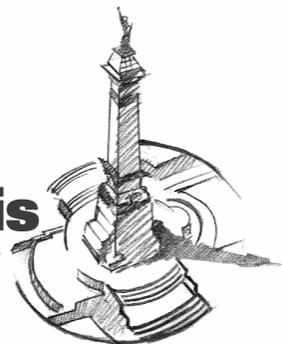

2004 Accountability Report on Mayor-Sponsored Charter Schools

August 2004

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City of
Indianapolis
Bart Peterson, Mayor



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August 26, 2004

Dear Citizens of Indianapolis:

High-quality public school options are critical to a vibrant city. That's why I continue to approve new charter schools – public schools that families can choose for their children and that I hold to the highest standards. To achieve high levels of quality, schools must be held accountable through a system that is *real* and *upfront*. The schools I charter are measured on multiple factors using a range of methods like test score analyses, parent and school staff surveys, expert site visits and governance and financial reviews, the results of which are reported annually in a very public way.

Over the past three years some of the city's most well-respected civic and community organizations and citizens have worked to create high quality charter schools in Indianapolis. This past spring, three of these schools celebrated the successful completion of their second year in operation, while two new schools completed their inaugural school year. Together, these five schools educated nearly 1,100 students during the 2003-04 school year. Five additional charter schools opened their doors in Indianapolis in August. As a result, this school year approximately 1,900 students attend charter schools that I've sponsored.

I am excited about the progress Indianapolis' charter schools have made in creating innovative programs to serve their students. This report shares with you their unique accomplishments as well as a detailed analysis of each school's performance during the 2003-04 school year. This is the second annual Accountability Report produced by my office. Last year's report was widely recognized for providing detailed, straightforward information about the schools. Even so, we've worked to improve the report this year to provide you with more in-depth analyses, including:

- *Richer analysis of how much charter school students are learning.* Like last year, my office engaged national experts to conduct a "value-added analysis" of each student's scores on standardized tests to help us understand how much impact attending the charter school actually has on students' learning, and how these students' performance compares to students elsewhere. We've taken this value-added analysis a step further this year. Our experts were able to gauge whether students were making *sufficient* progress to become proficient in reading, language, and math over time, and we've reported that information fully in the Accountability Report.

Office of the Mayor

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- *More thorough reports from our expert site visits.* We again summarize the findings of an expert site visit team that examined each school. This year our experts used a more detailed format to report what they learned about those schools in their second year of operation and, thus, we have reported more about their findings in this report.
- *Greater detail in reporting parent and staff satisfaction.* Once again we surveyed all parents and staff to gauge their satisfaction with many aspects of their schools. This year, however, we've also reported average rates of satisfaction for a multitude of categories.

From the beginning, I've been committed to holding the schools I've chartered accountable to the public. Charter schools are public schools, open to all students. For this reason, I've made it a top priority to publish these reports every year to make sure parents, public officials and the community at large know how well the schools are doing. Since these reports are issued annually, they will be useful in measuring the progress our charter schools are making over time. I also will continue to provide additional information for you through the City of Indianapolis' charter school website, www.indygov.org/eGov/Mayor/Education/Charter.

Thank you for your interest in charter schools.

Sincerely,

Bart Peterson
Mayor

Acknowledgments

The Mayor's Office is grateful to the charter schools sponsored by Mayor Peterson for striving to provide new educational opportunities for families in our community, and to the teachers, parents, and students who support the schools every day. We would like to extend our special thanks to the members of the Indianapolis Charter Schools Board and the Indianapolis City-County Council, and particularly Councillors Ron Gibson and Marilyn Pfisterer, for the support they have given to Indianapolis' charter schools. We are especially grateful to The Annie E. Casey Foundation for its support and contributions. We also thank all those who reviewed this report for their valuable commentary.

The Mayor's charter school initiative is led by Indianapolis Charter Schools Director David Harris. Indianapolis Charter Schools Assistant Director Corrie Conner develops and monitors, in conjunction with the director, charter school oversight policies and builds infrastructure for the initiative. Marquisha Johnson, charter schools special assistant, provides administrative and operational support for all efforts related to the initiative.

The Mayor's Office also would like to acknowledge the following local and national experts for their efforts in developing this report:

- **Dr. Bryan C. Hassel**, president of Public Impact, served as the Mayor's Office's principal advisor as it developed and refined its accountability system. Dr. Hassel, a national expert on charter schools and their accountability and oversight, holds a doctorate from Harvard University and a master's degree from Oxford University, which he attended as a Rhodes Scholar. Dr. Hassel is the author of *The Charter School Challenge* published by the Brookings Institution.
- **Dr. Ruth Green**, senior fellow for research at the University of Indianapolis' Center of Excellence in Leadership of Learning (CELL), led CELL's involvement with the Mayor's Office; served on the team designing the accountability system; developed the site visit protocol and led the site visits; and developed, conducted and analyzed the parent and staff surveys. Dr. Green holds a doctorate from North Carolina State University and is an expert in school accountability.
- **Dr. Steve Tegarden**, former superintendent of schools in Carmel, Indiana and Glastonbury, Connecticut, served on the expert site visit team that evaluated the schools.
- **Kaaren Rodman**, a retired English and foreign language teacher at North Central High School in Indianapolis and a Fulbright Scholar, served on the expert site visit team that evaluated the schools.

Initiative awarded major grant in 2003

In the fall of 2003, the Indianapolis-based *Richard M. Fairbanks Foundation* awarded the Mayor's Office a four-year, \$1.6 million grant to increase the number of high-quality Mayor-sponsored charter schools operating in Indianapolis. The grant funds the Mayor's Office's Seed and Lead Initiative. Seed and Lead addresses the need to increase the supply of quality proposals for charter schools in Indianapolis in two distinct but complementary ways:

Seed. Several national and local organizations have developed highly successful school designs and curricula. Seed is an aggressive program created to replicate those school designs in Indianapolis. Also under Seed, an initiative is under development to provide charter schools with access to low-cost facilities financing through the Indianapolis Local Public Improvement Bond Bank.

Lead. Nationally, there is a limited supply of leaders who are prepared to successfully open and operate a charter school. Through Lead, the Mayor's Office is partnering with Building Excellent Schools, a recognized leadership recruitment and development program, to create a pipeline of highly competent leaders with the expert training and resources necessary to start high-quality, new schools in Indianapolis.

- **Dr. Onecia Gibson**, who holds a Ph.D. in statistics from the University of Kentucky, conducted the staff survey data analyses for CELL.
- **Cassandra Jones**, who is currently pursuing her Ph.D. in assessment and measurement from James Madison University, conducted the parent survey data analyses for CELL.
- **Gail Fox**, who holds a master's from the University of Indianapolis and is currently a research assistant and project coordinator at CELL, coordinated the survey data collection, entry, and verification processes.
- **Dr. Paul Herdman**, president and chief executive officer of the Rodel Charitable Foundation of Delaware, served on the team designing the accountability system. Dr. Herdman is an expert in charter school accountability and the founder of a small public school. He received his doctorate from Harvard University's Graduate School of Education.
- **Dr. Harold Doran**, a senior research scientist at the American Institutes for Research, provided oversight for the analysis conducted on the charter schools' test scores. A recognized expert in assessment and accountability programs, Dr. Doran received his doctorate in education from the University of Arizona.
- **Tamara Hoffman**, a research associate at New American Schools (NAS), conducted the charter schools' test score analysis. Ms. Hoffman holds a master's degree in statistics for policy analysis from American University.
- **H.J. Umbaugh & Associates** developed and carried out the Mayor's system of financial oversight of charter schools. With over fifty years of experience, the firm is consistently ranked among the leading financial advisory firms in the State of Indiana by Thomson Financial Securities Data.
- **Sejal Doshi** has been a valuable contributor to the overall initiative and has contributed significantly to this report. Ms. Doshi, a former Teach For America elementary school teacher in the South Bronx, holds a master's degree from the Harvard Graduate School of Education.
- **Adam Lowe**, founder of Saffron Ventures, an education consulting firm based in Bloomington, Indiana, has assisted the initiative in various capacities including redesigning guidance for governance and compliance oversight and contributing to this report. Mr. Lowe, a graduate of Brown University, also coordinates efforts on behalf of the University of Indianapolis' Center of Excellence in Leadership of Learning to support the development of new small high schools in Indianapolis.

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Supplemental Reports

Electronic versions of the supplemental reports are available on-line and include the following:

[Supplemental Report 1](#) 21st Century Charter School: Detailed Performance Assessment and Profile

[Supplemental Report 2](#) Andrew J. Brown Academy: Detailed Performance Assessment and Profile

[Supplemental Report 3](#) Christel House Academy: Detailed Performance Assessment and Profile

[Supplemental Report 4](#) Flanner House Elementary School: Detailed Performance Assessment and Profile

Supplemental Report 5 Flanner House Higher Learning Center: Detailed Performance Assessment and Profile

Supplemental Report 6 Financial Status of Indianapolis Charter Schools

Supplemental Report 7 The Mayor's Charter School Accountability System

Supplemental Report 8 Notes on Methods Used to Gather and Analyze Information Included in the Accountability Report and Supplemental Reports

Other Documents

Electronic versions of the other documents referenced in the accountability report are available on-line and include the following:

Charter School Accountability Handbook

Charter School Performance Framework

The "Charter" – Charter School Agreement

Pre-Opening Visit Checklist

Expert Site Visit Review Process and Protocol

Survey of Mayor-Sponsored Charter School Parents

Survey of Mayor-Sponsored Charter School Staffs

Charter School Governance and Compliance Handbook

Detailed Descriptions of Schools Opening in 2004-06

The Accountability Report, Supplemental Reports, and other documents referenced in the Accountability Report are on-line at:

<http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

2004 Accountability Report on Mayor-Sponsored Charter Schools

Since 2001, Mayor Bart Peterson has exercised his authority to issue charters to create new public schools within Marion County. The first three charter schools authorized by Mayor Peterson opened in fall 2002. This report follows up on the performance of these first schools as detailed in the *2003 Accountability Report on Mayor-Sponsored Charter Schools*. This report also provides in-depth information about the two new schools that opened in fall 2003.

A Commitment to Accountability

The Mayor is committed to chartering only those schools that will provide the highest-quality education to the children of Indianapolis. To ensure this, the Mayor's Office designed and implemented a comprehensive system for gathering detailed information about the schools the Mayor sponsors, obtaining expert analyses of schools' performance, and making the results fully available to the public. With significant funding from the Annie E. Casey Foundation, the Mayor's Office enlisted leading accountability and charter school experts from Indianapolis and around the country to design and implement its nationally renowned accountability system.

In 2003-04, the Mayor's Office evaluated schools in several ways and at several stages in the schools' lives, including:

Multiple carefully planned visits to each school.

These visits included:

- **Pre-opening visits:** Guided by a detailed checklist, the Mayor's staff visited each new school prior to its opening in the fall. These visits ensured that all Mayor-sponsored charter schools were prepared to open and that the schools were in full compliance with education, health, safety, and other vital requirements.
- **Two expert team visits:** In early winter and again in late spring, three-member expert site visit teams visited each school for one full day. Using a well-designed protocol, the team observed classrooms, interviewed dozens of students, parents, teachers, administrators and Board members, and provided detailed reports on each school's progress. The site visit report was developed by the expert site visit team.
- **Governance and compliance visits:** The Mayor's charter schools staff conducts ongoing visits to examine schools' business and financial operations and to monitor compliance with various federal, state, local and Mayor's Office requirements.

Accountability-related documents developed by the Mayor's Office

- Charter School Accountability Handbook
- Charter School Performance Framework
- The "Charter" – Charter School Agreement
- Pre-Opening Visit Checklist
- Expert Site Visit Review Process and Protocol
- Survey of Mayor-Sponsored Charter School Parents
- Survey of Mayor-Sponsored Charter School Staffs
- Charter School Governance and Compliance Handbook

These documents are available on-line at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

Independent, confidential surveys of parents and staff. The Center of Excellence in Leadership of Learning at the University of Indianapolis administered parent and teacher surveys in the spring of 2004. All but three professional staff members in the five schools and many parents responded to these anonymous surveys, in which they were asked to rate their satisfaction with the schools.

"The Annie E. Casey Foundation's investment has helped Mayor Bart Peterson's chartering effort develop a comprehensive and transparent charter school accountability system that has become a national model. We continue to be impressed by the effort to report clear, timely, and detailed information on kids and schools for public accountability purposes since we know that accountability is linked to providing families and kids with high-quality educational opportunities. We believe that connecting families and kids to quality choices in public education is a primary way to strengthen families and neighborhoods and build family economic success."

Dr. Bruno Manno, Senior Associate for Education, The Annie E. Casey Foundation

Expert analysis of test score data. The Mayor's Office required each school to administer a rigorous, nationally recognized and norm-referenced standardized test to its students in both the fall and the spring. All five schools selected the well-regarded and widely used Northwest Evaluation Association's Measures of Academic Progress (MAP) to meet this requirement. Schools now in their second year of operation also administered the MAP assessment in spring 2003. Experts in test score analysis from New American Schools independently examined how well students progressed in reading, language, and mathematics. The researchers employed state-of-the-art statistical techniques to determine each school's contribution to its students' learning and whether students were making sufficient progress to reach proficiency by the target year in these core subjects. This analysis provides a

critical supplement to the school's results on Indiana's state assessments (ISTEP+), which do not yet allow for the measurement of students' progress over time.

Outside review of each school's finances. The Mayor's Office contracted with an outside accounting firm, H.J. Umbaugh & Associates, to produce an analysis of each school's finances. Additionally, as of the release of this report, the State Board of Accounts is in the process of conducting an audit of finances and accounting processes for the three schools that opened in 2002. Since formal written reports have not yet been issued from the state, the Mayor's Office has not included information about these audits in this accountability report.

Special education review. At the request of the Mayor's Office, the Division of Exceptional Learners at the Indiana Department of Education conducts on-site reviews of the special education services provided by Mayor-sponsored charter schools completing their first year of operation and conducts a special review of records for Mayor-sponsored charter schools beyond their first year of operation. The on-site visits and records reviews are conducted to ensure the schools are operating in compliance with state and federal special education requirements and appropriately meeting the needs of their special education students.

"Mayor Peterson has clearly demonstrated a strong commitment to ensuring that all children with disabilities receive a free and appropriate public education. We are pleased that the Mayor's Office continues to regularly seek our guidance and support in this area."

Robert Marra, Associate Superintendent, Division of Exceptional Learners, Indiana Department of Education

Together, all of these sources of information provide a comprehensive, rich picture of how well Mayor-sponsored charter schools in Indianapolis are performing. This report is the primary means by which the Mayor's Office shares that information with the public.

The Schools: Overview

By fall 2004, 10 schools authorized by Mayor Peterson will be open, three more plan to open over the next few years, and Mayor Peterson continues to consider applications for additional charters. Three of the schools opened in 2002, two more opened in fall 2003, five more will open in 2004, and three are scheduled to open in 2005 and 2006. At full capacity, these schools will educate more than 4930 students, including:

- Over 1850 students in grades K-4
- Over 1740 students in grades 5-8
- Nearly 1340 students in grades 9-12

The five operating schools. Five schools chartered by the Mayor were open during the 2003-04 school year: 21st Century Charter School, Andrew J. Brown Academy, Christel House Academy, Flanner House Elementary School, and Flanner House Higher Learning Center. In addition to the information provided in this report, the supplemental reports contain more detailed information about each school's educational approaches and programs.

Demand for charter schools. Together, these five schools had the capacity to serve 1219 students in 2003-04 and enrolled 1099. The schools received 987 applications for 791 available slots and held lotteries to determine admission. (Note: the number of available slots, 791, was less than the total capacity, 1219, because most of the slots in three of the schools were filled in the 2002-03 school year.) As of June 2004, more than 430 students were on waiting lists for the schools.

Diverse student bodies. Charter school students represented a diverse group of Indianapolis children:

- 80.9% were children of color;
- 63.1% were eligible for free- or reduced-price lunch, a conventional indicator of limited family income;
- 9.1% were identified as needing special education services; and
- 1.4% were identified as having limited English proficiency.

Serving academically challenged students. Test results make clear that Mayor-sponsored charter schools are serving academically challenged students. Shortly after the beginning of the school year, students in the charter schools took the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) tests in reading, math, and science for the first time. These tests are designed to measure each student's skills and knowledge in critical learning areas as identified in Indiana's Academic Standards.

For the charter schools in their second year of operation, since 2003 is the first year students currently enrolled in grades 3 and 6 have taken the ISTEP+, it is not possible to use these results to measure individual students' progress over time. Also, since Andrew J. Brown Academy and Flanner House Higher Learning Center just opened when ISTEP+ was administered this school year, their results did not offer any information from which the Mayor's Office could assess how much children had learned at the charter schools. Instead, they provided useful information about the *starting levels* of knowledge and skills of the charter school students.

The results for all of the schools make clear that Mayor-sponsored charter schools are serving academically challenged students. Slightly more than half of 3rd and 6th grade students across the operating Mayor-sponsored charter schools were at or above grade level in English in the fall. Just

one in three 3rd and 6th graders passed the state math test, and less than one quarter of 5th graders received passing marks in science. Only one in ten 10th graders passed the state English test, and just three percent of tenth graders passed the math test. Across the board, these pass rates were lower than Indiana's statewide averages and, with the exception of 6th grade English, lower than the pass rates among students attending the Indianapolis Public Schools (IPS).

School Performance

Based on results of the tests the Mayor's Office required schools to administer in the fall and spring, parent and staff surveys, school visits, and other information, the Mayor's Office analyzed each school's performance in 2003-04. *Definitive conclusions about the schools should not be made solely based on this report – it is important to see how the schools perform over time in order to fully evaluate their effectiveness.* The aim of this early analysis was to answer a series of questions about how well each school is progressing. These questions are part of the Mayor's Charter School Performance Framework, summarized below:

Is the educational program a success?

- Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?
- Are students making substantial and adequate gains over time, as measured using value-added analysis?
- Is the school outperforming schools that the students would otherwise have been assigned to attend?
- Is the school meeting its mission-specific educational goals?

(Note: This report examines only the first two above sub-questions: whether the school is making adequate yearly progress and whether the students are making gains. Data for the other two sub-questions above were not available for 2003-04. Future accountability reports will address these sub-questions.)

Is the organization effective and well-run?

- Is the school in sound fiscal health?
- Are the school's student enrollment, attendance, and retention rates strong?
- Is the school's Board active and competent in its oversight?
- Is there a high level of parent satisfaction with the school?
- Is the school administration strong in its academic and organizational leadership?
- Is the school meeting its mission-specific organizational and management performance goals?

(Note: This report does not examine the last of these above sub-questions: whether the school is meeting its mission-specific organizational and management performance goals. Data for this sub-question were not available for 2003-04. Future accountability reports will address this sub-question.)

Is the school meeting its operations and access obligations?

- Has the school satisfactorily completed all of its organizational structure and governance obligations?
- Is the school's physical plant safe and conducive to learning?
- Has the school established and implemented a fair and appropriate pupil enrollment process?
- Do eligible students have reasonable and safe transportation options available to them?

-
- Is the school fulfilling its legal obligations related to access and services to students with special needs and those with limited English proficiency?

Is the school providing the appropriate conditions for success?

- Is the school's mission clearly understood by all stakeholders?
- Does the school have a high-quality curriculum and supporting materials for each grade?
- Does the school effectively use learning standards and assessments to inform and improve instruction?
- Is the school climate conducive to student and staff success?
- Are the teaching processes (pedagogies) consistent with the school's mission?
- Is ongoing communication with students and parents adequate, clear and helpful?
- For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?
- Has the school developed adequate human resource systems and deployed its staff effectively?

This section provides information about how Mayor-sponsored charter schools as a group are performing, followed by a summary of performance information by individual school. The summaries provided in the following pages address the four main questions in the Mayor's Charter School Performance Framework. Detailed performance information on each school is included in a series of supplemental reports available on-line at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

Performance across Operating Mayor-Sponsored Schools

Are the educational programs a success?

Performance on the statewide assessment. The percentage of students in Mayor-sponsored charter schools passing the 3rd and 6th grade English and math tests was higher across the Board in 2003 than in 2002. Shortly after the beginning of the school year, students in the charter schools took the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) tests in reading, math, and science. Figure 1 displays the percentage of 3rd, 5th and 6th graders enrolled in charter schools open for more than one year who received passing scores on ISTEP+ examinations in the fall of 2003 and, where applicable, the percentage passing in 2002. It shows the results for Mayor-sponsored charter schools, Indianapolis Public Schools (IPS), and all Indiana public schools.

It is not possible to use these results to measure individual students' progress over time. For the charter schools in their second year of operation, 2003 was the first year students then enrolled in grades 3 and 6 took the ISTEP+; thus, there are no data on how these same students previously performed on ISTEP+. And in the case of the two schools that had just opened when ISTEP+ was administered in 2003, their results indicate only the *starting levels of proficiency* of the students, not how much the children learned at the charter schools. As a result, these schools' scores do not appear in this section on performance. In the future, as ISTEP+ is administered in all grades, the Mayor's Office will be able to determine how much progress charter school students are making on these tests.

The individual school summaries below and each school's supplemental report provide detailed information about how each school performed on the ISTEP+.

Figure 1. Percentage of students in Mayor-sponsored charter schools in their second year of operation (MSCS), IPS, and Indiana passing ISTEP+ tests at the beginning of the fall 2003 semester^{1,2}

	English			Math			Both (English & Math)			Science		
	MSCS	IPS	IN	MSCS	IPS	IN	MSCS	IPS	IN	MSCS	IPS	IN
3rd Graders³												
2003	55%	62%	74%	42%	65%	71%	36%	52%	63%			
2002	49%	58%	72%	33%	57%	67%	26%	44%	59%			
5th Graders^{3,4}												
2003										24%	32%	61%
6th Graders⁵												
2003	52%	43%	69%	33%	44%	72%	29%	31%	62%			
2002	50%	40%	69%	22%	32%	67%	22%	25%	59%			

Source: Calculated based on information collected from the Indiana Department of Education.

Note: Percentages rounded to the nearest whole number.

¹Because 2003 is the first year students in these grades have taken the ISTEP+, it is not possible to use these results as a measure of student progress at the charter schools.

²Blank areas denote that the applicable grade was not tested in the particular subject area.

³Aggregate passing rates represent weighted average passing rates across 21st Century Charter School, Christel House Academy, and Flanner House Elementary School.

⁴Since 2003 was the first year Mayor-sponsored charter school students took the ISTEP+ in 5th grade science, historical data are not available.

⁵This information is available only for 21st Century Charter School and thus is not a weighted average passing rate; 21st Century was the only one of the three second-year schools to offer a sixth grade class.

Adequate yearly progress. As required by the federal No Child Left Behind legislation, the Indiana Department of Education has determined Adequate Yearly Progress (AYP) for all Indiana schools, including charter schools in operation during the 2002-03 school year. Of the three applicable Mayor-sponsored charter schools, however, only one, Christel House Academy, had a sufficient number of students to receive an AYP determination. Christel House Academy made Adequate Yearly Progress (AYP) in 2003. (See Supplemental Report 3 for details.) 21st Century Charter School and Flanner House Elementary School did not receive AYP ratings because they each tested fewer than 30 students total in 2002. As the schools grow, the total number of students tested in comparison years will increase, and so AYP determinations will be made in the future.

Measuring educational progress. The ISTEP+ assessment is a critical tool for measuring school performance, but it does not answer all of the questions that the Mayor's Office, parents, and the public have about how well charter schools are doing. As explained in a previous section, it does not yet make it possible for the Mayor's Office to track individual students' learning over the course of a school year. Students take the ISTEP+ in the fall, but not in the spring. Therefore, no information is yet available about how much students progressed on the ISTEP+ in the 2003-04 school year. In addition, since the ISTEP+ is administered only in Indiana, it is not possible to use it to compare students' performance to that of their peers across the country.

As a result, the Mayor's Office required all charter schools to supplement the ISTEP+ with a nationally normed standardized test taken by students in *both* the fall and the spring. All five schools administered the highly-regarded Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam in reading, math, and language. The MAP is an ideal assessment for a number of reasons:

- **Wide use nationally.** NWEA is a nationally recognized assessment organization called on by school districts across the country to measure student performance. NWEA currently serves more than 1,000 member districts representing more than 3 million students across the U.S.
- **Wide use in Indiana.** More than half of Indiana's 295 K-12 school districts, including Indianapolis Public Schools, use NWEA assessments.
- **Comparative possibilities.** Because of its wide use, the MAP makes it possible to compare charter school students' performance to that of over 1 million students nationwide and over 100,000 in Indiana. As a result, it provides a clear picture of how well charter school students are keeping pace with their peers in the state and nationally.
- **Proficiency measures.** The MAP also makes it possible to determine whether students are on track to achieve proficiency over time in reading, math and language. These measures of proficiency are correlated with Indiana's academic standards.
- **High degree of accuracy.** The MAP uses "computer-adaptive" technology to challenge each child at his or her own level. This approach yields a highly accurate measure of each student's performance by zeroing in precisely on each student's level of mastery.

Analysts at New American Schools (NAS), a Virginia-based nonprofit organization with wide experience in test score analysis, examined the schools' test results on behalf of the Mayor's Office. They were able to answer three questions about how much students in Mayor-sponsored charter schools learned over the course of the 2003-04 academic year:¹

¹ For all schools except 21st Century Charter School, the analysis that follows is based on a comparison of test scores in fall 2003 to those in spring 2004. Due to technical difficulties, 21st Century's fall 2003 scores were lost. The school's spring 2003 scores were used instead, and analysts made appropriate adjustments in their methods to account for this fact. See Supplemental Report 8 for more details.

-
- By how much did students' test scores change?
 - Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?
 - What proportion of students made sufficient progress to reach proficiency by the end of the 8th grade?

Note: it is important to point out that the summary below does not show the considerable variation across schools and within schools. Detailed subject and grade data are included below in the sections containing each school's individual results.

By how much did students' test scores change? NAS calculated the average percentage change for each grade and subject within each school. These calculations showed that:

- In all elementary and middle school subjects and grades, on average, students made progress between 2003 and 2004.
- In more than half of these elementary and middle school subjects and grades, the percentage gained by the average student was 5% or higher.
- In high school grades and subjects (all of which were at Flanner House Higher Learning Center, a school for drop-out students, because it was the only Mayor-sponsored charter high school operating at the time), students made progress on average in only 3 of 12 subjects and grades tested.

As noted above, considerable variation occurred across schools and within schools. Detailed subject and grade data are included below in the sections containing each school's individual results.

Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana? Since the NWEA MAP is a national standardized test, we can ask the following question: if we ranked all the students in Indiana and across the country who took the NWEA MAP, where would *Mayor-sponsored charter school students stand on average* in those rankings? Since students took the test at two points in time, it is also possible to determine whether they gained ground, lost ground, or stayed even on average with their peers. For example, if a school's second graders scored, on average, "at the 19th percentile" nationally in math in fall 2003, that means their average score was as good as or better than just 19% of their peers across the country. If by spring 2004 their average score had risen to the 30th percentile, we would say they "gained ground" against their peers nationally.

Students in the charter elementary and middle schools gained ground in most subjects and grades between 2003 and 2004. Across the four elementary and middle schools, there were 51 different subjects and grades tested. For example, Christel House Academy's second grade reading scores constitute one of the 51. In 39 of these 51 subject-grade combinations (77%), students on average gained ground versus their peers nationally. In 36 of these 51 subject-grade combinations (71%), students on average gained ground against their peers in Indiana. Students in the one charter high school operating at the time, Flanner House Higher Learning Center, lost ground in all subjects and grades between 2003 and 2004 compared with their peers nationally and in Indiana.

As noted above, considerable variation occurred across schools and within schools. Detailed subject and grade data are included below in the sections containing each school's results.

What proportion of students made sufficient gains to reach proficiency by the end of the 8th grade? It is not enough to know whether students made a year's worth of progress between 2003 and

2004. Some students, because they are starting behind, need to make *more* than a year’s worth of progress in order to become proficient by the end of eighth grade. What proportion of each school’s students is making the gains they need to make?

To find out, analysts projected each student’s *future* gain based on the gain he or she achieved between the two test periods. If the student continued to gain at that rate, would he or she be proficient by the end of the 8th grade? If so, he or she made “sufficient gains.” Based on this analysis, NAS calculated the percentage of students who made sufficient gains in each subject and grade. This analysis was not possible for Flanner House Higher Learning Center because NWEA does not publish proficiency levels for grades 9 through 12. As a result, the information below comes only from the other four charter schools.

Figure 2 displays the results. For example, 100% of students who were 2nd graders in Mayor-sponsored schools in 2003-04 made sufficient gains in reading. That is, if these 2nd graders continue learning at the rate they did during this period, 100% of them will be proficient by the end of 8th grade.

Figure 2. Percentage of Mayor-sponsored charter elementary and middle school students achieving sufficient gains to become proficient by the end of 8th Grade

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade ²	7 th Grade ²
Reading	100% ¹	100%	100%	98.8%	84.6%	82.4%
Math	100%	95.2%	96.6%	83.8%	78.6%	58.8%
Language	89.5%	82.3%	81.6%	61.5%	69.2%	70.6%

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004,” prepared by New American Schools, Alexandria, VA, 2004.

Note: 21st Century Charter School data are from spring 2003 and spring 2004; Andrew J. Brown Academy, Christel House Academy, and Flanner House Elementary School data are from fall 2003 and spring 2004. Grade levels indicated are the students’ grade levels during the 2003-04 school year.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

¹This calculation does not include 21st Century Charter School data. Due to technical difficulties, fall 2003 data are not available for this school.

²This information is available only for 21st Century Charter School and thus is not a weighted percentage; 21st Century was the only one of the four charter elementary and middle schools to offer sixth and seventh grade classes.

As described above, across the four elementary and middle schools there were 51 different subjects and grades tested (e.g., Christel House Academy’s 2nd grade math was 1 of the 51). In over three-quarters (78.0%) of the subjects and grades tested across the schools, at least 75% of the students were on track to become proficient by the end of 8th grade.

As with all of this test score information, it is important to look at each school’s specific results because of considerable variation between and within schools. Detailed subject and grade data are included below in the sections containing each school’s results.

Are the schools effective and well-run organizations?

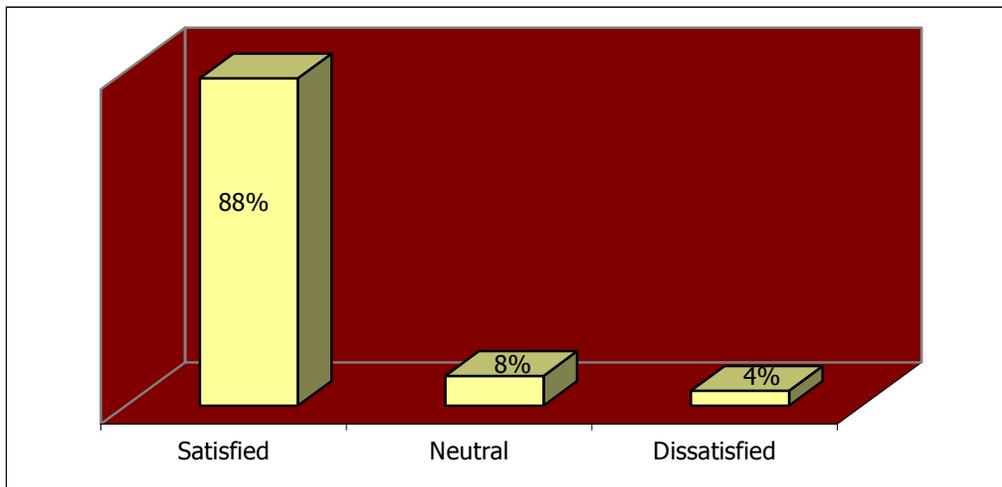
Governance and financial management. Each charter school is a nonprofit corporation governed by a Board of directors. Reviews by the Mayor’s Office of school governance practices suggested that all of the schools’ Boards were carrying out their governance responsibilities adequately. In three schools (21st Century Charter School, Christel House Academy, and Flanner House Elementary School), problems noted by the governance reviews were minor (e.g., lack of specificity in Board meeting minutes). In the other two schools (Andrew J. Brown Academy and

Flanner House Higher Learning Center), the reviews found frequent cancellations of Board meetings with no clear plan to reschedule.

Reviews by an outside accounting firm revealed that three schools (21st Century Charter School, Andrew J. Brown Academy, and Christel House Academy) are managing their financial practices satisfactorily, with no significant problems noted. The reviews noted, however, that two schools (Flanner House Elementary School and Flanner House Higher Learning Center) faced challenges with timely bill payment and accurate allocation of salary and benefit costs.

Parent and staff satisfaction. In confidential surveys administered in 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis, the schools' parents and staff indicated their level of satisfaction with their charter schools. Figure 3 shows how parents responded to a question about their overall satisfaction. On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.28. Staff members on average rated their likelihood of recommending the school as a good place to attend at 3.93. Staff members on average rated their likelihood of recommending their charter school as a good place to work at 3.86. Figure 4 displays how satisfied parents and staff were with a variety of school features.

Figure 3. Overall parent satisfaction with Mayor-sponsored charter schools



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.
Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.
Note: Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "satisfied" responses. "Dissatisfied" includes "very dissatisfied" and "dissatisfied" responses.

Figure 4. Parent and staff satisfaction across Mayor-sponsored charter schools

School Feature	Parents				School Staff			
	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
School size	4.42	91%	7%	2%	4.25	82%	13%	4%
Class size	4.19	82%	9%	9%	3.64	62%	16%	21%
Length of school day	4.21	83%	9%	8%	3.10	40%	18%	41%
Length of school year	4.24	84%	10%	6%	3.35	48%	29%	23%
Ability of school to fulfill mission	4.20	80%	11%	6%	3.83	63%	30%	6%
Individualized attention	4.23	81%	9%	8%	4.05	77%	16%	6%
Academic standards/expectations	4.37	88%	8%	4%	4.35	86%	11%	1%
Curriculum	4.35	88%	7%	4%	4.16	77%	14%	6%
Teaching quality	4.38	87%	9%	4%	4.31	85%	10%	2%
Instructional quality, language arts	4.32	86%	8%	5%	4.25	78%	13%	5%
Instructional quality, mathematics	4.30	86%	7%	6%	3.80	65%	13%	17%
Materials to support curriculum	4.13	79%	14%	6%	3.29	46%	25%	28%
Innovation in teaching practices	4.18	79%	14%	6%	4.03	74%	18%	5%
Computers and other technology	3.95	68%	15%	12%	3.46	54%	27%	18%
Classroom management/behavior	3.97	72%	16%	12%	3.51	55%	23%	21%
Communication from the school	4.19	81%	11%	7%	3.86	67%	20%	10%
Parent information about students	4.27	85%	10%	6%	3.90	69%	23%	4%
Accessibility/openness to parents	4.42	88%	9%	3%	4.01	77%	14%	5%
Parent participation opportunities	4.48	90%	7%	2%	3.95	71%	19%	7%
Parent involvement	4.28	83%	12%	4%	3.21	40%	28%	30%
Teacher/student school pride	4.33	84%	11%	3%	3.73	65%	20%	12%
Relationship with local community	4.22	71%	16%	2%	3.61	49%	39%	8%
Extracurricular activities	3.63	55%	23%	17%	2.84	23%	40%	35%
Services for special needs students ^{4,5}	4.08	73%	18%	11%	3.46	50%	30%	20%
School leadership	4.24	81%	11%	7%	3.91	72%	20%	9%
School finances	4.16	61%	13%	5%	3.60	49%	28%	11%
Safety	4.44	90%	6%	2%	4.28	84%	14%	1%
School facilities	4.35	86%	9%	4%	3.90	66%	22%	12%
Enrollment process	4.23	82%	14%	3%	3.92	60%	25%	4%
Transportation ⁶	4.16	79%	12%	9%	3.89	62%	23%	6%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not total 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

⁴Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

⁵Only parents of children with special needs in the charter school responded to this question. Only staff members with instructional responsibilities and students with special needs in their classroom responded to this question.

⁶Only parents whose children used the school's transportation services in the 2003-04 school year responded to this question.

Are the schools meeting their operations and access obligations?

All five schools satisfactorily met their obligations in 2003-04 for providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. Three of the five schools (21st Century Charter School, Andrew J. Brown Academy, and Christel House Academy) achieved satisfactory compliance with all other legal and contractual obligations. Two schools (Flanner House Elementary School and Flanner House Higher Learning Center), however, struggled with timely submission of reports and maintenance of required documents for inspection at the school site. Figure 4 above displays parent and staff survey responses to questions about school operations.

At the request of the Mayor's Office, in May 2004 the Division of Exceptional Learners at the Indiana Department of Education conducted an on-site review of the special education services provided by the two new Indianapolis Mayor-sponsored charter schools completing their first year of operation (Andrew J. Brown Academy and Flanner House Higher Learning Center). These visits were conducted to determine whether the new schools were operating in compliance with state and federal special education requirements and appropriately meeting the needs of their special education students. According to Robert Marra, Associate Superintendent of the Indiana Department of Education in the Division of Exceptional Learners, "Overall, both schools have good systems in place. The Andrew J. Brown Academy has an impressive school principal who has developed a top-notch environment for all students. The Department also commends the staff, which demonstrates a genuine commitment to developing Individualized Education Plans that are truly tailored to the needs of each individual child. During the visit to the Flanner House Higher Learning Center, the Department was pleased by the school director's interest in and commitment to appropriately addressing the needs of the school's students. The Department also noted that the school has an exceptionally low ratio of teachers to students with special needs." Mr. Marra further explained that "the areas identified by the Department for attention at both schools are fully correctable and centered primarily on ensuring that strong systems are in place for the tracking and follow-up of Individualized Education Plans."

Similar visits were conducted in 2003 with the three charter schools now in their second year of operation. Based on a review of recent reports required annually by the Indiana Department of Education of all public schools to monitor state and federal special education requirements, Mr. Marra stated that "all three schools are providing appropriate services for their special education students and are meeting the same standards required of all public schools in Indiana. The schools have successfully addressed the areas identified for improvement in the 2003 visits. The Department also is pleased with additional measures the schools have put into place to ensure continued high-quality delivery of services."

All five schools are part of the statewide charter school Virtual Special Education Cooperative, which is designed to ensure that participating charter schools are able to provide appropriate and high-quality special education services for their students. According to Mr. Marra, "This cooperative, under Special Education Director Gerry Wagner's leadership, is operating at high levels. Indiana's charter school cooperative for special education is only one of a handful that exists for charter schools around the country. By working together to pool services and hire a well-qualified director to oversee these services, the schools have demonstrated their commitment to serve students with special needs. Of particular note, Mr. Wagner has provided the schools with trainings and has put procedures in place that reflect a continued commitment to quality and improvement."

Are the schools providing the appropriate conditions for success?

In order to determine whether schools are creating the conditions for success on the other three key performance questions discussed above, surveys and expert site visits also examined: school mission, curriculum, standards and assessments, school climate, pedagogy, communication with students and parents, support and preparation for post-secondary options (if applicable), and human resources. The survey results in Figure 4 above provide parent and staff satisfaction rates for several of these items.

According to expert site visit team leader Dr. Ruth Green of the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, "We are pleased to report that the Mayor's Office is overseeing four high performing schools. Over the past two years, 21st Century Charter School, Christel House Academy and Flanner House Elementary have made important strides in their academic and organizational development, and all three currently are operating at high levels. We also have been particularly impressed by the Andrew J. Brown Academy, which is only a first-year school but is already operating at the level of a high-quality veteran school. Flanner House Higher Learning Center, the fifth school currently in operation which also is a new school, has undertaken the important and challenging responsibility of addressing an often-overlooked student population, but it has experienced some of the challenges expected of such a challenging undertaking. The team feels, however, that with targeted efforts the school will continue to evolve and has the potential to achieve high levels of operation, particularly once it gets its staffing issues resolved."

21st Century Charter School: Summary of Performance

Grades served in 2003-04: K-7

Number of students enrolled in 2003-04: 158*

*Source: Indiana Department of Education, based on school's Pupil Enrollment Count reported every October.

Is the educational program a success?

Performance on the statewide assessment. Figure 5 displays the percentage of 21st Century 3rd, 5th, and 6th graders who received passing scores on ISTEP+ examinations in the fall of 2003 and, where applicable, the percentage passing in 2002. While 2002 data are provided, it is not possible to use these results to measure individual students' progress over time because each grade's test results pertain to different children in 2002 versus 2003. Fall 2003 was the first time 21st Century students currently enrolled in grades 3, 5, and 6 took the ISTEP+, and thus data on how these same students previously performed on ISTEP+ are not available. In the future, as ISTEP+ is administered in all grades, the Mayor's Office will be able to determine how much progress over time 21st Century students are making on these tests.

Figure 5. Percentage of students in 21st Century Charter School ("21C"), Indianapolis Public Schools ("IPS"), and Indiana ("IN") passing ISTEP+ tests at the beginning of the fall semester^{1,2}

	English			Math			Both (English & Math)			Science		
	21C	IPS	IN	21C	IPS	IN	21C	IPS	IN	21C	IPS	IN
3rd Graders												
2003	40%	62%	74%	30%	65%	71%	30%	52%	63%			
2002	63%	58%	72%	31%	57%	67%	19%	44%	59%			
5th Graders³												
2003										6%	32%	61%
6th Graders												
2003	52%	43%	69%	33%	44%	72%	29%	31%	62%			
2002	50%	40%	69%	22%	32%	67%	22%	25%	59%			

Source: Indiana Department of Education.

Note: Percentages rounded to the nearest whole number.

¹Since 2003 is the first year these students have taken the ISTEP+, it is not possible to use these results as a measure of student progress at the 21st Century Charter School.

²Blank areas denote that the applicable grade was not tested in the particular subject area.

³Since 2003 was the first year Indiana students took the ISTEP+ in 5th grade science, historical data are not available.

Adequate Yearly Progress. As required by the federal No Child Left Behind legislation, the Indiana Department of Education has determined Adequate Yearly Progress (AYP) for all Indiana schools, including charter schools in operation during the 2002-03 school year. 21st Century did not receive an AYP rating because it tested fewer than 30 students total in 2002. As the school grows, the total number of students tested in comparison years will increase, so AYP determinations will be made in the future.

Measuring educational progress. 21st Century Charter School administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam to its students in grades two through six in spring 2003, and in grades two through seven in fall 2003 and spring 2004. However, due to technical difficulties, the fall 2003 scores were not recorded. A spring-to-

spring test score analysis is therefore presented for this school, whereas a fall-to-spring analysis is presented for the other Mayor-sponsored charter schools discussed in this report. The analysis also does not include 2nd graders because the MAP was not administered to those students in spring 2003 because they were in the 1st grade at that time. Each number in Figure 6 indicates the percentage change in the average test score achieved in a particular grade and subject from spring to spring. For example, the +8.4 in the first row indicates that the average reading score for students who were 3rd graders in 2003-04 was 8.4% higher in spring 2004 than when those same students were 2nd graders in spring 2003.

