reporting format on Iowa Assessments, ANCS requested clarification from DOE regarding accountability goal tied to these assessments –
[click here for DOE communication on this issue](#)

Personnel

- ▶ Faculty & Staff Snapshot
- ▶ New Initiatives & Roles
 - New Teacher Residency Project
 - Leadership Roles

Personnel

Faculty & Staff Snapshot

- ANCS currently employs 90 faculty and staff members
- 73 teaching faculty members and 17 administrative/support staff members
- Average tenure of current faculty/staff at ANCS is 5.8 years
- 63% of teaching faculty has five or more years of teaching experience
- 55% of teaching faculty has master's degree or higher

Personnel

New Teacher Residency Project

- ANCS launching New Teacher Residency Project (NTRP) in collaboration with Georgia State University
- 3 year grant funded by Georgia Innovation Fund
- Innovation Fund grants created to support:
 - Partnerships to implement innovative and high-impact programs aimed at producing positive outcomes for students
 - Priority area for which ANCS received funding focuses on raising teacher effectiveness by bridging the gap between pre-service and career teaching through structured and intensive support for new teachers

Personnel

New Teacher Residency Project

- ANCS NTRP Project Director, Elizabeth Hearn, works with faculty members from GSU, graduate research assistants from GSU, and consultants from the School Reform Initiative to oversee NTRP
- Snapshot of current NTRP teachers:
 - 8 “year one residents” – GSU student teachers
 - 5 “year two residents” – associate teachers
 - 13 mentor teachers from ANCS faculty
 - 13 cooperating teachers from ANCS faculty

Personnel

New Teacher Residency Project

Year One

Sarah Mia Obiwo

Sheniqua Pierce

Kristin Traina

Sharonta Johnson

Erik Roberts

Jasmine Parker

Samantha Struttmann

Jeffrey Beavers

Year Two

Brittnay Sattler

Zach Andrew

Jenna Edmondson

Sylvester Walker

Leah Balboa

Personnel

New Teacher Residency Project

Cooperating Teachers

Thermonique Childs

Mandi Pina

Veleta Greer

Susan Taylor

Heidi Lance

Somer Hobby

Denise Svenson

Leslie Smallwood

Susan Cannon

Personnel

New Teacher Residency Project

Mentor Teachers

Teresa Lee

Mandi Pina

Brooke McGhee

Crystal Francois

Lesley Michaels

Lindy Settevendemie

Colleen Scopano

Leslie Smallwood

Susan Cannon

Elizabeth Hearn

Denise Svenson

Jackie Webb

Darnell Fine

Personnel

New Teacher Residency Project

Partnership Team

GSU

Carla Tanguay
Stephanie Cross

GSU Research Assistants

Hardray Dumas
Morgin Jones Williams

School Reform Initiative

Connie Zimmerman Parrish
Susan Westcott Taylor

Personnel

New Leadership Roles

- New leadership roles for 2012–13 school year to address significant areas of need at the school
 - Gifted/talented model researchers: Crystal Francois and Susan Taylor
 - Related arts coordinator: Aaron Goodson
 - Multicultural coordinator: Darnell Fine

Operations

- ▶ Student Enrollment Snapshot
- ▶ New Initiatives
 - Online Meal Pay
 - “Offer vs. Serve” Meal Program
 - Middle Campus After School Program
- ▶ Facilities Projects
 - FY12 Facilities Grant
 - FY13 Facilities Grant
 - Potential Expansion of Enrollment Capacity