Figure 6. Percentage change in average NWEA MAP scores between spring 2003 and spring 2004 at 21st Century Charter School

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade
Reading	+8.4	+5.2	+2.4	+2.0	+2.4
Math	+7.0	+4.9	+5.2	+3.4	+3.5
Language	+7.4	+4.9	+1.5	+1.6	+1.0

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Grade levels indicated are the students' grade levels during the 2003-04 school year.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure 6 shows that students made progress, on average, between spring 2003 and spring 2004 in all grades and all subjects tested. But how large were these gains? Analysts at New American Schools (NAS) used two methods to answer that question. First, they compared the progress of 21st Century's students to that of other students in Indiana and nationally who took the same exams at the same points in their academic careers ("comparative gains"). Second, they determined whether students' gains were large enough for them to reach proficiency by the end of eighth grade ("sufficient gains").

Comparative Gains. Since the NWEA MAP is a national standardized test, we can ask the following question: if we ranked all the students in Indiana and across the country who took the NWEA MAP, where would 21st Century students stand on average in those rankings?

Figures 7 and 8 provide the answer. For example, the first row of Figure 7 shows how 2nd graders at 21st Century performed in reading. In spring 2003, on average 3rd graders at 21st Century scored as well as or better than 17% of all students in Indiana in reading. We call this number, 17, 21st Century's "Spring 2003 Average Percentile" for 3rd graders in reading. The next column shows that by spring 2004, on average 21st Century 3rd graders performed as well as or better than 21% of all students in Indiana. The school's "Spring 2004 Average Percentile" was 21. What does this mean? It means that, on average, 21st Century's 3rd graders *moved up in the statewide ranking* in reading between spring 2003 and spring 2004. So on the right side of Figure 7, we indicate that 21st Century students "gained ground" versus students in Indiana. Figure 8 displays the same information, but compares students' performance to their peers *nationally*.

As displayed in Figures 7 and 8, it is evident that 21st Century students, on average, gained ground versus their Indiana and national peers in some grades and subjects, but stayed even or lost ground in several others. The fact that students, on average, lost ground in some areas does not mean that these students did not progress in these grades and subjects; rather they did progress, as Figure 6 illustrates, but not as much as their peers in Indiana and nationally.

Figure 7. INDIANA comparison: Academic progress of 21st Century Charter School students, spring 2003 through spring 2004

Grade/ subject		Spring 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students in Indiana	Stayed even with students in Indiana	Lost ground vs. students in Indiana
3 rd Grade	Reading	17	21	✓		
	Math	16	14			✓
	Language	16	18	✓		
4 th Grade	Reading	33	41	✓		
	Math	23	28	✓		
	Language	27	39	✓		
5 th Grade	Reading	16	16		✓	
	Math	7	11	✓		
	Language	10	7			✓
6 th Grade	Reading	24	21			✓
	Math	24	32	✓		
	Language	28	26			✓
7 th Grade	Reading	29	34	✓		
	Math	15	25	✓		
	Language	26	26		✓	

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of spring percentiles. Grade levels indicated are the students' grade levels during the 2003-04 school year.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure 8. NATIONAL comparison: Academic progress of 21st Century Charter School students, spring 2003 through spring 2004

Grade/ subject		Spring 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students nationally	Stayed even with students nationally	Lost ground vs. students nationally
3 rd Grade	Reading	21	26	✓		
	Math	21	23	✓		
	Language	24	27	✓		
4 th Grade	Reading	39	46	✓		
	Math	33	35	✓		
	Language	39	49	✓		
5 th Grade	Reading	22	20			✓
	Math	12	16	✓		
	Language	17	12			✓
6 th Grade	Reading	29	27			✓
	Math	30	40	✓		
	Language	37	35			✓
7 th Grade	Reading	34	37	✓		
	Math	22	29	✓		
	Language	35	32			✓

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of spring percentiles. Grade levels indicated are the students' grade levels during the 2003-04 school year.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Sufficient Gains. Are the students in this school making *sufficient gains* toward becoming proficient? It is not enough to know whether students made a year's worth of progress between 2003 and 2004. Some students, since they are starting behind, need to make *more* than a year's worth of progress in order to become proficient by the end of eighth grade. What proportion of the school's students is making the gains they need to make?

To find out, analysts projected each student's *future* gain based on the gain he or she achieved between spring 2003 and spring 2004 on the MAP exam. If the student continued to gain at that rate, would he or she be proficient by the end of the 8th grade? If so, he or she made "sufficient gains." Based on this analysis, NAS calculated the percentage of students who made sufficient gains in each subject and grade.

Figure 9 displays the results. For example, 100% of students who were 3rd graders in 2003-04 made sufficient gains in reading. That is, if these 3rd graders continue learning at the rate they did during this period, 100% of them will be proficient by the end of 8th grade. Of note, based on current gains, less than 40% of students in 5th grade will be proficient in math by the end of 8th grade.

Figure 9. Percentage of 21st Century Charter School students achieving sufficient gains to become proficient by the end of 8th Grade, spring 2003 through spring 2004

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade
Reading	100.0%	100.0%	88.9%	84.6%	82.4%
Math	80.0%	81.8%	37.5%	78.6%	58.8%
Language	80.0%	76.9%	50.0%	69.2%	70.6%

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Grade levels indicated are the students' grade levels during the 2003-04 school year.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Is the organization effective and well-run?

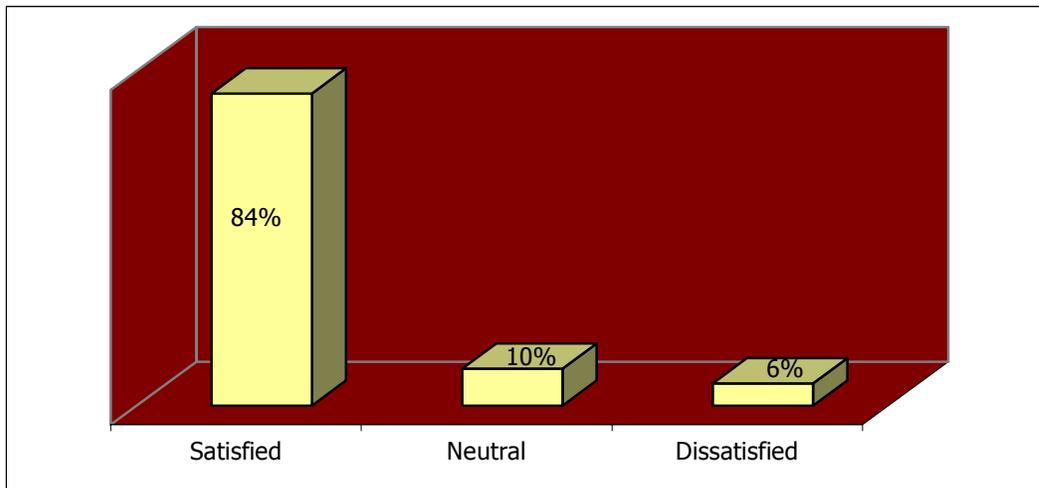
Expert assessment of organizational viability. Expert site visit teams, reviews by an outside accounting firm, an independent survey and oversight by the Mayor's Office yielded numerous findings about 21st Century Charter School, discussed at length in Supplemental Reports 1 and 6. Highlights of those findings include:

- **Fiscal health.** 21st Century Charter School managed its financial practices satisfactorily in 2003-04, with no significant problems.
- **Board governance.** The school's Board exhibited strong expertise, held agenda-driven and substantive meetings, and employed appropriate decision-making processes.
- **Leadership.** 21st Century displayed strong academic and organizational leadership in 2003-04, improving its administration by designating responsibilities across a chief executive officer, a chief academic officer, and a school principal. More than nine in ten staff members surveyed reported satisfaction with the school's leadership.

Parent and staff satisfaction. In confidential surveys administered in 2004 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, 21st Century Charter School parents and staff indicated their level of satisfaction with the charter school. Figure 10 shows how parents responded to a question about their overall satisfaction. As compared to the 2003 survey results, the percentage of parents who reported overall satisfaction held steady at

84%. On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.10. Staff members on average rated their likelihood of recommending the school as a good place to attend at 4.15. Staff members on average rated their likelihood of recommending their charter school as a good place to work at 4.15. Figure 11 displays how satisfied parents and staff were with a variety of school features.

Figure 10. Overall parent satisfaction with 21st Century Charter School



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "satisfied" responses.

"Dissatisfied" includes "very dissatisfied" and "dissatisfied" responses.

Figure 11. Parent and staff satisfaction at 21st Century Charter School

School Feature	Parents				School Staff			
	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³
School size	4.55	97%	3%	0%	4.38	92%	8%	0%
Class size	4.26	88%	6%	6%	3.92	85%	0%	15%
Length of school day	4.36	90%	6%	4%	2.77	23%	23%	54%
Length of school year	4.12	80%	12%	9%	3.38	46%	31%	23%
Ability of school to fulfill mission	3.99	75%	15%	9%	3.85	62%	38%	0%
Individualized attention	3.87	71%	16%	13%	3.54	54%	31%	15%
Academic standards/expectations	4.16	83%	10%	7%	4.08	77%	23%	0%
Curriculum	4.22	88%	7%	4%	3.69	69%	23%	8%
Teaching quality	4.07	75%	16%	9%	4.23	85%	15%	0%
Instructional quality, language arts	3.84	70%	17%	13%	3.69	54%	31%	15%
Instructional quality, mathematics	3.97	74%	14%	10%	3.92	69%	8%	15%
Materials to support curriculum	3.75	65%	23%	10%	2.92	31%	31%	38%
Innovation in teaching practices	3.91	68%	22%	7%	4.46	100%	0%	0%
Computers and other technology	4.22	84%	9%	7%	4.15	92%	8%	0%
Classroom management/behavior	3.64	59%	26%	14%	3.23	46%	31%	23%
Communication from the school	3.81	68%	21%	12%	3.92	77%	8%	15%
Parent information about students	3.99	78%	12%	10%	4.42	85%	8%	0%
Accessibility/openness to parents	4.28	84%	13%	3%	4.08	85%	8%	8%
Parent participation opportunities	4.36	90%	6%	4%	4.08	85%	8%	8%
Parent involvement	3.99	72%	22%	6%	2.54	15%	23%	62%
Teacher/student school pride	4.03	77%	14%	7%	3.85	62%	38%	0%
Relationship with local community	4.06	70%	22%	1%	3.62	38%	62%	0%
Extracurricular activities	3.49	49%	36%	13%	3.38	31%	62%	8%
Services for special needs students ^{4,5}	3.50	56%	19%	25%	3.33	33%	44%	22%
School leadership	4.12	80%	12%	7%	4.23	92%	8%	0%
School finances	3.95	59%	20%	6%	4.00	77%	15%	0%
Safety	4.32	88%	6%	4%	4.46	100%	0%	0%
School facilities	4.26	84%	12%	3%	3.46	54%	23%	23%
Enrollment process	4.20	86%	13%	1%	4.00	77%	23%	0%
Transportation ⁶	4.24	89%	5%	5%	4.15	85%	15%	0%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not total 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

⁴Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

⁵Only parents of children with special needs in the charter school responded to this question. Only staff members with instructional responsibilities and students with special needs in their classroom responded to this question.

⁶Only parents whose children used the school's transportation services in the 2003-04 school year responded to this question.

Is the school meeting its operations and access obligations?

21st Century Charter School satisfactorily met its obligations in 2003-04 for compliance with laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. Figure 11 above displays parent and staff survey responses to questions about school operations.

Is the school providing the appropriate conditions for success?

According to the expert site visit team, "The overall climate of the school is conducive to student and staff success." In addition, "21st Century has in place several mechanisms for providing a successful, individualized and variably paced learning experience for every student:

- The longer school day and year provides students more time for learning;
- A+ software is used to initially assess then place students in the appropriate grade level...;
- Teacher-led lessons are enhancing the on-line curriculum and guiding the development of core competencies;
- The extensive summer [staff] training (2-3 weeks) aligns with critical student learning needs; and,
- Students progress at their own pace based on A+ mastery standards and thus children can learn at a faster pace (for their advanced/gifted students) or slower pace (for students who are behind or who have special needs)."

The team also found that the reassignment of teachers to instruct students across the grades within their areas of subject matter expertise had enhanced the quality of instruction in 2003-04.

The expert team noted, however, that the school's individualized, technology-reliant approach presented challenges. The team recommended that the school adjust teaching loads so that teachers could more easily manage small-group instruction while monitoring students' online learning, and that it find ways to help students develop the habits, attitudes and skills necessary for self-directed instruction.

The team commended the school for its simplified reporting to parents, including both a weekly report and an easy-to-understand quarterly progress report.

Andrew J. Brown Academy: Summary of Performance

Grades served in 2003-04: K-5

Number of students enrolled in 2003-04: 389*

*Source: Indiana Department of Education, based on school's Pupil Enrollment Count reported every October.

Is the educational program a success?

Performance on the statewide assessment. Though Andrew J. Brown students took the state's ISTEP+ exams, they did so shortly after the school opened at the *beginning* of the school year. As a result, the school's results on the state tests reflect students' starting levels of academic achievement rather than the school's performance. Because these scores do not reflect on the success of Andrew J. Brown's educational program, they are not included here. See Supplemental Report 2 for information about the school's ISTEP+ scores in fall 2003.

Adequate Yearly Progress. Information about Adequate Yearly Progress is not available for this school because it just completed its first year of operation.

Measuring educational progress. Andrew J. Brown Academy administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam to its students in grades two through five in fall 2003 and spring 2004. Each number in Figure 12 indicates the percentage change in the average test score achieved in a particular grade and subject from fall to spring. For example, the +9.9 in the first row indicates that the average reading score for students who were 2nd graders was 9.9% higher in spring 2004 than in fall 2003.

Figure 12. Percentage change in average NWEA MAP scores between fall 2003 and spring 2004 at Andrew J. Brown Academy

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	+9.9	+8.7	+6.2	+6.4
Math	+9.0	+8.9	+6.0	+6.0
Language	+7.7	+5.7	+2.6	+2.2

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure 12 shows that students made progress, on average, between fall 2003 and spring 2004 in all grades and all subjects tested. But how large were these gains? Analysts at New American Schools (NAS) used two methods to answer that question. First, they compared the progress of Andrew J. Brown's students to that of other students in Indiana and nationally who took the same exams at the same points in their academic careers ("comparative gains"). Second, they determined whether students' gains were large enough for them to reach proficiency by the end of eighth grade ("sufficient gains").

Comparative Gains. Because the NWEA MAP is a national standardized test, we can ask the following question: if we ranked all the students in Indiana and across the country who took the NWEA MAP, where would *Andrew J. Brown students stand on average* in those rankings?

Figures 13 and 14 provide the answer. For example, the first row of Figure 13 shows how 2nd graders at Andrew J. Brown performed in reading. In fall 2003, on average 2nd graders at Andrew J. Brown scored as well as or better than 20% of all students in Indiana in reading. We call this number, 20, Andrew J. Brown's "Fall 2003 Average Percentile" for 2nd graders in reading. The next column shows that by spring 2004, on average Andrew J. Brown 2nd graders performed as well as or better than 28% of all students in Indiana. The school's "Spring 2004 Average Percentile" was 28. What does this mean? It means that, on average, Andrew J. Brown's 2nd graders *moved up in the statewide ranking* in reading between fall 2003 and spring 2004. So on the right side of Figure 13, we indicate that Andrew J. Brown students "gained ground" versus students in Indiana. Figure 14 displays the same information, but compares students' performance to their peers *nationally*.

Figure 13. INDIANA comparison: Academic progress of Andrew J. Brown Academy students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students in Indiana	Stayed even with students in Indiana	Lost ground vs. students in Indiana
2 nd Grade	Reading	20	28	✓		
	Math	14	32	✓		
	Language	24	27	✓		
3 rd Grade	Reading	17	23	✓		
	Math	16	28	✓		
	Language	19	19		✓	
4 th Grade	Reading	24	33	✓		
	Math	27	41	✓		
	Language	36	29			✓
5 th Grade	Reading	11	20	✓		
	Math	20	28	✓		
	Language	27	14			✓

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure 14. NATIONAL comparison: Academic progress of Andrew J. Brown Academy students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students nationally	Stayed even with students nationally	Lost ground vs. students nationally
2 nd Grade	Reading	20	33	✓		
	Math	14	32	✓		
	Language	25	37	✓		
3 rd Grade	Reading	22	28	✓		
	Math	16	28	✓		
	Language	25	30	✓		
4 th Grade	Reading	28	38	✓		
	Math	27	41	✓		
	Language	41	41		✓	
5 th Grade	Reading	15	25	✓		
	Math	20	28	✓		
	Language	31	22			✓

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

As displayed in Figures 13 and 14, it is evident that Andrew J. Brown students, on average, gained ground versus their Indiana and national peers in most grades and subjects, but stayed even or lost ground in a few others. The fact that students, on average, lost ground in some areas does not mean that these students did not progress in these grades and subjects; rather, they did progress, as Figure 12 illustrates, but not as much as their peers in Indiana and nationally.

Sufficient Gains. Are the students in this school making *sufficient gains* toward becoming proficient? It is not enough to know whether students made a year's worth of progress between 2003 and 2004. Some students, because they are starting behind, need to make *more* than a year's worth of progress in order to become proficient by the end of eighth grade. What proportion of the school's students is making the gains they need to make?

To find out, analysts projected each student's *future* gain based on the gain he or she achieved between fall 2003 and spring 2004 on the MAP exam. If the student continued to gain at that rate, would he or she be proficient by the end of the 8th grade? If so, he or she made "sufficient gains." Based on this analysis, NAS calculated the percentage of students who made sufficient gains in each subject and grade.

Figure 15 displays the results. For example, 100% of students who were 2nd graders in 2003-04 made sufficient gains in reading. That is, if these 2nd graders continue learning at the rate they did during this period, 100% of them will be proficient by the end of 8th grade.

Figure 15. Percentage of Andrew J. Brown Academy students achieving sufficient gains to become proficient by the end of 8th Grade, fall 2003 through spring 2004

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	100.0%	100.0%	100.0%	100.0%
Math	100.0%	100.0%	100.0%	96.9%
Language	91.2%	80.9%	89.5%	64.5%

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

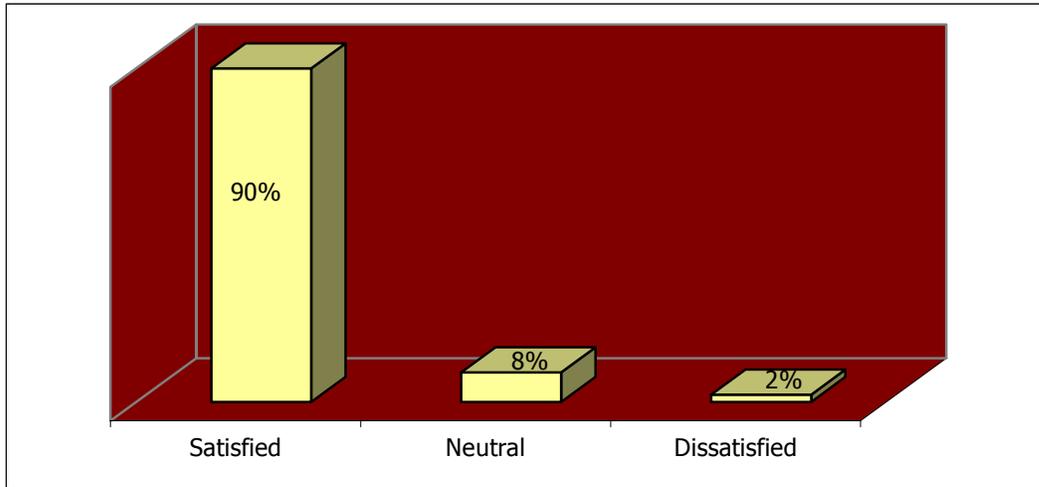
Is the organization effective and well-run?

Expert assessment of organizational viability. Expert site visit teams, reviews by an outside accounting firm, an independent survey and oversight by the Mayor's Office yielded numerous findings about Andrew J. Brown Academy, discussed at length in Supplemental Reports 2 and 6. Highlights of those findings include:

- **Fiscal health.** Andrew J. Brown Academy managed its financial practices satisfactorily in 2003-04, with no significant problems.
- **Board governance.** The expert site team commended the Board's expertise and the guidance it provided on important school issues. The Mayor's Office's governance review, however, found that many Board meetings had been cancelled during the year and that Board minutes did not provide sufficient detail to inform the public of the Board's operations.
- **Leadership.** The site team and the governance reviews gave the school high marks for academic and organizational leadership, which were especially exceptional for a start-up school. The reviews commended both the building principal and the school's educational management company, National Heritage Academies. According to the expert site visit team's report, "the principal is passionate about the mission and provides strong leadership in the development of a climate that encourages student attainment and high standards for students and teachers."

Parent and staff satisfaction. In confidential surveys administered in 2004 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, Andrew J. Brown parents and staff indicated their level of satisfaction with the charter school. Figure 16 shows how parents responded to a question about their overall satisfaction. Ninety percent of Andrew J. Brown Academy parents reported they were satisfied overall with their charter school. On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.34. Staff members on average rated their likelihood of recommending the school as a good place to attend at 3.67. Staff members on average rated their likelihood of recommending their charter school as a good place to work at 3.67. Figure 17 displays how satisfied parents and staff were with a variety of school features.

Figure 16. Overall parent satisfaction with Andrew J. Brown Academy



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "satisfied" responses.

"Dissatisfied" includes "very dissatisfied" and "dissatisfied" responses.

Figure 17. Parent and staff satisfaction at Andrew J. Brown Academy

School Feature	Parents				School Staff			
	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³
School size	4.45	92%	5%	1%	4.04	67%	30%	4%
Class size	4.19	82%	10%	8%	3.37	52%	22%	26%
Length of school day	4.37	87%	10%	3%	3.59	52%	26%	22%
Length of school year	4.40	90%	6%	2%	3.93	67%	30%	4%
Ability of school to fulfill mission	4.36	85%	9%	3%	3.74	56%	33%	11%
Individualized attention	4.41	87%	7%	5%	4.15	78%	15%	7%
Academic standards/expectations	4.48	91%	7%	2%	4.41	89%	11%	0%
Curriculum	4.47	90%	7%	2%	4.19	78%	15%	7%
Teaching quality	4.51	89%	10%	1%	4.30	85%	11%	4%
Instructional quality, language arts	4.49	91%	7%	1%	4.27	81%	11%	4%
Instructional quality, mathematics	4.45	89%	7%	3%	3.50	52%	22%	22%
Materials to support curriculum	4.24	81%	14%	3%	3.41	48%	30%	22%
Innovation in teaching practices	4.32	80%	14%	2%	3.74	56%	37%	7%
Computers and other technology	3.91	61%	17%	12%	2.89	26%	44%	30%
Classroom management/behavior	4.02	73%	14%	12%	3.04	33%	26%	41%
Communication from the school	4.41	88%	8%	3%	4.04	70%	15%	11%
Parent information about students	4.46	89%	10%	1%	4.04	74%	19%	4%
Accessibility/openness to parents	4.56	93%	7%	0%	4.12	78%	15%	4%
Parent participation opportunities	4.61	94%	5%	0%	4.15	78%	15%	7%
Parent involvement	4.48	89%	9%	1%	3.70	63%	22%	15%
Teacher/student school pride	4.46	87%	10%	1%	3.46	52%	22%	22%
Relationship with local community	4.36	72%	14%	0%	3.58	44%	37%	15%
Extracurricular activities	3.87	62%	19%	12%	3.26	37%	37%	26%
Services for special needs students ^{4,5}	3.90	63%	27%	10%	3.45	55%	27%	18%
School leadership	4.47	89%	8%	2%	3.81	63%	22%	15%
School finances	4.31	63%	11%	3%	3.79	52%	33%	4%
Safety	4.50	90%	7%	1%	4.26	74%	26%	0%
School facilities	4.56	92%	5%	1%	4.37	81%	19%	0%
Enrollment process	4.37	84%	11%	2%	4.13	63%	22%	4%
Transportation ⁶	4.22	80%	11%	9%	3.92	63%	19%	11%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not total 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

⁴Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

⁵Only parents of children with special needs in the charter school responded to this question. Only staff members with instructional responsibilities and students with special needs in their classroom responded to this question.

⁶Only parents whose children used the school's transportation services in the 2003-04 school year responded to this question.

Is the school meeting its operations and access obligations?

Andrew J. Brown Academy satisfactorily met its obligations in 2003-04 in complying with relevant laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. Figure 17 above displays parent and staff survey responses to questions about school operations.

Is the school providing the appropriate conditions for success?

The expert site visit team commended Andrew J. Brown Academy's educational program, especially its literacy program. According to the team's report, the school:

- made exemplary use of weekly literacy assessments to provide targeted instruction;
- focused the majority of classroom work on developing mastery of basic skills; and
- made extensive use of one-on-one instruction, tutoring, and competency-based grouping in order to meet each individual student's needs.

The team recommended that the school do more to identify ways to challenge students who are at or above grade level and develop policies and strategies to "deal with...students who present difficult behavior management issues." Overall, however, the team found that "...halls and classrooms are orderly and teachers demonstrate good behavior management and effective classroom rituals."

Christel House Academy: Summary of Performance

Grades served in 2003-04: K-5

Number of students enrolled in 2003-04: 273*

*Source: Indiana Department of Education, based on school's Pupil Enrollment Count reported every October.

Is the educational program a success?

Performance on the statewide assessment. Figure 18 displays the percentage of Christel House Academy 3rd and 5th graders who received passing scores on ISTEP+ examinations in the fall of 2003 and, where applicable, the percentage passing in 2002. While 2002 data are provided, it is not possible to use these results to measure individual students' progress over time because each grade's test results pertain to different children in 2002 versus 2003. Fall 2003 was the first time Christel House Academy students currently enrolled in grades 3 and 5 took the ISTEP+, and thus data on how these same students previously performed on ISTEP+ are not available. In the future, as ISTEP+ is administered in all grades, the Mayor's Office will be able to determine how much progress over time Christel House Academy students are making on these tests.

Figure 18. Percentage of students in Christel House Academy ("CHA"), Indianapolis Public Schools ("IPS"), and Indiana ("IN") passing ISTEP+ tests at the beginning of the fall semester^{1,2}

	English			Math			Both (English & Math)			Science		
	CHA	IPS	IN	CHA	IPS	IN	CHA	IPS	IN	CHA	IPS	IN
3 rd Graders												
2003	56%	62%	74%	35%	65%	71%	30%	52%	63%			
2002	37%	58%	72%	20%	57%	67%	18%	44%	59%			
5 th Graders												
2003 ³										35%	32%	61%

Source: Indiana Department of Education.

Note: Percentages rounded to the nearest whole number.

¹Since 2003 is the first year these students have taken the ISTEP+, it is not possible to use these results as a measure of student progress at Christel House Academy.

²Blank areas denote that the applicable grade was not tested in the particular subject area.

³Since 2003 was the first year Indiana students took the ISTEP+ in 5th grade science, historical data are not available.

Adequate Yearly Progress. Christel House Academy made Adequate Yearly Progress (AYP) in 2003. As required by the federal No Child Left Behind legislation, the Indiana Department of Education has determined Adequate Yearly Progress (AYP) for all Indiana schools, including charter schools in operation during the 2002-03 school year. The Department determines whether each school makes AYP based on the percentage of students passing the English and mathematics ISTEP+ tests. In addition, each elementary and middle school must make AYP by raising or maintaining high attendance rates.²

² AYP also is determined for a variety of subgroups (race/ethnicity, special education, limited English proficiency, free/reduced-price lunch eligibility), provided that there are at least 30 students in a particular subgroup. Christel House Academy did not have enough students in any of the subgroup categories; therefore AYP was not determined for the subgroups.

Measuring educational progress. Christel House Academy administered the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) exam to its students in grades two through five in fall 2003 and spring 2004. Each number in Figure 19 indicates the percentage change in the average test score achieved in a particular grade and subject from fall to spring. For example, the +9.9 in the first row indicates that the average reading score for students who were 2nd graders was 9.9% higher in spring 2004 than in fall 2003.

Figure 19. Percentage change in average NWEA MAP scores between fall 2003 and spring 2004 at Christel House Academy

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	+9.9	+7.6	+7.1	+7.4
Math	+9.3	+8.1	+6.4	+7.5
Language	+10.0	+7.2	+4.7	+5.3

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure 19 shows that students made progress, on average, between fall 2003 and spring 2004 in all grades and all subjects tested. But how large were these gains? Analysts at New American Schools (NAS) used two methods to answer that question. First, they compared the progress of Christel House Academy’s students to that of other students in Indiana and nationally who took the same exams at the same points in their academic careers ("comparative gains"). Second, they determined whether students’ gains were large enough for them to reach proficiency by the end of eighth grade ("sufficient gains").

Comparative Gains. Since the NWEA MAP is a national standardized test, we can ask the following question: if we ranked all the students in Indiana and across the country who took the NWEA MAP, where would *Christel House Academy students stand on average* in those rankings?

Figures 20 and 21 provide the answer. For example, the first row of Figure 20 shows how 2nd graders at Christel House Academy performed in reading. In fall 2003, on average 2nd graders at Christel House Academy scored as well as or better than 20% of all students in Indiana in reading. We call this number, 20, Christel House Academy’s "Fall 2003 Average Percentile" for 2nd graders in reading. The next column shows that by spring 2004, on average Christel House Academy 2nd graders performed as well as or better than 40% of all students in Indiana. The school’s "Spring 2004 Average Percentile" was 40.

What does this mean? It means that, on average, Christel House Academy’s 2nd graders *moved up in the statewide ranking* in reading between fall 2003 and spring 2004. So on the right side of Figure 20, we indicate that Christel House Academy students "gained ground" versus students in Indiana. Figure 21 displays the same information, but compares students’ performance to their peers *nationally*.

As displayed in Figures 20 and 21, it is evident that Christel House Academy students, on average, gained ground versus their Indiana and national peers in all grades and all subjects. This result is a significant improvement relative to Christel House Academy’s performance in the previous school year. In 2002-03 the school "gained ground" in only five of the 14 grades and subjects tested, "stayed even" in three and "lost ground" in six. In addition, many of the gains made in 2003-04 are quite large.

would he or she be proficient by the end of the 8th grade? If so, he or she made “sufficient gains.” Based on this analysis, NAS calculated the percentage of students who made sufficient gains in each subject and grade.

Figure 22 displays the results. For example, 100% of students who were 2nd graders in 2003-04 made sufficient gains in reading. That is, if these 2nd graders continue learning at the rate they did during this period, 100% of them will be proficient by the end of 8th grade.

Figure 22. Percentage of Christel House Academy students achieving sufficient gains to become proficient by the end of 8th Grade, fall 2003 through spring 2004

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	100.0%	100.0%	100.0%	100.0%
Math	100.0%	100.0%	95.5%	100.0%
Language	100.0%	100.0%	95.5%	87.5%

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004,” prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Is the organization effective and well-run?

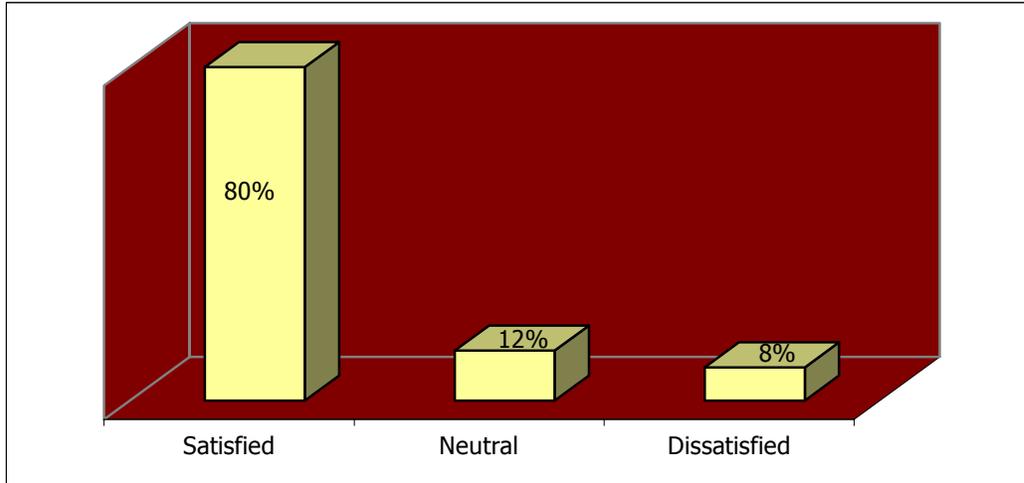
Expert assessment of organizational viability. Expert site visit teams, reviews by an outside accounting firm, an independent survey and oversight by the Mayor’s Office yielded numerous findings about Christel House Academy, discussed at length in Supplemental Reports 3 and 6. Highlights of those findings include:

- **Fiscal health.** Christel House Academy managed its financial practices satisfactorily in 2003-04, with no significant problems.
- **Board governance.** Christel House Academy showed great improvements in governance between 2002-03 and 2003-04, receiving commendation from both the Mayor’s Office’s governance reviews and the expert site visit team for the Board’s expertise, guidance, and decision-making. The Mayor’s Office’s governance review, however, found that Board minutes did not provide sufficient detail to inform the public of the Board’s operations.
- **Leadership.** Expert reviews found that Christel House Academy made great strides in overcoming leadership challenges identified in 2002-03. The reviews commended the school’s leadership for improvements in school climate, professional development, curriculum, and behavior management systems and for signing a contract with Edison Schools to manage the school in the future. The expert site team noted that the school faced important transition challenges, needing to hire a permanent leader and keep the school community informed about the change to management by Edison.

Parent and staff satisfaction. In confidential surveys administered in 2004 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, Christel House Academy parents and staff indicated their level of satisfaction with the charter school. Figure 23 shows significant improvement in overall parent satisfaction. Four out of five parents at Christel House reported they were satisfied overall with their charter school, whereas in the 2003 survey just 65% of parents reported their overall satisfaction. The percentage of parents who reported they were dissatisfied with the school decreased from 22% in 2003 to 8% in 2004. On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.07. Staff members on average rated their likelihood of recommending the school as a good place to attend at 3.83. Staff

members on average rated their likelihood of recommending their charter school as a good place to work at 3.87. Figure 24 displays how satisfied parents and staff were with a variety of school features.

Figure 23. Overall parent satisfaction with Christel House Academy



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.
Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Figure 24. Parent and staff satisfaction at Christel House Academy

School Feature	Parents				School Staff			
	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³
School size	4.28	86%	9%	5%	4.32	85%	8%	4%
Class size	3.71	63%	16%	21%	3.36	46%	19%	31%
Length of school day	3.29	52%	14%	34%	2.12	15%	8%	73%
Length of school year	3.73	67%	16%	16%	2.69	23%	31%	46%
Ability of school to fulfill mission	3.77	61%	18%	16%	4.12	77%	19%	0%
Individualized attention	4.04	71%	14%	13%	4.12	77%	19%	0%
Academic standards/expectations	4.10	78%	13%	9%	4.46	85%	8%	0%
Curriculum	4.07	77%	13%	10%	4.25	73%	15%	4%
Teaching quality	4.45	90%	5%	3%	4.42	88%	4%	0%
Instructional quality, language arts	4.36	90%	3%	6%	4.54	88%	4%	0%
Instructional quality, mathematics	4.28	87%	5%	7%	4.17	73%	12%	8%
Materials to support curriculum	4.07	79%	8%	13%	3.32	50%	15%	31%
Innovation in teaching practices	4.12	84%	7%	9%	4.22	88%	4%	0%
Computers and other technology	4.20	85%	7%	8%	4.00	77%	19%	0%
Classroom management/behavior	4.08	77%	13%	10%	4.00	73%	19%	4%
Communication from the school	3.99	74%	14%	12%	3.63	54%	31%	8%
Parent information about students	4.13	82%	6%	12%	3.71	62%	27%	4%
Accessibility/openness to parents	4.09	76%	14%	10%	3.92	73%	15%	4%
Parent participation opportunities	4.11	78%	14%	7%	3.63	54%	31%	8%
Parent involvement	3.92	71%	15%	13%	2.83	23%	31%	38%
Teacher/student school pride	4.12	79%	14%	6%	3.88	73%	15%	8%
Relationship with local community	4.01	65%	17%	7%	3.58	50%	38%	4%
Extracurricular activities	3.40	51%	19%	28%	2.33	12%	31%	50%
Services for special needs students ^{4,5}	4.44	89%	11%	0%	3.71	65%	18%	18%
School leadership	3.54	59%	20%	20%	3.96	80%	16%	4%
School finances	4.16	64%	9%	5%	3.78	54%	31%	4%
Safety	4.45	93%	3%	3%	4.31	88%	12%	0%
School facilities	4.40	91%	6%	3%	4.27	85%	12%	4%
Enrollment process	4.02	75%	20%	6%	3.77	54%	31%	0%
Transportation ⁶	3.83	64%	19%	17%	3.88	69%	27%	4%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not total 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

⁴Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

⁵Only parents of children with special needs in the charter school responded to this question. Only staff members with instructional responsibilities and students with special needs in their classroom responded to this question.

⁶Only parents whose children used the school's transportation services in the 2003-04 school year responded to this question.

Is the school meeting its operations and access obligations?

Christel House Academy satisfactorily met its obligations in 2003-04 for compliance with laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. Figure 24 above displays parent and staff survey responses to questions about school operations.

Is the school providing the appropriate conditions for success?

According to the expert site visit team, Christel House Academy made great improvements in the 2003-04 in creating the conditions for success at the school. In particular, the team commended the school for:

- instituting a high-quality curriculum, especially in writing;
- using data to understand students and design effective learning experiences;
- employing multiple techniques to meet individual students' needs in classrooms;
- providing significant amounts of effective professional development to teachers; and
- improving behavior management, resulting in a dramatic decline in behavior referrals and a more focused learning environment.

The team noted some variation in staff members' proficiency with teaching strategies and their implementation of the curriculum, especially in math. Given the number of students entering the school behind grade level and/or with special needs, the team reported a potential need for additional staff experienced with these challenges. Overall, though, the team concluded that "the school climate is relaxed, students are orderly, and staff is friendly and focused on teaching and learning."

Flanner House Elementary School: Summary of Performance

Grades served in 2003-04: K-5

Number of students enrolled in 2003-04: 165*

*Source: Indiana Department of Education, based on school's Pupil Enrollment Count reported every October.

Is the educational program a success?

Performance on the statewide assessment. Figure 25 displays the percentage of Flanner House Elementary 3rd and 5th graders who received passing scores on ISTEP+ examinations in the fall of 2003 and, where applicable, the percentage passing in 2002. While 2002 data are provided, it is not possible to use these results to measure individual students' progress over time because each grade's test results pertain to different children in 2002 versus 2003. Fall 2003 was the first time Flanner House Elementary students currently enrolled in grades 3 and 5 took the ISTEP+, and thus data on how these same students previously performed on ISTEP+ are not available. In the future, as ISTEP+ is administered in all grades, the Mayor's Office will be able to determine how much progress over time Flanner House Elementary students are making on these tests.

Figure 25. Percentage of students in Flanner House Elementary ("FHE"), Indianapolis Public Schools ("IPS"), and Indiana ("IN") passing ISTEP+ tests at the beginning of the fall semester^{1,2}

	English			Math			Both (English & Math)			Science		
	FHE	IPS	IN	FHE	IPS	IN	FHE	IPS	IN	FHE	IPS	IN
3 rd Graders												
2003	63%	62%	74%	60%	65%	71%	49%	52%	63%			
2002	67%	58%	72%	67%	57%	67%	52%	44%	59%			
5 th Graders ³												
2003										25%	32%	61%

Source: Indiana Department of Education.

Note: Percentages rounded to the nearest whole number.

¹Since 2003 is the first year these students have taken the ISTEP+, it is not possible to use these results as a measure of student progress at the Flanner House Elementary School.

²Blank areas denote that the applicable grade was not tested in the particular subject area.

³Since 2003 was the first year Indiana students took the ISTEP+ in 5th grade science, historical data are not available.

Adequate Yearly Progress. As required by the federal No Child Left Behind legislation, the Indiana Department of Education has determined Adequate Yearly Progress (AYP) for all Indiana schools, including charter schools in operation during the 2002-03 school year. Flanner House Elementary did not receive an AYP rating because it tested fewer than 30 students total in 2002. As the school grows, the total number of students tested in comparison years will increase, so AYP determinations will be made in the future.

Measuring educational progress. Flanner House Elementary School administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam to its students in grades two through five in fall 2003 and spring 2004. Each number in Figure 26 indicates the percentage change in the average test score achieved in a particular grade and subject from fall to spring. For example, the +7.9 in the first row indicates that the average reading score for students who were 2nd graders was 7.9% higher in spring 2004 than in fall 2003.

Figure 26. Percentage change in average NWEA MAP scores between fall 2003 and spring 2004 at Flanner House Elementary School

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	+7.9	+5.4	+3.3	+4.1
Math	+7.0	+3.9	+1.9	+4.3
Language	+6.4	+1.7	+0.1	+1.9

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure 26 shows that students made progress, on average, between fall 2003 and spring 2004 in all grades and all subjects tested. But how large were these gains? Analysts at New American Schools (NAS) used two methods to answer that question. First, they compared the progress of Flanner House Elementary’s students to that of other students in Indiana and nationally who took the same exams at the same points in their academic careers (“comparative gains”). Second, they determined whether students’ gains were large enough for them to reach proficiency by the end of eighth grade (“sufficient gains”).

Comparative Gains. Because the NWEA MAP is a national standardized test, we can ask the following question: if we ranked all the students in Indiana and across the country who took the NWEA MAP, where would *Flanner House Elementary students stand on average* in those rankings?

Figures 27 and 28 provide the answer. For example, the first row of Figure 27 shows how 2nd graders at Flanner House Elementary performed in reading. In fall 2003, on average 2nd graders at Flanner House Elementary scored as well as or better than 20% of all students in Indiana in reading. We call this number, 20, Flanner House Elementary’s “Fall 2003 Average Percentile” for 2nd graders in reading. The next column shows that by spring 2004, on average Flanner House Elementary 2nd graders performed as well as or better than 28% of all students in Indiana. The school’s “Spring 2004 Average Percentile” was 28. What does this mean? It means that, on average, Flanner House Elementary’s 2nd graders *moved up in the statewide ranking* in reading between fall 2003 and spring 2004. So on the right side of Figure 27, we indicate that Flanner House Elementary students “gained ground” versus students in Indiana. Figure 28 displays the same information, but compares students’ performance to their peers *nationally*.

As displayed in Figures 27 and 28, it is evident that Flanner House Elementary students, on average, gained ground versus their Indiana and national peers in some grades and subjects, but lost ground in several others. The fact that students, on average, lost ground in some areas does not mean that these students did not progress in these grades and subjects; rather, they did progress (except in 4th grade language), as Figure 26 illustrates, but not as much as their peers in Indiana and nationally.

Figure 27. INDIANA comparison: Academic progress of Flanner House Elementary School students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students in Indiana	Stayed even with students in Indiana	Lost ground vs. students in Indiana
2 nd Grade	Reading	20	28	✓		
	Math	20	26	✓		
	Language	26	23			✓
3 rd Grade	Reading	23	30	✓		
	Math	34	21			✓
	Language	37	18			✓
4 th Grade	Reading	33	28			✓
	Math	48	32			✓
	Language	42	22			✓
5 th Grade	Reading	22	34	✓		
	Math	17	29	✓		
	Language	24	25	✓		

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure 28. NATIONAL comparison: Academic progress of Flanner House Elementary School students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students nationally	Stayed even with students nationally	Lost ground vs. students nationally
2 nd Grade	Reading	20	33	✓		
	Math	20	32	✓		
	Language	27	33	✓		
3 rd Grade	Reading	28	36	✓		
	Math	42	30			✓
	Language	40	28			✓
4 th Grade	Reading	36	33			✓
	Math	52	38			✓
	Language	47	31			✓
5 th Grade	Reading	26	39	✓		
	Math	23	35	✓		
	Language	29	35	✓		

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Sufficient Gains. Are the students in this school making *sufficient gains* toward becoming proficient? It is not enough to know whether students made a year's worth of progress between 2003 and 2004. Some students, because they are starting behind, need to make *more* than a year's worth of progress in order to become proficient by the end of eighth grade. What proportion of the school's students is making the gains they need to make?

To find out, analysts projected each student's *future* gain based on the gain he or she achieved between fall 2003 and spring 2004 on the MAP exam. If the student continued to gain at that rate,

would he or she be proficient by the end of the 8th grade? If so, he or she made “sufficient gains.” Based on this analysis, NAS calculated the percentage of students who made sufficient gains in each subject and grade.

Figure 29 displays the results. For example, 100% of students who were 2nd graders in 2003-04 made sufficient gains in reading. That is, if these 2nd graders continue learning at the rate they did during this period, 100% of them will be proficient by the end of 8th grade. Of note, based on current gains, less than 50% of students in 4th and 5th grades will be proficient in language by the end of 8th grade.

Figure 29. Percentage of Flanner House Elementary School students achieving sufficient gains to become proficient by the end of 8th Grade, fall 2003 through spring 2004

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	100.0%	100.0%	100.0%	100.0%
Math	100.0%	84.6%	100.0%	69.6%
Language	70.4%	60.7%	42.9%	43.5%

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004,” prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Is the organization effective and well-run?

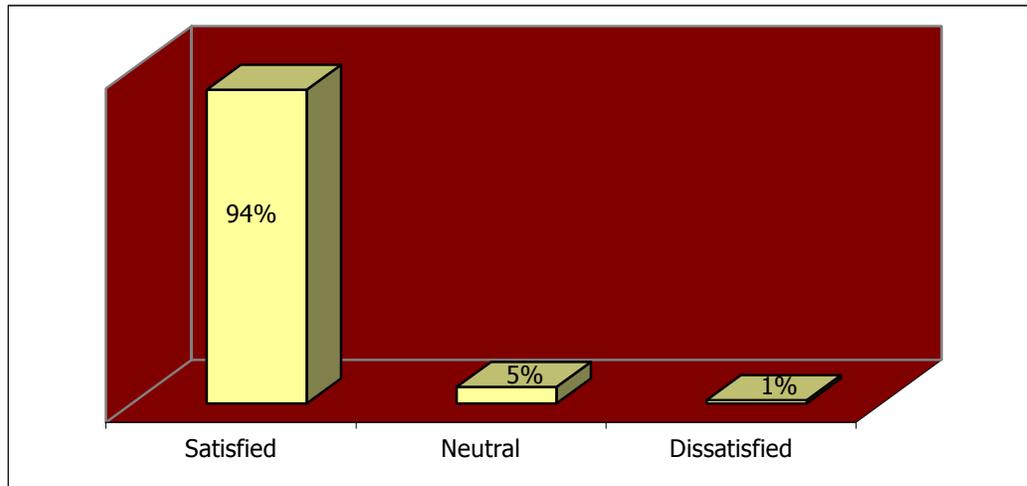
Expert assessment of organizational viability. Expert site visit teams, reviews by an outside accounting firm, an independent survey and oversight by the Mayor’s Office yielded numerous findings about Flanner House Elementary, discussed at length in Supplemental Reports 4 and 6. Highlights of those findings include:

- **Fiscal health.** Flanner House Elementary School encountered challenges related to accounting and finance in 2003-04, including timely bill payments and accurate allocation of salaries and expenses between the school and the Flanner House Higher Learning Center. By June 30, 2004, however, the school satisfactorily resolved the issues related to the salary and expense allocations between both schools.
- **Board governance.** The Mayor’s Office’s governance review noted that Board members were engaged in discussions and asked thoughtful questions. This review and the expert site team, however, reported several governance difficulties at Flanner House Elementary, including the lack of a clear process for decision-making, the lack of procedures to follow-up on Board members’ questions, unclear Board minutes, and inadequate expertise in certain areas.
- **Leadership.** The expert site visit team commended the school’s education director, for being a “strong and inspirational instructional leader” who “provides strong academic leadership, motivates an exemplary climate and culture, and effectively deals with the constraints on resources.” The school’s handling of organizational and compliance tasks was less exemplary, as noted below.

Parent and staff satisfaction. In confidential surveys administered in 2004 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, Flanner House Elementary parents and staff indicated their level of satisfaction with the charter school. Figure 30 shows how parents responded to a question about their overall satisfaction. Ninety-four percent of parents reported overall satisfaction with the school in the parent survey, down slightly from 97% in 2003. On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at

4.45. Staff members on average rated their likelihood of recommending the school as a good place to attend at 4.39. Staff members on average rated their likelihood of recommending their charter school as a good place to work at 4.08. Figure 31 displays how satisfied parents and staff were with a variety of school features.

Figure 30. Overall parent satisfaction with Flanner House Elementary School



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2003 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 6 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. "Satisfied" includes "somewhat satisfied" and "very satisfied" responses. "Dissatisfied" includes "somewhat dissatisfied" and "very dissatisfied" responses.

Figure 31. Parent and staff satisfaction at Flanner House Elementary School

School Feature	Parents				School Staff			
	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³
School size	4.44	88%	10%	2%	4.42	92%	0%	8%
Class size	4.58	95%	5%	0%	4.42	92%	8%	0%
Length of school day	4.48	94%	5%	1%	4.00	69%	23%	8%
Length of school year	4.44	88%	11%	1%	3.75	67%	25%	8%
Ability of school to fulfill mission	4.40	90%	7%	2%	3.69	62%	31%	8%
Individualized attention	4.20	85%	7%	8%	4.08	92%	0%	8%
Academic standards/expectations	4.51	94%	4%	2%	4.23	85%	8%	8%
Curriculum	4.46	94%	2%	4%	4.23	85%	8%	8%
Teaching quality	4.26	87%	5%	8%	4.33	92%	0%	8%
Instructional quality, language arts	4.24	86%	6%	8%	4.31	85%	8%	8%
Instructional quality, mathematics	4.33	90%	2%	7%	4.23	92%	0%	8%
Materials to support curriculum	4.25	87%	11%	2%	3.38	46%	31%	23%
Innovation in teaching practices	4.16	83%	10%	7%	3.54	54%	31%	15%
Computers and other technology	3.32	45%	27%	24%	2.54	15%	31%	54%
Classroom management/behavior	4.04	77%	12%	11%	3.67	67%	17%	17%
Communication from the school	4.23	86%	6%	8%	3.92	75%	17%	8%
Parent information about students	4.26	85%	9%	6%	3.62	62%	31%	8%
Accessibility/openness to parents	4.52	94%	4%	2%	3.92	69%	23%	8%
Parent participation opportunities	4.69	96%	2%	1%	4.15	85%	8%	8%
Parent involvement	4.43	90%	7%	2%	3.62	62%	15%	23%
Teacher/student school pride	4.51	92%	7%	1%	3.92	77%	15%	8%
Relationship with local community	4.28	80%	17%	2%	3.92	69%	23%	8%
Extracurricular activities	3.37	46%	29%	23%	2.69	15%	46%	38%
Services for special needs students ^{4,5}	4.67	89%	11%	0%	3.00	17%	67%	17%
School leadership	4.46	87%	7%	6%	4.08	75%	17%	8%
School finances	3.94	52%	12%	11%	2.80	15%	31%	31%
Safety	4.45	92%	6%	2%	4.15	85%	8%	8%
School facilities	3.92	69%	15%	14%	2.92	23%	38%	38%
Enrollment process	4.34	86%	12%	0%	4.09	62%	23%	0%
Transportation ⁶	4.00	100%	0%	0%	3.88	42%	25%	0%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not total 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

⁴Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

⁵Only parents of children with special needs in the charter school responded to this question. Only staff members with instructional responsibilities and students with special needs in their classroom responded to this question.

⁶Only parents whose children used the school's transportation services in the 2003-04 school year responded to this question.

Is the school meeting its operations and access obligations?

Flanner House Elementary School satisfactorily met its obligations in 2003-04 in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. Figure 31 above displays parent and staff survey responses to questions about school operations.

The school faced challenges, however, in meeting some of its important obligations to submit reports, make information available to the Mayor's Office and meet teacher licensure requirements. These are detailed in Supplemental Report 4.

Is the school providing the appropriate conditions for success?

The expert site visit team commended Flanner House Elementary for creating a strong, positive culture for learning at the school, including:

- high expectations for all students;
- excellent student behavior;
- extraordinary parent involvement and communication with parents;
- attention to rituals that support the culture; and
- a widespread impression among students that they are cared for and challenged by the school.

According to the site team, this positive culture enabled the school to create a learning environment in which students were "focused and on-task." Teachers supplemented the standards-based core curriculum with extensive use of rigorously evaluated project-based learning, designed to develop the "whole child." The site team noted room for improvement in teachers' use of data to inform their teaching, differentiating instruction to meet individual needs, and the school's writing program.

Flanner House Higher Learning Center: Summary of performance

Grades served in 2003-04: 9-12

Number of students enrolled in 2003-04: 114*

*Source: Indiana Department of Education, based on school's Pupil Enrollment Count reported every October.

Is the educational program a success?

Performance on the statewide assessment. Though Flanner House Higher Learning Center students took the state's ISTEP+ exams, they did so shortly after the school opened at the *beginning* of the school year. As a result, the school's results on the state tests reflect students' starting levels of academic achievement rather than the school's performance. Because these scores do not reflect on the success of the school's educational program, they are not included here. See Supplemental Report 5 for information about the school's ISTEP+ scores in fall 2003.

Adequate Yearly Progress. Information about Adequate Yearly Progress is not available for this school because it just completed its first year of operation.

Measuring educational progress. Flanner House Higher Learning Center administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam to its students in grades nine through twelve in fall 2003 and spring 2004. Due to several factors, the number of students included in the following analysis is very small, ranging from 4 to 16 students across the subjects and grades. Flanner House Higher Learning Center serves a population of students who have previously dropped out of school altogether and are returning to school with a variety of challenges. Students come and go throughout the school year because they attend the school only long enough to complete their graduation requirements or because their other work and family commitments prevent them from continuing their attendance. Because only students who participated in the fall *and* spring are included in the analysis, the number of students examined is very small. With such small numbers, it is unwise to draw strong conclusions from these results; the margin for error is very large. Over time, the school's multi-year record will provide a more valid assessment of its success with students.

Each number in Figure 32 indicates the percentage change in the average test score achieved in a particular grade and subject from fall to spring. For example, the -1.2 in the first row indicates that the average reading score for students who were 9th graders was 1.2% lower in spring 2004 than in fall 2003.

Figure 32. Percentage change in average NWEA MAP scores between fall 2003 and spring 2004 at Flanner House Higher Learning Center

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Reading	-1.2	-8.3	-3.3	-3.3
Math	+2.4	-2.7	+0.3	-1.0
Language	-1.1	-3.7	+0.1	-3.8

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure 32 shows that except for 9th grade math and 11th grade math and language, students did not make progress, on average, between fall 2003 and spring 2004. In many grades and subjects, students scored lower on average in spring 2004 than they did at the beginning of the school year.

But how large were these changes? Analysts at New American Schools (NAS) aimed to use two methods to answer that question. First, they compared the progress of Flanner House Higher Learning Center's students to that of other students in Indiana and nationally who took the same exams at the same points in their academic careers ("comparative gains and losses"). Second, they sought to determine whether students' gains were large enough for them to reach proficiency over time ("sufficient gains"). However, this second analysis was not possible for Flanner House Higher Learning Center because NWEA does not provide proficiency levels for grades 9 through 12.

Comparative gains and losses. Because the NWEA MAP is a national standardized test, we can ask the following question: if we ranked all the students in Indiana and across the country who took the NWEA MAP, where would *Flanner House Higher Learning Center students stand on average* in those rankings?

Figures 33 and 34 provide the answer. For example, the first row of Figure 33 shows how 9th graders at Flanner House Higher Learning Center performed in reading. In fall 2003, on average 9th graders at Flanner House Higher Learning Center scored as well as or better than 16% of all students in Indiana in reading. We call this number, 16, Flanner House Higher Learning Center's "Fall 2003 Average Percentile" for 9th graders in reading. The next column shows that by spring 2004, on average Flanner House Higher Learning Center 9th graders performed as well as or better than just 8% of all students in Indiana. The school's "Spring 2004 Average Percentile" was 8. What does this mean? It means that, on average, Higher Learning Center's 9th graders *moved down in the statewide ranking* in reading between fall 2003 and spring 2004. So on the right side of Figure 33, we indicate that Higher Learning Center students "lost ground" versus students in Indiana. Figure 34 displays the same information, but compares students' performance to their peers *nationally*.

Figure 33. INDIANA comparison: Academic progress of Flanner House Higher Learning Center students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students in Indiana	Stayed even with students in Indiana	Lost ground vs. students in Indiana
9 th Grade	Reading	16	8			✓
	Math	19	12			✓
	Language	19	9			✓
10 th Grade	Reading	14	3			✓
	Math	11	3			✓
	Language	16	9			✓
11 th Grade	Reading	12	4			✓
	Math	25	6			✓
	Language	21	20			✓
12 th Grade	Reading	15	1			✓
	Math	16	3			✓
	Language	26	12			✓

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure 34. NATIONAL comparison: Academic progress of Flanner House Higher Learning Center students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students nationally	Stayed even with students nationally	Lost ground vs. students nationally
9 th Grade	Reading	18	13			✓
	Math	20	13			✓
	Language	22	14			✓
10 th Grade	Reading	20	3			✓
	Math	20	3			✓
	Language	23	8			✓
11 th Grade	Reading	12	4			✓
	Math	25	6			✓
	Language	21	20			✓
12 th Grade	Reading	15	1			✓
	Math	16	3			✓
	Language	26	12			✓

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

As displayed in Figures 33 and 34, it is evident that Flanner House Higher Learning Center students, on average, lost ground relative to their Indiana and national peers in all grades and subjects. In three of the twelve cases, 9th grade math and 11th grade math and language, students did progress, as Figure 32 illustrates, but not as much as their peers in Indiana and nationally.

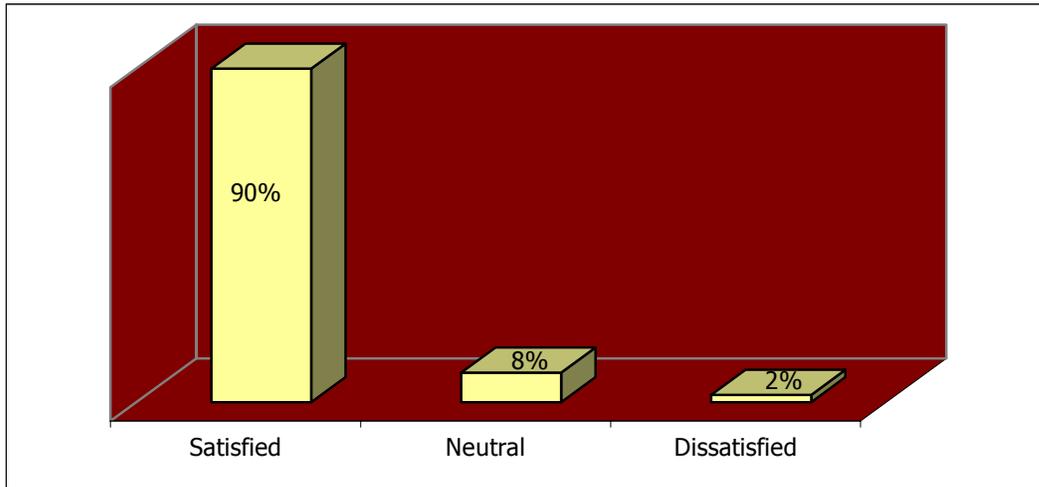
Is the organization effective and well-run?

Expert assessment of organizational viability. Expert site visit teams, reviews by an outside accounting firm, an independent survey and oversight by the Mayor's Office yielded numerous findings about Flanner House Higher Learning Center, discussed at length in Supplemental Reports 5 and 6. Highlights of those findings include:

- **Fiscal health.** Flanner House Higher Learning Center encountered challenges related to accounting and finance in 2003-04, including timely bill payments and accurate allocation of salaries and expenses between the school and the Flanner House Higher Elementary School. By June 30, 2004, however, the school satisfactorily resolved the issues related to the salary and expense allocations between both schools.
- **Board governance.** The Mayor's Office's governance review found that many Board meetings had been cancelled during the year. Board minutes contained numerous errors and did not provide sufficient detail to inform the public of the Board's operations.
- **Leadership.** The expert site visit team raised concerns about Flanner House Higher Learning Center's organizational and academic leadership in 2003-04, citing the need to "develop and/or ensure consistent implementation of procedures and policies" across a wide range of issues. The Mayor's Office's governance review also noted several difficulties related to meeting the school's obligations, as noted below. The school principal's resignation in May 2004 makes transition to new leadership a central priority for 2004-05.

Parent and staff satisfaction. In confidential surveys administered in 2004 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, Flanner House Higher Learning Center parents and staff indicated their level of satisfaction with the charter school. Figure 35 shows how parents responded to a question about their overall satisfaction. Ninety percent of Flanner House Higher Learning Center parents reported they were satisfied overall with their charter school, as shown in Figure 35. On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.50. Staff members on average rated their likelihood of recommending the school as a good place to attend at 4.00. Staff members on average rated their likelihood of recommending their charter school as a good place to work at 3.50. Figure 36 displays how satisfied parents and staff were with a variety of school features.

Figure 35. Overall parent satisfaction with Flanner House Higher Learning Center



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "satisfied" responses.

"Dissatisfied" includes "very dissatisfied" and "dissatisfied" responses.

Figure 36. Parent and staff satisfaction at Flanner House Higher Learning Center

School Feature	Parents				School Staff			
	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³
School size	4.30	87%	9%	4%	4.25	100%	0%	0%
Class size	4.30	91%	4%	4%	4.00	75%	25%	0%
Length of school day	4.74	96%	4%	0%	4.00	75%	0%	25%
Length of school year	4.48	91%	4%	4%	2.50	25%	25%	50%
Ability of school to fulfill mission	4.30	83%	13%	4%	3.00	25%	50%	25%
Individualized attention	4.41	91%	5%	5%	4.50	100%	0%	0%
Academic standards/expectations	4.48	96%	4%	0%	4.50	100%	0%	0%
Curriculum	4.35	91%	9%	0%	4.75	100%	0%	0%
Teaching quality	4.35	83%	17%	0%	4.00	50%	50%	0%
Instructional quality, language arts	4.27	78%	13%	4%	4.00	50%	50%	0%
Instructional quality, mathematics	3.91	65%	17%	13%	1.75	0%	25%	75%
Materials to support curriculum	4.09	70%	13%	13%	3.25	50%	25%	25%
Innovation in teaching practices	4.10	68%	18%	9%	5.00	100%	0%	0%
Computers and other technology	4.70	100%	0%	0%	4.75	100%	0%	0%
Classroom management/behavior	3.87	65%	26%	9%	4.00	75%	25%	0%
Communication from the school	3.91	61%	17%	17%	3.75	75%	25%	0%
Parent information about students	4.04	74%	17%	9%	3.50	50%	50%	0%
Accessibility/openness to parents	4.45	86%	14%	0%	4.00	100%	0%	0%
Parent participation opportunities	4.29	78%	9%	4%	3.50	50%	50%	0%
Parent involvement	4.25	74%	9%	4%	3.00	0%	100%	0%
Teacher/student school pride	4.14	70%	17%	4%	3.50	75%	0%	25%
Relationship with local community	4.05	61%	17%	4%	3.00	50%	25%	25%
Extracurricular activities	3.83	57%	4%	17%	1.75	0%	25%	75%
Services for special needs students ^{4,5}	4.29	86%	0%	14%	3.33	67%	0%	33%
School leadership	4.24	74%	13%	4%	2.75	0%	75%	25%
School finances	4.21	61%	22%	0%	2.25	25%	0%	75%
Safety	4.17	74%	22%	4%	4.00	75%	25%	0%
School facilities	4.14	74%	17%	4%	3.00	25%	50%	25%
Enrollment process	3.55	57%	26%	13%	2.75	25%	25%	50%
Transportation ⁶	4.53	87%	13%	0%	2.67	0%	50%	25%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not total 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

⁴Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

⁵Only parents of children with special needs in the charter school responded to this question. Only staff members with instructional responsibilities and students with special needs in their classroom responded to this question.

⁶Only parents whose children used the school's transportation services in the 2003-04 school year responded to this question.

Is the school meeting its operations and access obligations?

Flanner House Higher Learning Center satisfactorily met its obligations in 2003-04 in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. Figure 36 above displays parent and staff survey responses to questions about school operations.

The school faced challenges, however, in meeting some of its important obligations to submit timely and accurate reports, make information available to the Mayor's Office and meet teacher licensure requirements. These are detailed in Supplemental Report 5.

Is the school providing the appropriate conditions for success?

The expert site visit team found that Flanner House Higher Learning Center was effectively "attracting its intended student population" (students who had dropped out of school) and "providing a caring and supporting environment" for them. Of particular note:

- the school's on-line curriculum and assessment system provided "a good delivery mechanism for the learning needs and styles" of the school's students; and
- the school provided an exemplary array of "wrap-around" services such as "free child care, transportation tokens, health care, counseling, scholarships for college, etc."

The team recommended that the school build on the primarily on-line learning experience via project- and community-based learning, elective courses, classroom experiences, and support regarding post-graduation options. The team determined that the school needs to ensure that students have access to teachers with adequate expertise, especially in mathematics and science.

Chartered Schools: Overview of Enrollment, Demographics, and Location

This section of the report provides information about:

- current and projected enrollment of the thirteen schools chartered by the Mayor that are currently open or plan to open;
- demographic information about students attending the five schools operating in 2003-04; and
- the location of the five schools operating in 2003-04 and the eight schools scheduled to open in 2004 and beyond.

Enrollment

Reasons parents enrolled their children. The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis conducted a survey of parents of students enrolled in the five charter schools in spring 2004. The survey asked parents new to the charter schools to indicate how “powerful” various factors were in their decisions to enroll their children in charter schools. Parents rated each potential factor on a scale of 1 to 5, with a 5 indicating that the reason was “very powerful” and a 1 indicating “not powerful.” Figure 38 shows the average response given by parents in Mayor-sponsored charter schools to different factors, ranked in descending order of average importance.

Figure 38. Importance of factors in parents’ decisions to enroll their children in a Mayor-sponsored charter school

Reasons parents enrolled their children	Average importance of each reason to parents on a 1 to 5 scale (5 = “Very Powerful” 1= “Not Powerful”)
High standards for achievement	4.74
Quality academic program	4.67
Safe environment	4.61
Emphasis on meeting individual student needs	4.59
Clear goals for each student	4.57
Emphasis on teaching students values	4.57
Clear behavior code	4.51
Nurturing environment	4.46
Special curriculum focus	4.41
Central parent role	4.35
Small classes	4.20
Extensive use of technology	4.13
Focus on cultural/ethnic needs	3.97
Small school size	3.96
Quality of services for special needs students	3.71
Type of students attending the school	3.71

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Current and projected enrollment. Five schools chartered by the Mayor of Indianapolis operated in 2003-04. Five will open in fall 2004, and three more are slated to open in fall 2005 and 2006. Figure 37 below shows the grade and school size distribution for each of these thirteen schools. By 2013, these schools will have the capacity to serve over 4,900 students.

Figure 37. Projected enrollment for all current Mayor-sponsored schools¹

Grades at capacity		2003-04	2004-05	2005-06	2006-07	2013-14
<i>TOTAL: Mayor-sponsored schools</i>		<i>1219</i>	<i>1967</i>	<i>3013</i>	<i>3840</i>	<i>4937</i>
21 st Century Charter School	K-12	160 <i>(Grades K-7)</i>	186 <i>(Grades K-8)</i>	192 <i>(Grades K-8)</i>	209 <i>(Grades K-10)</i>	240 <i>(Grades K-12)</i>
Christel House Academy	K-12	326 <i>(Grades K-5)</i>	346 <i>(Grades K-6)</i>	608 <i>(Grades K-7)</i>	720 <i>(Grades K-8)</i>	860 <i>(Grades K-8)</i>
Flanner House Elementary School	K-7	190 <i>(Grades K-5)</i>	244 <i>(Grades K-6)</i>	284 <i>(Grades K-7)</i>	300 <i>(Grades K-7)</i>	300 <i>(Grades K-7)</i>
Andrew J. Brown Academy	K-8	418 <i>(Grades K-5)</i>	496 <i>(Grades K-6)</i>	574 <i>(Grades K-7)</i>	652 <i>(Grades K-8)</i>	704 <i>(Grades K-8)</i>
Flanner House Higher Learning Center	9-12	125 <i>(Grades 9-12)</i>	175 <i>(Grades 9-12)</i>	175 <i>(Grades 9-12)</i>	175 <i>(Grades 9-12)</i>	175 <i>(Grades 9-12)</i>
Charles A. Tindley Accelerated School	9-12		160 <i>(Grades 8-9)</i>	240 <i>(Grades 8-10)</i>	320 <i>(Grades 8-11)</i>	400 <i>(Grades 8-12)</i>
KIPP Indianapolis	5-8		80 <i>(Grades 5)</i>	160 <i>(Grades 5-6)</i>	240 <i>(Grades 5-7)</i>	320 <i>(Grades 5-8)</i>
Southeast Neighborhood School of Excellence (SENSE)	K-5		160 <i>(Grades K-3)</i>	200 <i>(Grades K-4)</i>	240 <i>(Grades K-5)</i>	240 <i>(Grades K-5)</i>
Indianapolis Metropolitan Career Academy #1	9-12		60 <i>(Grade 9)</i>	60 <i>(Grades 9-10)</i>	90 <i>(Grades 9-11)</i>	120 <i>(Grades 9-12)</i>
Indianapolis Metropolitan Career Academy #2	9-12		60 <i>(Grade 9)</i>	60 <i>(Grades 9-10)</i>	90 <i>(Grades 9-11)</i>	120 <i>(Grades 9-12)</i>
21 st Century Charter School at Fountain Square	6-12			200 <i>(Grades 6-9)</i>	240 <i>(Grades 6-10)</i>	322 <i>(Grades 6-12)</i>
Indianapolis Lighthouse Charter School	PreK-12 ²			260 <i>(Grades K-5)</i>	304 <i>(Grades K-6)</i>	568 <i>(Grades K-12)</i>
Indianapolis Lighthouse Charter School	PreK-12 ²				260 <i>(Grades K-5)</i>	568 <i>(Grades K-12)</i>

¹ This table shows **maximum** capacity as of August 2, 2004. The discussion above about each operating school provides actual current enrollment figures. This table shows only the schools currently holding charters from the Mayor of Indianapolis.

² This school's PreK program, for which no public funds are available, will not operate under the terms of the charter. Students attending the pre-school program will be required to enter the charter schools' lotteries for kindergarten. The Pre-K program will enroll 72 students each year.

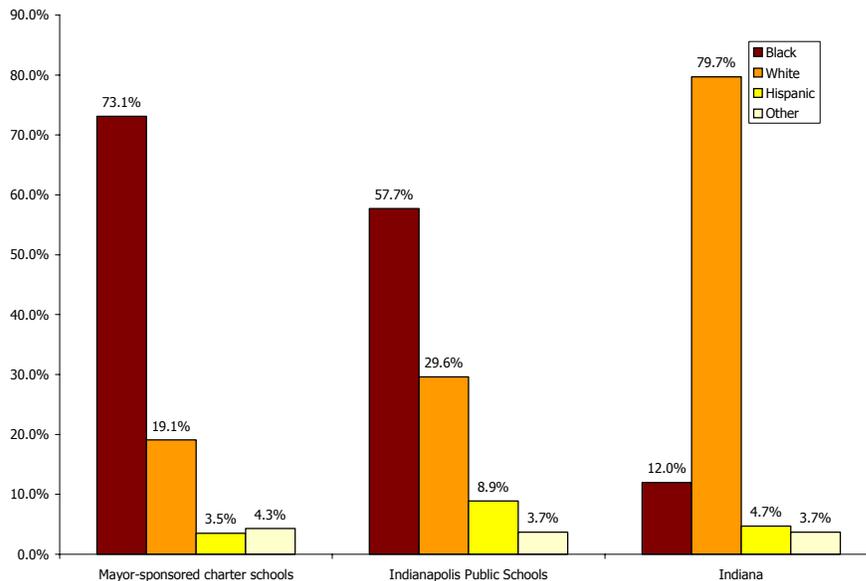
Level of demand. More parents sought to enroll their children in charter schools than the schools could accommodate in 2003-04. According to the schools' reports on their enrollment processes, 987 children applied to attend these five schools, yet the schools had spots only for up

to 791 additional students (because other spots at the three schools in their second year of operation were filled with existing students). All five schools conducted lotteries to determine which applicants would be admitted, offering the remaining applicants places on their waiting lists.

Demographics

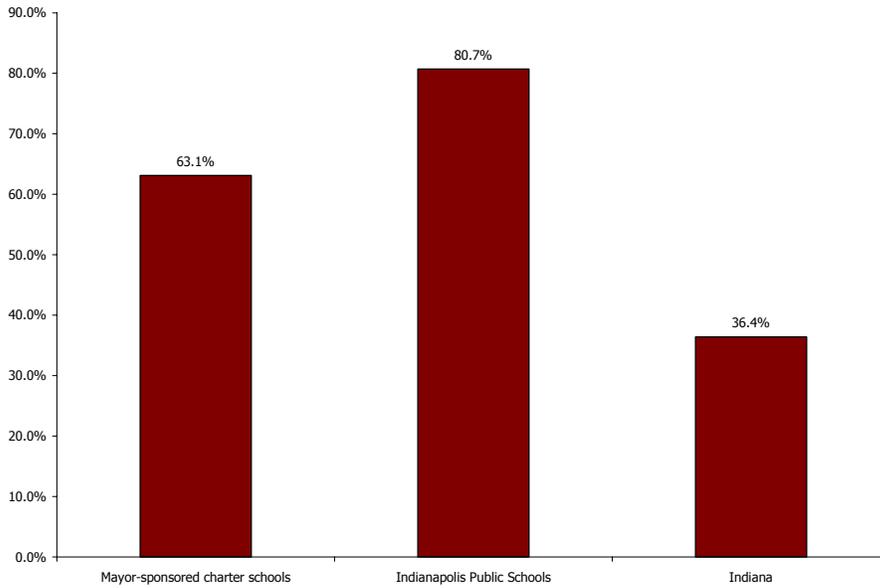
Student characteristics. Figures 39 through 41 show the composition of the five charter schools operating in 2003-04, including the percentages of students who were children of color, eligible for federal free or reduced-price lunch, and identified as limited in English proficiency or needing special education. As points of reference, the figures also display 2003-04 student information for Indianapolis Public Schools as well as for the state.

Figure 39. Racial and ethnic composition of students attending Mayor-sponsored charter schools, Indianapolis Public Schools, and all Indiana public schools



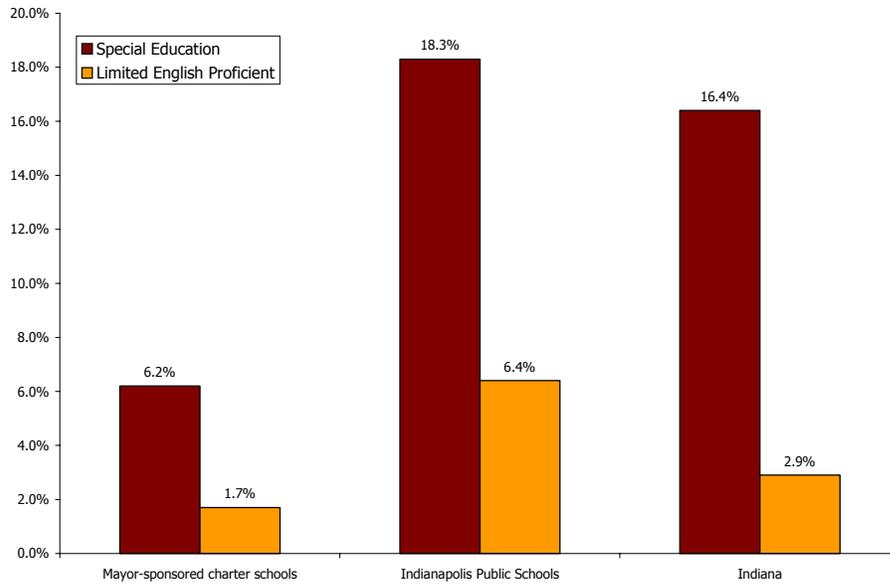
Source: Indiana Department of Education website

Figure 40. Percentage of students who are eligible for free or reduced-price lunch in Mayor-sponsored charter schools, Indianapolis Public Schools, and all Indiana public schools



Source: Indiana Department of Education. In the free or reduced-price lunch calculations for Mayor-sponsored charter schools, data for Flanner House Higher Learning Center were obtained through the Indiana Department of Education's Division of School Finance from figures submitted to the Division by the school; this school does not participate in a nutrition program, and therefore the Department does not maintain lunch figures for this school in its databases in the same manner it does for schools with nutrition programs.

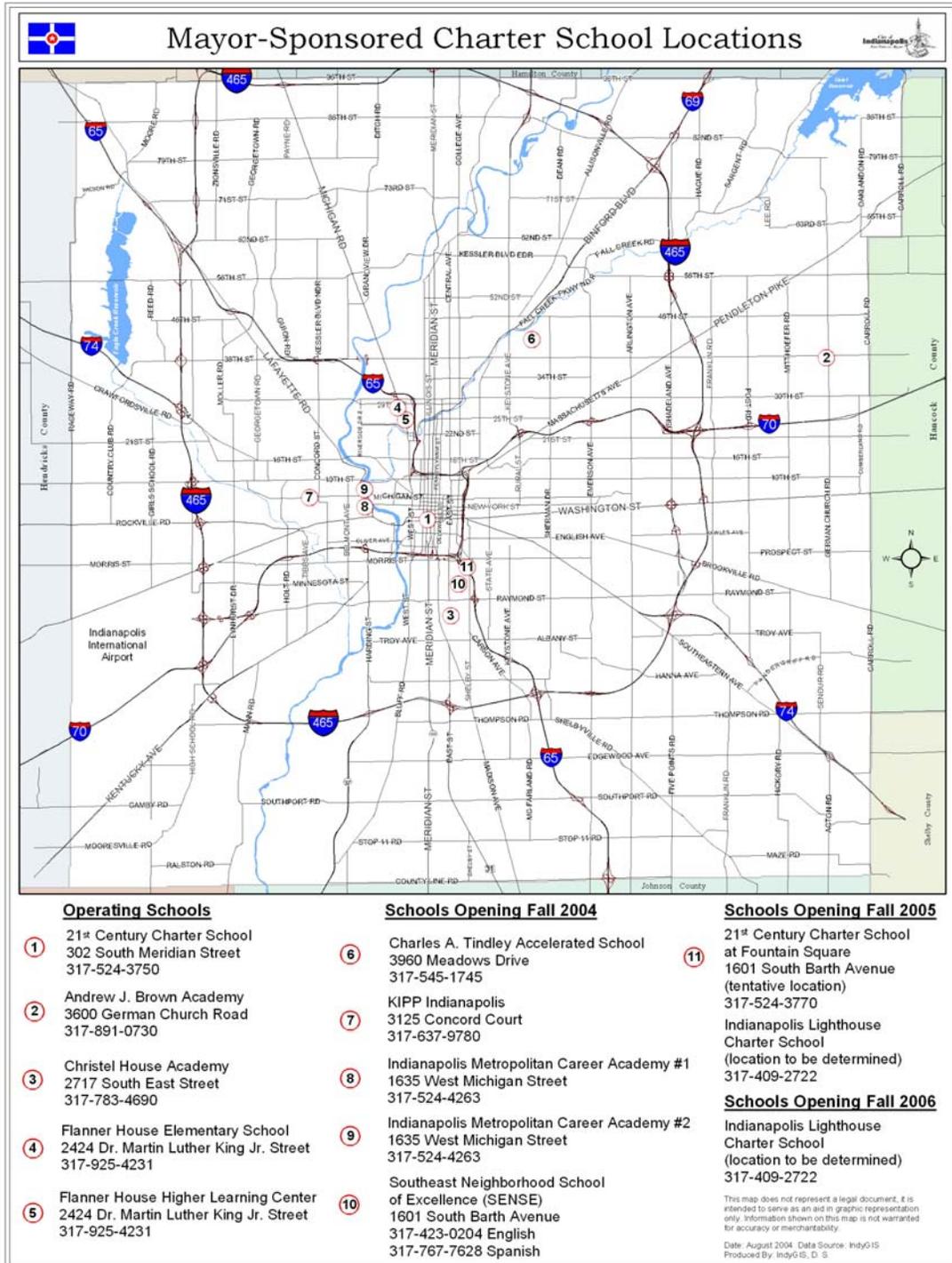
Figure 41. Percentage of students with special needs attending Mayor-sponsored charter schools, Indianapolis Public Schools, and all Indiana public schools



Sources: Indiana Department of Education Division of Exceptional Learners, count collected December 2003; Division of Language and Minority Programs, count collected March 2004.

Location

The following map shows the location of the five schools in operation in 2003-04 and the location of the schools opening in future years.



For More Information

The supplemental reports listed in the table of contents, along with the *2004 Accountability Report on Mayor-Sponsored Charter Schools*, are available on-line at:

<http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

The supplemental reports contain more detailed information on the five Mayor-sponsored charter schools operating in 2003-04. In addition, the reports include detailed information on the Mayor's charter school accountability system and the methodology used to gather and analyze the performance-related information on the schools contained in this report.

Electronic versions of the other documents referenced in this report also may be accessed from the above website.

For additional up-to-date information about charter schools in Indianapolis, visit the Indianapolis Charter Schools homepage at <http://www.indygov.org/eGov/Mayor/Education/Charter/>.

Supplemental Report 1

21st Century Charter School Detailed Performance Assessment and Profile



302 S. Meridian Street
Indianapolis, IN 46225
(317) 524-3750

<http://www.21ccharter.org>

▪ Grades served in 2003-04	K-7
▪ Enrollment in 2003-04	158 students
▪ Grades served at capacity	K-12
▪ Maximum school size at capacity	240 students

This supplemental report presents information about the school in three sections:

- 21st Century Charter School's Students (enrollment and demographic information)
- Performance at 21st Century Charter School
- Detailed Description of 21st Century Charter School's Programs and Activities (as provided by the school)

21st Century Charter School's Students

Figure S1-1. Enrollment and demand for the 21st Century Charter School

	Number of students
Maximum possible enrollment in 2003-04, pursuant to charter	160
Number of students enrolled in 2003-04 ¹	158
Number of students on waiting list as of spring 2004 for 2004-05 school year ²	100

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October.

²Source: School self-report of data, as of spring 2004. 2004 was the first time this information was collected in this manner; therefore, waiting list information for the 2003-04 school year is not available.

Figure S1-2. 21st Century Charter School student composition

Gender ¹		Race & Ethnicity ¹				Eligible for Free or Reduced-Price Lunch ¹	Special Education ²	Limited English Proficient ³
Male	Female	African-American	Hispanic	Caucasian	Other			
58.9%	41.1%	66.5%	3.2%	22.2%	8.2%	46.2%	17.1%	0.0%

Note: See main report for comparative data.

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October.

²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2003.

³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2004.

Performance at 21st Century Charter School

The section below describes 21st Century Charter School's performance over its second school year by addressing the common performance indicators in the Mayor's Charter School Performance Framework. The complete Performance Framework may be viewed on-line at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

In some areas, this section also provides information about the school's performance in 2002-03 as compared to its performance in 2003-04. For additional information on how performance has changed, view the *2003 Accountability Report on Mayor-Sponsored Charter Schools*, also available on-line at the website listed above.

Is the educational program a success?

Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?

Performance on the statewide assessment. Figure S1-3 displays the percentage of 21st Century 3rd, 5th, and 6th graders who received passing scores on ISTEP+ examinations in the fall of 2003 and, where applicable, the percentage passing in 2002. It also shows the results for Indianapolis Public Schools and all Indiana public schools. While 2002 data are provided, it is not possible to use these results to measure individual students' progress over time because each grade's test results pertain to different children in 2002 versus 2003. Fall 2003 was the first time

21st Century students currently enrolled in grades 3, 5, and 6 took the ISTEP+, and thus data on how these same students previously performed on ISTEP+ are not available. In the future, as ISTEP+ is administered in all grades, the Mayor's Office will be able to determine how much progress over time 21st Century students are making on these tests.

Figure S1-3. Percentage of students in 21st Century Charter School ("21C"), Indianapolis Public Schools ("IPS"), and Indiana ("IN") passing ISTEP+ tests at the beginning of the fall semester^{1,2}

	English			Math			Both (English & Math)			Science		
	21C	IPS	IN	21C	IPS	IN	21C	IPS	IN	21C	IPS	IN
3rd Graders												
2003	40%	62%	74%	30%	65%	71%	30%	52%	63%			
2002	63%	58%	72%	31%	57%	67%	19%	44%	59%			
5th Graders³												
2003										6%	32%	61%
6th Graders												
2003	52%	43%	69%	33%	44%	72%	29%	31%	62%			
2002	50%	40%	69%	22%	32%	67%	22%	25%	59%			

Source: Indiana Department of Education.