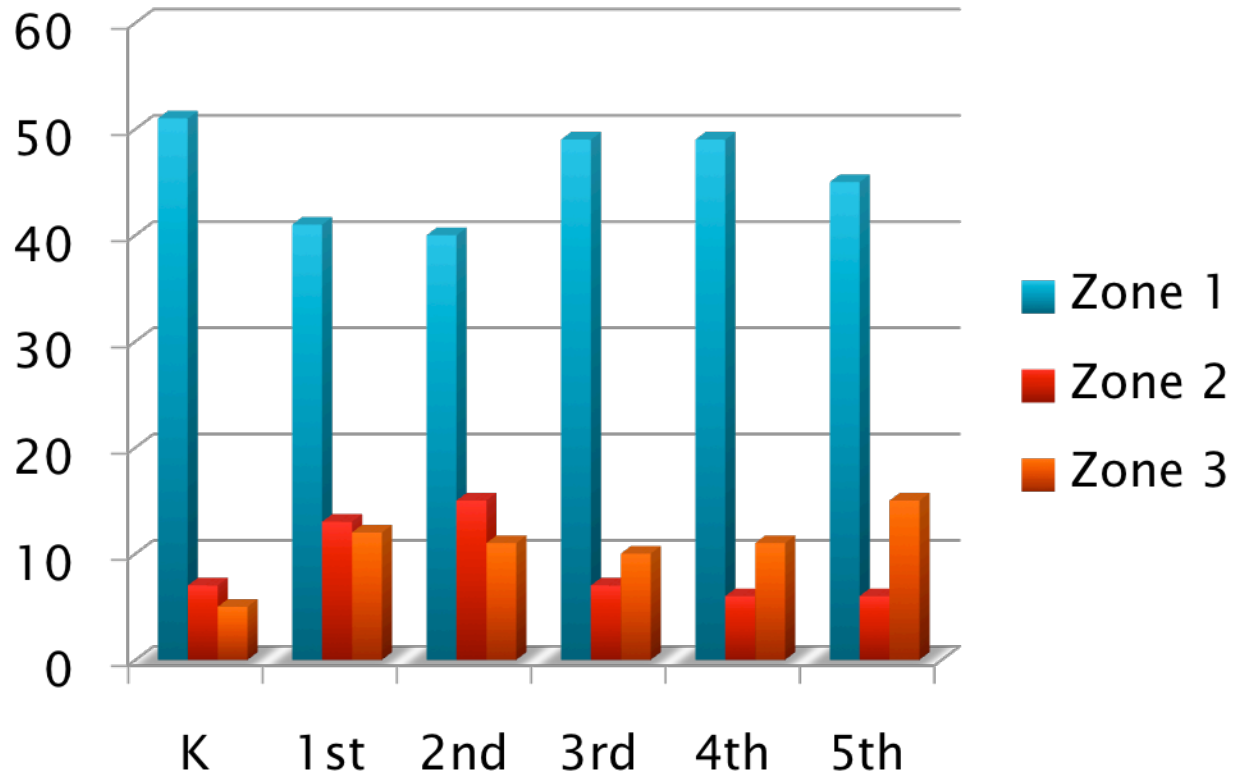
Operations

Student Enrollment Snapshot

- Current K–8 enrollment: 619 students
- 74% of students reside within NPU–W
- 51% male, 49% female
- 63% White, 27% Black, 7% Multi–Racial, 2% Hispanic/Latino, 1% Asian
- Middle school campus qualifies for Title I funding based on 2011–12 free/reduced meal eligibility of 43%
- 197 students currently on wait list