Note: Percentages rounded to the nearest whole number.

¹Since 2003 is the first year these students have taken the ISTEP+, it is not possible to use these results as a measure of student progress at the 21st Century Charter School.

²Blank areas denote that the applicable grade was not tested in the particular subject area.

³Since 2003 was the first year Indiana students took the ISTEP+ in 5th grade science, historical data are not available.

Adequate Yearly Progress. As required by the federal No Child Left Behind legislation, the Indiana Department of Education has determined Adequate Yearly Progress (AYP) for all Indiana schools, including charter schools in operation during the 2002-03 school year. The Department determines whether each school makes AYP based on the percentage of students passing the English and mathematics ISTEP+ tests. In addition, each elementary and middle school must make AYP by raising or maintaining high attendance rates, and each high school must raise or maintain high graduation rates. 21st Century did not receive an AYP rating because it tested fewer than 30 students total in 2002. As the school grows, the total number of students tested in comparison years will increase, so AYP determinations will be made in the future.

Are students making substantial gains over time?

Test score analysis. 21st Century Charter School administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam to its students in grades two through six in spring 2003, and in grades two through seven in fall 2003 and spring 2004. However, due to technical difficulties, the fall 2003 scores were not recorded. A spring-to-spring test score analysis is therefore presented for this school, whereas a fall-to-spring analysis is presented for the other Mayor-sponsored charter schools discussed in this report. The analysis also does not include 2nd graders because the MAP was not administered to those students in the spring 2003 as they were in the 1st grade. Each number in Figure S1-4 indicates the percentage change in the average test score achieved in a particular grade and subject from spring to spring. For example, the +8.4 in the first row indicates that the average reading score for students who were 3rd graders in 2003-04 was 8.4% higher in spring 2004 than when those same students were 2nd graders in spring 2003.

Figure S1-4. Percentage change in average NWEA MAP scores between spring 2003 and spring 2004 at 21st Century Charter School

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade
Reading	+8.4	+5.2	+2.4	+2.0	+2.4
Math	+7.0	+4.9	+5.2	+3.4	+3.5
Language	+7.4	+4.9	+1.5	+1.6	+1.0

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Grade levels indicated are the students' grade levels during the 2003-04 school year.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure S1-4 shows that students made progress, on average, between spring 2003 and spring 2004 in all grades and all subjects tested. But how large were these gains? Analysts at New American Schools (NAS) used two methods to answer that question. First, they compared the progress of 21st Century's students to that of other students in Indiana and nationally who took the same exams at the same points in their academic careers ("comparative gains"). Second, they determined whether students' gains were large enough for them to reach proficiency by the end of eighth grade ("sufficient gains").

Comparative Gains. Since the NWEA MAP is a national standardized test, we can ask the following question: if we ranked all the students in Indiana and across the country who took the NWEA MAP, where would 21st Century students stand on average in those rankings?

Figures S1-5 and S1-6 provide the answer. For example, the first row of Figure S1-5 shows how 2nd graders at 21st Century performed in reading. In spring 2003, on average 3rd graders at 21st Century scored as well as or better than 17% of all students in Indiana in reading. We call this number, 17, 21st Century's "Spring 2003 Average Percentile" for 3rd graders in reading. The next column shows that by spring 2004, on average 21st Century 3rd graders performed as well as or better than 21% of all students in Indiana. The school's "Spring 2004 Average Percentile" was 21. What does this mean? It means that, on average, 21st Century's 3rd graders *moved up in the statewide ranking* in reading between spring 2003 and spring 2004. So on the right side of Figure S1-5, we indicate that 21st Century students "gained ground" versus students in Indiana. Figure S1-6 displays the same information, but compares students' performance to their peers *nationally*.

As displayed in Figures S1-5 and S1-6, it is evident that 21st Century students, on average, gained ground on their Indiana and national peers in some grades and subjects, but stayed even or lost ground in several others. The fact that students, on average, lost ground in some areas does not mean that these students did not progress in these grades and subjects – they progressed, as Figure S1-4 illustrates, but not as much as their peers in Indiana and nationally.

Figure S1-5. INDIANA comparison: Academic progress of 21st Century Charter School students, spring 2003 through spring 2004

Grade/ subject		Spring 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students in Indiana	Stayed even with students in Indiana	Lost ground vs. students in Indiana
3 rd Grade	Reading	17	21	✓		
	Math	16	14			✓
	Language	16	18	✓		
4 th Grade	Reading	33	41	✓		
	Math	23	28	✓		
	Language	27	39	✓		
5 th Grade	Reading	16	16		✓	
	Math	7	11	✓		
	Language	10	7			✓
6 th Grade	Reading	24	21			✓
	Math	24	32	✓		
	Language	28	26			✓
7 th Grade	Reading	29	34	✓		
	Math	15	25	✓		
	Language	26	26		✓	

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of spring percentiles. Grade levels indicated are the students' grade levels during the 2003-04 school year.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure S1-6. NATIONAL comparison: Academic progress of 21st Century Charter School students, spring 2003 through spring 2004

Grade/ subject		Spring 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students nationally	Stayed even with students nationally	Lost ground vs. students nationally
3 rd Grade	Reading	21	26	✓		
	Math	21	23	✓		
	Language	24	27	✓		
4 th Grade	Reading	39	46	✓		
	Math	33	35	✓		
	Language	39	49	✓		
5 th Grade	Reading	22	20			✓
	Math	12	16	✓		
	Language	17	12			✓
6 th Grade	Reading	29	27			✓
	Math	30	40	✓		
	Language	37	35			✓
7 th Grade	Reading	34	37	✓		
	Math	22	29	✓		
	Language	35	32			✓

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of spring percentiles. Grade levels indicated are the students' grade levels during the 2003-04 school year.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Sufficient Gains. Are the students in this school making *sufficient gains* toward becoming proficient? It is not enough to know whether students made a year's worth of progress between 2003 and 2004. Some students, since they are starting behind, need to make *more* than a year's worth of progress in order to become proficient by the end of eighth grade. What proportion of the school's students is making the gains they need to make?

To find out, analysts projected each student's *future* gain based on the gain he or she achieved between spring 2003 and spring 2004 on the MAP exam. If the student continued to gain at that rate, would he or she be proficient by the end of the 8th grade? If so, he or she made "sufficient gains." Based on this analysis, NAS calculated the percentage of students who made sufficient gains in each subject and grade.

Figure S1-7 displays the results. For example, 100% of students who were 3rd graders in 2003-04 made sufficient gains in reading. That is, if these 3rd graders continue learning at the rate they did during this period, 100% of them will be proficient by the end of 8th grade. Of note, based on current gains, less than 40% of students in 5th grade will be proficient in math by the end of 8th grade.

Figure S1-7. Percentage of 21st Century Charter School students achieving sufficient gains to become proficient by the end of 8th Grade, spring 2003 through spring 2004

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade
Reading	100.0%	100.0%	88.9%	84.6%	82.4%
Math	80.0%	81.8%	37.5%	78.6%	58.8%
Language	80.0%	76.9%	50.0%	69.2%	70.6%

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Grade levels indicated are the students' grade levels during the 2003-04 school year.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Is the organization effective and well-run?

Is the school in sound fiscal health? The Mayor's Office commissioned a review of each school's finances. Reviews by the outside accounting firm revealed that 21st Century Charter School was managing its financial practices satisfactorily, with no significant problems. A summary of the school's finances, including financial statements, appears in Supplemental Report 6.

Only six percent of parents and no school staff surveyed at 21st Century Charter School reported they are dissatisfied with the school's finances.

Are the school's student enrollment, attendance, and retention rates strong? The school's attendance rate was 96.1% in 2003-04 (see Figure S1-8). Of parents surveyed, 70% expressed their intention to continue to enroll their children in the school as long as the school serves students their children's age, while 22% reported they were unsure. On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.10. Staff members on average rated their likelihood at 4.15 on the same question.

Figure S1-8. 21st Century Charter School attendance rate in 2003-04 school year

	Attendance rate
21 st Century Charter School	96.1%
Indianapolis Public Schools (IPS)	94.1%
All Indiana Public Schools	95.9%

Source: Indiana Department of Education website.

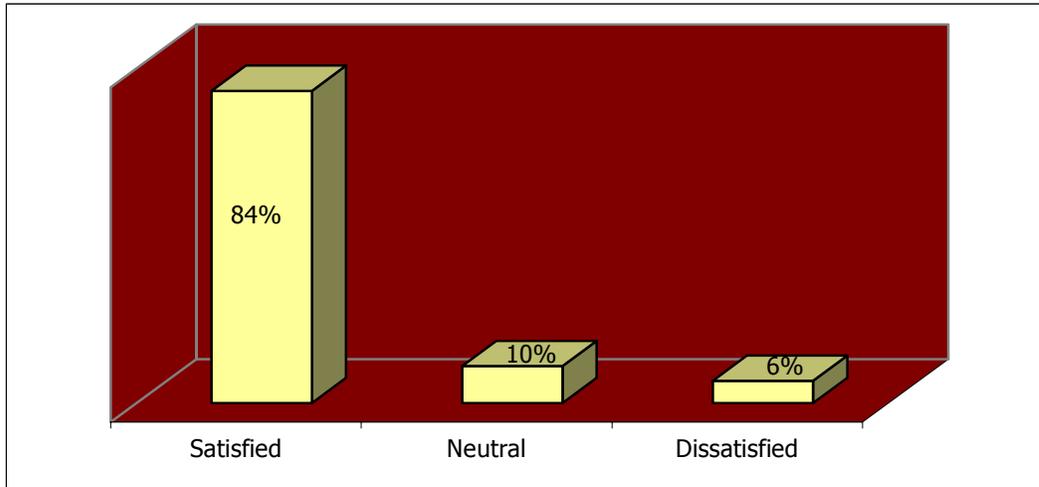
Is the school's Board active and competent in its oversight? Governance reviews conducted by the Mayor's Office showed that the 21st Century Charter School's Board is actively involved in the school's decision-making and in driving the vision for the school. Board members have specific areas of expertise that are beneficial to the school and they freely offer advice and ask compelling questions regarding those areas and others. The school's administrators encourage Board members' input and feedback during discussion and are receptive to the Board's recommendations. The school's administrators also showed a desire to engage the Board more in the school through Board development activities and more frequent meetings (i.e., changing from quarterly to monthly meetings). Overall, the 21st Century Charter School Board is using the members' expertise effectively to ensure that the school is successful.

In its review of the 21st Century Charter School Board of Directors, the expert site visit team found that "Board members have expertise related to managing budgets, governance and human resources, and public school administration. A review of minutes and a visit to a Board meeting indicated that the meetings are agenda-driven and address routine and new business. There were substantive discussions and appropriate procedures used to make decisions."

Is there a high level of parent satisfaction with the school? Figure S1-9 shows how 21st Century parents responded to a question about their overall satisfaction with the charter school. As compared to the 2003 survey results, the percentage of parents who reported overall satisfaction holds steady at 84% and the percentage of parents who reported they were dissatisfied with the charter school has decreased from 7% in 2003 to 6% in 2004. Figure S1-10 shows the percentage of parents who were satisfied with specific aspects of the school as well as the average satisfaction rate for each aspect.

According to the expert site visit team, "parents report that 21st Century was 'different in every way' from other schools at which they have experience, particularly citing the school's smaller classes, more structured environment, diversity, accessibility to computers, and 'awesome' teachers." The site team also noted that "parents expressed high levels of commitment to the school and to its mission and reported that the school was meeting or exceeding their expectations. Parents reported that having an individualized, variably paced curriculum was an important reason for their decision to enroll their children in the school." The site team further reported that "parents identified the need for increased parent involvement" in the school.

Figure S1-9. Overall parent satisfaction with 21st Century Charter School



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "satisfied" responses.

"Dissatisfied" includes "very dissatisfied" and "dissatisfied" responses.

Figure S1-10. Parent satisfaction with features at 21st Century Charter School

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
School size	4.55	97%	3%	0%
Class size	4.26	88%	6%	6%
Length of school day	4.36	90%	6%	4%
Length of school year	4.12	80%	12%	9%
Ability of school to fulfill mission	3.99	75%	15%	9%
Individualized attention	3.87	71%	16%	13%
Academic standards/expectations	4.16	83%	10%	7%
Curriculum	4.22	88%	7%	4%
Teaching quality	4.07	75%	16%	9%
Instructional quality, language arts	3.84	70%	17%	13%
Instructional quality, mathematics	3.97	74%	14%	10%
Materials to support curriculum	3.75	65%	23%	10%
Innovation in teaching practices	3.91	68%	22%	7%
Computers and other technology	4.22	84%	9%	7%
Classroom management/behavior	3.64	59%	26%	14%
Communication from the school	3.81	68%	21%	12%
Parent information about students	3.99	78%	12%	10%
Accessibility/openness to parents	4.28	84%	13%	3%
Parent participation opportunities	4.36	90%	6%	4%
Parent involvement	3.99	72%	22%	6%
Teacher/student school pride	4.03	77%	14%	7%
Relationship with local community	4.06	70%	22%	1%
Extracurricular activities	3.49	49%	36%	13%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

Is the school administration strong in its academic and organizational leadership?

During the 2003-04 school year, 21st Century Charter School improved communication, especially among the primary administrators, by clearly designating the responsibilities of each position; this improvement has led to increased effectiveness in the school. The governance review conducted by the Mayor's Office in 2003-04 found that the school has clearly delegated the responsibilities of organizational and academic leadership among the chief executive officer (CEO), the chief academic officer (CAO), and the principal. This division of responsibilities is advantageous for the school because it requires specific positions to be accountable for particular aspects of the school. The CEO ensures compliance with the charter agreement and all state and federal regulations by maintaining all of the necessary documentation for the school. The CAO supervises the overall academic program, including school-wide assessments (internal and external) and accountability planning. The principal manages the day-to-day operations of the school, including interactions with students and teachers. With the CEO coordinating all of the organizational tasks for the school, the CAO and principal are freed to focus on the school's academic program. The school has satisfactorily maintained the compliance binder, which contains all of the school's governance,

management, and organizational documents and is reviewed by the Mayor's Office on a monthly basis.

The expert site visit team reported that "overall 21st Century Charter School is effective and well-run. There are clear roles and responsibilities and effective communication among the principal, chief academic officer and chief executive officer." The site team commended the school's administration on its high level of effectiveness. More than nine in ten staff members reported that they were satisfied by the leadership provided by their school's administration. Of parents surveyed, eight in ten reported they were satisfied with the people running 21st Century Charter School.

Is the school meeting its operations and access obligations related to: organizational structure and governance obligations; physical plants that are safe and conducive to learning; fair and appropriate pupil enrollment processes; reasonable and safe transportation options available to eligible students; and legal obligations related to access and services to special needs and English as a second language students?

21st Century Charter School satisfactorily met its obligations in 2003-04 in complying with relevant laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. Figure S1-11 displays parent and staff survey responses to questions about school operations.

Figure S1-11. Parent and school staff satisfaction with 21st Century Charter School operations

School Feature	Parents				School Staff			
	Average rate of satisfaction ¹ (5=Very Satisfied)	Satis- fied ²	Neutral	Dis- satisfied ³	Average rate of satisfaction ¹ (5=Very Satisfied)	Satis- fied ²	Neutral	Dis- satisfied ³
Services for special needs students ^{4,5}	3.50	56%	19%	25%	3.33	33%	44%	22%
School leadership	4.12	80%	12%	7%	4.23	92%	8%	0%
School finances	3.95	59%	20%	6%	4.00	77%	15%	0%
Safety	4.32	88%	6%	4%	4.46	100%	0%	0%
School facilities	4.26	84%	12%	3%	3.46	54%	23%	23%
Enrollment process	4.20	86%	13%	1%	4.00	77%	23%	0%
Transportation ⁶	4.24	89%	5%	5%	4.15	85%	15%	0%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

⁴Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

⁵Only parents of children with special needs in the charter school responded to this question. Only staff members with instructional responsibilities and students with special needs in their classroom responded to this question.

⁶Only parents whose children used the school's transportation services in the 2003-04 school year responded to this question.

Is the school providing the appropriate conditions for success?

Is the school's mission clearly understood by all stakeholders? The expert site visit team found that all students, parents and teachers participating in focus groups articulated a similar mission – to provide an individualized learning experience for all students. According to the site visit team, these constituents reported that the computer-based A+ Learning System is the key vehicle for achieving the mission. However, the site team also noted that this year “students were observed to also be spending significant time engaged in teacher-led instruction and small-group and project-based work...” The team suggested that the school “might consider ways in which...the learning experience innovations might become more explicit and prominent in the identity of and language about 21st Century Charter School,” moving away from the common belief that technology is the key learning vehicle. All staff members surveyed reported that they were aware of the goals of the school, and 77% believed the goals were being met across the school “very well” or “fairly well.”

Does the school have a high-quality curriculum and supporting materials for each grade? In 2003, the site team reported strong technological support for the school's computer-based A+ Learning System but recommended additional curriculum and classroom support. In 2004, the team reported the following: “One positive change noted in 21st Century classrooms in June 2004 (compared to spring 2003) is that the A+ curriculum is being enhanced in a variety of ways including teacher-led instruction, project-based learning, community activities, and special classes in music, character education, and physical education. Students describe, and their work products demonstrate, that they are engaged in and enjoy these activities and that they are developing skills such as writing, basic research, and presenting.” The team also noted that the technology and instruments available for music instruction are “exemplary.”

Teachers reported to the site visit team that certain groups of students – “1) students who are not reading, 2) students who have low levels of self-motivation, 3) students who are easily distracted, and 4) students with some learning disabilities” – experience difficulties learning using the computerized A+ curriculum. As a result, the team suggested that the school provide teachers with “...time to collaborate on teaching and learning issues, especially for these groups of students.” The team also recommended the development of a process for teachers to “...identify and prioritize their needs for supplementary materials.” As Figure S1-12 illustrates, only about one-third of 21st Century staff members reported satisfaction with the materials to support the curriculum at their charter school.

Figure S1-12. School staff satisfaction with features at 21st Century Charter School

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
School size	4.38	92%	8%	0%
Class size	3.92	85%	0%	15%
Length of school day	2.77	23%	23%	54%
Length of school year	3.38	46%	31%	23%
Ability of school to fulfill mission	3.85	62%	38%	0%
Individualized attention	3.54	54%	31%	15%
Academic standards/expectations	4.08	77%	23%	0%
Curriculum	3.69	69%	23%	8%
Teaching quality	4.23	85%	15%	0%
Instructional quality, language arts	3.69	54%	31%	15%
Instructional quality, mathematics	3.92	69%	8%	15%
Materials to support curriculum	2.92	31%	31%	38%
Innovation in teaching practices	4.46	100%	0%	0%
Computers and other technology	4.15	92%	8%	0%
Classroom management/behavior	3.23	46%	31%	23%
Communication from the school	3.92	77%	8%	15%
Parent information about students	4.42	85%	8%	0%
Accessibility/openness to parents	4.08	85%	8%	8%
Parent participation opportunities	4.08	85%	8%	8%
Parent involvement	2.54	15%	23%	62%
Teacher/student school pride	3.85	62%	38%	0%
Relationship with local community	3.62	38%	62%	0%
Extracurricular activities	3.38	31%	62%	8%

Source: All results are from confidential surveys of Mayor-sponsored charter school staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Satisfaction percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

Does the school effectively use learning standards and assessments to inform and improve instruction? As Figures S1-10 and S1-12 illustrate, 93% of parents and 100% of staff members reported they were neutral about or satisfied with the academic standards for their students. The expert site visit team reported that "21st Century makes extensive use of a variety of assessments to inform and improve instruction.... Administrators, teachers, parents and students are informed and knowledgeable about the level at which students are working and about how to find additional information about student learning...." The team further reported that teachers and administrators "talk knowledgeably about A+ assessments and about where different students are in the A+ curriculum, indicating they use A+ assessments to inform and guide daily decisions about student learning." Comparing its most recent findings to a visit earlier in the school year, the site team found that "students in focus groups and in classrooms demonstrate an understanding of how their learning is assessed by the A+ program. In June 2004, as compared to January 2004, students were much more focused and verbal about benchmarks and standards associated with their A+ work." The site team observed some students in classrooms to be guessing on A+ mastery tests rather than demonstrating knowledge about the subject matter and suggests that the

school “develop policies and procedures to ensure that A+ mastery tests certify rigorous and high-quality learning.”

Is the school climate conducive to student and staff success? According to the expert site visit team, “the overall climate of the school is conducive to student and staff success.” The team reported that “one noteworthy change implemented in 2003-04 was the use of student advisories.... The site team believes that such advisories will have a positive impact on students’ sense of belonging in the school and, thus, will enhance the overall climate of the school.” The team further noted several other changes it feels will strengthen the learning experience and bring the school closer to attaining its mission: “teaching assignments aligned to certification areas versus teaching all subjects in one grade; increased use of teacher-led instruction and project-based learning; increased student time spent on developing core competencies, especially writing and speaking; enhancement of the Spanish program; and development of a new report card format which is reported by parents to be easy to understand.”

All constituents with whom the site team spoke report “...the school to be safe and parents report that their students are respected and treated well;” the site team also observed staff members to be respectful of one another and of students. As Figure S1-11 shows, nearly nine in ten parents and all staff members surveyed reported their satisfaction with school safety. Additionally, on a scale of one (very dissatisfied) to five (very satisfied), parents and staff members surveyed on average rated their satisfaction with classroom management and student behavior as 3.64 and 3.23 respectively. Several teachers reported to the site team that behavior management was an issue, particularly with some students; the site team suggested that the school work with all constituents to develop strategies to address these concerns, such as increasing parent involvement in upper grades to “reinforce behavior standards and reward focused, on-task behavior.”

According to the team, “staff and parents report that administration has an open-door policy and that they are quick to identify and resolve issues. Teachers are open, approachable and enthusiastic.” More than nine in ten parents and all staff members surveyed reported they were satisfied with or neutral about the sense of pride students and teachers have in their school. As illustrated in Figures S1-10 and S1-12 respectively, 90% of parents and 85% of staff members surveyed reported satisfaction with the opportunities available for parent participation. Nearly three-quarters of parents surveyed were satisfied with the levels of parent involvement at 21st Century, but only 15% of staff members expressed satisfaction in this area.

Are the teaching processes (pedagogies) consistent with the school’s mission? The expert site visit team found that, “in 2003-04, 21st Century Charter School made several major changes in its class and curriculum organization... [which] appear to strengthen the teaching and learning process and learning experience and appear to better align with the mission to support the learning of all students.” For example, the team noted that teachers now teach multiple grades in the subject areas in which they are certified rather than teaching a single grade multiple subjects in which they perhaps do not have as much expertise. The site team reported that teaching in their areas of strength better enables teachers to support student learning and is “a positive and commendable change and should help students learn more effectively in all subjects (in support of the mission).”

The team also reported that “21st Century has in place several mechanisms for providing a successful, individualized and variably paced learning experience for every student:

- The longer school day and year provide students more time for learning;
- A+ software is used to initially assess, then place students in the appropriate grade level...;
- Teacher-led lessons are enhancing the on-line curriculum and guiding the development of core competencies;

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- The extensive summer [staff] training (2-3 weeks) aligns with critical student learning needs; and
 - Students progress at their own pace based on A+ mastery standards and thus children can learn at a faster pace (for their advanced/gifted students) or slower pace (for students who are behind or who have special needs)."

According to the team, the school might do more to "...emphasize student development of appropriate work habits, attitudes (self-responsibility, discipline, focus, diligence), and skills (note-taking, test taking) needed to successfully complete self-directed, on-line work." The team further suggested that 21st Century "...explore alternative classroom and staffing arrangements..." to help teachers to provide better small-group instruction and simultaneously monitor students' completion of work on-line.

Additionally, the site team reported that "evidence suggests and teachers confirm that 21st Century classes also are incorporating more project-based learning in their classes." Projects were reported to involve "...research [and] significant writing (often with feedback and revision), and were integrated with other subject areas (art, music, science, mathematics, reading)." The increased focus on project-based learning "...seem[s] to provide a better balance and fuller implementation of the curriculum that was envisioned when the charter was approved." The team suggested that the school continue to focus on implementing project-based learning to develop core competencies across grades and subjects.

Furthermore, "the school should also continue the focus on writing and have students undertake significant writing every day." The team suggested that the school "consider adopting a model for writing... and providing a consistent process, criteria, and rubric for writing to help students understand and guide the development of stronger writing skills." The team further suggested the selection or development of a "...school-wide model for core competencies (writing, speaking, listening, thinking) to provide structure and consistency for students as they develop these competencies."

Is ongoing communication with students and parents clear and helpful? The expert site visit team reported that parents "... feel adequately informed and that they have sufficient information from the school. They receive a weekly report (each Monday) and progress reports four times a year." Noting positive changes from the previous school year, the team reported that parents previously felt "... the progress report was too lengthy and complex. Parents and teachers said a new, simplified report format for progress reports has been developed. The new format was reported to be more understandable and to provide adequate information."

As shown in Figure S1-10, about nine in ten 21st Century parents reported that they were satisfied with communication from their school, such as about special activities, events, and meetings. Eighty-five percent of school staff and 78% of parents also reported they were satisfied with the information parents receive about student learning, as illustrated in Figures S1-10 and S1-12 respectively.

Has the school developed adequate human resource systems and deployed its staff effectively? The expert site visit team reported that "student-adult ratios were observed to vary throughout the day" and that "teachers were observed to and reported that they struggle to effectively provide small-group instruction and to manage students who are working on [the A+ on-line curriculum]." The team suggested that the school should "...consider ways to deploy staff in ways that would reduce ratios and allow students and teachers to work more productively." The team further reported a need to "develop strategies to ensure that teachers have a manageable and sustainable work load and schedule so that the school can retain its dedicated and experienced

teachers.” Figure S1-13 shows how staff members responded to a survey about their satisfaction with professional features of their school.

Figure S1-13. Staff satisfaction with 21st Century Charter School’s professional features

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
Competitive salary structure	3.83	62%	15%	15%
Competitive benefits (e.g., health insurance, etc.)	3.31	46%	23%	31%
Work environment	4.31	100%	0%	0%
Amount of paperwork required	4.31	100%	0%	0%
Opportunities for professional development	3.15	31%	54%	15%
Evaluation or assessment of performance	3.77	62%	31%	8%
Hours spent engaged in classroom instruction ⁴	3.67	67%	22%	11%
Hours spent engaged in other activities ⁴	3.44	33%	67%	0%
Time allowed for planning and preparation ⁴	2.78	22%	22%	56%
Level of teacher autonomy in the classroom ⁴	3.67	56%	33%	11%
Level of teacher involvement in school decisions ⁴	3.78	56%	44%	0%
Teachers’ non-teaching responsibilities ⁴	3.67	56%	44%	0%
Time staff spend together discussing individual student needs ⁴	2.89	11%	56%	33%

Source: All results are from confidential surveys of Mayor-sponsored charter school staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Satisfaction percentages may not equal 100% due to rounding and “don’t know” responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include “don’t know” responses.

²Includes “very satisfied” and “satisfied” responses.

³Includes “very dissatisfied” and “dissatisfied” responses.

⁴Only staff members with instructional responsibilities responded to this question.

Detailed Description of 21st Century Charter School’s Programs and Activities

Source: The information below was provided by the school to the Mayor’s Office. It is provided here to offer a more detailed picture of the school’s programs and activities.

Mission, philosophy, and educational program

The 21st Century Charter School is dedicated to ensuring that all students show growth in character, academics, life skills, the arts, and wellness using teaching skills tailored to meet the needs of each student. The school is guided by a philosophy that each skill must be mastered before new skills can be learned; teachers thus work each student to achieve mastery of each skill in sequence before the student moves on to the next task. 21st Century offers multi-age classrooms where students are with peers within a 2-3 year age range, yet work at their individual instructional levels. At this school, students work to master skills at their own pace – no two students are ever in the same place at the same time in any subject. Technology is used to track each child’s mastery of the subject material on an ongoing basis. Each child has his or her own Individualized Learning Plan (ILP); ILP goals are reviewed by staff and students each week during advisory sessions. Parents receive weekly reports documenting the lessons their children

completed, the scores they received on assignments, and their mastery of new skills in each subject.

The computer-based A+ Learning System is used as a curriculum guide for academic material. Throughout the course of the school day, students are engaged in three types of activities in the classroom: small-group instruction with teachers as mentors and guides; academic practice and application on the computers; and independent, project-based activities.

The school is in session seven and a half hours per day for 196 days. The school's leaders believe the longer than average school day and year allow for greater student success. As the student matures, the school provides opportunities for service learning, internships, and experiences designed to prepare students for college and post-secondary education and training.

Academic programs and initiatives

- *Character Education.* All students attend character education classes two to three times per week. The character education class teaches students common values such as trust, responsibility, respect and ways to express themselves. Lessons are crafted around special learning opportunities such as Disability Awareness Month and Black History Month. To reinforce character education lessons, older students also have participated in service learning activities, such as cleaning and painting a shelter for women and children.
- *Data Tracking and Reporting.* The school uses a unique data tracking and reporting system to show academic growth on a continuous basis for each child, based on the student's completion of computer lessons and assessments. This technology provides teachers with continuous information about the areas in which each student needs assistance. Weekly progress reports are sent home to parents, documenting lessons completed and scores on assignments in each subject area. Parents are required to sign the reports and return them to the school.
- *Music.* Every student at 21st Century receives regular music lessons, learning to play the piano, percussion, guitar and bass, and also to learn vocals. Students wrote their own music and recorded it on CDs that were distributed to all the families and private donors of the school. As the school grows in coming years, it will expand its selection of musical instruments.
- *Spanish.* Basic Spanish is introduced to all students in Kindergarten. Starting in second grade, all students take Spanish classes two to three times per week.
- *Online Connections from Home.* Students can take laptop computers home from the school and work on their lessons via the Internet. Through a partnership with the school's computer vendor, a number of families have purchased below-cost refurbished desktop computers for their homes.

A third grade student at 21st Century has severe autism, is barely able to communicate verbally, and is unable to use a pencil or pen. He was home-schooled by his parents for two years, after the boy's previous school had been unable to adequately serve his educational needs. 21st Century provided this student with a full-time aide who works one-on-one with him to complete lessons. He has become an excellent speller, receiving 100% on spelling tests, and also has progressed academically in other subjects. Due to the open layout of the school and the use of computers by all students, this student with exceptional needs isn't separated from his classmates. Teachers increasingly are involving him in more group learning activities, and he has made friends during lunch and recess.

Parent involvement

- *Parent of the Year.* A 21st Century Charter School parent, Diane Gorsline, was named Parent of the Year by the Charter School Association of Indiana for her volunteer activities at the school. She arranges the school's library, volunteers two full days a week, and organizes book fairs throughout the year to increase the number of books in the school's library.
- *Parent Involvement in School Decisions.* School-wide parent participation and support were important in two major changes in academic programs at the school this year – to change the multi-age classroom groupings for older students and to shift teachers from teaching all subjects to individual subjects in which they have expertise. Prior to making these decisions the school held numerous parent meetings to discuss various options, including group sessions and one-on-one meetings.
- *Family Institute Days.* Family Institute Days are held quarterly on Saturday mornings for discussions between staff and parents regarding student achievement, understanding testing data, and learning about the use of technology at the school. At least 40% of parents participated in any given meeting.
- *Open Communication with Parents.* Parents are welcome to drop into the school at any time. Parents are in frequent contact with teachers during pick-up and drop-off times, and through email communications, the phone and regular unscheduled meetings throughout the week. This year the school had 100% parent participation in one-on-one parent-teacher meetings. The school also makes report cards and attendance data available to parents via the Internet.

Like many schools in Indianapolis, 21st Century enrolls a number of students from families living in unstable housing situations, including some who live in hotels for part of the year. Many move multiple times throughout the school year, which typically disrupts learning as students switch neighborhood schools. Since 21st Century provides transportation throughout Indianapolis, these students are able to remain in one school despite multiple moves. For example, one student moved at least three times during the last school year after his father was hospitalized and lost his job. This student experienced continuity in his education thanks to the school's transportation system and open enrollment regardless of the location of a student's home.

Supplemental programs and activities

- *Free After-School Tutoring.* The school provides after-school tutoring free of charge to all students through a partnership with the Greater Educational Opportunities Foundation Community Technology Center. Four licensed teachers lead this program, and high school and college students participate as tutors and mentors.
- *Summer Camp.* The school offers various low-cost summer camp opportunities. This summer's camp activities will include academic enhancement, music lessons, daily art classes, swimming, and health lessons.
- *Athletics.* The school's athletics program is offered in cooperation with the Police Athletic League and emphasizes participation, improvement, and character. This year the school had a basketball team, and offered track and field training and conditioning.

Community partnerships and donations

- *Reilly Foundation.* The Reilly Foundation contributed \$5,000 for the purchase of a guided-reading book series. This series includes books that are written for a range of instructional levels, allowing teachers to guide students to read progressively more difficult books.
- *Music Program.* The grandparent of one student donated \$2,500 to help the school purchase additional musical instruments, including a drum set, guitars, bass guitar, electric guitar, and keyboards.
- *Computers.* Union Planters Bank donated 10 desktop computers to the school.

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- *Girls, Inc.* Girls, Inc. provides a nine-week hands-on economics literacy program for all girls at the school. The program runs during the school day, and teaches about banking, stocks, and bonds, as well as the importance of savings, philanthropy, and budgeting.

Staffing

- *Summer Training Camp.* Prior to the start of the school year, all teachers participate in a two-week training camp. During this time, teachers learn about the A+ curriculum and how to adapt lessons for each student's needs, receive training in the school's technology, and develop strategies for using and analyzing assessment data.
- *Weekly Staff Meetings.* Throughout the school year the entire school staff meets weekly with the school's Principal Teacher. At these meetings, staff share what they are doing in their individual classes. Some of the meetings are devoted to professional development related to the school's program and to working on the school's accountability plan.

School management

- The school's management team works together to share the responsibilities of leadership to ensure that learning is the school's top priority at all times. The school's chief executive officer (CEO), Kevin Teasley, also serves as president of the Greater Educational Opportunities (GEO) Foundation. He is responsible for the entirety of the school's operations, including academics and finances. John Hayden serves as the school's chief academic officer (CAO), and is responsible for the academic program and student information management systems, as well as all reports to the Mayor's Office, state, and federal government. The school's principal teacher, Dante Brown, monitors student academic progress, oversees classroom teachers, and parent involvement.

21st Century Charter School was created by the GEO Foundation, a non-profit educational organization focused on creating more choices in education for all children. The GEO Foundation provided financial support for the school's start-up and its management team provides oversight support for the school, community outreach support, and staff volunteers. The school's CEO and CAO are employed by the GEO Foundation – the school contracts with GEO for the portion of their time devoted to the charter school's operations.

School governance

- The Board of Directors for the 21st Century Charter School consists of local business leaders, bank professionals, university leaders and community organization leaders. The Board has expertise in banking and budgeting matters, Board development and involvement, non-profit organizational management, academic rigor and requirements, and community relations. The Board meets quarterly and is active in helping the school succeed financially, operationally, and academically by concentrating on policy and finances. The Board also monitors the academic achievement of the school's students.

Facilities

- The 21st Century Charter School is located in downtown Indianapolis in historic Union Station (a former train station). The school's open design allows individuals, with one glance, to see from one end of the school to the other. The air vents for the trains that used to come through the space are now skylights. The school space is divided into six learning studios that surround a common area, and the space also includes kitchen facilities and a large-group multi-purpose room. In the coming years, the school will add learning spaces to accommodate enrollment growth by adding new mezzanine levels within the existing space.

Planned improvements for the upcoming school year

- As the school's students progress to older grades, the school plans to further develop its community programs to offer more internships and mentorships with local business and community organizations. These students will begin performing monthly community service projects. In addition, the school plans to further develop the music programs and will begin offering art classes multiple times per week through a partnership with Very Special Arts.

Supplemental Report 2

Andrew J. Brown Academy Detailed Performance Assessment and Profile



3600 German Church Road
Indianapolis, IN 46236
(317) 891-0730

<http://www.heritageacademies.com/Brix?pageID=57>

▪ Grades served in 2003-04	K-5
▪ Enrollment in 2003-04	389
▪ Grades served at capacity	K-8
▪ Maximum school size at capacity	704

This supplemental report presents information about the school in three sections:

- Andrew J. Brown Academy's Students (enrollment and demographic information)
- Performance at Andrew J. Brown Academy
- Detailed Description of Andrew J. Brown Academy's Programs and Activities (as provided by the school)

Andrew J. Brown Academy's Students

Figure S2-1. Enrollment and demand for the Andrew J. Brown Academy

	Number of students
Maximum possible enrollment in 2003-04 pursuant to charter	418
Number of students enrolled in 2003-04 ¹	389
Number of students on waiting list as of spring 2004 for 2004-05 school year ²	58

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October.

²Source: School self-report of data, as of spring 2004. 2004 was the first time this information was collected in this manner; therefore, waiting list information for the 2003-04 school year is not available.

Figure S2-2. Andrew J. Brown Academy's student composition

Gender ¹		Race & Ethnicity ¹				Eligible for Free or Reduced-Price Lunch ¹	Special Education ²	Limited English Proficient ³
Male	Female	African-American	Hispanic	Caucasian	Other			
51.2%	48.8%	81.5%	1.8%	16.5%	0.3%	55.3%	5.1%	0.3%

Note: See main report for comparative data.

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October.

²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2003.

³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2004.

Figure S2-3. Percentage of students in Andrew J. Brown Academy ("AJB"), Indianapolis Public Schools ("IPS"), and Indiana ("IN") passing ISTEP+ tests at the beginning of the fall 2003 school year^{1,2}

	English			Math			Both (English & Math)			Science		
	AJB	IPS	IN	AJB	IPS	IN	AJB	IPS	IN	AJB	IPS	IN
3 rd Graders	45%	62%	74%	23%	65%	71%	19%	52%	63%			
5 th Graders										21%	32%	61%

Source: Indiana Department of Education.

¹Since the charter school's students took these tests near the beginning of the school year, these percentages represent starting levels of performance of the charter students, not how much the students learned at Andrew J. Brown Academy.

²Blank areas denote that the applicable grade was not tested in the particular subject area.

Performance at Andrew J. Brown Academy

The section below describes Andrew J. Brown Academy's performance over its first school year by addressing the common performance indicators in the Mayor's Charter School Performance Framework. The complete Performance Framework may be viewed on-line at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

Is the educational program a success?

Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?

Performance on the statewide assessment. Though Andrew J. Brown Academy students took the state's ISTEP+ exams, they did so shortly after the school opened at the beginning of the school year. As a result, the school's results on the state tests reflect students' starting levels of academic achievement rather than the school's performance. Because these scores do not reflect on the success of the school's educational program, they are not included under this performance question. See Figure S2-3 above for information about the school's ISTEP+ scores in fall 2003.

Adequate Yearly Progress. Information about Adequate Yearly Progress is not available for this school because it just completed its first year of operation.

Are students making substantial gains over time?

Test score analysis. Andrew J. Brown Academy administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam to its students in grades two through five in fall 2003 and spring 2004. Each number in Figure S2-4 indicates the percentage change in the average test score achieved in a particular grade and subject from fall to spring. For example, the +9.9 in the first row indicates that the average reading score for students who were 2nd graders was 9.9% higher in spring 2004 than in fall 2003.

Figure S2-4. Percentage change in average NWEA MAP scores between fall 2003 and spring 2004 at Andrew J. Brown Academy

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	+9.9	+8.7	+6.2	+6.4
Math	+9.0	+8.9	+6.0	+6.0
Language	+7.7	+5.7	+2.6	+2.2

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure S2-4 shows that students made progress, on average, between fall 2003 and spring 2004 in all grades and all subjects tested. But how large were these gains? Analysts at New American Schools (NAS) used two methods to answer that question. First, they compared the progress of Andrew J. Brown's students to that of other students in Indiana and nationally who took the same exams at the same points in their academic careers ("comparative gains"). Second, they determined whether students' gains were large enough for them to reach proficiency by the end of eighth grade ("sufficient gains").

Comparative Gains. Since the NWEA MAP is a national standardized test, we can ask the following question: if we ranked all the students in Indiana and across the country who took the NWEA MAP, where would *Andrew J. Brown students stand on average* in those rankings?

Figures S2-5 and S2-6 provide the answer. For example, the first row of Figure S2-5 shows how 2nd graders at Andrew J. Brown performed in reading. In fall 2003, on average 2nd graders at Andrew J. Brown scored as well as or better than 20% of all students in Indiana in reading. We call this number, 20, Andrew J. Brown's "Fall 2003 Average Percentile" for 2nd graders in reading. The next column shows that by spring 2004, on average Andrew J. Brown 2nd graders performed as well as or better than 28% of all students in Indiana. The school's "Spring 2004 Average Percentile" was 28. What does this mean? It means that, on average, Andrew J. Brown's 2nd graders *moved up in the statewide ranking* in reading between fall 2003 and spring 2004. So on the right side of Figure S2-5, we indicate that Andrew J. Brown students "gained ground" versus students in Indiana. Figure S2-6 displays the same information, but compares students' performance to their peers *nationally*.

Figure S2-5. INDIANA comparison: Academic progress of Andrew J. Brown Academy students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students in Indiana	Stayed even with students in Indiana	Lost ground vs. students in Indiana
2 nd Grade	Reading	20	28	✓		
	Math	14	32	✓		
	Language	24	27	✓		
3 rd Grade	Reading	17	23	✓		
	Math	16	28	✓		
	Language	19	19		✓	
4 th Grade	Reading	24	33	✓		
	Math	27	41	✓		
	Language	36	29			✓
5 th Grade	Reading	11	20	✓		
	Math	20	28	✓		
	Language	27	14			✓

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure S2-6. NATIONAL comparison: Academic progress of Andrew J. Brown Academy students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students nationally	Stayed even with students nationally	Lost ground vs. students nationally
2 nd Grade	Reading	20	33	✓		
	Math	14	32	✓		
	Language	25	37	✓		
3 rd Grade	Reading	22	28	✓		
	Math	16	28	✓		
	Language	25	30	✓		
4 th Grade	Reading	28	38	✓		
	Math	27	41	✓		
	Language	41	41		✓	
5 th Grade	Reading	15	25	✓		
	Math	20	28	✓		
	Language	31	22			✓

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

As displayed in Figures S2-5 and S2-6, it is evident that Andrew J. Brown students, on average, gained ground on their Indiana and national peers in most grades and subjects, but stayed even or lost ground in a few others. The fact that students, on average, lost ground in some areas does not mean that these students did not progress in these grades and subjects – they progressed, as Figure S2-4 illustrates, but not as much as their peers in Indiana and nationally.

Sufficient Gains. Are the students in this school making *sufficient gains* toward becoming proficient? It is not enough to know whether students made a year's worth of progress between 2003 and 2004. Some students, since they are starting behind, need to make *more* than a year's worth of progress in order to become proficient by the end of eighth grade. What proportion of the school's students is making the gains they need to make?

To find out, analysts projected each student's *future* gain based on the gain he or she achieved between fall 2003 and spring 2004 on the MAP exam. If the student continued to gain at that rate, would he or she be proficient by the end of the 8th grade? If so, he or she made "sufficient gains." Based on this analysis, NAS calculated the percentage of students who made sufficient gains in each subject and grade.

Figure S2-7 displays the results. For example, 100% of students who were 2nd graders in 2003-04 made sufficient gains in reading. That is, if these 2nd graders continue learning at the rate they did during this period, 100% of them will be proficient by the end of 8th grade.

Figure S2-7. Percentage of Andrew J. Brown Academy students achieving sufficient gains to become proficient by the end of 8th Grade, fall 2003 through spring 2004

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	100.0%	100.0%	100.0%	100.0%
Math	100.0%	100.0%	100.0%	96.9%
Language	91.2%	80.9%	89.5%	64.5%

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Is the organization effective and well-run?

Is the school in sound fiscal health? The Mayor's Office commissioned a review of each school's finances. Reviews by the outside accounting firm revealed that Andrew J. Brown Academy was managing its financial practices satisfactorily, with no significant problems. A summary of the school's finances, including financial statements, appears in Supplemental Report 6.

Sixty-three percent of parents surveyed at Andrew J. Brown Academy reported they are satisfied with school finances, while 23% reported they "don't know." Fifty-two percent of school staff reported their satisfaction with school finances, and 11% reported they "don't know."

Are the school's student enrollment, attendance, and retention rates strong? The school's attendance rate was 95.8% in 2003-04 (see Figure S2-8). Of parents surveyed, 76% expressed their intention to continue to enroll their children in the school as long as the school serves students their children's age, while 18% reported they were unsure. On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.34. Staff members on average rated their likelihood at 3.67 on the same question.

Figure S2-8. Andrew J. Brown Academy attendance rate in 2003-04 school year

	Attendance rate
Andrew J. Brown Academy	95.8%
Indianapolis Public Schools (IPS)	94.1%
All Indiana Public Schools	95.9%

Source: Indiana Department of Education website.

Is the school's Board active and competent in its oversight? Governance reviews, which included a review of Board meeting minutes, showed that the Board of Directors was scheduled to meet monthly in the 2003-04 school year. However, the school cancelled six meetings between August 2003 and June 2004, none of which were rescheduled. The review recommended that the Board reschedule meetings promptly in order to ensure sufficient oversight of school business.

A review of the Board meeting minutes for the 2003-04 school year showed that the Board has established a clear process for discussing and voting on issues related to the school. Meetings are conducted in accordance with a pre-set agenda. At each meeting, the school principal presents a

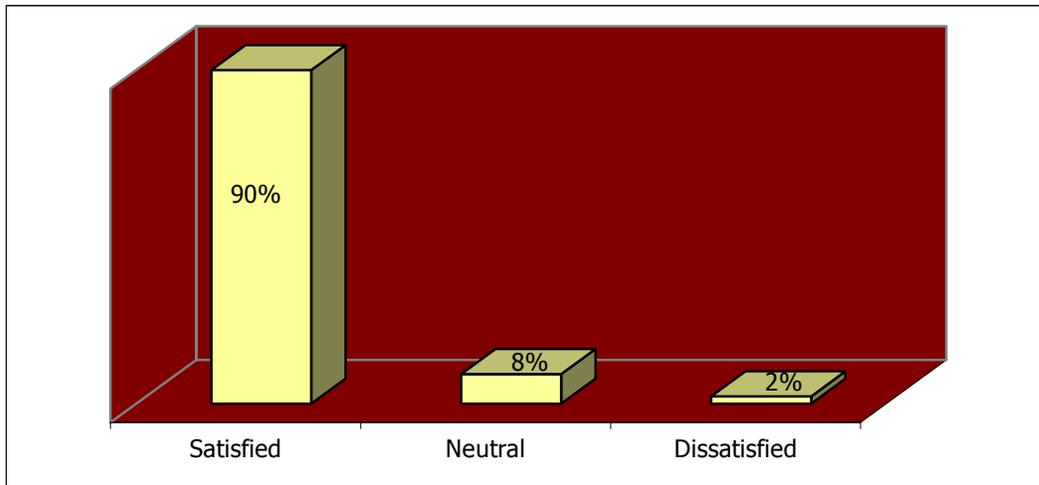
report that updates the Board on issues and events at the school. The Board then entertains discussion items or new business and concludes with a vote on any action items. The meeting minutes carefully document all of the action items that require Board votes. The minutes are limited, however, in description of the discussion items and the Principal's report that are presented during the meetings. In order for the public to be informed fully of the school's business, and to maintain an accurate record for the school, the review suggested that additional detail be provided in the Board meeting minutes.

In its review, the expert site visit team noted that Board members bring "...a good mix of relevant expertise." After observing a Board meeting, the team confirmed that the Board provides "...guidance and input on important school issues."

Is there a high level of parent satisfaction with the school? Ninety percent of Andrew J. Brown Academy parents reported they were satisfied overall with their charter school, as shown in Figure S2-9. Figure S2-10 shows the percentage of parents who were satisfied with specific aspects of the school as well as the average satisfaction rate for each aspect.

In the expert site team's focus groups, parents reported high levels of satisfaction. The team noted that "all parents judged their students to 'be doing well' academically and socially."

Figure S2-9. Overall parent satisfaction with Andrew J. Brown Academy



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "satisfied" responses.

"Dissatisfied" includes "very dissatisfied" and "dissatisfied" responses.

Figure S2-10. Parent satisfaction with features at Andrew J. Brown Academy

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
School size	4.45	92%	5%	1%
Class size	4.19	82%	10%	8%
Length of school day	4.37	87%	10%	3%
Length of school year	4.40	90%	6%	2%
Ability of school to fulfill mission	4.36	85%	9%	3%
Individualized attention	4.41	87%	7%	5%
Academic standards/expectations	4.48	91%	7%	2%
Curriculum	4.47	90%	7%	2%
Teaching quality	4.51	89%	10%	1%
Instructional quality, language arts	4.49	91%	7%	1%
Instructional quality, mathematics	4.45	89%	7%	3%
Materials to support curriculum	4.24	81%	14%	3%
Innovation in teaching practices	4.32	80%	14%	2%
Computers and other technology	3.91	61%	17%	12%
Classroom management/behavior	4.02	73%	14%	12%
Communication from the school	4.41	88%	8%	3%
Parent information about students	4.46	89%	10%	1%
Accessibility/openness to parents	4.56	93%	7%	0%
Parent participation opportunities	4.61	94%	5%	0%
Parent involvement	4.48	89%	9%	1%
Teacher/student school pride	4.46	87%	10%	1%
Relationship with local community	4.36	72%	14%	0%
Extracurricular activities	3.87	62%	19%	12%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

Is the school administration strong in its academic and organizational leadership?

Governance reviews conducted by the Mayor's Office showed that the school's administration is very strong in organizational leadership. As a first-year school, school staff and representatives from the school's educational management company, National Heritage Academies (NHA), demonstrated great capacity in meeting reporting and compliance requirements. The school's administration has shown an ability to delegate responsibilities and tasks effectively, and it consistently fulfills its contractual obligations. The school's administrators worked well with the NHA staff members, who bring specific expertise in accounting and finance, construction, accountability planning and grants management, and human resources. Overall, Andrew J. Brown Academy has created an organizational infrastructure that has helped the school administratively to have a successful first year. The school has satisfactorily maintained the compliance binder, which contains all of the school's governance, management, and organizational documents and is reviewed by the Mayor's Office on a monthly basis.

The expert site visit team reported that "Andrew J. Brown demonstrates a high level of organization and orderliness, especially for a first-year school." The school operates more as an experienced

school that has been open longer than just one year. The team particularly commended the school principal, who was reported "...to be a strong instructional leader who is in classrooms several times a day." Sixty-three percent of staff members reported that they were satisfied by the leadership provided by their school's administration. Of parents surveyed, 89% reported they were satisfied with the people running Andrew J. Brown Academy.

The school is managed by an educational management organization, National Heritage Academies (NHA). The site team noted that "all constituents report satisfaction with the partnership and with the basic curriculum provided by NHA."

Is the school meeting its operations and access obligations related to: organizational structure and governance obligations; physical plants that are safe and conducive to learning; fair and appropriate pupil enrollment processes; reasonable and safe transportation options available to eligible students; and legal obligations related to access and services to special needs and English as a second language students?

Andrew J. Brown Academy satisfactorily met its obligations in 2003-04 in complying with relevant laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations.

At the annual request of the Mayor's Office, the Division of Exceptional Learners at the Indiana Department of Education conducts on-site reviews of the special education services provided by Mayor-sponsored charter schools completing their first year of operation. According to Robert Marra, Associate Superintendent of the Indiana Department of Education in the Division of Exceptional Learners, the Andrew J. Brown Academy "has an impressive school principal. She has developed a strong learning environment for all students and has hired a qualified and dedicated staff committed to ensuring full compliance with all special education rules and regulations. In particular, the speech pathologist hired by the school is exceptional. He appropriately assesses students and develops strong Individualized Education Plans that demonstrate a deep understanding of the goals and objectives established for individual children."

Mr. Marra noted that the issues identified during the Department's visit to the Andrew J. Brown Academy "centered on the Individualized Education Plan (IEP) and are fully correctable. The school needs to ensure that a strong system is in place for tracking IEPs, including identifying a staff member responsible for following up on IEPs and issues identified during case conferences."

Figure S2-11 displays parent and staff survey responses to questions about school operations.

Figure S2-11. Parent and school staff satisfaction with Andrew J. Brown Academy operations

School Feature	Parents				School Staff			
	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³
Services for special needs students ^{4,5}	3.90	63%	27%	10%	3.45	55%	27%	18%
School leadership	4.47	89%	8%	2%	3.81	63%	22%	15%
School finances	4.31	63%	11%	3%	3.79	52%	33%	4%
Safety	4.50	90%	7%	1%	4.26	74%	26%	0%
School facilities	4.56	92%	5%	1%	4.37	81%	19%	0%
Enrollment process	4.37	84%	11%	2%	4.13	63%	22%	4%
Transportation ⁶	4.22	80%	11%	9%	3.92	63%	19%	11%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

⁴Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

⁵Only parents of children with special needs in the charter school responded to this question. Only staff members with instructional responsibilities and students with special needs in their classroom responded to this question.

⁶Only parents whose children used the school's transportation services in the 2003-04 school year responded to this question.

Is the school providing the appropriate conditions for success?

Is the school's mission clearly understood by all stakeholders? The expert site visit team found that parents, staff and students "express a similar and consistent understanding of the school's mission," which is to provide a challenging program that develops basic skills and instills a sense of community and leadership. The team reported that "the principal is passionate about the mission and provides strong leadership in the development of a climate that encourages student attainment and high standards for students and teachers."

On the survey of Mayor-sponsored charter schools, 96% of staff members surveyed at Andrew J. Brown reported that they were aware of the goals of the school, and 68% believed the goals were being met across the school "very well" or "fairly well."

Does the school have a high-quality curriculum and supporting materials for each grade? As Figure S2-10 illustrates, 81% of Andrew J. Brown Academy parents reported that they were satisfied with their school's materials to support the curriculum. At the same time, just 48% of staff members reported satisfaction in this category (see Figure S2-12).

The site visit team found that the school's "...programs that focus on literacy (e.g., use of trained paraprofessionals, weekly assessments, one-on-one work) and the physical education program are exemplary."

Figure S2-12. School staff satisfaction with features at Andrew J. Brown Academy

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
School size	4.04	67%	30%	4%
Class size	3.37	52%	22%	26%
Length of school day	3.59	52%	26%	22%
Length of school year	3.93	67%	30%	4%
Ability of school to fulfill mission	3.74	56%	33%	11%
Individualized attention	4.15	78%	15%	7%
Academic standards/expectations	4.41	89%	11%	0%
Curriculum	4.19	78%	15%	7%
Teaching quality	4.30	85%	11%	4%
Instructional quality, language arts	4.27	81%	11%	4%
Instructional quality, mathematics	3.50	52%	22%	22%
Materials to support curriculum	3.41	48%	30%	22%
Innovation in teaching practices	3.74	56%	37%	7%
Computers and other technology	2.89	26%	44%	30%
Classroom management/behavior	3.04	33%	26%	41%
Communication from the school	4.04	70%	15%	11%
Parent information about students	4.04	74%	19%	4%
Accessibility/openness to parents	4.12	78%	15%	4%
Parent participation opportunities	4.15	78%	15%	7%
Parent involvement	3.70	63%	22%	15%
Teacher/student school pride	3.46	52%	22%	22%
Relationship with local community	3.58	44%	37%	15%
Extracurricular activities	3.26	37%	37%	26%

Source: All results are from confidential surveys of Mayor-sponsored charter school staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Satisfaction percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

Does the school effectively use learning standards and assessments to inform and improve instruction? As Figures S2-10 and S2-12 illustrate, 91% of parents and 89% of staff members reported they were satisfied with the academic standards for their students.

The site team commended the school on "...exemplary use of assessment to inform instructional practice, especially for literacy." In particular, the team noted that teachers use literacy assessments on a weekly basis to provide targeted literacy instruction.

Is the school climate conducive to student and staff success? The expert site visit team reported that "...halls and classrooms are orderly and teachers demonstrate good behavior management and effective classroom rituals. Classrooms were focused on academic learning and the majority of students were engaged and on-task." Nearly 9 out of 10 parents reported they were satisfied with the sense of pride students and teachers have in their school; about half the staff members surveyed reported satisfaction in this area.

The site team reported that “all constituents noted a need for a more consistent school-wide policy and strategies to deal with...students who present difficult behavior management issues.” As Figure S2-11 shows, nine in ten parents and three-quarters of staff members surveyed reported their satisfaction with school safety. Additionally, on a scale of one (very dissatisfied) to five (very satisfied), parents and staff members surveyed on average rated their satisfaction with classroom management and student behavior at 4.02 and 3.04 respectively.

The team highlighted the school’s emphasis on parent involvement. Parents reported to the site team that they feel welcome in the school and have “...initiated or supported significant activities in the school this year.” At the same time, the team recommends that the school continue to work on increasing levels of parent involvement, particularly with parents whose children have high levels of need (as related to behavior and special needs). As illustrated in Figure S2-10 and S2-12 respectively, 94% of parents and 78% of staff members surveyed reported satisfaction with the opportunities available for parent participation. Nearly nine out of ten parents surveyed were satisfied with the levels of parent involvement at Andrew J. Brown Academy, but only about two-thirds of staff members expressed satisfaction in this area.

Are the teaching processes (pedagogies) consistent with the school’s mission?

Consistent with the school’s mission, the expert site visit team reported that “the majority of classroom work focused on developing mastery of basic skills.” The expert site visit team commended the school on arranging students in competency-based literacy groups, enlisting “...a cadre of young professionals to provide tutoring and classroom support for literacy throughout the day,” and teachers who “...spend considerable time working one-on-one with students (often before or after school).” The team reported that “...the principal and teachers are supplementing the curriculum with activities that emphasize assessment, development of literacy skills for all students, and differentiated instruction (e.g., one-on-one work, small-group work, weekly writing assessments, learning center activities).”

At the same time, the expert site team noted that the school’s mission emphasizes achievement for all students. The team noted that in the school’s first year of operation, the school’s focus was on addressing the needs of students below grade level and recommends that in subsequent years the school “might also identify ways to challenge students who are at or above grade level.”

Is ongoing communication with students and parents clear and helpful? As shown in Figure S2-10, nearly nine out of ten Andrew J. Brown Academy parents reported that they were satisfied with communication from their school, such as about special activities, events, and meetings. Nearly nine in ten parents and about three-quarters of school staff also reported they were satisfied with the information parents receive about student learning, as illustrated in Figures S2-10 and S2-12 respectively.

Has the school developed adequate human resource systems and deployed its staff effectively? The site visit team found that “the school has adequate staff that appears to be deployed effectively. Consequently, a significant amount of small-group and one-on-one work with students was observed...” The team recommended, however, that the school develop a process to identify and provide professional development for issues that affect all teachers, such as differentiating instruction and more effective behavior management.”

Figure S2-13 shows how staff members responded to a survey about their satisfaction with professional features of their school.

Figure S2-13. Staff satisfaction with Andrew J. Brown Academy's professional features

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
Competitive salary structure	3.27	37%	41%	19%
Competitive benefits (e.g., health insurance, etc.)	3.85	63%	22%	11%
Work environment	3.85	63%	22%	15%
Amount of paperwork required	3.88	63%	22%	11%
Opportunities for professional development	3.33	44%	22%	33%
Evaluation or assessment of performance	3.32	48%	11%	33%
Hours spent engaged in classroom instruction ⁴	3.64	52%	22%	22%
Hours spent engaged in other activities ⁴	3.32	43%	17%	35%
Time allowed for planning and preparation ⁴	2.59	30%	13%	52%
Level of teacher autonomy in the classroom ⁴	3.59	57%	13%	26%
Level of teacher involvement in school decisions ⁴	3.32	43%	17%	35%
Teachers' non-teaching responsibilities ⁴	3.60	52%	13%	22%
Time staff spend together discussing individual student needs ⁴	3.18	43%	17%	35%

Source: All results are from confidential surveys of Mayor-sponsored charter school staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Satisfaction percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

⁴Only staff members with instructional responsibilities responded to this question.

Detailed Description of Andrew J. Brown Academy's Programs and Activities

Source: The information below was provided by the school to the Mayor's Office. It is provided here to offer a more detailed picture of the school's programs and activities.

Mission, philosophy, and educational program

Andrew J. Brown Academy focuses on high academic achievement, accountability from all stakeholders (parents, staff, and students), and building good moral character rooted in strong parental involvement. The school provides students with a challenging, back-to-basics program aimed at developing the ability of all students to master fundamental academic skills and ultimately increase academic achievement.

The two core elements of the instructional program are the nationally recognized and research-based Open Court reading program and Saxon Math. Teachers use supplemental materials to address students' specific academic needs. The school uses non-traditional classroom assignments and a schedule that allows teachers to teach to a class of students who are all generally at the same learning level. Referred to as Operation Breakthrough, this program prioritizes getting all students to grade level and above in reading and math. Within each grade, students are assigned to one of three classrooms with other students at a similar performance level: "intensive," for students who are performing below grade level; "standard," for students who are performing at grade level; and "proficient," for students who are performing above grade level. Students who are significantly below grade level spend most of their day on reading/language arts and mathematics until they reach grade level. Class size and composition are designed to be flexible so that students

immediately can move to the next performance level if they progress more quickly than their assigned group.

Andrew J. Brown Academy's philosophy also has a strong moral focus. The school's aim is to shape students who believe in and practice positive moral values, and who strive to become intelligent, responsible contributors to society at large. Students are taught specific virtues on a daily basis, both in morning assemblies and during designated times within the school day. The school believes that high standards of conduct are necessary for students to become academically successful and for teachers to enjoy professional success. Time is spent daily teaching and modeling what it means to treat others with respect.

Academic programs and initiatives

- *Classroom Management.* Teachers at Andrew J. Brown use the Lee Canter Assertive Discipline Program approach to classroom management. Through this program, teachers utilize strategies to work with students in an assertive, non-hostile manner that encourages positive behavior. This approach involves stating classroom expectations clearly, continual and persistent emphasis on standards of behavior, and techniques for praising good behavior and consequences for bad behavior. New teachers receive training in this approach from National Heritage Academies during an August teacher training program.
- *Reading Quizzes.* The school uses the Accelerated Reader computerized assessment system to monitor students' reading skills. Students choose books to read based on their interests and current reading levels. After a student finishes reading a book, she or he takes a quiz on the computer. The results of the quiz are immediately available to the teacher to assist him or her in understanding the areas with which the student needs additional help.
- *Morning Assembly.* Every morning, the entire staff and student body come together as a school to recognize the accomplishments of students and to focus on moral education and character building virtues. The school aims to nurture a sense of belonging by reciting the school creed and singing the school song.

Parent involvement

- *Class- and School-Wide Weekly Newsletters.* Each teacher sends home a weekly classroom newsletter. The newsletter includes information regarding upcoming events, student recognition, and the academic focus for the upcoming week. The principal also sends home a weekly newsletter that highlights school-wide activities, policies and procedures, and helpful hints for assisting children with their academic growth.
- *Daily Parent/Teacher Contact.* A majority of students who attend Andrew J. Brown Academy are transported by their parents to and from school. This provides teachers and the principal daily opportunities for contact with families regarding the student's progress. Teachers are also encouraged to keep the lines of communication open by calling parents at home.
- *Dads' Club.* Fathers of Andrew J. Brown Academy students have created a Dads' Club. Their goal is to become positive role models by assisting with schoolwork and serving as "surrogate dads" for children who do not live with their fathers. The club has implemented a mentoring program in which each dad has been assigned a fifth grade student. Activities include visiting the mentees at school, making weekly phone calls home, and sponsoring school-wide family activities. The presence of the fathers in the fifth grade has helped to improve behavior in the classroom.
- *Access to Grades Online.* The school offers parents real-time access to their children's grades on the prior week's assignments through an Internet-based system called Academy Link. They can also view whether the student missed any assignments, and correspond with teachers via e-mail.

Supplemental programs and activities

- *After-School Tutoring.* Parents and teachers provide after-school tutoring on a volunteer basis. This time is used to provide assistance to students who need more in-depth instruction in specified areas. Tutoring is conducted both on- and off-campus and, at times, on weekends.
- *Before-School Program.* The school offers a before-school program from 7:00 am to 8:00am. During this time students are involved in academic and social activities, which help get the students focused and settled prior to the start of the school day.
- *After-School Program.* The school offers an after-school academic enrichment program daily from 3:15 pm to 6:00 pm. The program, run by the supplemental service provider EdSolutions, offers homework assistance as well as arts and crafts and physical education activities.
- *Student Council.* The Student Council is comprised of representatives from each class in third grade and higher. The students are elected by their classmates. The Student Council sponsors a number of activities, such as "Candy Grams" for Valentine's Day, and manages the concession stand during the intramural basketball season.
- *Excel Club.* Students are recognized weekly at whole-school assemblies for good behavior and academic efforts and achievement. Once a month, their efforts are applauded by awarding them certificates of achievement, special treats, or participation in a special organized activity.

This past year, students participated in America's Walk for Diabetes to learn about diabetes prevention and support diabetes research. During recess and other scheduled times, students and other invited members of the community strove to reach a goal of walking 1000 miles and raising \$4000. The students and other participants far exceeded this goal, raising over \$7000.

Community partnerships and donations

- *Community Service Efforts.* Throughout the school year, students collected non-perishable food items to support local food pantries. Students also made Valentine cards for sick children at Riley Hospital for Children.
- *YMCA After-School Program.* As part of a drug prevention effort, the YMCA offers a twice-weekly free after-school program on-site for students ages 10 to 14. The program runs for eight weeks. This year, approximately twenty students participated in games and activities emphasizing conflict resolution, social etiquette, and the value of friendship.

Andrew J. Brown Academy students host a monthly one-hour talk show on Radio One 1310 A.M. The show is sponsored by a member of the school's Board of Directors, and features a different topic each month where radio listeners are able to call in and ask questions. Topics that have been featured include parental involvement in children's education and whether children should be allowed to vote. This program encourages the students to update themselves on news events and provides an opportunity for students to practice informal public speaking skills.

Staffing

- *Regular Satisfaction Surveys.* Surveys of staff and parent satisfaction are conducted by National Heritage Academies twice yearly. The school's leadership uses the survey results to monitor and improve school practices.
- *Teacher Collaboration.* Teachers hold grade-wide meetings weekly to discuss lesson planning and share effective teaching techniques, ongoing classroom successes and challenges.
- *Teacher Development.* All new teaching staff from Andrew J. Brown Academy attend a week-long National Heritage Academies teacher training program in Lansing, Michigan in August. Staff hired after the start of the school year attend the training prior to the start of the following school year; these staff members also receive on-site training and support when they are hired.

Master Teachers from National Heritage Academies visit the school four days each month, giving model lessons in classrooms and working with individual teachers on effective classroom management and teaching strategies.

- *Using Data to Drive Instruction.* Teachers assess student progress on a weekly basis using Open Court and Saxon Math unit assessments. Teachers are trained in the use of data from these curriculum assessments, as well as from other standardized tests. Teachers utilize this information to tailor upcoming instruction and determine appropriate remediation and enrichment activities.

School management

- Andrew J. Brown Academy is operated by National Heritage Academies, an educational management organization that operates 39 schools in five states. National Heritage Academies provides management support to the school in a variety of areas including finance, technology, and curriculum. Prior to the school's opening last fall, National Heritage recruited the school leader, trained the school's teaching staff, purchased the property, and constructed the school building. The school leases the facility from National Heritage. The school principal, Thelma L. Wyatt, is the instructional leader and is responsible for day-to-day management of the school. Ms. Wyatt supervises all staff, and is responsible for all aspects of on-site programs. National Heritage Academies' regional director, David Seamon, is responsible for the school's operations and management.

School governance

- The Board of Directors of the Andrew J. Brown Academy is responsible for the fiscal and academic policies of the school, including: establishing recruitment and admission policies; reviewing and approving the annual budget; and monitoring the expenditure of discretionary funds. The Board also reviews reports from the school principal and National Heritage Academies, and oversees the management contract with National Heritage. The members of the school Board include a college professor, an architect, a higher education administrator, and the president of a service organization with ten chapters throughout Indiana.

Facilities

- The school is located on the far east side of Indianapolis. The brand-new building has approximately 47,000 square feet with 27 large classrooms, a large gymnasium, media center, parent room and many conference rooms. New outdoor recess equipment was recently installed. The building was constructed to accommodate planned grade level enrollment growth. Currently there is an unoccupied wing of the school building that will open for the older grades as the school expands.

Planned improvements for the upcoming school year

- *Longer School Day.* Starting in fall 2004, the school day will be extended an additional 45 minutes and will run 8:00 am – 4:00 pm. This additional time will allow those students below grade level to have additional instruction in order to help them achieve at or above grade level. It will also allow teachers to better meet the needs of the accelerated students by introducing them to new, more challenging learning materials.
- *New Assessment Strategy.* During the 2003-04 school year, all students in grades 2-5 took the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) tests at the beginning and end of the school year. In addition, the students took the Metropolitan Achievement Test (MAT-8). Next year the school will use only the MAP assessments, but will administer the tests four times a year – more frequently than the twice yearly minimum requirement of the Mayor's Office. This additional testing will provide teachers with more up-to-date data to adjust their plans and instruction to meet the specific needs of individual students.

Supplemental Report 3

Christel House Academy Detailed Performance Assessment and Profile



2717 South East Street
Indianapolis, IN 46225
(317) 464-2030

<http://www.christelhouse.org/academy>

▪ Grades served in 2003-04	K-5
▪ Enrollment in 2003-04	273 students
▪ Grades served at capacity	K-8
▪ Maximum school size at capacity	860 students

This supplemental report presents information about the school in three sections:

- Christel House Academy's Students (enrollment and demographic information)
- Performance at Christel House Academy
- Detailed Description of Christel House Academy's Programs and Activities (as provided by the school)

Christel House Academy's Students

Figure S3-1. Enrollment and demand for Christel House Academy

	Number of students
Maximum possible enrollment in 2003-04 pursuant to charter	326
Number of students enrolled in 2003-04 ¹	273
Number of students on waiting list as of spring 2004 for 2004-05 school year ²	104

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October.

²Source: School self-report of data, as of spring 2004. 2004 was the first time this information was collected in this manner; therefore, waiting list information for the 2003-04 school year is not available.

Figure S3-2. Christel House Academy student composition

Gender ¹		Race & Ethnicity ²				Eligible for Free or Reduced-Price Lunch ²	Special Education ³	Limited English Proficient ⁴
Male	Female	African-American	Hispanic	Caucasian	Other			
52.4%	47.6%	43.2%	9.9%	35.5%	11.4%	60.4%	13.9%	5.1%

Note: See main report for comparative data.

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October.

²Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October.

³Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2003.

⁴Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2004.

Performance at Christel House Academy

The section below describes Christel House Academy's performance over its second school year by addressing the common performance indicators in the Mayor's Charter School Performance Framework. The complete Performance Framework may be viewed on-line at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

In some areas, this section also provides information about the school's performance in 2002-03 as compared to its performance in 2003-04. For additional information on how performance has changed, view the *2003 Accountability Report on Mayor-Sponsored Charter Schools*, also available on-line at the website listed above.

Is the educational program a success?

Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?

Performance on the statewide assessment. Figure S3-3 displays the percentage of Christel House Academy 3rd and 5th graders who received passing scores on ISTEP+ examinations in the fall of 2003 and, where applicable, the percentage passing in 2002. It also shows the results for

Indianapolis Public Schools and all Indiana public schools. While 2002 data are provided, it is not possible to use these results to measure individual students' progress over time because each grade's test results pertain to different children in 2002 versus 2003. Fall 2003 was the first time Christel House students currently enrolled in grades 3 and 5 took the ISTEP+, and thus data on how these same students previously performed on ISTEP+ are not available. In the future, as ISTEP+ is administered in all grades, the Mayor's Office will be able to determine how much progress over time Christel House students are making on these tests.

Figure S3-3. Percentage of students in Christel House Academy ("CHA"), Indianapolis Public Schools ("IPS"), and Indiana ("IN") passing ISTEP+ tests at the beginning of the fall 2003 semester^{1,2}

	English			Math			Both (English & Math)			Science		
	CHA	IPS	IN	CHA	IPS	IN	CHA	IPS	IN	CHA	IPS	IN
3 rd Graders												
2003	56%	62%	74%	35%	65%	71%	30%	52%	63%			
2002	37%	58%	72%	20%	57%	67%	18%	44%	59%			
5 th Graders												
2003 ³										35%	32%	61%

Source: Indiana Department of Education.

Note: Percentages rounded to the nearest whole number.

¹Since 2003 is the first year these students have taken the ISTEP+, it is not possible to use these results as a measure of student progress at Christel House Academy.

²Blank areas denote that the applicable grade was not tested in the particular subject area.

³Since 2003 was the first year Indiana students took the ISTEP+ in 5th grade science, historical data are not available.

Adequate Yearly Progress. Christel House Academy made Adequate Yearly Progress (AYP) in 2003. As required by the federal No Child Left Behind legislation, the Indiana Department of Education has determined Adequate Yearly Progress (AYP) for all Indiana schools, including charter schools in operation during the 2002-03 school year. The Department determines whether each school makes AYP based on the percentage of students passing the English and mathematics ISTEP+ tests. In addition, each elementary and middle school must make AYP by raising or maintaining high attendance rates and each high school must raise or maintain high graduation rates.¹

Are students making substantial gains over time?

Test score analysis. Christel House Academy administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam to its students in grades two through five in fall 2003 and spring 2004. Each number in Figure S3-4 indicates the percentage change in the average test score achieved in a particular grade and subject from fall to spring. For example, the +9.9 in the first row indicates that the average reading score for students who were 2nd graders was 9.9% higher in spring 2004 than in fall 2003.

¹ AYP also is determined for a variety of subgroups (race/ethnicity, special education, limited English proficiency, free/reduced-price lunch eligibility), provided that there are at least 30 students in a particular subgroup. Christel House Academy did not have enough students in any of the subgroup categories, therefore AYP was not determined for the subgroups.

Figure S3-4. Percentage change in average NWEA MAP scores between fall 2003 and spring 2004 at Christel House Academy

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	+9.9	+7.6	+7.1	+7.4
Math	+9.3	+8.1	+6.4	+7.5
Language	+10.0	+7.2	+4.7	+5.3

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure S3-4 shows that students made progress, on average, between fall 2003 and spring 2004 in all grades and all subjects tested. But how large were these gains? Analysts at New American Schools (NAS) used two methods to answer that question. First, they compared the progress of Christel House Academy's students to that of other students in Indiana and nationally who took the same exams at the same points in their academic careers ("comparative gains"). Second, they determined whether students' gains were large enough for them to reach proficiency by the end of eighth grade ("sufficient gains").

Comparative Gains. Since the NWEA MAP is a national standardized test, we can ask the following question: if we ranked all the students in Indiana and across the country who took the NWEA MAP, where would *Christel House Academy students stand on average* in those rankings?

Figures S3-5 and S3-6 provide the answer. For example, the first row of Figure S3-5 shows how 2nd graders at Christel House Academy performed in reading. In fall 2003, on average 2nd graders at Christel House Academy scored as well as or better than 20% of all students in Indiana in reading. We call this number, 20, Christel House Academy's "Fall 2003 Average Percentile" for 2nd graders in reading. The next column shows that by spring 2004, on average Christel House Academy 2nd graders performed as well as or better than 40% of all students in Indiana. The school's "Spring 2004 Average Percentile" was 40.

Figure S3-5. INDIANA comparison: Academic progress of Christel House Academy students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students in Indiana	Stayed even with students in Indiana	Lost ground vs. students in Indiana
2 nd Grade	Reading	20	40	✓		
	Math	17	47	✓		
	Language	24	39	✓		
3 rd Grade	Reading	21	33	✓		
	Math	24	38	✓		
	Language	20	33	✓		
4 th Grade	Reading	11	39	✓		
	Math	17	35	✓		
	Language	21	26	✓		
5 th Grade	Reading	9	29	✓		
	Math	12	31	✓		
	Language	12	20	✓		

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure S3-6. NATIONAL comparison: Academic progress of Christel House Academy students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students nationally	Stayed even with students nationally	Lost ground vs. students nationally
2 nd Grade	Reading	20	44	✓		
	Math	18	53	✓		
	Language	25	49	✓		
3 rd Grade	Reading	26	39	✓		
	Math	30	48	✓		
	Language	27	44	✓		
4 th Grade	Reading	13	44	✓		
	Math	22	41	✓		
	Language	26	37	✓		
5 th Grade	Reading	12	34	✓		
	Math	17	37	✓		
	Language	16	29	✓		

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

What does this mean? It means that, on average, Christel House Academy's 2nd graders *moved up in the statewide ranking* in reading between fall 2003 and spring 2004. So on the right side of Figure S3-5, we indicate that Christel House Academy students "gained ground" versus students in Indiana. Figure S3-6 displays the same information, but compares students' performance to their peers *nationally*.

As displayed in Figures S3-5 and S3-6, it is evident that Christel House Academy students, on average, gained ground on their Indiana and national peers in all grades and all subjects. This result is a significant improvement relative to Christel House Academy's performance in the previous school year. In 2002-03 the school "gained ground" in only five of the 14 grades and subjects tested, "stayed even" in three and "lost ground" in six. In addition, many of the gains made in 2003-04 are quite large.

Sufficient Gains. Are the students in this school making *sufficient gains* toward becoming proficient? It is not enough to know whether students made a year's worth of progress between 2003 and 2004. Some students, since they are starting behind, need to make *more* than a year's worth of progress in order to become proficient by the end of eighth grade. What proportion of the school's students is making the gains they need to make?

To find out, analysts projected each student's *future* gain based on the gain he or she achieved between fall 2003 and spring 2004 on the MAP exam. If the student continued to gain at that rate, would he or she be proficient by the end of the 8th grade? If so, he or she made "sufficient gains." Based on this analysis, NAS calculated the percentage of students who made sufficient gains in each subject and grade.

Figure S3-7 displays the results. For example, 100% of students who were 2nd graders in 2003-04 made sufficient gains in reading. That is, if these 2nd graders continue learning at the rate they did during this period, 100% of them will be proficient by the end of 8th grade.

Figure S3-7. Percentage of Christel House Academy students achieving sufficient gains to become proficient by the end of 8th Grade, fall 2003 through spring 2004

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	100.0%	100.0%	100.0%	100.0%
Math	100.0%	100.0%	95.5%	100.0%
Language	100.0%	100.0%	95.5%	87.5%

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Is the organization effective and well-run?

Is the school in sound fiscal health? The Mayor's Office commissioned a review of each school's finances. Reviews by the outside accounting firm revealed that Christel House Academy was managing its financial practices satisfactorily, with no significant problems. A summary of Christel House Academy's finances, including financial statements, appears in Supplemental Report 6.

Sixty-four percent of parents surveyed at Christel House Academy reported they are satisfied with the school's finances, while 22% of parents reported they "don't know." In 2003, 75% of parents reported their satisfaction with school finances and 19% reported they "don't know." At the same time, 54% of school staff reported in 2004 they are satisfied with school finances, whereas in 2003 just 14% expressed their satisfaction in this area.

Are the school's student enrollment, attendance, and retention rates strong? The school's attendance rate was 94.8% in 2003-04 (see Figure S3-8), an improvement from 92.5% in 2002-03. Of parents surveyed, 78% expressed their intention to continue to enroll their children in

the school as long as the school serves students their children’s age, while 14% reported they were unsure. On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.07. Staff members on average rated their likelihood at 3.83 on the same question. At the same time, the school’s official enrollment count as maintained by the Indiana Department of Education, 273 students, fell short of the school’s maximum capacity of 326 students for 2003-04.

Figure S3-8. Christel House Academy attendance rate in 2003-04 school year

	Attendance rate
Christel House Academy	94.8%
Indianapolis Public Schools (IPS)	94.1%
All Indiana Public Schools	95.9%

Source: Indiana Department of Education website.

Is the school’s Board active and competent in its oversight? The Mayor’s Office conducted governance reviews of Christel House Academy by attending a quarterly Board meeting and reviewing the Board meeting minutes for the 2003-04 school year. Minutes showed that the quarterly Board meetings were conducted in accordance with the agendas outlined for the meetings and included reports from school staff, the Board treasurer, and the Board’s parent representative. Of particular note, the parent’s involvement on the Board helps to ensure that the school’s parents are sufficiently represented. Board members asked thoughtful questions, often related to their individual areas of expertise (e.g., human resources, finance, etc.), to which school staff provided clear answers immediately or followed up at a later time. The review of minutes further showed that the Board has a clear process for discussing and approving decisions related to the school. The review suggested that the school include additional information in the Board meeting minutes regarding business conducted in order to ensure that the public is informed fully of the matters discussed by the Board.

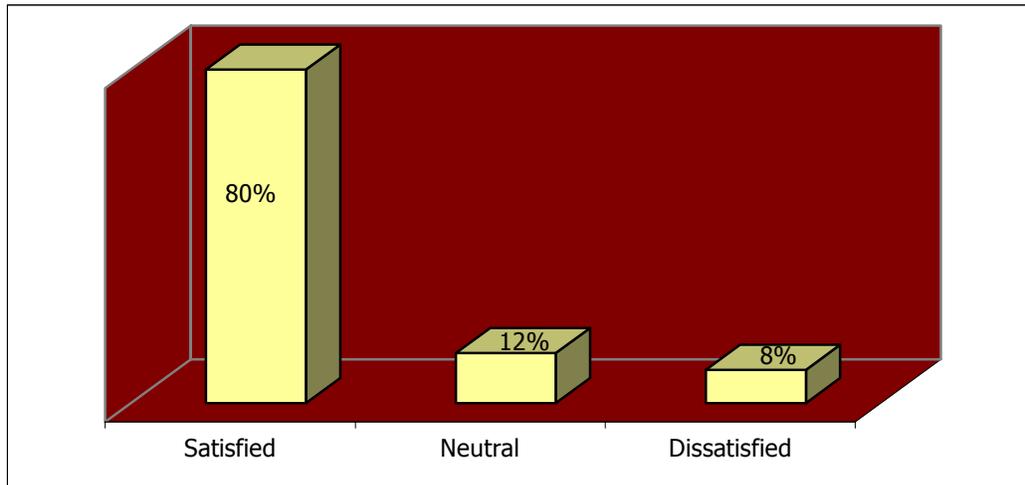
According to the expert site visit team, “all evidence indicates the Board is effective and dedicated in its oversight and has significant expertise related to education and education administration, assessment of student learning, business, and finance.” The team commended the school on creating a Board composed of members that utilize their expertise to “...effectively advise on a wide range of school issues.” The site team’s observations and review of Board meeting minutes found that “the Board is active and involved in meetings and school activities. For example, one Board member has provided extensive training and guidance for staff in using assessment results...” to inform teaching and learning.

Is there a high level of parent satisfaction with the school? Figure S3-9 shows how Christel House parents responded to a question about their overall satisfaction with the charter school. Four out of five parents at Christel House reported they were satisfied overall with their charter school, whereas in the 2003 survey just 65% of parents reported their overall satisfaction. The percentage of parents who reported they were dissatisfied with the school decreased from 22% in 2003 to 8% in 2004. Figure S3-10 shows the percentage of parents who were satisfied with specific aspects of the school as well as the average satisfaction rate for each aspect.

In focus groups conducted by the expert site team, parents reported “...a climate of openness [and] that they feel welcome in the school.” The team reported parents describing teachers as “wonderful” and “dedicated and committed”; parents further reported to the team that “...there are high standards and expectations for all students and that [the school] is meeting or exceeding their [own]

expectations.” The team found that parents “...are invested in contributing to the success of the school and all parents [in the focus groups] reported a belief that their children were receiving a quality education.” The team noted, however, that parents reported the following areas for desired change in the school: smaller classes, particularly in kindergarten; a shorter school day; improvements in the facility (for example, as related to noise and air circulation); and “...a higher level of systematic and straightforward communication,” particularly about changes related to new management of the school by Edison Schools, Inc., an education management organization.

Figure S3-9. Overall parent satisfaction with Christel House Academy



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.
Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Figure S3-10. Parent satisfaction with features at Christel House Academy

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
School size	4.28	86%	9%	5%
Class size	3.71	63%	16%	21%
Length of school day	3.29	52%	14%	34%
Length of school year	3.73	67%	16%	16%
Ability of school to fulfill mission	3.77	61%	18%	16%
Individualized attention	4.04	71%	14%	13%
Academic standards/expectations	4.10	78%	13%	9%
Curriculum	4.07	77%	13%	10%
Teaching quality	4.45	90%	5%	3%
Instructional quality, language arts	4.36	90%	3%	6%
Instructional quality, mathematics	4.28	87%	5%	7%
Materials to support curriculum	4.07	79%	8%	13%
Innovation in teaching practices	4.12	84%	7%	9%
Computers and other technology	4.20	85%	7%	8%
Classroom management/behavior	4.08	77%	13%	10%
Communication from the school	3.99	74%	14%	12%
Parent information about students	4.13	82%	6%	12%
Accessibility/openness to parents	4.09	76%	14%	10%
Parent participation opportunities	4.11	78%	14%	7%
Parent involvement	3.92	71%	15%	13%
Teacher/student school pride	4.12	79%	14%	6%
Relationship with local community	4.01	65%	17%	7%
Extracurricular activities	3.40	51%	19%	28%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

Is the school administration strong in its academic and organizational leadership?