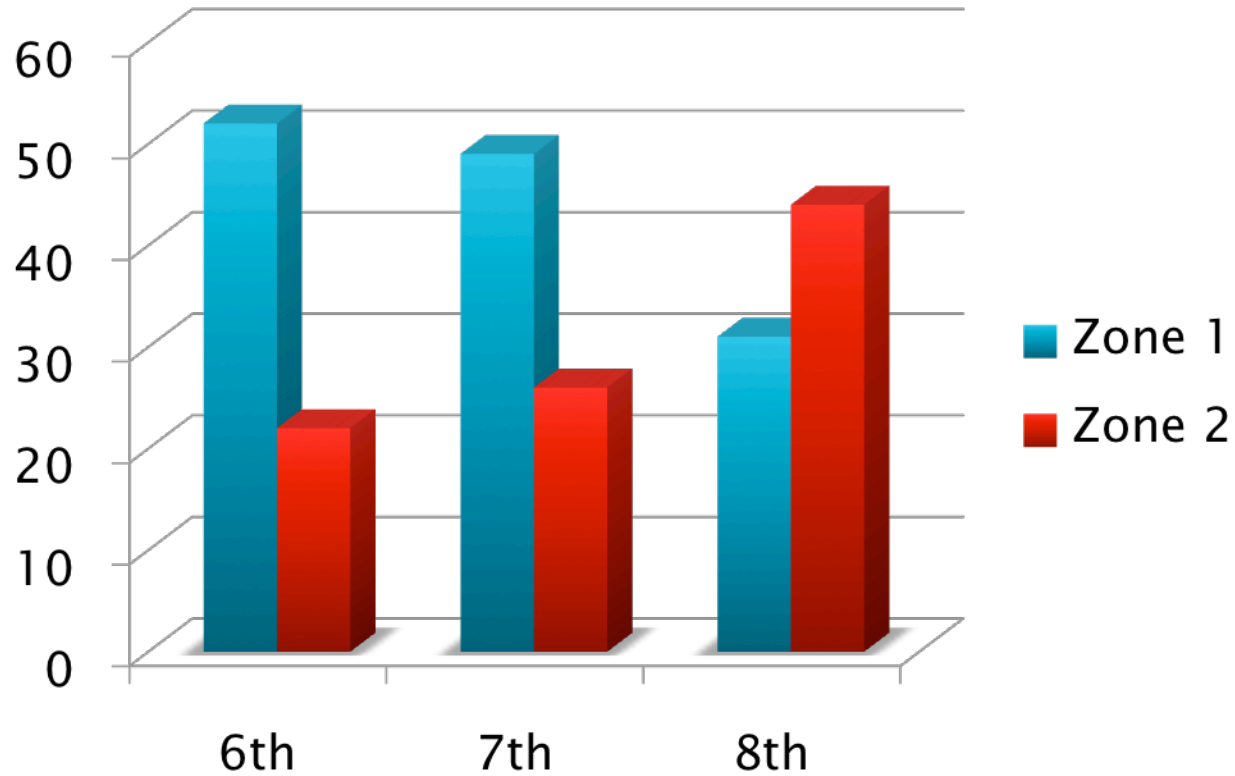
Operations

Student Enrollment By Attendance Zone



Operations

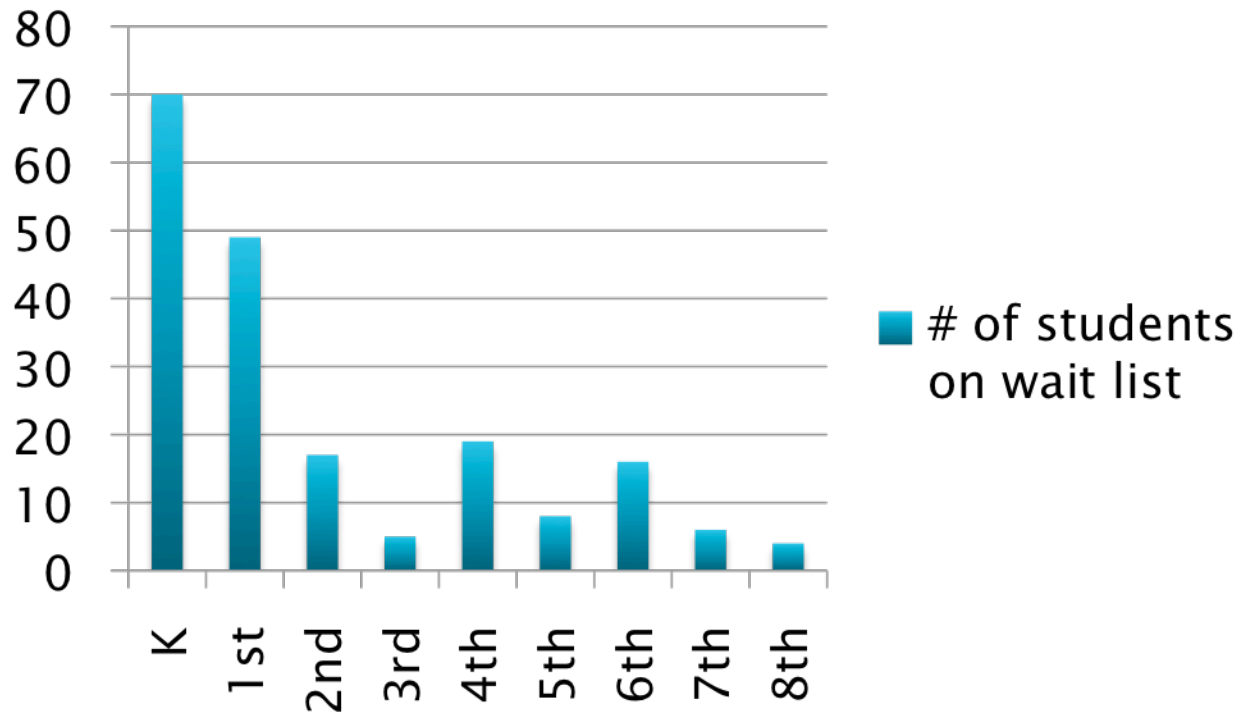
Student Enrollment By Attendance Zone



Operations

Student Enrollment Snapshot

of students on wait list



Operations

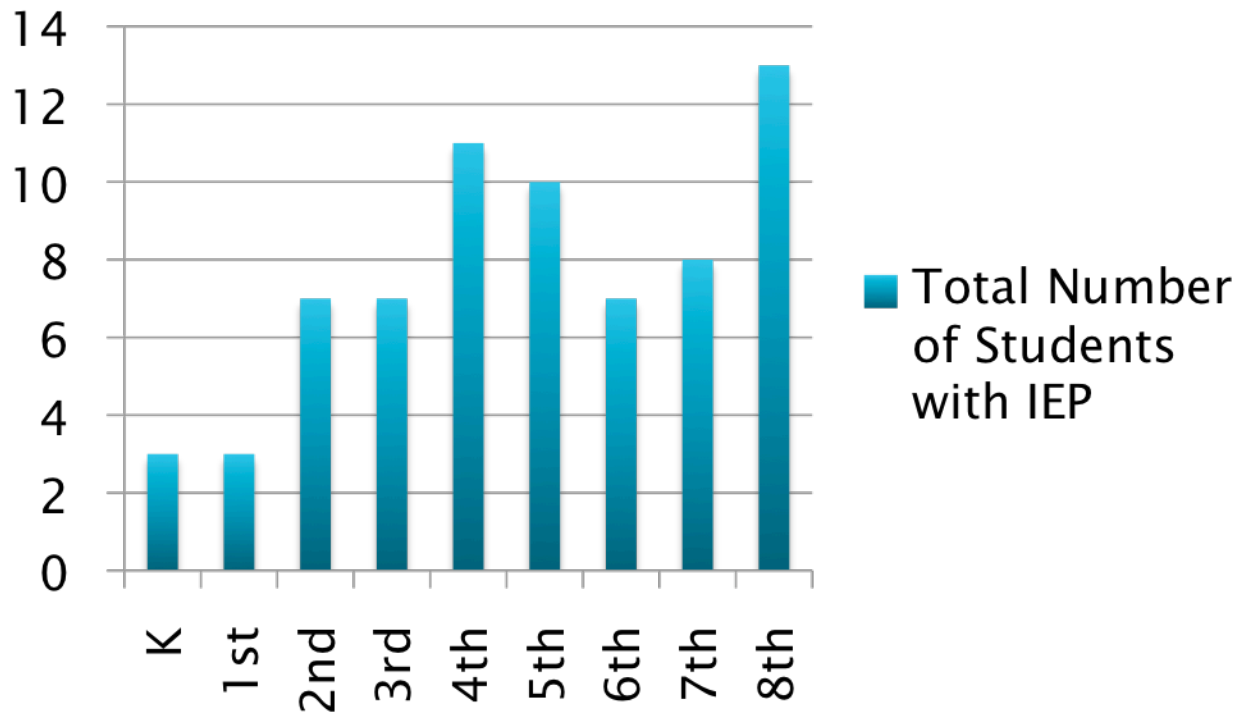
Student Enrollment Snapshot

- Current number of students receiving special education services K–8: 69 students
- Approximately 11% of ANCS students receive special education services as compared to approximately 10% of students in APS schools
- Several students in line for initial evaluations which may qualify them for special education services

Operations

Student Enrollment Snapshot

Total Number of Students with IEP



Operations

Online Meal Pay

- ANCS is in process of implementing online meal payment for families through Meal Pay Plus
- Payments made through system website with small service fee collected by Meal Pay Plus
- Final implementation and testing will occur through early September
- Projected launch is mid-September
- Assessment of experience will take place to determine any other online payment options that may possibly be added at later date

Operations

“Offer vs. Serve” Meal Program

- ▶ Middle campus meal program is now “offer vs. serve”
- ▶ Offer vs. serve...
 - lets students turn down foods they do not plan to eat and helps reduce waste by not making students take food that they don't like or won't eat
 - gives students flexibility and choice
- ▶ Students must select at least 3 of 5 “meal components” (one of which must be a vegetable or fruit):
 - Meats/Meat Alternates
 - Grains/Breads
 - Fruits
 - Vegetables
 - Milk
- ▶ School meals are priced as a unit, and the student can take 3, 4, or 5 components and be charged the same price

Operations

Middle Campus After School Program

- Based on feedback from family surveys, middle campus has launched new after school program this year
- Program modeled after elementary campus with blend of academic support, arts, and physical activity
- Through first weeks of school, average daily student attendance has been about 32 students
- Mid-year assessment of program to determine effectiveness and sustainability