Governance reviews conducted by the Mayor's Office show that the Christel House Academy administration has made great strides in overcoming some of the challenges identified by the expert site visit team in 2002-03. The administration successfully created a new, more positive environment in the school by implementing a new daily schedule designed to better focus student learning. The recruitment and hiring of experienced teachers and staff also contributed significantly to the improvements in the 2003-04 school year. The organizational leadership of the school remained strong throughout the year as evidenced by orderly record-keeping by the school's administration and timely submissions of reports and information. The school has satisfactorily maintained the compliance binder, which contains all of the school's governance, management, and organizational documents and is reviewed by the Mayor's Office on a monthly basis.

The school's principal resigned in December 2003. For the remainder of the school year, the school's Superintendent acted as interim principal. The school continues to search for a permanent principal with the assistance of the school's new education management organization, Edison Schools, Inc.

The expert site visit team commended the school's leaders on implementing academic and organizational changes such as:

- "strong professional development that aligned with critical learning issues;
- adoption of effective curricula, classroom practices and school structures to support learning;
- adoption of a school-wide behavior management system; and
- signing a contract with Edison Schools."

The expert site visit team further reported that the school's current "...leadership is knowledgeable and aware of school functioning and issues and has clear, explicit goals and priorities." The team noted, however, that the school should work to ensure that when a permanent leader is hired, this individual should be made equally informed of school operations, issues, and priorities. The team further recommended that the "school leadership might, as possible, respond to teacher and parent concerns and questions regarding the transition to Edison. Teachers have particular concerns about changes in conditions of employment (e.g., changes in teacher roles and responsibilities, compensation, benefits)."

Of parents surveyed this year, 59% reported they were satisfied with the people running Christel House Academy, whereas in 2003 84% reported their satisfaction in this area. However, 80% of staff members surveyed this year reported their satisfaction with the school's leadership, up from 25% in 2003.

Is the school meeting its operations and access obligations related to: organizational structure and governance obligations; physical plants that are safe and conducive to learning; fair and appropriate pupil enrollment processes; reasonable and safe transportation options available to eligible students; and legal obligations related to access and services to special needs and English as a second language students?

Christel House Academy satisfactorily met its obligations in 2003-04 in complying with relevant laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. Figure S3-11 displays parent and staff survey responses to questions about school operations.

Figure S3-11. Parent and school staff satisfaction with Christel House Academy school operations

School Feature	Parents				School Staff			
	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³
Services for special needs students ^{4,5}	4.44	89%	11%	0%	3.71	65%	18%	18%
School leadership	3.54	59%	20%	20%	3.96	80%	16%	4%
School finances	4.16	64%	9%	5%	3.78	54%	31%	4%
Safety	4.45	93%	3%	3%	4.31	88%	12%	0%
School facilities	4.40	91%	6%	3%	4.27	85%	12%	4%
Enrollment process	4.02	75%	20%	6%	3.77	54%	31%	0%
Transportation ⁶	3.83	64%	19%	17%	3.88	69%	27%	4%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

⁴Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

⁵Only parents of children with special needs in the charter school responded to this question. Only staff members with instructional responsibilities and students with special needs in their classroom responded to this question.

⁶Only parents whose children used the school's transportation services in the 2003-04 school year responded to this question.

Is the school providing the appropriate conditions for success?

Is the school's mission clearly understood by all stakeholders? According to the site team, constituents at Christel House expressed strong support of and "...commitment to the school's mission and consistently describe the mission [as providing a] quality education, [helping students to] achieve potential, [teaching] core values, serving the disadvantaged, and meeting the needs of students who are not successful in other schools." At the same time, the team noted that "further attainment of the mission might be enhanced by developing buy-in and support among a larger number of parents." As illustrated in Figure S3-10, 61% of parents reported their satisfaction in the school's ability to fulfill its stated mission. One hundred percent of staff members surveyed reported that they were aware of the goals of the school, and 82% believed the goals were being met across the school "very well" or "fairly well."

Does the school have a high-quality curriculum and supporting materials for each grade? The site team confirmed that "the school has a high-quality curriculum and supporting materials. Evidence indicates that the majority of teachers effectively implement the curriculum and the school employs many effective school-wide and classroom-level strategies." In particular, the team highlighted the school's "Step Up To Writing" program for providing a "...consistent framework for writing that is used in all classrooms. Students were observed to be writing during classroom visits, and halls contain many exemplary examples of student writing." Teachers reported to the site team that the school's math program was strong but not implemented consistently throughout the school. The team thus noted that "teachers might benefit from additional training and discussion to increase the consistency of implementation."

Figure S3-10 shows that, similar to 2003, about eight in ten Christel House Academy parents reported on the 2004 survey that they were satisfied with their school's materials to support the curriculum. As Figure S3-12 illustrates, about 50% of staff members reported satisfaction with the school's materials to support the curriculum, compared to the 27% who in 2003 reported their satisfaction with the resources available for instruction at their charter school.

Figure S3-12. School staff satisfaction with features at Christel House Academy

School Feature	Average rate of satisfaction ¹	Satisfied ²	Neutral	Dissatisfied ³
School size	4.32	85%	8%	4%
Class size	3.36	46%	19%	31%
Length of school day	2.12	15%	8%	73%
Length of school year	2.69	23%	31%	46%
Ability of school to fulfill mission	4.12	77%	19%	0%
Individualized attention	4.12	77%	19%	0%
Academic standards/expectations	4.46	85%	8%	0%
Curriculum	4.25	73%	15%	4%
Teaching quality	4.42	88%	4%	0%
Instructional quality, language arts	4.54	88%	4%	0%
Instructional quality, mathematics	4.17	73%	12%	8%
Materials to support curriculum	3.32	50%	15%	31%
Innovation in teaching practices	4.22	88%	4%	0%
Computers and other technology	4.00	77%	19%	0%
Classroom management/behavior	4.00	73%	19%	4%
Communication from the school	3.63	54%	31%	8%
Parent information about students	3.71	62%	27%	4%
Accessibility/openness to parents	3.92	73%	15%	4%
Parent participation opportunities	3.63	54%	31%	8%
Parent involvement	2.83	23%	31%	38%
Teacher/student school pride	3.88	73%	15%	8%
Relationship with local community	3.58	50%	38%	4%
Extracurricular activities	2.33	12%	31%	50%

Source: All results are from confidential surveys of Mayor-sponsored charter school staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Satisfaction percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

Does the school effectively use learning standards and assessments to inform and improve instruction? As Figures S3-10 and S3-12 illustrate, nearly eight in ten parents and over eight in ten staff members surveyed are satisfied with the academic standards for their charter school students.

In 2003, the expert site visit team found that the school needed to take steps to strengthen processes for using data to understand and improve student learning. After site visits in spring 2004, the expert site visit team commended Christel House Academy for being "data-driven" and making extensive use of data to understand and design effective learning experiences for students." For

example, the team noted that now “the school uses a weekly writing assessment to ensure students are working in the correct groups during the first-period reading blocks.” Teachers also reported to the team the “...ways in which they use data in the school and in the classroom, such as for assigning peer reading teams, working with small groups, and providing individual instruction for students with special needs.” The team further noted that the school “...has invested significant effort in developing their expertise in using data.” For example, one of the school’s Board members and others have conducted workshops for teachers, and teachers “also participated in ‘data mining’ sessions (identifying key findings and priority issues from large amounts of data).”

Is the school climate conducive to student and staff success? The expert site visit team reported that, “overall, the school climate is relaxed, students are orderly, and staff is friendly and focused on teaching and learning. The large majority of teachers employ effective classroom rituals, behavior management is consistent and strong, and students are focused on learning.” The site team observed that “...students appear respectful and proud of their school and teachers were described by parents and students as ‘awesome,’ ‘wonderful,’ and ‘dedicated and committed.’” More than three-quarters of parents and nearly three-quarters of staff members surveyed reported they were satisfied with the sense of pride students and teachers have in their school.

The school’s interim principal reported to the site team “a 94% decrease in behavior referrals to the office during this school year” and that “several teachers reported a similar statistic with obvious pride and sense of accomplishment.” According to the team, “all constituents report that they feel safe at Christel House Academy.” As Figure S3-11 shows, 93% of parents and 88% of staff members reported their satisfaction with school safety. Additionally, on a scale of one (very dissatisfied) to five (very satisfied), parents and staff members surveyed on average rated their satisfaction with classroom management and student behavior as 4.08 and 4.00 respectively.

As illustrated in Figure S3-10 and S3-12 respectively, 78% of parents and 54% of staff members surveyed reported satisfaction with the opportunities available for parent participation. Nearly three-quarters of parents surveyed were satisfied with the levels of parent involvement at Christel House Academy, but only 23% of staff members expressed satisfaction in this area.

Are the teaching processes (pedagogies) consistent with the school’s mission? The expert site team’s classroom visits showed that “students participated in a variety of engaging and rigorous learning activities.... Teachers have adequate resources, use flexible groupings, have organized centers, and have visuals that provide information about learning processes. Many teachers used exemplary strategies for differentiating instruction... including assessment-identified and need-based reading groups, individual student tutoring or small-group work guided by adults (teachers, paraprofessionals, parents), peer reading, and computer-based assessment or practice.” In support of the school’s mission, the site team found “...significant evidence that [teachers] know and respond to individual student learning needs.”

The team commended the school on employing “...many strategies to identify and respond to the unique learning needs and personal circumstances of each individual student. Many students are behind grade level and at-risk in other ways. The school has in place both school-wide (e.g., literacy and math blocks and groups, effective curriculum packages, support for special education) and classroom-level (e.g., use of small groups, peer reading and tutoring, individual instruction, learning centers) strategies that appear to be effective and consistent in terms of providing a strong education for these students.”

The team also found that the school’s “...curriculum emphasizes character and ethics, core subjects, and the arts (e.g., music, visual arts, drama, dance, foreign language), thus broadly developing each child’s potential,” which is a key component of the school’s mission.

The site team attributed the effective implementation of the curricular programs and materials it observed to “significant” staff training in 2003-04. The team further noted that “the majority of teachers in their classroom practice and in discussions demonstrate high levels of knowledge and skill.” However, the team reported “...some differences across classrooms in levels of teacher proficiency in implementing different learning strategies and curricula[r] approaches” and suggested the school “...identify areas in which individual teachers need more training and provide it.”

As illustrated in Figure S3-12, 77% of staff members surveyed reported their satisfaction with the school’s ability to fulfill its stated mission, whereas in 2003 just 20% of staff reported their satisfaction in this category.

Is ongoing communication with students and parents clear and helpful? In focus groups conducted by the expert site team, parents reported feeling “...welcome in the school and communicating with the school both through visits and via email.” Parents also reported receiving student and school information on a weekly basis and report cards four times each year.

As shown in Figure S3-10, 74% of Christel House parents reported that they were satisfied with communication from their school, such as about special activities, events, and meetings, as compared to 89% of the parents surveyed in 2003. At the same time, 82% of parents and 62% of school staff also reported they were satisfied with the information parents receive about student learning, as illustrated in Figures S3-10 and S3-12 respectively. In 2003, 80% of staff members expressed their satisfaction in this area.

Has the school developed adequate human resource systems and deployed its staff effectively? The site team commended the school on “...making the necessary investments to ensure the attainment of the mission and the learning of its students. The school has staff positions that align with the critical needs of students.” The team did note a possible need for additional “...staff experienced in developing and implementing plans for children who have special needs,” given the number of Christel House Academy students who “enter behind grade level and/or with special needs.” Figure S3-13 shows how staff members responded to a survey about their satisfaction with professional features of their school.

Figure S3-13. Staff satisfaction with Christel House Academy’s professional features

School Feature	Average rate of satisfaction ¹	Satisfied ²	Neutral	Dissatisfied ³
Competitive salary structure	4.09	65%	19%	0%
Competitive benefits (e.g., health insurance, etc.)	3.64	54%	8%	23%
Work environment	4.23	88%	12%	0%
Amount of paperwork required	2.79	27%	27%	38%
Opportunities for professional development	4.13	73%	19%	0%
Evaluation or assessment of performance	3.76	64%	28%	8%
Hours spent engaged in classroom instruction ⁴	3.85	70%	30%	0%
Hours spent engaged in other activities ⁴	3.60	65%	20%	15%
Time allowed for planning and preparation ⁴	3.10	50%	15%	35%
Level of teacher autonomy in the classroom ⁴	3.85	75%	25%	0%
Level of teacher involvement in school decisions ⁴	3.05	30%	40%	30%
Teachers’ non-teaching responsibilities ⁴	3.10	40%	35%	25%
Time staff spend together discussing individual student needs ⁴	2.89	30%	35%	30%

Source: All results are from confidential surveys of Mayor-sponsored charter school staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Satisfaction percentages may not equal 100% due to rounding and “don’t know” responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include “don’t know” responses.

²Includes “very satisfied” and “satisfied” responses.

³Includes “very dissatisfied” and “dissatisfied” responses.

⁴Only staff members with instructional responsibilities responded to this question.

Detailed Description of Christel House Academy’s Programs and Activities

Source: The information below was provided by the school to the Mayor’s Office. It is provided here to offer a more detailed picture of the school’s programs and activities.

Mission, philosophy, and educational program

Christel House Academy’s mission is to be recognized as a provider of outstanding education to an underserved population and maintain high standards of academic rigor, efficiency and accountability. The Academy aims to provide students with the academic proficiency necessary for higher education; equip them with the desire for lifelong learning; strengthen their civic, ethical and moral values; and prepare them to be self-sufficient, contributing members of society.

The school expects every student to demonstrate mastery in English and mathematics, as well as proficiency in Spanish, which is taught to all students beginning in Kindergarten. The academic program at Christel House Academy is based on educational research that supports beginning each day with the core academic subjects – reading, phonics, and mathematics. The Academy believes these subjects are the foundation of a child’s learning and the key to progress throughout his/her education and lifetime. At Christel House Academy, students spend additional time in the latter part of the school day reviewing the day’s lessons and practicing the skills acquired that day. The Academy finds that reinforcing the day’s lessons allows children to store knowledge for long-term use.

Christel House Academy has adopted the Orton Gillingham method for phonics instruction, a multi-sensory approach first developed by the Dyslexia Institute that has proven successful for children with skill deficits. The Academy has adopted the McMillan McGraw Hill reading curriculum for all grades. Research has shown that this program reaches the most diverse skill sets of children across all grades, and thus is aligned well with the diverse population of children attending the school. Everyday Math, developed by the University of Chicago School Math Project, is used for mathematics at Christel House. The Everyday Math series applies mathematics lessons to real-world situations and builds comprehension by re-teaching concepts and skills throughout the year and across grade levels.

Academic programs and initiatives

- *Behavior and Social Skills Development.* Christel House Academy uses the “responsive classroom approach” to connect social and academic learning in the school. Through this approach, students develop the skills and behaviors necessary to ensure that learning academic content can occur. For example, the school conveys to students consistent and clear rules about how to enter the classroom, communicate with teachers and other students, and behave appropriately while riding the school bus. In the first two weeks of school, students learn these rules and behaviors through role-playing and practice. Throughout the year teachers reinforce these social skills, school-wide expectations, and procedures through practice and by modeling appropriate behavior.
- *Step Up to Writing.* This program, developed by Edison Schools, Inc., is used in all grades and subjects to ensure that students are learning a consistent writing process throughout the school. The program teaches students to use a structured, color-coded writing process to organize sentences, paragraphs, essays, and longer reports. Staff received a full day of on-site training in the process.
- *Character Education.* The school has implemented Character First, a character development and life skills program that integrates lessons within all core subject classes. Each month the school adopts a different skill or value and teachers include these topics in their daily lessons. Character First provides sample lessons that teachers can use. In addition, minute-long messages of wisdom are read during the school's daily announcements.
- *Block Scheduling.* The school day begins and ends with a core subject block in reading, phonics, English, and/or mathematics. A remediation and enrichment block is scheduled in the middle of the day. During this block, teachers work with small groups of students to close gaps in learning and strengthen reading and math skills. As a result of this scheduling, the total time on task for reading at Christel House Academy exceeds state minimum requirements by 20%; time on task for mathematics exceeds state minimums by 44%.
- *Data-Driven Decision Making.* Through a collaboration with Edison Schools, an experienced academic achievement advisor works with the school and its teachers to ensure alignment of school learning goals and objectives with the results of assessment data. Regular site visits by the advisor ensure that assessment data are analyzed consistently across the school and that school- and classroom-level decisions on how to improve student achievement are based on the data. Additionally, the teaching staff works monthly with an educational consultant who helps them understand and use data to improve and drive instruction.

To provide recognition for students' achievements, the school awards a “Spirit Stick” each week to the class that most displays a positive attitude, models the school's values, and works together as a team. Students earn points for attendance, being on time in classes, being in uniform, exhibiting good behavior, and living up to the school's core values. Children also earn merit points for academic success. In addition to receiving points for the class, individual students that obtain high numbers of points are recognized with Gold, Silver, and Bronze stars. Points accumulate, so the highest scoring students are recognized for each week, month, semester, and school year.

- *Technology-Based Curriculum and Assessment Management.* Teachers use the electronic Plato Learning System and Plato's TeachMaster to ensure that curricular content and instructional strategies are consistent across classrooms. Students take daily, weekly and monthly assessments using Plato, allowing teachers to frequently monitor and report on student proficiency and progress. Students use Plato three times each week to practice math and reading, as well as to apply content skills to interactive activities through Plato's Projects for the Real World. TeachMaster is also used by teachers to create lesson plans for individual students and classes that are aligned to the curriculum. Data collected through Plato are used for instructional planning to improve student learning.
- *Benchmark Assessments.* Children's reading and math skills in second grade and higher are assessed monthly using an online tool provided by Edison that is aligned to Indiana State Academic Standards. Immediate feedback allows teachers and students to monitor mastery of skills and redirect instructional focus as needed.

One third grade student started the school year in September unable to speak any English. She completed the school year able to communicate in English using complete sentences when asked basic questions about her well being, what she studied in class and how she likes attending school. The school attributes her success to the increased time spent developing English skills.

Parent involvement

- *Parent Teacher Support Group.* The Parent Teacher Support Group was created to promote open communication between teachers, administrators, and parents and meets on a monthly basis. Activities that the PTSG undertook this past year include a Uniform Swap Program to provide uniforms to students in need, a skating party fundraiser, and organizing the collection of Campbell's Soup labels and box tops to redeem for educational resources for the school.
- *Parent Tutoring.* A number of parents regularly volunteer to tutor students at Christel House Academy. One dedicated parent volunteer, Susan Stiles, was featured in the Mentors Matter section of the *Indianapolis Star* for her work at Christel House Academy. Ms. Stiles tutors students in the fourth and fifth grades one-on-one several times each week.

Supplemental programs and activities

- *Indy Parks.* Friday afternoon life skills and recreational activities are provided to Christel House students on-campus through a partnership with Indy Parks. These activities are provided at no charge to the school and families.
- *K-Kids.* K-Kids, a youth program of Kiwanis International, is a student-led community service organization with a chapter at Christel House Academy. Service-learning activities from the past year included a Veterans Day visit to senior veterans in a retirement home to hear first person accounts of different wars.
- *Student Council.* The school has a student council that sponsors activities to improve school spirit and pride, as well as community service projects. Students campaign and are elected to the council by their peers.
- *Before- and After-School Care.* Christel House Academy provides before- and after-school care at a minimal cost for children whose parents are working during these times. During these sessions students read, receive homework help, and participate in academic enrichment activities.

Community partnerships and donations

- *Indiana Fever.* Players and coaches from the Indiana Fever professional women's basketball team read to students during school, as part of the Read to Achieve program sponsored by the WNBA. The Fever were in the school three times last year, encouraging all students to read.

-
- *Kiwanis International.* Kiwanis International donated books to the Christel House Academy media center for the second year in a row. The estimated value of these donations is nearly \$50,000.
 - *Keep Indianapolis Beautiful.* Again this year, Christel House Academy was the recipient of a Partners in Education (PIE) Grant from Keep Indianapolis Beautiful. This grant allowed the school to expand the outdoor nature lab built on the campus during the 2002-03 school year. Through this grant, Christel House Academy students and teachers worked together with their counterparts to create an outdoor classroom at an Indianapolis Public Schools elementary school.
 - *Health Services.* A partnership with Learning Well, Inc. through Community Hospitals provides a free on-campus health clinic with a school nurse. Learning Well is a nonprofit organization supported by the Health Foundation of Greater Indianapolis that operates school-based health clinics throughout Marion County. Additionally, two staff from Cummins Mental Health regularly visit Christel House Academy to provide students with counseling and other mental health services. Cummins services are covered through family health insurance and/or sliding-scale fees.

Staffing

- *Professional Development.* Christel House Academy teachers receive 15 days of on-site training throughout the school year. Training is provided by national education consultants and Edison Schools' academic achievement advisors, and includes topics such as: instructional strategies, classroom management, and the use of data to drive instruction.
- *Master Teachers.* Two experienced Christel House Academy teachers are voluntarily seeking recognition from the National Board for Professional Teaching Standards. To become national board certified teachers, teachers must demonstrate that their teaching practices meet high standards through a portfolio of their work and by their performance on assessments. These teachers serve as mentors to less-experienced instructional staff. The Academy aims for the majority of its teaching staff to become national board certified teachers.
- *Experienced Teachers.* The school's 16 teachers employed during the 2003-04 school year had 164 years of combined teaching experience.

School management

- The superintendent/acting director of Christel House Academy, Michelle Thompson, is responsible for day-to-day management and operation of the school. She works with the Board to achieve its oversight responsibilities and keeps the Board informed on educational, student achievement, managerial, fiscal and other matters.

The school was created by Christel House, Inc. an Indianapolis-based philanthropy that operates children's orphanages and schools in impoverished regions around the world. Christel House, Inc. assists the charter school with fundraising and provides continuity of leadership.

School governance

- Christel House Academy Board members bring a wide array of experience and knowledge in the area of education, law, finance, marketing, human resources and business management. Board roles and responsibilities are as follows: ensure that the philosophy and mission of the school are followed and the terms of the management contract are met; ensure that student performance is monitored and the school is meeting performance standards; ensure operational efficiency by approving and monitoring annual budgets and operating plans and monitoring operational performance; support school management, parents, teacher and students in making the school a superior learning experience; ensure legal and ethical integrity and maintain accountability; establish policies that help the school achieve its mission and educational program; and enhance the school's public image by serving as the school's ambassadors, advocates and community representatives.

Facilities

- Christel House Academy is located on the southside of Indianapolis. In addition to classrooms and administrative offices, the school has a multipurpose room that also serves as a gymnasium and a cafeteria, recreational fields, and an outdoor nature lab. The building is accessible to students and staff who are physically challenged.

Planned improvements for the upcoming school year

- Beginning July 1, 2004, Christel House Academy will be operated by Edison Schools, Inc. under a five-year management contract with the school's Board of Directors. Edison manages 130 traditional public and charter public schools in 18 states and the District of Columbia, including two elementary schools in Perry Township. The school will continue to use the Edison Benchmarks and work with the Edison academic achievement advisor. In addition, teaching staff at Christel House Academy will receive additional Edison training and have access to Edison resources and curricular materials. As the transition to Edison management occurs, the school will adopt some additional elements of the Edison school model. Christel House Academy selected Edison to manage the school because Edison's approach aligns well with the school's existing mission and approach.

Supplemental Report 4

Flanner House Elementary School Detailed Performance Assessment and Profile



2424 Dr. Martin Luther King, Jr.
Street
Indianapolis, IN 46208
(317) 925-4231

www.flannerhouse.com

▪ Grades served in 2003-04	K-5
▪ Enrollment in 2003-04	165 students
▪ Grades served at capacity	K-7
▪ Maximum school size at capacity	300 students

This supplemental report presents information about the school in three sections:

- Flanner House Elementary School's Students (enrollment and demographic information)
- Performance at Flanner House Elementary School
- Detailed Description of Flanner House Elementary School's Programs and Activities (as provided by the school)

Flanner House Elementary School's Students

Figure S4-1. Enrollment and demand for the Flanner House Elementary School

	Number of students
Maximum possible enrollment in 2003-04 pursuant to charter	190
Number of students enrolled in 2003-04 ¹	165
Number of students on waiting list as of spring 2004 for 2004-05 school year ²	52

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October.

²Source: School self-report of data, as of spring 2004. 2004 was the first time this information was collected in this manner; therefore, waiting list information for the 2003-04 school year is not available.

Figure S4-2. Flanner House Elementary School student composition

Gender ¹		Race & Ethnicity ¹				Eligible for Free or Reduced-Price Lunch ¹	Special Education ²	Limited English Proficient ³
Male	Female	African-American	Hispanic	Caucasian	Other			
41.2%	58.8%	98.2%	0%	0.6%	1.2%	77.0%	5.5%	0%

Note: See main report for comparative data.

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October.

²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2003.

³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2004.

Performance at Flanner House Elementary School

The section below describes Flanner House Elementary School's performance over its second school year by addressing the common performance indicators in the Mayor's Charter School Performance Framework. The complete Performance Framework may be viewed on-line at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

In some areas, this section also provides information about the school's performance in 2002-03 as compared to its performance in 2003-04. For additional information on how performance has changed, view the *2003 Accountability Report on Mayor-Sponsored Charter Schools*, also available on-line at the website listed above.

Is the educational program a success?

Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?

Performance on the statewide assessment. Figure S4-3 displays the percentage of Flanner House Elementary 3rd and 5th graders who received passing scores on ISTEP+ examinations in the fall of 2003 and, where applicable, the percentage passing in 2002. It also shows the results for Indianapolis Public Schools and all Indiana public schools. While 2002 data are provided, it is not

possible to use these results to measure individual students' progress over time because each grade's test results pertain to different children in 2002 versus 2003. Fall 2003 was the first time Flanner House Elementary students currently enrolled in grades 3 and 5 took the ISTEP+, and thus data on how these same students previously performed on ISTEP+ are not available. In the future, as ISTEP+ is administered in all grades, the Mayor's Office will be able to determine how much progress over time Flanner House Elementary students are making on these tests.

Figure S4-3. Percentage of students in Flanner House Elementary School ("FHE"), Indianapolis Public Schools ("IPS"), and Indiana ("IN") passing ISTEP+ tests at the beginning of the fall semester^{1,2}

	English			Math			Both (English & Math)			Science		
	FHE	IPS	IN	FHE	IPS	IN	FHE	IPS	IN	FHE	IPS	IN
3 rd Graders												
2003	63%	62%	74%	60%	65%	71%	49%	52%	63%			
2002	67%	58%	72%	67%	57%	67%	52%	44%	59%			
5 th Graders ³												
2003										25%	32%	61%

Source: Indiana Department of Education.

Note: Percentages rounded to the nearest whole number.

¹Since 2003 is the first year these students have taken the ISTEP+, it is not possible to use these results as a measure of student progress at the Flanner House Elementary School.

²Blank areas denote that the applicable grade was not tested in the particular subject area.

³Since 2003 was the first year Indiana students took the ISTEP+ in 5th grade science, historical data are not available.

Adequate Yearly Progress. As required by the federal No Child Left Behind legislation, the Indiana Department of Education has determined Adequate Yearly Progress (AYP) for all Indiana schools, including charter schools in operation during the 2002-03 school year. The Department determines whether each school makes AYP based on the percentage of students passing the English and mathematics ISTEP+ tests. In addition, each elementary and middle school must make AYP by raising or maintaining high attendance rates and each high school must raise or maintain high graduation rates. Flanner House Elementary did not receive an AYP rating because it tested fewer than 30 students total in 2002. As the school grows, the total number of students tested in comparison years will increase, and so AYP determinations will be made in the future.

Are students making substantial gains over time?

Test score analysis. Flanner House Elementary School administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam to its students in grades two through five in fall 2003 and spring 2004. Each number in Figure S4-4 indicates the percentage change in the average test score achieved in a particular grade and subject from fall to spring. For example, the +7.9 in the first row indicates that the average reading score for students who were 2nd graders was 7.9% higher in spring 2004 than in fall 2003.

Figure S4-4. Percentage change in average NWEA MAP scores between fall 2003 and spring 2004 at Flanner House Elementary School

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	+7.9	+5.4	+3.3	+4.1
Math	+7.0	+3.9	+1.9	+4.3
Language	+6.4	+1.7	+0.1	+1.9

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure S4-4 shows that students made progress, on average, between fall 2003 and spring 2004 in all grades and all subjects tested. But how large were these gains? Analysts at New American Schools (NAS) used two methods to answer that question. First, they compared the progress of Flanner House Elementary's students to that of other students in Indiana and nationally who took the same exams at the same points in their academic careers ("comparative gains"). Second, they determined whether students' gains were large enough for them to reach proficiency by the end of eighth grade ("sufficient gains").

Comparative Gains. Since the NWEA MAP is a national standardized test, we can ask the following question: if we ranked all the students in Indiana and across the country who took the NWEA MAP, where would *Flanner House Elementary students stand on average* in those rankings?

Figures S4-5 and S4-6 provide the answer. For example, the first row of Figure S4-5 shows how 2nd graders at Flanner House Elementary performed in reading. In fall 2003, on average 2nd graders at Flanner House Elementary scored as well as or better than 20% of all students in Indiana in reading. We call this number, 20, Flanner House Elementary's "Fall 2003 Average Percentile" for 2nd graders in reading. The next column shows that by spring 2004, on average Flanner House Elementary 2nd graders performed as well as or better than 28% of all students in Indiana. The school's "Spring 2004 Average Percentile" was 28. What does this mean? It means that, on average, Flanner House Elementary's 2nd graders *moved up in the statewide ranking* in reading between fall 2003 and spring 2004. So on the right side of Figure S4-5, we indicate that Flanner House Elementary students "gained ground" versus students in Indiana. Figure S4-6 displays the same information, but compares students' performance to their peers *nationally*.

As displayed in Figures S4-5 and S4-6, it is evident that Flanner House Elementary students, on average, gained ground on their Indiana and national peers in some grades and subjects, but lost ground in several others. The fact that students, on average, lost ground in some areas does not mean that these students did not progress in these grades and subjects – they progressed (except in 4th grade language), as Figure S4-4 illustrates, but not as much as their peers in Indiana and nationally.

Figure S4-5. INDIANA comparison: Academic progress of Flanner House Elementary School students, fall 2003 through spring 2004

Grade/ subject	Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students in Indiana	Stayed even with students in Indiana	Lost ground vs. students in Indiana
2 nd Grade	Reading	20	28	✓	
	Math	20	26	✓	
	Language	26	23		✓
3 rd Grade	Reading	23	30	✓	
	Math	34	21		✓
	Language	37	18		✓
4 th Grade	Reading	33	28		✓
	Math	48	32		✓
	Language	42	22		✓
5 th Grade	Reading	22	34	✓	
	Math	17	29	✓	
	Language	24	25	✓	

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure S4-6. NATIONAL comparison: Academic progress of Flanner House Elementary School students, fall 2003 through spring 2004

Grade/ subject	Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students nationally	Stayed even with students nationally	Lost ground vs. students nationally
2 nd Grade	Reading	20	33	✓	
	Math	20	32	✓	
	Language	27	33	✓	
3 rd Grade	Reading	28	36	✓	
	Math	42	30		✓
	Language	40	28		✓
4 th Grade	Reading	36	33		✓
	Math	52	38		✓
	Language	47	31		✓
5 th Grade	Reading	26	39	✓	
	Math	23	35	✓	
	Language	29	35	✓	

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Sufficient Gains. Are the students in this school making *sufficient gains* toward becoming proficient? It is not enough to know whether students made a year's worth of progress between 2003 and 2004. Some students, since they are starting behind, need to make *more* than a year's worth of progress in order to become proficient by the end of eighth grade. What proportion of the school's students is making the gains they need to make?

To find out, analysts projected each student's *future* gain based on the gain he or she achieved between fall 2003 and spring 2004 on the MAP exam. If the student continued to gain at that rate,

would he or she be proficient by the end of the 8th grade? If so, he or she made “sufficient gains.” Based on this analysis, NAS calculated the percentage of students who made sufficient gains in each subject and grade.

Figure S4-7 displays the results. For example, 100% of students who were 2nd graders in 2003-04 made sufficient gains in reading. That is, if these 2nd graders continue learning at the rate they did during this period, 100% of them will be proficient by the end of 8th grade. Of note, based on current gains, less than 50% of students in 4th and 5th grade will be proficient in language by the end of 8th grade.

Figure S4-7. Percentage of Flanner House Elementary School students achieving sufficient gains to become proficient by the end of 8th Grade, fall 2003 through spring 2004

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	100.0%	100.0%	100.0%	100.0%
Math	100.0%	84.6%	100.0%	69.6%
Language	70.4%	60.7%	42.9%	43.5%

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004,” prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Is the organization effective and well-run?

Is the school in sound fiscal health? The Mayor’s Office commissioned a review of each school’s finances. A summary of the school’s finances, including financial statements, appears in Supplemental Report 6. Reviews by the outside accounting firm revealed that Flanner House Elementary School encountered challenges related to accounting and finance in 2003-04, including timely bill payments and accurate allocation of salaries and expenses between the school and the Flanner House Higher Learning Center. By June 30, 2004, however, the school satisfactorily resolved the issues related to the salary and expense allocations between both schools. The executive director of Flanner House, Inc. and the school’s business manager have worked with the school’s bookkeeper to implement new procedures for the 2004-05 school year to ensure that all expenses continue to be allocated correctly.

Fifty-two percent of parents surveyed at Flanner House Elementary School reported they are satisfied with the school’s finances while 25% reported they “don’t know.” On the 2003 surveys, 81% of parents reported their satisfaction in this area and just 11% reported they “don’t know.” At the same time, 15% of school staff surveyed in 2004 reported their satisfaction with school finances while 23% reported they “don’t know,” whereas in 2003 29% of staff reported their satisfaction.

Are the school’s student enrollment, attendance, and retention rates strong? The school continues to experience strong attendance. Its attendance rate was 97.2% in 2003-04, up from 96.3% in 2002-03 (see Figure S4-8). Eighty-six percent of parents surveyed at Flanner House in 2004 expressed their intention to continue to enroll their children in the school as long as the school serves students their children’s age, as compared to the 97% who expressed this intention in 2003. On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.45. Staff members on average rated their likelihood at 4.39 on the same question. At the same

time, the school's official enrollment count as maintained by the Indiana Department of Education, 165 students, fell short of the school's maximum capacity of 190 students for 2003-04.

Figure S4-8. Flanner House Elementary School attendance rate in 2003-04 school year

	Attendance rate
Flanner House Elementary School ¹	97.2%
Indianapolis Public Schools ²	94.1%
Indiana schools ²	95.9%

Source: Indiana Department of Education website.

Is the school's Board active and competent in its oversight? The Mayor's Office conducted governance reviews of the Flanner House Elementary School by attending two Board meetings and reviewing the Board meeting minutes for the 2003-04 school year. The Board of Directors meets monthly to discuss issues related to the school and receive updates on the school's performance. Observations of meetings and a review of minutes indicated that the meetings consist primarily of routine reports, including reports on public relations, technology, education, and finance. The Executive Director of Flanner House, Inc. also provides a report, as does the Board's president. Each report informs the Board of developments since the prior meeting and upcoming events or deadlines. It was observed that Board members are engaged in discussions and ask thoughtful questions during these reports. When Board members asked questions that staff could not immediately answer, it was not clear how staff would conduct follow-up (if any) with the Board member to communicate the answer to the question. The governance reviews recommended that the school administration adopt a specific procedure to ensure that Board members' questions are answered satisfactorily immediately or to provide the appropriate follow-up with the Board regarding the questions after the meeting has ended.

A review of the Board meeting minutes from the 2003-04 school year showed that the Board is informed of events and issues related to the school, but did not demonstrate that the Board has a clear process for approving decisions. For example, the minutes reflect very few motions to approve or deny decisions.

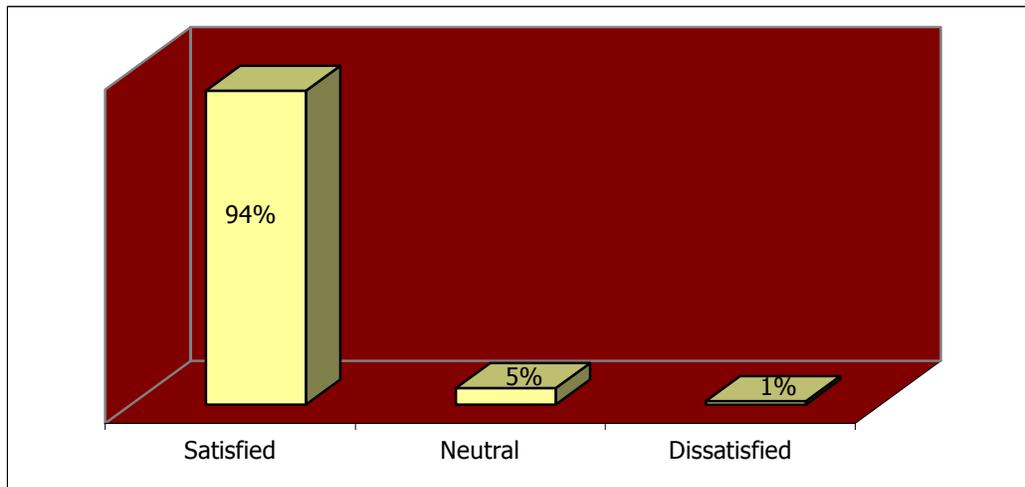
A review of the minutes also found many typographical errors and informal notes that could cause confusion for an external reader. Because the Board meeting minutes are public documents, the governance reviews advised that the school take proper care to ensure that the minutes are correct and orderly prior to approval by the Board.

In its observations of a Board meeting and review of minutes, the expert site team noted "...on-going discussion regarding hiring a consultant to lead the Board through a strategic planning process. It is not stated in the minutes the resolution of this discussion but it seems a very good time for the Board and the school to do strategic planning. Issues regarding space and resources might be considered, priorities set, and strategic plans developed."

Is there a high level of parent satisfaction with the school? Figure S4-9 shows how Flanner House Elementary parents responded to a question about their overall satisfaction with the charter school. Ninety-four percent of parents reported overall satisfaction with the school in the parent survey, down slightly from 97% in 2003, while the percentage of parents who were dissatisfied remained constant from 2003 to 2004. Figure S4-10 shows the percentage of parents who were satisfied with specific aspects of the school as well as the average satisfaction rate for each aspect.

Parents reported to the expert site visit team "high levels of satisfaction with and commitment to the school." The team reported that all parents interviewed in the site visit "strongly agree that there are high expectations and that students are learning." These parents "...feel a part of the school and report that the school is 'exceeding' or 'going beyond' their expectations in terms of children learning basic skills and respect for learning, themselves and others." Overall, Flanner House Elementary parents reported to the site team "...being satisfied with the school, the staff, the educational experience their children are receiving, and their involvement in the school." At the same time, the site team noted that parents would like the school to seek out more community-based learning opportunities and also would like to see more electives and a stronger physical education program with more equipment and competitive teams.

Figure S4-9. Overall parent satisfaction with Flanner House Elementary School



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2003 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. "Satisfied" includes "somewhat satisfied" and "very satisfied" responses. "Dissatisfied" includes "somewhat dissatisfied" and "very dissatisfied" responses.

Figure S4-10. Parent satisfaction with features at Flanner House Elementary School

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
School size	4.44	88%	10%	2%
Class size	4.58	95%	5%	0%
Length of school day	4.48	94%	5%	1%
Length of school year	4.44	88%	11%	1%
Ability of school to fulfill mission	4.40	90%	7%	2%
Individualized attention	4.20	85%	7%	8%
Academic standards/expectations	4.51	94%	4%	2%
Curriculum	4.46	94%	2%	4%
Teaching quality	4.26	87%	5%	8%
Instructional quality, language arts	4.24	86%	6%	8%
Instructional quality, mathematics	4.33	90%	2%	7%
Materials to support curriculum	4.25	87%	11%	2%
Innovation in teaching practices	4.16	83%	10%	7%
Computers and other technology	3.32	45%	27%	24%
Classroom management/behavior	4.04	77%	12%	11%
Communication from the school	4.23	86%	6%	8%
Parent information about students	4.26	85%	9%	6%
Accessibility/openness to parents	4.52	94%	4%	2%
Parent participation opportunities	4.69	96%	2%	1%
Parent involvement	4.43	90%	7%	2%
Teacher/student school pride	4.51	92%	7%	1%
Relationship with local community	4.28	80%	17%	2%
Extracurricular activities	3.37	46%	29%	23%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

Is the school administration strong in its academic and organizational leadership?

Governance reviews conducted by the Mayor's Office showed that the school administration experienced challenges related to organizational leadership during the 2003-04 school year that made it difficult for the school to satisfactorily meet important obligations to the state and the Mayor's Office, as detailed in the next section of this supplemental report.

The school showed stronger performance in the area of academic leadership. According to the expert site visit team, the education director is the "heart" of the school, and she is reported to be a "strong and inspirational instructional leader." The team further noted that "she provides strong academic leadership, motivates an exemplary climate and culture, and effectively deals with the constraints on resources."

Three-quarters of staff reported in a survey that they were satisfied by the leadership provided by their school's administration, as compared to 86% of staff who expressed satisfaction in 2003. Of parents surveyed, 87% reported they were satisfied with the people running Flanner House Elementary School, down from 96% in 2003.

Is the school meeting its operations and access obligations related to: organizational structure and governance obligations; physical plants that are safe and conducive to learning; fair and appropriate pupil enrollment processes; reasonable and safe transportation options available to eligible students; and legal obligations related to access and services to special needs and English as a second language students?

Flanner House Elementary School satisfactorily met its obligations in 2003-04 in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. Figure S4-11 displays parent and staff survey responses to questions about school operations.

The school faced challenges, however, in meeting some of its important obligations to submit reports, make information available to the Mayor's Office and meet teacher licensure requirements. Of particular note, the school did not submit information to the Indiana Department of Education in a timely manner (e.g., as related to: average daily membership, textbook reimbursements, and other grants). In a few instances, the Department extended deadlines to accommodate the school; the school still struggled, however, to submit information by the extended deadline dates.

In 2003-04, three teachers on staff did not meet the certification requirements to teach in a charter school. Two of the teachers had completed undergraduate education programs but did not hold Indiana teaching licenses. In addition, one uncertified teacher was not in the process of enrolling in an approved Transition to Teaching program as required by Indiana charter law. The Mayor's Office worked closely with the school and the Indiana Professional Standards Board to address this issue. After careful review of the situation, the school has been advised by the Indiana Professional Standards Board that teachers who do not hold Indiana teaching licenses and who have not yet enrolled in a Transition to Teaching program should apply for and receive emergency licenses from the Professional Standards Board prior to the beginning of the 2004-05 school year in order to be eligible to teach in a charter school. The emergency licenses will then permit the teachers to work towards certification, either through Transition to Teaching or another approved certification program. To date, the school is still working to resolve this issue.

Overall, the school has not satisfactorily maintained its compliance binder, which is critical to the Mayor's Office's ability to determine whether the school has met its obligations. The binder contains all of the school's governance, management, and organizational documents and is reviewed by the Mayor's Office on a monthly basis to monitor school compliance with laws and other requirements. The school has, however, shown some progress toward improving the maintenance of the compliance binder.

Figure S4-11. Parent and school staff satisfaction with Flanner House Elementary School operations

School Feature	Parents				School Staff			
	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dis-satisfied ³
Services for special needs students ^{4,5}	4.67	89%	11%	0%	3.00	17%	67%	17%
School leadership	4.46	87%	7%	6%	4.08	75%	17%	8%
School finances	3.94	52%	12%	11%	2.80	15%	31%	31%
Safety	4.45	92%	6%	2%	4.15	85%	8%	8%
School facilities	3.92	69%	15%	14%	2.92	23%	38%	38%
Enrollment process	4.34	86%	12%	0%	4.09	62%	23%	0%
Transportation ⁶	4.00	100%	0%	0%	3.88	42%	25%	0%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

⁴Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

⁵Only parents of children with special needs in the charter school responded to this question. Only staff members with instructional responsibilities and students with special needs in their classroom responded to this question.

⁶Only parents whose children used the school's transportation services in the 2003-04 school year were asked to respond to this question. No parents at Flanner House Elementary School use the school's transportation system, yet some parents responded to this question and those results are provided here.

Is the school providing the appropriate conditions for success?

Is the school's mission clearly understood by all stakeholders? The site team reported that "parents, teachers, and administrators use similar words that indicate they have a similar understanding of the mission of Flanner House Elementary... which is to teach the 'whole child' and 'to help every child succeed.'" Students also reported "...having high standards and expectations, working hard, and knowing what they need to do to learn." The team reported that students "...appear confident as learners and they articulate an awareness that the school provides an important opportunity for them to prepare for college and life." In the focus groups, the team noted that "...students talk more about learning and outcomes and rarely talk about grades." The site team noted constituent remarks about how all children progress at the same pace in their learning. The team suggested that the school should "...provide information to help parents better understand how the school handles differences among children and the process that is used when a child does fall behind."

Ninety-two percent of staff members surveyed reported that they were aware of the goals of the school, up from 86% in 2003, and 83% believed the goals were being met across the school "very well" or "fairly well," up from 77% in 2003.

Does the school have a high-quality curriculum and supporting materials for each grade? The team further reported that "classroom observations indicate that a variety of age- and grade-appropriate, teacher-specific learning experiences in these areas were being provided.

Activities were engaging and the majority of students were focused and on-task.” The school’s director of education and teachers reported to the site team that “...teachers have ‘ownership’ of the curriculum and that they have ‘freedom and independence’ in designing and providing standards-based lessons.” Teachers submit weekly lesson plans for the director of education’s review.

After reviewing school and classroom materials, the site team reported that “the curriculum focuses on language arts, science, history, and mathematics.... In other areas, teachers have developed the curriculum and have added many supplementary learning experiences, including parent-led projects.” At the same time, teachers reported that the curriculum could be strengthened with “...regularly scheduled classes and certified teachers for the special classes such as art, music, physical education.”

Teachers reported challenges related to differentiating instruction and meeting the needs of all students, particularly those with special needs. The site team recommended that the school identify ways to support teachers and provide them with more information, strategies and materials. Some teachers also reported “...confusion regarding their annual budget for materials and supplies.” The team recommended that “the director of education should continue to work with teachers to ensure that they understand the process, amounts, timelines and requirements associated with the use of the supplies and materials budget.” The school should also continue to respond to teacher needs for other supplementary materials, supplies, and equipment.

The team also found that “the education director, several teachers and some students in focus groups report that they do not like or enjoy the school-wide ‘Paragraph a Week’ writing process because it is repetitive and students find the process ‘boring.’” The team suggested that the school “...explore other writing systems and adopt one that is more challenging and effective in encouraging and structuring the development of student writing skills.”

As Figures S4-10 and S4-12 illustrate, nearly nine in ten Flanner House Elementary School parents reported that they were satisfied with their school’s materials to support the curriculum, while less than half of staff members also reported their satisfaction in this area.

Figure S4-12. School staff satisfaction with features at Flanner House Elementary School

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
School size	4.42	92%	0%	8%
Class size	4.42	92%	8%	0%
Length of school day	4.00	69%	23%	8%
Length of school year	3.75	67%	25%	8%
Ability of school to fulfill mission	3.69	62%	31%	8%
Individualized attention	4.08	92%	0%	8%
Academic standards/expectations	4.23	85%	8%	8%
Curriculum	4.23	85%	8%	8%
Teaching quality	4.33	92%	0%	8%
Instructional quality, language arts	4.31	85%	8%	8%
Instructional quality, mathematics	4.23	92%	0%	8%
Materials to support curriculum	3.38	46%	31%	23%
Innovation in teaching practices	3.54	54%	31%	15%
Computers and other technology	2.54	15%	31%	54%
Classroom management/behavior	3.67	67%	17%	17%
Communication from the school	3.92	75%	17%	8%
Parent information about students	3.62	62%	31%	8%
Accessibility/openness to parents	3.92	69%	23%	8%
Parent participation opportunities	4.15	85%	8%	8%
Parent involvement	3.62	62%	15%	23%
Teacher/student school pride	3.92	77%	15%	8%
Relationship with local community	3.92	69%	23%	8%
Extracurricular activities	2.69	15%	46%	38%

Source: All results are from confidential surveys of Mayor-sponsored charter school staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Satisfaction percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

Does the school effectively use learning standards and assessments to inform and improve instruction? As Figures S4-10 and S4-12 illustrate, 94% of parents and 85% of staff members reported satisfaction with academic standards for students.

Teachers and administrators reported to the expert site visit team that the school administers several assessments, including ISTEP+, NWEA MAP, and Terra Nova. The team found that teachers and administrators "...are informed regarding how individual students performed on ISTEP+ and Terra Nova. It appears that they use these results to inform classroom practice to some extent." Some teachers, the team reported, said that "...they would like to better understand and be able to use existing data to better inform their teaching practice. The school might consider providing professional development on this topic."

According to the site team, the school's reading curriculum, Open Court, "...has a strong reading assessment component." The team, however, did not find through teacher reports or observations "...use of this assessment to inform decisions about instruction." Due to reports during the site visit of challenges associated with the timely and smooth completion of NWEA MAP testing, the team also

suggested that the school "...establish procedures so that the results from the NWEA MAP testing are available for use in a timely manner."

Is the school climate conducive to student and staff success? According to the expert site visit team, "all constituents [interviewed] agree the school provides a challenging and motivating academic environment. Classrooms are overall orderly and there are high expectations for all students." Teachers report spending little time on behavior management issues, and no one with whom the team spoke identified behavior management as a problem. Survey results show that, on a scale of one (very dissatisfied) to five (very satisfied), parents and staff members surveyed on average rated their satisfaction with classroom management and student behavior at 4.04 and 3.67 respectively.

Teachers and parents reported to the expert site visit team that the school administration "...is very open and supportive." The team particularly noted that "teachers report high levels of satisfaction with the school climate.... Administration and parents make them feel 'appreciated' and 'valued' and they receive a high level of support from both." All constituents reported that they share in the responsibility for maintaining a family-oriented environment. The team noted, for example, that "the education director ensures that parents know they are welcome and parents regularly support school initiatives and attend events. Parents in focus groups express that they have an important role to play in their child's education." Ninety-two percent of parents and 77% of staff members surveyed reported they were satisfied with the sense of pride students and teachers have in their school. As illustrated in Figure S4-10 and S4-12 respectively, 96% of parents and 85% of staff members surveyed reported satisfaction with the opportunities available for parent participation. More than nine out of ten parents surveyed were satisfied with the levels of parent involvement at Flanner House Elementary, but only 62% of staff members expressed satisfaction in this area.

The team reported that "students unanimously agree that teachers 'care' about them and 'challenge' them to do their best or to be 'excellent.'" The team commended the school on students' focus on helping one another; as one student remarked to the team, "Sometimes a new student doesn't know how we act in this school and we have to help them learn to be friendly and helpful."

The site team commended the school on its many rituals that reflect the school's strong culture. "For example, all classrooms have student greeters who introduce themselves and welcome guests to the classroom, and males rise when female guests enter the room." However, team members observed "...less consistency in these rituals across classrooms in spring 2004 as compared to earlier visits. These rituals and the general FHE culture are an important part of educating the 'whole child' and thus should be maintained."

As Figure S4-11 shows, 92% of parents and 85% of staff members surveyed reported their satisfaction with school safety.

Are the teaching processes (pedagogies) consistent with the school's mission?

Flanner House Elementary's mission emphasizes mastery of core skills based on Indiana standards. The site team reported that "classes focus on standards-based lessons in core subjects." Much of the work the site team observed students completing was student-focused. "Students were observed to be spending the majority of the time doing the work of learning themselves (versus listening to or watching the teacher) as they practiced writing, reading, mathematics and thinking. Teachers regularly monitor work and provide corrective feedback."

The site team commended the school on supplementing the curriculum with "grade-specific, project-based learning. Project-based learning supports the development of the whole child [central to the Flanner House Elementary mission] in that students can select topics in which they have abilities or

interests.” The team reported that “...the school provides a rubric with grading criteria (i.e., content, visual aid, research, and presentation) but the topic is selected and the work completed under the parent’s direction. Individual teachers also implement projects in classes. In one class, students regularly read and discuss the newspaper and in another class students monitor and track investments in their personal (and pretend) stock portfolio.”

The site team noted that “...writing was reported to be a priority for the school in 2003-04.” The team’s classroom observations, however, “...did not reveal high levels of student writing.” Additionally, students reported to the team that they edit one another’s papers but, the team reported, “...they did not appear to have a deep understanding or mastery of the peer editing process. It seems important to ensure student understanding and mastery of the skills that enable successful peer editing.”

Survey results show that nearly two-thirds of the staff surveyed at the charter school reported they were satisfied with the school’s ability to fulfill its stated mission.

Is ongoing communication with students and parents clear and helpful? In 2003, the expert site visit team reported that the school needed to improve processes related to communicating with parents. The team noted in recent visits that parents reported “‘really knowing what is happening’ with their children.... Much of the interaction among parents and teachers occurs informally during the times that parents are dropping off or picking up children or during school events.” The team reported that the school also provides a weekly newsletter for parents, and parents are required to personally pick up report cards. All parents with whom the site team spoke “...agreed that they have adequate information from the school.” The site team also noted that the school’s full-time parent coordinator is reported to “...work with parents on issues related to students and school events.”

As shown in Figure S4-10, 86% of Flanner House Elementary parents reported that they were satisfied with communication from their school, such as about special activities, events, and meetings. Eighty-five percent of parents and 62% of school staff also reported satisfaction with the information parents receive about student learning, as illustrated in Figures S4-10 and S4-12. In 2003, 100% of staff members surveyed expressed their satisfaction in this area.

Has the school developed adequate human resource systems and deployed its staff effectively?

The site team commended the school on steps it has taken to improve support for teachers. “In 2002-03, teachers reported a need for time to discuss and share ideas. In 2003-04, teachers had regularly scheduled meetings that allow time for discussion and sharing of ideas related to student learning.”

The site team also commended the school on its plans to add an assistant or second director of education and full-time staff person for special education as the school grows.

Figure S4-13 shows how staff members responded to a survey about their satisfaction with professional features of the school. Of note, 85% of staff reported dissatisfaction with benefits.

Figure S4-13. Staff satisfaction with Flanner House Elementary School’s professional features

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
Competitive salary structure	3.00	46%	15%	38%
Competitive benefits (e.g., health insurance, etc.)	1.67	0%	8%	85%
Work environment	3.54	54%	31%	15%
Amount of paperwork required	4.00	85%	15%	0%
Opportunities for professional development	3.08	38%	38%	23%
Evaluation or assessment of performance	3.92	77%	8%	15%
Hours spent engaged in classroom instruction ⁴	4.36	91%	9%	0%
Hours spent engaged in other activities ⁴	3.91	73%	27%	0%
Time allowed for planning and preparation ⁴	3.18	36%	45%	18%
Level of teacher autonomy in the classroom ⁴	3.89	60%	30%	0%
Level of teacher involvement in school decisions ⁴	3.64	55%	36%	9%
Teachers’ non-teaching responsibilities ⁴	3.91	82%	18%	0%
Time staff spend together discussing individual student needs ⁴	3.50	36%	55%	0%

Source: All results are from confidential surveys of Mayor-sponsored charter school staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Satisfaction percentages may not equal 100% due to rounding and “don’t know” responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include “don’t know” responses.

²Includes “very satisfied” and “satisfied” responses.

³Includes “very dissatisfied” and “dissatisfied” responses.

⁴Only staff members with instructional responsibilities responded to this question.

Detailed Description of Flanner House Elementary’s Programs and Activities

Source: The information below was provided by the school to the Mayor’s Office. It is provided here to offer a more detailed picture of the school’s programs and activities.

Mission, philosophy, and educational program

Flanner House Elementary School’s mission is to develop the highest potential of its students through educating the “whole person” and ensuring that all students attain basic skill proficiency appropriate to their ages and grade levels. By fostering critical thinking and problem-solving skills, Flanner House Elementary seeks to build a solid foundation and provide positive motivation for life-long learning among its students.

The school bases its educational approach on the belief that children acquire genuine self-esteem through academic accomplishment. Flanner House Elementary offers small classes, dedicated teachers, and individualized attention to each student. The students and families also benefit from the extensive family support services available on-site through the school’s parent organization, Flanner House of Indianapolis.

Flanner House Elementary School strives to create an atmosphere that encourages academic achievement and recognizes the importance of hard work and personal responsibility. The school uses the nationally recognized and research-based Open Court Reading and Everyday Mathematics curricula. Starting as early as Kindergarten, students undertake research projects that culminate in written and oral presentations.

Parents play a key role at Flanner House Elementary through their active participation and support. Volunteer parents are in the school daily, tutoring students one on one, reading along with students, and organizing field trips and other activities. Parents sign a covenant agreeing to work collaboratively with school personnel on the success of their children's education. Parents are also expected to volunteer 20 hours per semester, and most do far more. The school does not send quarterly grades home; instead parents are invited to come to school for conferences where teachers personally deliver report cards. Nearly all parents attended all four conferences last year; teachers spoke by phone with every parent who missed a conference.

Academic programs and initiatives

- *Research Projects.* Students in all grades – including Kindergarten – are required to complete four research projects per year, which are designed to develop students' abilities to perform research, prepare written reports, and speak publicly. Each student selects a topic to teach to the class, and typically researches the subject at the on-campus public library. To teach their peers about the topic, students produce colorful posters or other visual aids, outline their presentations, and dress appropriately as presenters. A few recent topics have included first aid, story telling, events that occurred on a student's birthday, science projects, and historic figures.
- *School Pride.* Students learn to take pride in Flanner House Elementary, whether by taking turns as formal greeters at school functions or by singing welcome songs to classroom visitors. Older students are taught to be examples for younger students by looking out for one another and committing to guide the younger children. For example, the fifth grade class adopted the Kindergarten class; fifth grade students join the Kindergartners on field trips and read to them before and after school.

Parent involvement

- *Parent Involvement.* Parental involvement is the cornerstone of Flanner House Elementary, with families playing an integral part in their children's education. Again this year, 100% of parents fulfilled this commitment and many volunteered even more hours than they were asked. For example, one parent contributed his whole vacation to ensuring that the Flanner House Elementary computer system was switched over to a new mainframe, saving the school from high technology costs.
- *Parent Liaison.* The school shares a full-time parent liaison with Flanner House Higher Learning Center. The parent liaison coordinates communication between parents and teachers about school meetings and activities.
- *Parent-Teacher-Family Committee.* The Flanner House Elementary Parent-Teacher-Family Connection has about 75 active members. The committee works closely with the parent liaison to facilitate communication with parents. This year it organized school-wide events including Teachers' Appreciation Week, during which families brought gifts to teachers every day, and culminated the week with a buffet luncheon. The committee also organized a Spaghetti Supper for families in the spring, at which 100% of students' families were represented by at least one family member.

The families of students at Flanner House Elementary very enthusiastically support school activities. Whenever teachers seek parent volunteers for their classrooms or activities such as field trips, they note precisely how many volunteers they seek. Otherwise, the sign-up sheet will be overflowing with names of parents who want to participate. Parents take advantage of every opportunity to be part of the life of the school. This year, over 370 people attended the first family gathering of the school year, a skating party organized by the Parent-Teacher-Family committee. At the school's awards night in the spring, held at the Indiana Historical Society, there were many people standing even though the venue had 300 seats for family members.

- *Parent/Teacher Contact.* Parents and teachers at Flanner House Elementary are in contact on a regular basis, in many cases daily. The school offers bus transportation, but the students' families prefer to bring their children to school and pick them up after school – as a result, no families elected to use the transportation offered by the school. Many parents use this opportunity to come into the classroom and talk with their child's teacher. As described above, Flanner House Elementary achieves 100% participation in quarterly parent/teacher conferences.

Supplemental programs and activities

- *Before- and After-School Programs.* The school offers before- and after-school educational activities for students. These activities include reading and writing exercises, tutoring in language arts and math, reading in the library, games, physical education, and nutrition.
- *Drum Ensemble.* A drum ensemble was formed through a partnership with the Indianapolis Symphony Orchestra and the Pacers Foundation. Staff from the Symphony provided drum lessons for approximately 25 students after school two times each week.
- *Summer Enrichment.* In summer 2004 approximately 80 students attended a summer enrichment program on-site, with educational components focusing on language arts, math, and writing. Through a partnership funded by Youth In Arts, artists work with students on-site in activities such as creative arts, acting, and drumming. Federal Title I funding is used to provide teachers to teach math and language arts twice daily.
- *Community Service Projects.* Throughout the school year, the children had an on-going food drive to donate food to seniors enrolled in Flanner House Multi-Service Center's seniors programs. Additionally, the Kindergarten class adopted the Flanner House seniors and gave musical performances for them throughout the school year.
- *Health Education.* Through a grant from the Indiana Tobacco Prevention and Cessation Agency, the children annually receive information on tobacco, alcohol and drug abuse. A health educator from the Flanner House Multi-Service Center provides these lessons. The health educator also conducts lessons in health education and physical education throughout the year and provides fitness tips during National Health and Fitness Month.

A tragic fire burned the home of a student at Flanner House Elementary this year. Since she had lost her uniform in the fire, this student did not want to come to school the next day. The principal told her to come anyway, and one of her classmates delivered one of her spare uniforms to the student. Over the next few days numerous school families chipped in to provide the girl and her family with new clothes. Similar support from families was evident when a parent of a student at Flanner House Elementary got sick for an extended period. She had no family in the city, so five families helped look after her daughter by cooking meals and bringing the daughter to school.

Community partnerships and donations

- *Free Museum Visit.* The school received an anonymous grant that covered the cost of transportation and admission for 80 students to take a field trip to the Eiteljorg Museum of American Indians and Western Art.
- *Indianapolis Symphony Orchestra.* The Symphony provided free tickets for 25 students and parents to attend a performance by the Indiana University-Purdue University Indianapolis Percussion Band at the Indiana Historical Center. The students, who received drum lessons from the Symphony staff during the school year, performed at a special event at the Children's Museum.
- *Indianapolis Public Schools (IPS).* Flanner House houses a satellite IPS Kindergarten program that has been on-site for more than 25 years. Another long-standing partnership with IPS, the GED program, has met two nights a week on-site for over 15 years. Some family members of Flanner House Elementary students participate in the GED program.
- *Indianapolis-Marion County Public Library.* Flanner House Elementary students and parents frequently use the Flanner House branch of the public library located within the school building.

For example, students use the library for their quarterly research projects. The library has donated a large collection of children's books to the school. Students also participate in workshops presented for the Flanner House neighborhood by library staff on such topics as the Tuskegee Airmen and the history of the Flanner House area.

- *Fifth Third Bank.* Bank staff visited classrooms monthly to present information on savings and banking careers. They also held workshops for parents about homeownership opportunities in the neighborhood.

Staffing

- *Award-Winning School Director.* The Mayor of Indianapolis' Excellence in Education Award was presented to the school's Director of Education Frances Malone in September 2003. During her three decade tenure at Flanner House, she has directed the child development center, and more recently the elementary school since its pre-charter founding as a private school. Reflecting the close-knit learning community she has created, some of the students at the elementary school have parents and grandparents who themselves attended early childhood or after-school programs at Flanner House under Mrs. Malone's guidance.
- *Teacher of the Week.* The third grade teacher, Pierre Britton, received recognition from the *Indianapolis Recorder* when he was selected for its feature, "Teacher of the Week." The newspaper identified him when three students from his class received awards (including one who received the grand prize) in an essay contest sponsored by the Brightwood Library.
- *Staff Collaborations.* The teaching staff meets together as a group once a week to share best practices, alternating between team-teaching meetings and a whole teaching staff meeting with the director of education.
- *Staff Evaluation.* The director of education meets individually with each teacher once every two or three weeks, and is in each of the classrooms regularly. This frequent contact ensures that communication is open between the director and all teachers. A formal classroom observation is performed annually for each teacher.
- *Professional Development.* Much of the professional development this past year focused on developing students' writing skills. Open Court curriculum trainers gave workshops at the school, observed classrooms, and worked one-on-one with teachers.

School management

- Administrators at the school have delineated roles and responsibilities to allow each individual to focus on particular responsibilities. The school director, Cynthia A. Diamond, provides the administrative leadership to all school personnel in carrying out the overall goals and objectives of the school. Mrs. Diamond plans and organizes a structure capable of accomplishing the goals, writes grants, assesses the degree to which policies and practices are attained, and plans responses to address the school's needs. The director of education, Frances Booker-Malone, oversees learning and teaching at the school. She evaluates the results of student testing programs and other evaluative measures used by the school for continuous improvement of the school program. She supports and encourages staff to seek and utilize innovative instructional methods, administers normal disciplinary measures in the school, and supervises and evaluates all instructional personnel. The business manager/start-up coordinator, DeNeen Owens-Collins, is responsible for monitoring the school's budget and expenditures. Mrs. Collins also compiles all financial information for reports, writes grants and maintains school records. The director of public relations and communications, Libby Scott, is responsible for community outreach, recruitment planning, informational and promotional materials, media relations and grant writing.

School governance

- Flanner House Elementary School has an active Board of Directors that meets monthly. The members of the Board perform additional committee work and attend special events sponsored

by the school. The Board is responsible for ensuring that the mission and vision of the school are maintained and oversees staff members' steady pursuit of that mission and vision. The Board is responsible for: setting general curricular policies and reviewing specific curriculum choices on a regular basis; hiring and evaluating the performance of the school director; and setting overall school policies. It currently has seven members and is actively recruiting two additional members. The Board's current composition includes: a parent (a computer specialist), an attorney, an educator (a retired principal of both elementary and middle schools), an individual holding an MBA, a businessman, a human resources executive (who recently completed his doctorate in education), and a corporate executive.

Facilities

- Flanner House Elementary is located in the near northwest area of Indianapolis on the campus of the Flanner House of Indianapolis. The main school building houses Kindergarten through grade 2, as well as the school's office and a public library branch. Four spacious modular units are adjacent to the primary school building and house grades 3-5. Flanner House has developed capital improvement plans to expand the campus in the near future.

Supplemental Report 5

Flanner House Higher Learning Center Detailed Performance Assessment and Profile



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▪ Grades served in 2003-04	9-12
▪ Enrollment in 2003-04	114 students
▪ Grades served at capacity	9-12
▪ Maximum school size at capacity	175 students

This supplemental report presents information about the school in three sections:

- Flanner House Higher Learning Center's Students (enrollment and demographic information)
- Performance at Flanner House Higher Learning Center
- Detailed Description of Flanner House Higher Learning Center's Programs and Activities (as provided by the school)

Flanner House Higher Learning Center's Students

Figure S5-1. Enrollment and demand for the Flanner House Higher Learning Center

	Number of students
Maximum possible enrollment in 2003-04 pursuant to charter	125
Number of students enrolled in 2003-04 ¹	114
Number of students on waiting list as of spring 2004 for 2004-05 school year ²	118

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October.

²Source: School self-report of data, as of spring 2004. 2004 was the first time this information was collected in this manner; therefore, waiting list information for the 2003-04 school year is not available.

Figure S5-2. Flanner House Higher Learning Center student composition

Gender ¹		Race & Ethnicity ¹				Eligible for Free or Reduced-Price Lunch ²	Special Education ³	Limited English Proficient ⁴
Male	Female	African-American	Hispanic	Caucasian	Other			
43.9%	56.1%	88.6%	0%	11.4%	0%	97.6%	5.3%	0%

Note: See main report for comparative data.

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October.

²Source: Indiana Department of Education. Data were obtained through the Indiana Department of Education's Division of School Finance from figures submitted to the Division by the school; this school does not participate in a nutrition program, and therefore the Department does not maintain lunch figures for this school in its databases in the same manner it does for schools with nutrition programs.

³Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2003.

⁴Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2004.

Figure S5-3. Percentage of students in Flanner House Higher Learning Center ("FHHLC"), Indianapolis Public Schools ("IPS"), and Indiana ("IN") passing ISTEP+ tests at the beginning of the fall 2003 school year¹

	English			Math			Both (English & Math)		
	FHHLC	IPS	IN	FHHLC	IPS	IN	FHHLC	IPS	IN
10 th Graders	11%	38%	69%	3%	34%	67%	2%	27%	60%

Source: Indiana Department of Education.

¹Since the charter school's students took these tests near the beginning of the school year, these percentages represent starting levels of performance of the charter students, not how much the students learned at Flanner House Higher Learning Center.

Performance at Flanner House Higher Learning Center

The section below describes Flanner House Higher Learning Center's performance over its first school year by addressing the common performance indicators in the Mayor's Charter School Performance Framework. The complete Performance Framework may be viewed on-line at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

Is the educational program a success?

Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?

Performance on the statewide assessment. Though Flanner House Higher Learning Center students took the state's ISTEP+ exams, they did so shortly after the school opened at the beginning of the school year. As a result, the school's results on the state tests reflect students' starting levels of academic achievement rather than the school's performance. Because these scores do not reflect on the success of the school's educational program, they are not included under this performance question. See Figure S5-3 above for information about the school's ISTEP+ scores in fall 2003.

Adequate Yearly Progress. Information about Adequate Yearly Progress is not available for this school because it just completed its first year of operation.

Are students making substantial gains over time?

Test score analysis. Flanner House Higher Learning Center administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam to its students in grades nine through twelve in fall 2003 and spring 2004. Due to several factors, the number of students included in the following analysis is very small, ranging from 4 to 16 students across the subjects and grades. Flanner House Higher Learning Center serves a population of students who have previously dropped out of school altogether and are returning to school with a variety of challenges. Students come and go throughout the school year because they only attend the school long enough to complete their graduation requirements or because their other work and family commitments prevent them from continuing their attendance. Since only students who participated in the fall *and* spring are included in the analysis, the number of students examined is very small. With such small numbers, it is unwise to draw strong conclusions from these results; the margin for error is very large. Over time, the school's multi-year record will provide a more valid assessment of its success with students.

Each number in Figure S5-4 indicates the percentage change in the average test score achieved in a particular grade and subject from fall to spring. For example, the -1.2 in the first row indicates that the average reading score for students who were 9th graders was 1.2% lower in spring 2004 than in fall 2003.

Figure S5-4. Percentage change in average NWEA MAP scores between fall 2003 and spring 2004 at Flanner House Higher Learning Center

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Reading	-1.2	-8.3	-3.3	-3.3
Math	+2.4	-2.7	+0.3	-1.0
Language	-1.1	-3.7	+0.1	-3.8

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure S5-4 shows that except for 9th grade math and 11th grade math and language, students did not make progress, on average, between fall 2003 and spring 2004. In many grades and subjects, students scored lower on average in spring 2004 than they did at the beginning of the school year.

But how large were these changes? Analysts at New American Schools (NAS) aimed to use two methods to answer that question. First, they compared the progress of Flanner House Higher Learning Center’s students to that of other students in Indiana and nationally who took the same exams at the same points in their academic careers (“comparative gains and losses”). Second, they sought to determine whether students’ gains were large enough for them to reach proficiency over time (“sufficient gains”). However, this second analysis was not possible for Flanner House Higher Learning Center because NWEA does not provide proficiency levels for grades 9 through 12.

Comparative gains and losses. Since the NWEA MAP is a national standardized test, we can ask the following question: if we ranked all the students in Indiana and across the country who took the NWEA MAP, where would *Flanner House Higher Learning Center students stand on average* in those rankings?

Figures S5-5 and S5-6 provide the answer. For example, the first row of Figure S5-5 shows how 9th graders at Flanner House Higher Learning Center performed in reading. In fall 2003, on average 9th graders at Flanner House Higher Learning Center scored as well as or better than 16% of all students in Indiana in reading. We call this number, 16, Flanner House Higher Learning Center’s “Fall 2003 Average Percentile” for 9th graders in reading. The next column shows that by spring 2004, on average Flanner House Higher Learning Center 9th graders performed as well as or better than just 8% of all students in Indiana. The school’s “Spring 2004 Average Percentile” was 8. What does this mean? It means that, on average, Higher Learning Center’s 9th graders *moved down in the statewide ranking* in reading between fall 2003 and spring 2004. So on the right side of Figure S5-5, we indicate that Higher Learning Center students “lost ground” versus students in Indiana. Figure S5-6 displays the same information, but compares students’ performance to their peers *nationally*.

As displayed in Figures S5-5 and S5-6, it is evident that Flanner House Higher Learning Center students, on average, lost ground relative to their Indiana and national peers in all grades and subjects. In three of the twelve cases, 9th grade math and 11th grade math and language, students did progress, as Figure S5-4 illustrates, but not as much as their peers in Indiana and nationally.

Figure S5-5. INDIANA comparison: Academic progress of Flanner House Higher Learning Center students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students in Indiana	Stayed even with students in Indiana	Lost ground vs. students in Indiana
9 th Grade	Reading	16	8			✓
	Math	19	12			✓
	Language	19	9			✓
10 th Grade	Reading	14	3			✓
	Math	11	3			✓
	Language	16	9			✓
11 th Grade	Reading	12	4			✓
	Math	25	6			✓
	Language	21	20			✓
12 th Grade	Reading	15	1			✓
	Math	16	3			✓
	Language	26	12			✓

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004,” prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure S5-6. NATIONAL comparison: Academic progress of Flanner House Higher Learning Center students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students nationally	Stayed even with students nationally	Lost ground vs. students nationally
9 th Grade	Reading	18	13			✓
	Math	20	13			✓
	Language	22	14			✓
10 th Grade	Reading	20	3			✓
	Math	20	3			✓
	Language	23	8			✓
11 th Grade	Reading	12	4			✓
	Math	25	6			✓
	Language	21	20			✓
12 th Grade	Reading	15	1			✓
	Math	16	3			✓
	Language	26	12			✓

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Is the organization effective and well-run?

Is the school in sound fiscal health? The Mayor's Office commissioned a review of each school's finances. A summary of the school's finances, including financial statements, appears in Supplemental Report 6. Reviews by the outside accounting firm revealed that Flanner House Higher Learning Center encountered challenges related to accounting and finance in 2003-04, including timely bill payments and accurate allocation of salaries and expenses between the school and the Flanner House Elementary School. By June 30, 2004, however, the school satisfactorily resolved the issues related to the salary and expense allocations between both schools. The executive director of Flanner House, Inc. and the school's business manager have worked with the school's bookkeeper to implement new procedures for the 2004-05 school year to ensure that all expenses continue to be allocated correctly.

Sixty-one percent of parents reported their satisfaction with the school's finances, while 17% reported they "don't know." At the same time, just 25% of school staff surveyed at Flanner House Higher Learning Center reported they are satisfied with the school's finances.

Are the school's student enrollment, attendance, and retention rates strong?

According to a report submitted by the school to the Indiana Department of Education, the school's attendance rate was 58.3% in 2003-04 (see Figure S5-7). The school expects students to attend, on average, 20 hours per week; thus, this figure was used by the school (as recommended by the Department) as the standard for calculating the school's attendance rate. The average student was in attendance 11.7 hours a week, or 58.3% of the 20-hour weekly expectation. The unique design of this school allows students to attend when it makes most sense for them based upon their other personal commitments related to work and family. Therefore, attendance for some students is sporadic through the year; for example, a student may be enrolled for the length of the school year but may not attend for 3 weeks at one time because of a job.

Of parents surveyed, 96% expressed their intention to continue to enroll their children in the school as long as the school serves students their children’s age. On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.50. Staff members on average rated their likelihood at 4.00 on the same question.

Figure S5-7. Flanner House Higher Learning Center attendance rate in 2003-04 school year

	Attendance rate
Flanner House Higher Learning Center ¹	58.3%
Indianapolis Public Schools (IPS) ²	94.1%
All Indiana Public Schools ²	95.9%

¹Source: School self-report.

²Source: Indiana Department of Education website.

Is the school’s Board active and competent in its oversight? The governance review conducted by the Mayor’s Office, which included a review of Board meeting minutes, showed that the Board of Directors was scheduled to meet monthly during the year. The Mayor’s Office attempted to attend one Board meeting, but the meeting was cancelled. From August 2003 to July 2004, the Board cancelled five meetings, none of which was rescheduled. The governance review recommended that the Board should ensure that meetings are rescheduled promptly in order to conduct sufficient oversight of school business.

A review of Board meeting minutes shows that the Board is informed of issues related to the school through reports that are presented by staff members regarding finances, facilities, and academics. The Executive Director of Flanner House, Inc. also provides a report, as does the Board president. The review of the Board meeting minutes did not note Board discussion, if any, of the items presented in the reports. In order to fully inform the public of Board discussion and maintain an accurate record for the school, the review suggested that the minutes reflect specific questions and comments by Board members during the meeting, especially in response to the presentation of reports.

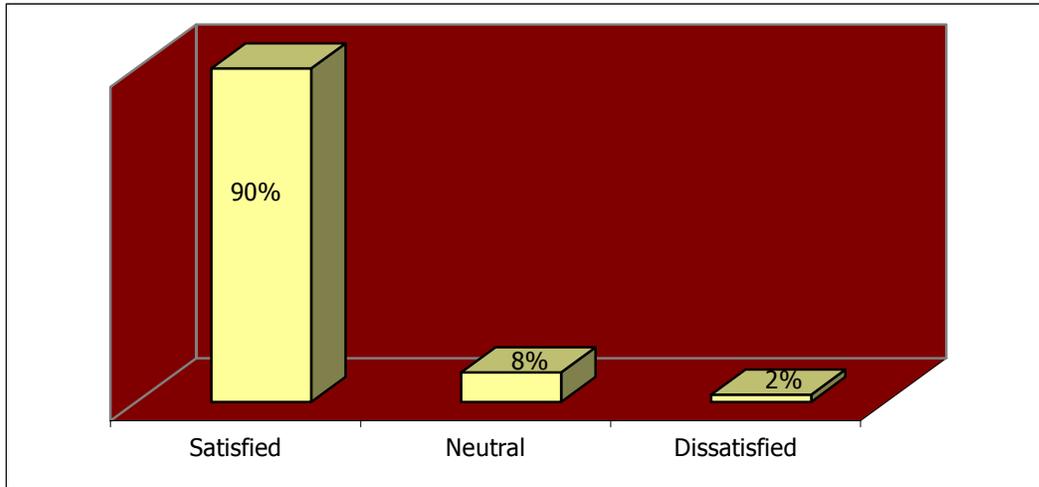
A review of the minutes also found many typographical errors that could cause confusion for an external reader. Because the Board meeting minutes are public documents, the review advised that the school take proper care to ensure that the minutes are correct and orderly prior to approval by the Board.

The expert site visit team suggested that the school “...consider ways to utilize the strengths and experience of the Board to benefit the school.”

Is there a high level of parent satisfaction with the school? Ninety percent of Flanner House Higher Learning Center parents reported they were satisfied overall with their charter school, as shown in Figure S5-8. Figure S5-9 shows the percentage of parents who were satisfied with specific aspects of the school as well as the average satisfaction rate for each aspect.

Based on parent comments, the expert site visit team reported that parents “...deeply respect, appreciate and support the Flanner House Higher Learning Center and the doors it is opening for their students.”

Figure S5-8. Overall parent satisfaction with Flanner House Higher Learning Center



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "satisfied" responses. "Dissatisfied" includes "very dissatisfied" and "dissatisfied" responses.

Figure S5-9. Parent satisfaction with features at Flanner House Higher Learning Center

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
School size	4.30	87%	9%	4%
Class size	4.30	91%	4%	4%
Length of school day	4.74	96%	4%	0%
Length of school year	4.48	91%	4%	4%
Ability of school to fulfill mission	4.30	83%	13%	4%
Individualized attention	4.41	91%	5%	5%
Academic standards/expectations	4.48	96%	4%	0%
Curriculum	4.35	91%	9%	0%
Teaching quality	4.35	83%	17%	0%
Instructional quality, language arts	4.27	78%	13%	4%
Instructional quality, mathematics	3.91	65%	17%	13%
Materials to support curriculum	4.09	70%	13%	13%
Innovation in teaching practices	4.10	68%	18%	9%
Computers and other technology	4.70	100%	0%	0%
Classroom management/behavior	3.87	65%	26%	9%
Communication from the school	3.91	61%	17%	17%
Parent information about students	4.04	74%	17%	9%
Accessibility/openness to parents	4.45	86%	14%	0%
Parent participation opportunities	4.29	78%	9%	4%
Parent involvement	4.25	74%	9%	4%
Teacher/student school pride	4.14	70%	17%	4%
Relationship with local community	4.05	61%	17%	4%
Extracurricular activities	3.83	57%	4%	17%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

Is the school administration strong in its academic and organizational leadership?

Governance reviews conducted by the Mayor's Office showed that the school administration experienced challenges related to organizational leadership during the 2003-04 school year that made it difficult for the school to satisfactorily meet important obligations to the state and the Mayor's Office, as detailed in the next section of this supplemental report.

Of particular note, the school principal resigned from the school in May 2004, and the school is currently working to fill this position. The expert site visit team noted that a high priority for the school should be to hire a new principal. The team further recommended that the school focus on "...ensuring that key academic positions are filled by experienced, qualified persons. The school should ensure that staffing aligns with the mission and students' learning goals and needs."

Furthermore, while the expert site visit team reported that school administrators continue to communicate with staff about consistent implementation of school policies, it recommended that Flanner House Higher Learning Center "...develop and/or ensure consistent implementation of procedures and policies related to conditions of employment, admissions procedures, maintaining and

managing a waitlist, student advisories, graduation requirements, testing protocols and provision of progress reports.”

No staff members reported that they were satisfied by the leadership provided by their school’s administration, but 75% reported they were “neutral” about the school leadership. Of parents surveyed, three-quarters reported they were satisfied with the people running Flanner House Higher Learning Center. Additionally, no staff members reported they were satisfied with the level of teacher involvement with school decisions, but 50% reported they were “neutral” in this area.

Is the school meeting its operations and access obligations related to: organizational structure and governance obligations; physical plants that are safe and conducive to learning; fair and appropriate pupil enrollment processes; reasonable and safe transportation options available to eligible students; and legal obligations related to access and services to special needs and English as a second language students?

Flanner House Higher Learning Center satisfactorily met its obligations in 2003-04 in providing access to students across Indianapolis. Neither the Mayor’s Office’s internal systems nor the expert site visit team indicated any significant concerns related to these obligations.

At the annual request of the Mayor’s Office, the Division of Exceptional Learners at the Indiana Department of Education conducts on-site reviews of the special education services provided by Mayor-sponsored charter schools completing their first year of operation. According to Robert Marra, Associate Superintendent of the Indiana Department of Education in the Division of Exceptional Learners, “The school’s director demonstrated a real interest in ensuring the school’s compliance with special education requirements. The school also has a low ratio of teachers to students with disabilities.”

Mr. Marra described the issues identified during the Department’s visit to the school as “fully correctable, and the school should make every effort to address the issues swiftly. The school needs to take steps to ensure that systems are in place for tracking and following up on Individualized Education Plans (IEP). The school also needs to ensure the timely evaluation of students who are believed to be in need of special education services. Additionally, the IEPs should specify the actual services students require and the timeframe for providing those services in order to fully understand what was agreed upon during the case conferences.”

The school faced challenges in meeting some of its important obligations to submit timely and accurate reports, make information available to the Mayor’s Office and meet teacher licensure requirements. Of particular note, the school did not submit information to the Indiana Department of Education in a timely manner (e.g., as related to: average daily membership, textbook reimbursements, and other grants). In a few instances, the Department extended deadlines to accommodate the school; the school still struggled, however, to submit information by the extended deadline dates. In another instance, the school’s administration incorrectly reported the number of students eligible for Title I funding. The school reported students who were over 17 years of age as eligible for Title I funds in the 2003-04 Title I count, although federal regulations make students over 17 ineligible for Title I funding. As a result, the school’s Title I allocation for 2003-04 was too high. Currently, the school’s administration is working with the Department to resolve the issue.

In addition, FHHLC employed one teacher in 2003-04 that did not hold an Indiana teaching license and was not in the process of enrolling in an approved Transition to Teaching program as required by

the state’s charter school law. The Mayor’s Office worked closely with the school and the Indiana Professional Standards Board to address this issue. After careful review of the situation, the school has been advised by the Indiana Professional Standards Board that teachers who do not hold Indiana teaching licenses and who have not yet enrolled in a Transition to Teaching program should apply for and receive emergency licenses from the Professional Standards Board prior to the beginning of the 04-05 school year in order to be eligible to teach in a charter school. The emergency licenses will then permit the teachers to work towards certification, either through Transition to Teaching or another approved certification program. The teacher in question at Flanner House Higher Learning Center has satisfactorily applied for the emergency license.