Operations

FY12 Facilities Grant Projects

- ANCS was awarded \$65,000 in state facilities grant competition in October 2011
- Funds were used to complete the following projects:
 - Mortar repair/waterproofing at elementary campus
 - Recess field grading, sod laying, and irrigation at middle campus
 - Hardwood floor refinishing at middle campus
 - Parking lot repairs at both campuses
 - Painting at both campuses

Operations

FY13 Facilities Grant Application

- FY13 facilities grant program includes three separate funds to which charter schools can apply:
 - Facility mortgage/lease support (up to \$30,000)
 - Facility renovation support (up to \$150,000)
 - Facility transportation support (up to \$90,000)
- ANCS submitted FY13 facilities grant with requests for the following funds:
 - Facility mortgage/lease support – \$30,000
 - Facility renovations support – \$150,000
 - Window replacement in elementary campus auditorium
 - Fencing repair at elementary campus
 - Mortar repair/waterproofing at both campuses
 - Window replacement in middle campus new wing

Operations

Increased Student Enrollment Capacity

- Increased student enrollment capacity at ANCS remains a strategic issue to be explored by the board this school year
- Various considerations:
 - Feasibility of charter amendment to allow for expansion
 - Facilities needs for expansion
 - Making the case to the school community for expansion

Fund Development

- ▶ Fund Development Transitions

Fund Development

Fund Development Transitions

- Fundraising goal for 2011–12 was exceeded, and now a new fund development team will take over for 2012–13
- Grace Burley steps into role of Fund Development Chair for board to help oversee major fundraising efforts at the school, particularly the annual campaign and auction
- This year's budgeted fundraising total is \$133,700 (after expenses) for annual campaign and auction, however we are aiming for "\$400 per student" target
- Fundraising is more critical than ever this year

Finance

- ▶ FY12 Preliminary Year–End Report
- ▶ FY13 Budget Update

Finance

FY12 Preliminary Year-End Report

- Auditors currently reviewing FY12 year-end revenue and expense totals
- Change in accounting of payroll post-merger and the conversion of employee contract period has led to accrual of payroll expenses for the 7/20 and 8/5 pay dates that fall under FY12 contracts
- Preliminary net loss for FY12 of approximately \$65,000
- School's financial position at close of FY12 currently remains strong despite net loss

Finance

FY13 Budget Update

- Development of FY13 budget began in January 2012 and carried through process involving faculty, community, and board input
- FY13 budget was approved at May 15, 2012 board meeting
- Approved budget reflected several expense reductions, including teaching position reductions, to address projected state/local revenue decline
- Several further developments since adoption of FY13 budget require board discussion and action

Finance

FY13 Budget Update

- Current projected state/local revenue is *lower* than budgeted review by approximately \$850,000 for FY13 for three reasons:
 - APS made decision in June to deduct ~\$39 million from its revenue figures prior to calculating each school's funding allocation: **net impact to ANCS is \$413,000**
 - APS adjusted budgeted tax revenue in FY13 district budget adopted in June to reflect lower projected revenue: **net impact to ANCS is \$257,000**
 - State QBE funding for FY13 does not include QBE funding for principal position at both campuses: **net impact to ANCS is \$149,000**

Finance

FY13 Budget Update

- We are aggressively seeking to address each of these issues through various means in order to restore funding projections to budgeted amount
- *APS unfunded pension benefit issue:* ANCS is working collectively with all other APS charter schools to reverse this decision by APS. We believe this new formula for calculating charter school funding in APS is a violation of the law governing how “local revenue” is determined for charter schools.

Finance

FY13 Budget Update

- *APS budgeted vs. actual tax revenues* – The APS CFO stated at the district’s August board meeting that actual tax revenues looked to be close to \$419 million as compared to the budgeted amount of \$395 million. Several charter schools have been in ongoing discussions with the district since last fall regarding the impact on charter schools of not having higher than projected district tax revenues passed on proportionally to charter schools. At this point, charter school funding will increase only if APS board amends its budgeted revenue to reflect actual tax revenues.

Finance

FY13 Budget Update

- *QBE funding for two principals* – FY13 charter salary and operations sheets posted by DOE for our school do not reflect QBE funding for elementary campus principal. ANCS clearly meets the criteria for QBE funding for principals at each separate campus as a “combination school” under [QBE funding law](#). Meeting requested with DOE finance division to resolve this issue and restore QBE funding to appropriate level.

Finance

FY13 Budget Update

- Given these developments and the varying degrees of probability of resolving each of these separate funding issues, the finance committee has discussed different short and longer-term options for moving forward in a way that balances the fiscal health of the school with the needs of serving our current and future students