Overall, the school has not satisfactorily maintained the compliance binder, which is critical to the Mayor’s Office’s ability to determine whether the school has met its obligations. The binder contains all of the school’s governance, management, and organizational documents and is reviewed by the Mayor’s Office on a monthly basis to monitor school compliance with laws and other requirements. The school has, however, shown some progress toward improving the maintenance of the compliance binder.

Figure S5-10 displays parent and staff survey responses to questions about school operations.

Figure S5-10. Parent and school staff satisfaction with Flanner House Higher Learning Center operations

School Feature	Parents				School Staff			
	Average rate of satisfaction ¹ (5=Very Satisfied)	Satis- fied ²	Neutral	Dis- satisfied ³	Average rate of satisfaction ¹ (5=Very Satisfied)	Satis- fied ²	Neutral	Dis- satisfied ³
Services for special needs students ^{4,5}	4.29	86%	0%	14%	3.33	67%	0%	33%
School leadership	4.24	74%	13%	4%	2.75	0%	75%	25%
School finances	4.21	61%	22%	0%	2.25	25%	0%	75%
Safety	4.17	74%	22%	4%	4.00	75%	25%	0%
School facilities	4.14	74%	17%	4%	3.00	25%	50%	25%
Enrollment process	3.55	57%	26%	13%	2.75	25%	25%	50%
Transportation ⁶	4.53	87%	13%	0%	2.67	0%	50%	25%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not equal 100% due to rounding and “don’t know” responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include “don’t know” responses.

²Includes “very satisfied” and “satisfied” responses.

³Includes “very dissatisfied” and “dissatisfied” responses.

⁴Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

⁵Only parents of children with special needs in the charter school responded to this question. Only staff members with instructional responsibilities and students with special needs in their classroom responded to this question.

⁶Only parents whose children used the school’s transportation services in the 2003-04 school year responded to this question.

Is the school providing the appropriate conditions for success?

Is the school’s mission clearly understood by all stakeholders? The expert site visit team found that students, parents, and staff members all “...understand and support the mission of the

school and believe that the school is, in many ways, well-designed to serve at-risk students who have dropped out of high school – including the easy access, extended hours, and the environment [created by] and attitudes of the staff in terms of effectively providing structure and support for students.”

At the same time, the team suggested that the school develop an “...explicit, consistent process to ensure that parents and students have a deep understanding of the vision and options that the Flanner House Higher Learning Center affords,” particularly as related to:

- the type of learning experience it offers: specify whether the school aims to serve students seeking a traditional learning experience (with classes and seminars), a non-traditional experience (with the core focus on on-line learning and completion of credits), or both;
- the extra-curricular opportunities available: specify whether the school aims to provide opportunities available in a traditional high school setting (e.g., clubs, proms, etc.); and
- the preparation the school provides for post-graduation opportunities such as employment or college.

Seventy-five percent of staff members surveyed reported that they were aware of the goals of the school, and 67% believed the goals were being met across the school “fairly well.”

Does the school have a high-quality curriculum and supporting materials for each grade? As Figures S5-9 and S5-11 illustrate, 70% of Flanner House Higher Learning Center parents and 50% of staff members reported that they were satisfied with their school’s materials to support the curriculum. The site visit team commended the school on the computer labs and software it provides to support the A+ on-line curriculum. The team also noted that students reported enjoying and benefiting from elective courses such as life skills and sign language and from project-based assignments designed to supplement the on-line curriculum.

Figure S5-11. School staff satisfaction with features at Flanner House Higher Learning Center

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
School size	4.25	100%	0%	0%
Class size	4.00	75%	25%	0%
Length of school day	4.00	75%	0%	25%
Length of school year	2.50	25%	25%	50%
Ability of school to fulfill mission	3.00	25%	50%	25%
Individualized attention	4.50	100%	0%	0%
Academic standards/expectations	4.50	100%	0%	0%
Curriculum	4.75	100%	0%	0%
Teaching quality	4.00	50%	50%	0%
Instructional quality, language arts	4.00	50%	50%	0%
Instructional quality, mathematics	1.75	0%	25%	75%
Materials to support curriculum	3.25	50%	25%	25%
Innovation in teaching practices	5.00	100%	0%	0%
Computers and other technology	4.75	100%	0%	0%
Classroom management/behavior	4.00	75%	25%	0%
Communication from the school	3.75	75%	25%	0%
Parent information about students	3.50	50%	50%	0%
Accessibility/openness to parents	4.00	100%	0%	0%
Parent participation opportunities	3.50	50%	50%	0%
Parent involvement	3.00	0%	100%	0%
Teacher/student school pride	3.50	75%	0%	25%
Relationship with local community	3.00	50%	25%	25%
Extracurricular activities	1.75	0%	25%	75%

Source: All results are from confidential surveys of Mayor-sponsored charter school staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Satisfaction percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

Does the school effectively use learning standards and assessments to inform and improve instruction? The expert site team noted that "students demonstrate proficiency in the use of A+, and many students are aware of their own progress and have clear educational goals and timelines." As Figures S5-9 and S5-11 illustrate, 96% of parents and all staff members reported they were satisfied with the academic standards for their students.

Is the school climate conducive to student and staff success? The expert site visit team reported that "the school is attracting its intended student population (at-risk students who have dropped out of school) and providing a caring and supportive environment for students." All surveyed constituents reported to the team that "...the school provides a climate that strongly promotes student success and that staff is dedicated to providing a good experience for students." The team commended the school on its exemplary wrap-around services, which are critical to engaging the school's target student population, such as "...free child care, transportation tokens, health care, counseling, scholarships for college, etc."

As Figure S5-10 shows, nearly three-quarters of parents and three-quarters of staff members surveyed reported their satisfaction with school safety. Additionally, on a scale of one (very

dissatisfied) to five (very satisfied), parents and staff members surveyed on average rated their satisfaction with classroom management and student behavior at 3.87 and 4.00 respectively. Seventy percent of parents and 75% of staff members surveyed reported they were satisfied with the sense of pride students and teachers have in their school. As illustrated in Figure S5-9 and S5-11 respectively, 78% of parents and 50% of staff members surveyed reported satisfaction with the opportunities available for parent participation. Nearly three-quarters of parents surveyed were satisfied with the levels of parent involvement at Flanner House Higher Learning Center, whereas 100% of staff members said they were “neutral” about the levels of parent involvement.

Are the teaching processes (pedagogies) consistent with the school’s mission? The expert site visit team cited the “growing body of research that indicates the on-line curriculum and its attendant assessment system provide a good delivery mechanism for the learning needs and styles of the Higher Learning Center population.” For students new to the school, the on-line system is reported to be especially critical because such a system facilitates “...success and provides reinforcement, thus allowing students to develop a greater sense of control over and responsibility for their learning and education.”

Aside from the on-line learning experience, however, the team recommended that the school could better meet plans outlined in the charter application by “...expanding and strengthening its implementation of project-/community-based learning, elective courses to enrich the curriculum, classroom experiences and materials to supplement A+, [support] for post graduation awareness and readiness, and alternative assessments...”

Is ongoing communication with students and parents clear and helpful? As shown in Figure S5-9, 61% of Flanner House Higher Learning Center parents reported that they were satisfied with communication from their school, such as about special activities, events, and meetings. Nearly three-quarters of parents and half of the school staff also reported they were satisfied with the information parents receive about student learning, as illustrated in Figures S5-9 and S5-11 respectively.

Has the school developed adequate human resource systems and deployed its staff effectively? The site visit team found that the school needs to “...ensure that throughout the day, students have access to teachers with adequate expertise to support their learning, especially for mathematics and science.” Seventy-five percent of staff members reported their dissatisfaction with the quality of instruction the school provides for mathematics.

Figure S5-12 shows how staff members responded to a survey about their satisfaction with professional features of their school.

Figure S5-12. Staff satisfaction with Flanner House Higher Learning Center’s professional features

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
Competitive salary structure	2.25	25%	0%	75%
Competitive benefits (e.g., health insurance, etc.)	2.50	25%	0%	75%
Work environment	3.50	50%	50%	0%
Amount of paperwork required	3.75	75%	25%	0%
Opportunities for professional development	3.75	75%	25%	0%
Evaluation or assessment of performance	3.75	75%	25%	0%
Hours spent engaged in classroom instruction ⁴	4.00	100%	0%	0%
Hours spent engaged in other activities ⁴	3.50	75%	0%	25%
Time allowed for planning and preparation ⁴	2.50	0%	50%	50%
Level of teacher autonomy in the classroom ⁴	4.00	100%	0%	0%
Level of teacher involvement in school decisions ⁴	2.67	0%	50%	25%
Teachers’ non-teaching responsibilities ⁴	3.00	50%	25%	25%
Time staff spend together discussing individual student needs ⁴	3.00	50%	25%	25%

Source: All results are from confidential surveys of Mayor-sponsored charter school staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Satisfaction percentages may not equal 100% due to rounding and “don’t know” responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include “don’t know” responses.

²Includes “very satisfied” and “satisfied” responses.

³Includes “very dissatisfied” and “dissatisfied” responses.

⁴Only staff members with instructional responsibilities responded to this question.

Detailed Description of Flanner House Higher Learning Center’s Programs and Activities

Source: The information below was provided by the school to the Mayor’s Office. It is provided here to offer a more detailed picture of the school’s programs and activities.

Mission, philosophy, and educational program

The mission of Flanner House Higher Learning Center is to provide an alternative learning environment, adaptable to diverse learning styles and lifestyle circumstances, to enable students to obtain not only an academic high school diploma but also to master the skills they will need to be successful in higher education, in a career setting, and in life overall.

The Higher Learning Center’s small-school setting is designed to serve students who previously have dropped out of high school by helping them and their families overcome many of life’s obstacles and accept the challenges of returning to school voluntarily. Many students at the Higher Learning Center have very real and pressing personal, social, family and/or financial issues that pose great difficulties for them to complete their education and fully participate in rewarding and meaningful lives and careers. At the Higher Learning Center, parents and families, the community, and teachers are brought together to guide, support and challenge students as they overcome these obstacles to successfully complete their education. Utilizing the school’s location on the Flanner House of Indianapolis campus, wrap-around services are made available to connect students to child support, emergency food, transportation, and shelter assistance in order to remove traditional barriers that

often keep this population of students from returning to or completing school. Child care is available to children of students on-site at the Flanner House Child Development Center.

The Higher Learning Center is open from 8 a.m. to 8 p.m. daily, with flexible scheduling so that students can participate in school while still working or honoring other commitments such as obligations to their families. Students typically attend school for six hours per day.

The school utilizes the HUDDLE (Help Undo The Digital Divide By Learning Electronically) approach to re-engaging students in learning by setting expectations for higher education and emphasizing computer-based instruction. HUDDLE, originally developed for a dropout recovery program in Topeka, Kansas, is now used in 40 schools serving at-risk student populations in a variety of settings. Teachers guide students through lessons using the A+ Learning System on-line curriculum. This self-paced instructional approach is designed so that students quickly build self-esteem and develop confidence in their ability to learn. Teachers work with students to integrate additional performance- and project-based activities that develop critical skills in real world settings.

A homeless teen enrolled last year at the Flanner House Higher Learning Center and successfully graduated in December 2003. This young man had attended eight high schools prior to enrolling at the Higher Learning Center – four in Detroit, and four in the Indianapolis metropolitan area. He needed only six additional credit hours to graduate, but his life circumstances had kept him out of school for over a year. The social support services at Flanner House Higher Learning Center helped this student re-engage in school in order to complete the remaining credits. With the assistance of a scholarship from USA Funds, he is now pursuing a Bachelor's degree at Martin University.

Academic programs and initiatives

- *First Graduating Class.* A number of dropout students who enrolled in the Higher Learning Center this year were only a few credits short of obtaining a high school diploma. Nine students, including many who were out of school for over a year, were able to complete these credits. Six of them also passed the GQE and graduated with high school diplomas during the school's first year. One began attending college in January, and four more plan to enroll in college in the fall.
- *Frequent Student Assessment.* Upon first enrolling in school, each student is assessed in all subject areas using the A+ Learning System software. With the aid of computer tracking, all students know precisely what they have learned at the end of each day and what they must accomplish in order to graduate. The school's teachers can continuously monitor each student's progress in learning and their level of achievement.
- *Advisory Groups.* Each staff member serves as an advisor to a small group of students and monitors each student's academic progress, college and career development, and attendance. Advisors work collaboratively with parents, students, and community agencies to resolve issues that inhibit a student's progress.
- *Project-Based Activities.* To complement the computer-based instruction, students are actively engaged in projects that use literature and hands-on interdisciplinary projects as the foundation for study. For example, a Higher Learning Center student fulfilled biology and math requirements by volunteering at the Indianapolis Water Company to learn about the company and the water purification process. To complete the project, the student taught his peers

The A+ Learning System computer-based curriculum was used to provide home-based instruction via the Internet to a pregnant student who was confined to her home for an extended period of bed rest. The school loaned her a laptop computer and was successful in helping her complete schoolwork at home. This arrangement enabled her to graduate in January, whereas in another educational setting, her life situation might have forced her to drop out of school.

about water purification, distribution and dispersal. To fulfill requirements for government and civics course requirements, Higher Learning Center students participated in 80 hours of instruction on the electoral process and election law, and provided assistance to elections staff by working at the polls on Election Day.

- *Life Skills Curriculum.* The Higher Learning Center designed a life skills curriculum that allows students to share their personal, real-world experiences through group and study circles. The life skills curriculum is a blend of character building, decision-making, goal-setting, and behavioral management. The goal of the life skills curriculum is to prepare students to think critically about their circumstances and to help them overcome the challenges they face in achieving their educational and career goals.
- *American Sign Language.* One of the Higher Learning Center teachers offers an elective class in American Sign Language, enabling students to obtain foreign language credits and effectively communicate with members of the deaf community.

Parent involvement

- *Parent Council.* The school's Parent Council provides a voice for parent interests and concerns. The Parent Council assists with planning school events, fundraising, and connecting students with mentors and community-based educational opportunities.
- *Parent Liaison.* The school shares a parent liaison with Flanner House Elementary School to assist the school's staff, parents, and students in obtaining the services each student needs to ensure success in school. The liaison conducts a parent survey, organizes parent conferences, and contacts parents by phone, mail and/or home visits with regard to the students' school conduct, academic performance, healthcare, and job search. She also refers parents to the school's guidance counselor and/or staff at the Flanner House Multi-Service Center when they are in need of social services such as housing assistance or child support.

Supplemental programs and activities

- *College Admissions Guidance and Support.* The school provides workshops on preparing for college, including how to fill out necessary paperwork for financial aid and college admission. In 2003-04, the school's guidance counselor and teachers took students to visit and sit in on classes at Martin University and Ivy Tech State College. In addition, the school offers ACT and SAT test preparation and one-on-one tutoring to prepare students to take these college admissions tests.
- *Student Supports.* The school has a full-time guidance counselor to coordinate wrap-around services for students and families from the Flanner House Multi-Service Center and other agencies.
- *Student Council.* Higher Learning Center students took the initiative to create a Student Council last fall to motivate one another to stay in school and take responsibility for their own education. The Council organized a food pitch-in and awards party for their Christmas celebration in December 2003. The Council also organized quarterly birthday celebrations.

Community partnerships and donations

- *USA Funds Scholarship.* A \$350,000 scholarship fund donated by USA Funds is available to students who attend college after graduating from the Higher Learning Center. One recent graduate has already taken advantage of this opportunity and is now attending Martin University. Individual scholarships may be fully funded depending on need and academic performance.
- *Butler University Student Tutors.* Through a partnership with Butler University, two college student tutors were available at the school several times each week throughout the school year. Higher Learning Center students worked with these college students on math and science projects.
- *Vincennes University "Black Male Initiative" Pre-College Program.* This minority student college program is a one-week residential experience held on the Vincennes University campus to give hands-on experiences to prospective first generation college attendees. Outstanding high school

juniors and seniors are nominated by teacher and counselors for the free program. Five Higher Learning Center students attended during summer 2004.

- *Keys to Work Career Experiences.* Teachers arranged field experiences and job-shadowing for six students through a nonprofit organization called Keys to Work. Keys to Work provides job preparation programs for students 16 and older, including various skill trainings and assessments, and provides job-placement support to Higher Learning Center students. Experiences this year included one student who job-shadowed at a local utility and five who participated in the electoral process.
- *Health Education.* Through a grant from the Indiana Tobacco Prevention and Cessation Agency, a health educator from the Flanner House Multi-Service Center presented a tobacco cessation workshop. This program provided information, in an age-appropriate style, about tobacco, alcohol, and other drugs so that students make informed choices. Smoking students in the class used a carbon monoxide machine to measure the amount of nicotine in their lungs. As a result, one student enrolled in a tobacco cessation program and successfully quit smoking.
- *Indiana Black Expo Community Service Partnership.* Indiana Black Expo provides Higher Learning Center students with service-learning opportunities. For example, last year students volunteered at Indiana Black Expo offices and at two major community events, Circle City Classic and Indiana Women's Expo.
- *Indiana Dollars for Scholars.* The school is working with this statewide network of community-based organizations to raise funds for college tuition scholarships for the school's graduates.

Staffing

- *Professional Development.* Teachers participate in a minimum of 6-8 professional development activities each year. Recent topics included: dropout recovery, black male initiatives, the school's HUDDLE model to connect technology and learning, and the A+ Learning System software program and its alignment with state standards. In addition, some of the school's teachers have given presentations at local and national education conferences on topics such as multicultural education, alternative education, and student portfolios.
- *Buddy Teaching and Learning Center (BTLC).* The Higher Learning Center's teachers attend BTLC professional development opportunities during the school year. BTLC is a state-funded teacher training center in Indianapolis that runs workshops and institutes, particularly on teaching practices that combine technology with curriculum. Higher Learning Center teachers have attended sessions to learn about using software tools in the classroom and how to work with unmotivated students.
- *Evaluations.* Early in the first school year, the principal conducted evaluations primarily intended to provide early feedback on areas of improvement for each teacher. After collecting additional information on each teacher throughout the school year, the principal conducted more comprehensive, formal evaluations of the teachers' performance.

School management

- Administrators at the school have delineated roles and responsibilities to allow each individual to focus on particular responsibilities. The school director, Cynthia A. Diamond, provides the administrative leadership to all personnel in carrying out the goals and objectives of the school, while the school principal shares in the administration of the day-to-day operations of the school, grant writing, curriculum development and teacher evaluations. (As noted above, the school is in the process of hiring a new principal.) DeNeen Owens-Collins, business manager/start-up coordinator, monitors the school's budget, compiles all financial information, writes grants and serves as the liaison to the Indiana Department of Education and the charter school sponsor. Libby Scott, director of public relations and communications, is responsible for community outreach, recruitment planning and materials, media relations and grant writing.

School governance

- The members of Flanner House Higher Learning Center's Board of Directors are responsible for ensuring that the mission and vision of the school are maintained and oversee staff members' steady pursuit of that mission and vision. The Board is responsible for setting general curricular policies and reviewing specific curriculum choices on a regular basis; hiring and evaluating the performance of the school director; and setting overall school policies. The Board currently has 6 members, and has implemented a recruitment process to expand to 9 members. The Board is currently composed of a social worker, a child psychologist, a community leader, a public relations/marketing professional, a businessman with an MBA, and a corporate executive.

Facilities

- Flanner House Higher Learning Center is housed on the campus of Flanner House of Indianapolis on the near northwest side of Indianapolis. The classes are held in temporary modular buildings that accommodate the current enrollment. The layout consists of two computer labs, two seminar rooms for trainings and for reference materials, and a student lounge/cafeteria room that also serves as a meeting and special-events area. An attached modular building houses the main school office, a reception area, individual offices for the principal and other staff, and a small conference room. Over the summer additional modular facilities will be added to accommodate planned increases in enrollment. The school's long-term plan involves the renovation of a nearby existing building to create a permanent facility.

Planned improvements for the upcoming school year

- In April 2004, the Higher Learning Center joined the Network of Effective Small Schools of Indianapolis, an initiative funded by the Bill and Melinda Gates Foundation. The school was awarded a planning grant to develop innovative assessments and project-based learning activities to enhance and reinforce the school's computerized coursework.

Supplemental Report 6

Financial Status of Indianapolis Charter Schools

The Mayor's Office contracted with an outside firm, H.J. Umbaugh & Associates, to study each school's finances. The firm created extensive financial reporting templates to guide this analysis. By using these templates, H.J. Umbaugh & Associates was able to produce financial statements on the schools, in addition to useful financial ratios.

A brief summary of the firm's findings appears in this supplemental report. Indiana's Charter School Law also requires each school to submit to an audit by the Indiana State Board of Accounts.



August 9, 2004

Mr. David Harris
Director of Charter Schools
Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204

Ms. Corrie Conner
Assistant Director of Charter Schools
Office of the Mayor
2501 City County Building
200 East Washington Street
Indianapolis, Indiana 46204

Dear Mr. Harris and Ms. Conner:

At the request of the Mayor's office of the City of Indianapolis, we are writing this report to describe our firm and to summarize our engagement with regard to the Indianapolis Charter Schools.

Umbaugh is a firm of Certified Public Accountants practicing exclusively as independent financial advisors. In existence for over fifty years, Umbaugh is solely devoted to assisting cities, towns, municipal utilities, schools, counties and similar governmental units. Umbaugh is a regional CPA firm with offices in Indianapolis and Plymouth, Indiana.

Umbaugh has been retained by the City of Indianapolis to develop and identify certain performance measures and to compile quarterly special purpose reports directed toward providing information for review and consideration relative to the financial management of the Indianapolis Charter Schools. The reports may help City and Charter School officials evaluate the financial standing of each Charter School. The reports also summarize revenue and spending decisions that help the City of Indianapolis and each Charter School to monitor progress toward the individual goals and objectives of each Charter School.

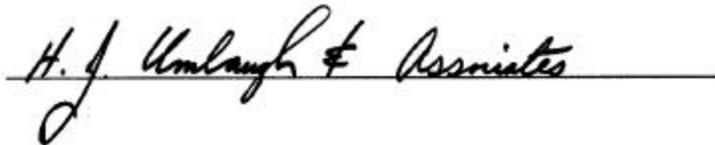
To that end, we have compiled the following financial information of the 21st Century Charter School, Andrew J. Brown Academy, Christel House Academy, Flanner House Elementary School and Flanner House Higher Learning Center charter schools including supplementary information regarding certain measurements, both financial and non-financial, that can be quantified and reported about each Charter School's performance.

With the exception of the adherence to the prescribed financial reporting standards and the reliance on contributions and grants we note nothing in our reports on financial performance that we wish to emphasize. Each school is required to adopt a financial

Mr. David Harris and Ms. Corrie Conner
City of Indianapolis
August 9, 2004
Page 2

reporting model that adheres to the standard set forth by the Indiana State Board of Accounts. This standard enables each school to produce financial reports that allow a thorough analysis of performance and the ongoing monitoring of operation and maintenance costs, debt service, and capital expenditures. We wish to emphasize that as of June 30, 2004, each Charter School was dependent upon non-recurring receipts from contributions and grants to support its operation and maintenance costs.

As of June 30, 2004, each school had received its first installment of local property tax funds. Local property taxes typically pay for a substantial percentage of any public school's (and charter school's) operational costs. In addition to local property taxes, the charter schools received support from state, federal, and private sources that enabled them to operate. Examples of funding sources the schools have received, other than property taxes, are start-up grants from federal Public Charter Schools Program funds, temporary loans from the State's Abandoned Property Fund, grants from the State's Minimum Foundation Program and donations from private sources. The schools also received state and federal funds for special education, food service, computer support, and textbook reimbursement programs.


A handwritten signature in cursive script, reading "H. J. Umblough & Associates", is written over a solid horizontal line.

Guide to the Financial Statements

The Cash Receipts and Disbursements by Fund Type reports are summaries of each school's beginning cash balances, receipts, disbursements and ending cash balances by fund type for a given period of time. The Detail of Cash Receipts and the Detail of Cash Disbursements reports provide detail on the receipts and disbursements for each school. The reports for 21st Century Charter School, Andrew J. Brown Academy and Christel House Academy summarize activity for the twelve months ending June 30, 2004. Flanner House Elementary School and Flanner House Higher Learning Center prepared financial information on a calendar-year basis; thus, information presented for these schools covers the six-month period ended June 30, 2004.

Cash Balances. The beginning cash balance for each fund type is presented on the first line of the schedule. In the case of the Andrew J. Brown Academy, fiscal year 2004 is the first year of operation. Therefore, the beginning balances in all fund groups is zero. The ending balance is computed by adding receipts and subtracting disbursements from the beginning balance.

Fund Types. The report divides financial activity into fund types across the schedule's columns. The first four columns of numbers represent Governmental funds, which are used for the overall operation of the school. Within Governmental funds, the columns further divide financial activity into General (funds available to the school for general purposes), Special Revenue (funds restricted for particular purposes), and Debt Service and Capital Projects (not applicable in any of these statements). The next two columns represent Fiduciary funds, which are funds held by the school for further distribution (such as payroll taxes and employee withholdings). Within Fiduciary funds, all financial activity falls in the Agency column, which represents funds the school obtains and disburses for purposes such as payroll tax and retirement fund withholdings.

Receipts. The report lists sources of funds in the left-hand column under the heading "Receipts."

Local sources

- Special Education: Revenues received for services from the Special Education Cooperative in which the schools participated
- Transportation Receipts: Revenues received from school bus rental fees
- Food Services: Revenues received related to food services

State sources

- Unrestricted Grants-in-Aid: Contributions made by the state to the schools which are unrestricted
- Restricted Grants-in-Aid: Revenues received by the school corporations as grants which can be used for the categorical or specific purpose provided
- Textbook Reimbursements: Revenues received from reimbursement from the state for textbook expenses

Federal sources

- Unrestricted Grants-in-Aid – Direct: Contributions made from federal funds to the school corporation which are unrestricted and are received directly from the federal government
- Unrestricted Grants-in-Aid – through State: Revenues received by the school corporation from federal sources, through a state agency, as grants which can be used for any legal purpose, without restriction
- Restricted Grants-in-Aid – Direct: Amounts of federal aid received directly from the federal agency, the use of which is restricted to a specific purpose

-
- Restricted Grants-in-Aid – through State: Amounts of federal aid received through a state agency, the use of which is restricted to a specific purpose

Non-revenue receipts

- Bonds and loans used for improvements, expansions or for other reasons where the school cannot finance the entire cost of a project from available funds on hand

Sale of property, adjustments and refunds

- Proceeds from the sale of property owned by the charter school
- Refunds of overpayments for items such as insurance premiums
- Adjustments for insurance claims and losses

Holding account for employee benefits

- Payroll tax withholdings
- Public Employees' Retirement Fund withholdings
- Teachers' Retirement Fund withholdings

Disbursements. The report lists uses of funds in the left-hand column under the heading "Disbursements."

Instruction

- Expenses for regular elementary school programs
- Expenses for programs related to learning disabilities
- Expenses for other special educational programs

Support service

- Expenses for student services related to social work, guidance, and health
- Expenses for instruction, curriculum development, staff training, and educational media
- Expenses for administrative items such as legal services, financial accounting, facilities acquisition and construction, facility operation and maintenance, student transportation, food services, and technology support and maintenance

Community services

- Expenses primarily for child care services, but may also include other community-related activities such as civic service and latch key programs

Debt service

- Disbursements related to principal and interest on debt for items such as school buses, buildings and other improvements financed through borrowing

INDIANAPOLIS CHARTER SCHOOLS

- 21st Century Charter School -

CASH RECEIPTS AND DISBURSEMENTS BY FUND TYPE

For the fiscal year ended June 30, 2004.

(Unaudited)

	<u>Governmental Fund Types</u>		<u>Fiduciary Funds</u>	<u>Totals</u>
	<u>General</u>	<u>Special Receipts</u>	<u>Agency</u>	<u>(Memorandum Only)</u>
Cash and Investments, July 1, 2003	\$ 80,618	\$ 84,732	\$ 15,283	\$ 180,633
Receipts:				
Local sources	311,726	30,476	-	342,202
State sources	783,191	24,551	-	807,742
Federal sources	-	245,100	-	245,100
Loans	143,923	-	-	143,923
Sale of property, adjustments and refunds	1,330	-	-	1,330
Holding account for employee benefits (net)	-	-	(11,325)	(11,325)
Total Receipts	<u>1,240,170</u>	<u>300,127</u>	<u>(11,325)</u>	<u>1,528,972</u>
Disbursements:				
Instruction	401,638	100,951	-	502,589
Support services	782,508	186,192	-	968,700
Community services	472	-	-	472
Debt service	94,466	-	-	94,466
Total Disbursements	<u>1,279,084</u>	<u>287,143</u>	<u>-</u>	<u>1,566,227</u>
Net Receipts/(Disbursements)	<u>(38,914)</u>	<u>12,984</u>	<u>(11,325)</u>	<u>(37,255)</u>
Cash and Investments, June 30, 2004	<u>\$ 41,704</u>	<u>\$ 97,716</u>	<u>\$ 3,958</u>	<u>\$ 143,378</u>

INDIANAPOLIS CHARTER SCHOOLS
- 21st Century Charter School -

DETAIL OF CASH RECEIPTS
For the fiscal year ended June 30, 2004.
(Unaudited)

RECEIPTS:

LOCAL SOURCES:

Property taxes	\$ 164,808
Special education (Co-op)	1,787
Transportation receipts (school bus rental)	5,906
Food services	30,476
Other	<u>139,225</u>

Total Receipts From Local Sources 342,202

STATE SOURCES:

Unrestricted grants-in-aid	799,376
Restricted grants-in-aid	6,124
Textbook reimbursements	<u>2,242</u>

Total Receipts from State Sources 807,742

FEDERAL SOURCES:

Unrestricted grants-in-aid - through state	14,207
Restricted grants-in-aid - through state	212,392
Other	<u>18,501</u>

Total Receipts From Federal Sources 245,100

OTHER RECEIPTS:

Temporary loans	<u>143,923</u>
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SALE OF PROPERTY, ADJUSTMENTS AND REFUNDS:

Refunds	<u>1,330</u>
---------	--------------

PAYROLL WITHHOLDINGS (NET):

Payroll tax withholdings	(210)
PERF withholdings	(6,642)
TERF withholdings	<u>(4,473)</u>

Total Payroll Withholdings (11,325)

Total Operating Receipts \$ 1,528,972

INDIANAPOLIS CHARTER SCHOOLS
- 21st Century Charter School -

DETAIL OF CASH DISBURSEMENTS
For the fiscal year ended June 30, 2004.
(Unaudited)

DISBURSEMENTS:

INSTRUCTION:

Regular programs	\$ 501,600
Special education programs	989
	<hr/>
Total Instruction Disbursements	502,589

SUPPORT SERVICES:

Pupils	66,090
Instruction staff	600
General administration	32,513
School administration	153,335
Business	561,326
Centralized support	154,836
	<hr/>
Total Support Services	968,700

COMMUNITY SERVICES:

Other community services	472
	<hr/>

DEBT SERVICE:

Principal paid on debt	84,214
Interest paid on debt	10,252
	<hr/>
Total Debt Service	94,466

Total Disbursements	<hr/> <hr/> \$ 1,566,227
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INDIANAPOLIS CHARTER SCHOOLS
- Andrew J. Brown Academy -

CASH RECEIPTS AND DISBURSEMENTS BY FUND TYPE (1)
For the fiscal year ended June 30, 2004.
(Unaudited)

	<u>Governmental Fund Types</u>		Totals (Memorandum Only)
	<u>General</u>	<u>Special Receipts</u>	
Cash and Investments, July 1, 2003	\$ -	\$ -	\$ -
Receipts:			
Local sources	1,369,859	17,904	1,387,763
State sources	1,493,574		1,493,574
Federal sources	252,222	35,627	287,849
Total Receipts	<u>3,115,655</u>	<u>53,531</u>	<u>3,169,186</u>
Disbursements:			
Instruction	1,280,482		1,280,482
Support services	1,748,368	117,063	1,865,431
Total Disbursements	<u>3,028,850</u>	<u>117,063</u>	<u>3,145,913</u>
Net Receipts/(Disbursements)	<u>86,805</u>	<u>(63,532)</u>	<u>23,273</u>
Cash and Investments, June 30, 2004	<u>\$ 86,805</u>	<u>\$ (63,532)</u>	<u>\$ 23,273</u>

(1) Information for the Andrew J. Brown Academy was provided by National Heritage Academies. National Heritage Academy is the contract operator of the school.

INDIANAPOLIS CHARTER SCHOOLS
- Andrew J. Brown Academy -

DETAIL OF CASH RECEIPTS (1)
For the fiscal year ended June 30, 2004.
(Unaudited)

RECEIPTS:

LOCAL SOURCES:

Property taxes	\$ 773,805
Food services	17,904
Other	<u>596,054</u>

Total Receipts From Local Sources 1,387,763

STATE SOURCES:

Unrestricted grants-in-aid	1,437,066
Restricted grants-in-aid	11,502
Textbook reimbursements	15,253
Special education alternative services	<u>29,753</u>

Total Receipts from State Sources 1,493,574

FEDERAL SOURCES:

Unrestricted grants-in-aid - direct	144,120
Unrestricted grants-in-aid - through state	35,627
Restricted grants-in-aid - through state	<u>108,102</u>

Total Receipts From Federal Sources 287,849

Total Operating Receipts \$ 3,169,186

(1) Information for the Andrew J. Brown Academy was provided by National Heritage Academies. National Heritage Academy is the contract operator of the school.

INDIANAPOLIS CHARTER SCHOOLS

- Andrew J. Brown Academy -

DETAIL OF CASH DISBURSEMENTS (1)

For the fiscal year ended June 30, 2004.

(Unaudited)

DISBURSEMENTS:

INSTRUCTION:

Regular programs	\$ 1,172,050
Special education programs	108,432
	<hr/>
Total Instruction Disbursements	1,280,482
	<hr/>

SUPPORT SERVICES:

Pupils	5,184
Instruction staff	97,259
General administration	316,344
School administration	171,010
Business	44,022
Food services	117,063
Centralized support	140,786
Operations and maintenance	973,763
	<hr/>
Total Support Services	1,865,431
	<hr/>
Total Disbursements	\$ 3,145,913
	<hr/> <hr/>

(1) Information for the Andrew J. Brown Academy was provided by National Heritage Academies. National Heritage Academy is the contract operator of the school.

INDIANAPOLIS CHARTER SCHOOLS
- Christel House Academy -

CASH RECEIPTS AND DISBURSEMENTS BY FUND TYPE

For the fiscal year ended June 30, 2004.

(Unaudited)

	<u>Governmental Fund Types</u>		<u>Fiduciary Funds</u>	<u>Totals</u>
	<u>General</u>	<u>Special Receipts</u>	<u>Agency</u>	<u>(Memorandum Only)</u>
Cash and Investments, July 1, 2003	\$ 453,161	\$ 30,518	\$ (1,195)	\$ 482,484
Receipts:				
Local sources	1,533,164	37,435	-	1,570,599
State sources	1,377,843	17,168	-	1,395,011
Federal sources	-	345,560	-	345,560
Sale of property, adjustments and refunds	2,605	-	-	2,605
Holding account for employee benefits (net)	-	-	1,195	1,195
Total Receipts	<u>2,913,612</u>	<u>400,163</u>	<u>1,195</u>	<u>3,314,970</u>
Disbursements:				
Instruction	1,083,964	154,751	-	1,238,715
Support services	2,256,326	219,585	-	2,475,911
Community services	360	1,297	-	1,657
Total Disbursements	<u>3,340,650</u>	<u>375,633</u>	<u>-</u>	<u>3,716,283</u>
Net Receipts/(Disbursements)	<u>(427,038)</u>	<u>24,530</u>	<u>1,195</u>	<u>(401,313)</u>
Cash and Investments, June 30, 2004	<u>\$ 26,123</u>	<u>\$ 55,048</u>	<u>\$ -</u>	<u>\$ 81,171</u>

INDIANAPOLIS CHARTER SCHOOLS
- Christel House Academy -

DETAIL OF CASH RECEIPTS
For the fiscal year ended June 30, 2004.
(Unaudited)

RECEIPTS:

LOCAL SOURCES:

Property taxes	\$ 301,670
Special education (Co-op)	30,129
Food services	21,680
Pupil activities	4,740
Other	<u>1,212,380</u> (1)

Total Receipts From Local Sources 1,570,599

STATE SOURCES:

Unrestricted grants-in-aid	1,365,263
Restricted grants-in-aid	14,136
Textbook reimbursements	<u>15,612</u>

Total Receipts from State Sources 1,395,011

FEDERAL SOURCES:

Unrestricted grants-in-aid - through state	113,486
Restricted grants-in-aid - through state	230,287
Other	<u>1,787</u>

Total Receipts From Federal Sources 345,560

SALE OF PROPERTY, ADJUSTMENTS AND REFUNDS:

Refunds	<u>2,605</u>
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PAYROLL WITHHOLDINGS (NET):

Payroll tax withholdings	(202)
PERF withholdings	<u>1,397</u>

Total Payroll Withholdings 1,195

Total Operating Receipts \$ 3,314,970

(1) This amount includes private donations and contributions from outside sources.

INDIANAPOLIS CHARTER SCHOOLS
- Christel House Academy -

DETAIL OF CASH DISBURSEMENTS
For the fiscal year ended June 30, 2004.
(Unaudited)

DISBURSEMENTS:

INSTRUCTION:

Regular programs	\$ 1,184,289
Special education programs	54,426
	<hr/>
Total Instruction Disbursements	1,238,715
	<hr/>

SUPPORT SERVICES:

Pupils	11,611
Instruction staff	58,773
General administration	90,775
School administration	213,817
Business	1,773,045
Centralized support	327,890
	<hr/>
Total Support Services	2,475,911
	<hr/>

COMMUNITY SERVICES:

Direction of community services	35
Other community services	1,622
	<hr/>
Total Community Services	1,657
	<hr/>

Total Disbursements	\$ 3,716,283
	<hr/> <hr/>

INDIANAPOLIS CHARTER SCHOOLS
- Flanner House Elementary School -

CASH RECEIPTS AND DISBURSEMENTS BY FUND TYPE
FOR THE SIX MONTHS ENDED JUNE 30, 2004
(Unaudited)

	<u>Governmental Fund Types</u>		<u>Fiduciary Funds</u>	<u>Totals (Memorandum Only)</u>
	<u>General</u>	<u>Special Receipts</u>	<u>Agency</u>	
Cash and Investments, January 1, 2004	\$ 5,130	\$ 146,511	\$ 1,771	\$ 153,412
Receipts:				
Local sources	244,505	23,526	-	268,031
State sources	301,532	6,160	-	307,692
Federal sources	-	177,612	-	177,612
Holding account for employee benefits (net)	-	-	8,335	8,335
Total Receipts	<u>546,037</u>	<u>207,298</u>	<u>8,335</u>	<u>761,670</u>
Disbursements:				
Instruction	223,501	18,220	-	241,721
Support services	335,637	91,709	-	427,346
Total Disbursements	<u>559,138</u>	<u>109,929</u>	<u>-</u>	<u>669,067</u>
Net Receipts/(Disbursements)	<u>(13,101)</u>	<u>97,369</u>	<u>8,335</u>	<u>92,603</u>
Cash and Investments, June 30, 2004	<u>\$ (7,971)</u>	<u>\$ 243,880</u>	<u>\$ 10,106</u>	<u>\$ 246,015</u>

INDIANAPOLIS CHARTER SCHOOLS

- Flanner House Elementary School -

DETAIL OF CASH RECEIPTS
FOR THE SIX MONTHS ENDED JUNE 30, 2004
(Unaudited)

RECEIPTS:

LOCAL SOURCES:

Property taxes	\$ 169,734
Food services	2,045
Other	96,252

Total Receipts From Local Sources 268,031

STATE SOURCES:

Unrestricted grants-in-aid	301,532
Restricted grants-in-aid	1,375
Textbook reimbursements	4,785

Total Receipts from State Sources 307,692

FEDERAL SOURCES:

Unrestricted grants-in-aid - through state	26,193
Restricted grants-in-aid - through state	149,539
Other	1,880

Total Receipts From Federal Sources 177,612

PAYROLL WITHHOLDINGS (NET):

Payroll tax withholdings	18,312
PERF withholdings	(1,269)
TERF withholdings	(8,708)

Total Payroll Withholdings 8,335

Total Operating Receipts \$ 761,670

INDIANAPOLIS CHARTER SCHOOLS

- Flanner House Elementary School -

DETAIL OF CASH DISBURSEMENTS
FOR THE SIX MONTHS ENDED JUNE 30, 2004
(Unaudited)

DISBURSEMENTS:

INSTRUCTION:

Regular programs	\$ 241,721
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SUPPORT SERVICES:

General administration	30,293
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School administration	32,065
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Business	300,648
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Centralized support	64,340
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Total Support Services	427,346
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Total Disbursements	\$ 669,067
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INDIANAPOLIS CHARTER SCHOOLS
- Flanner House Higher Learning Center -

CASH RECEIPTS AND DISBURSEMENTS BY FUND TYPE
FOR THE SIX MONTHS ENDED JUNE 30, 2004
(Unaudited)

	<u>Governmental Fund Types</u>		<u>Fiduciary Funds</u>	Totals
	<u>General</u>	<u>Special Receipts</u>	<u>Agency</u>	<u>(Memorandum Only)</u>
Cash and Investments, January 1, 2004	\$ (106,296)	\$ 142,676	\$ (8,489)	\$ 27,891
Receipts:				
Local sources	139,263	-	-	139,263
State sources	234,568	15,219	-	249,787
Federal sources	-	130,275	-	130,275
Sale of property, adjustments and refunds	14,414	-	-	14,414
Holding account for employee benefits (net)	-	-	12,173	12,173
Total Receipts	<u>388,245</u>	<u>145,494</u>	<u>12,173</u>	<u>545,912</u>
Disbursements:				
Instruction	71,362	5,125	-	76,487
Support services	260,270	106,849	-	367,119
Total Disbursements	<u>331,632</u>	<u>111,974</u>	<u>-</u>	<u>443,606</u>
Net Receipts/(Disbursements)	<u>56,613</u>	<u>33,520</u>	<u>12,173</u>	<u>102,306</u>
Cash and Investments, June 30, 2004	<u>\$ (49,683)</u>	<u>\$ 176,196</u>	<u>\$ 3,684</u>	<u>\$ 130,197</u>

INDIANAPOLIS CHARTER SCHOOLS
- Flanner House Higher Learning Center -

DETAIL OF CASH RECEIPTS
FOR THE SIX MONTHS ENDED JUNE 30, 2004
(Unaudited)

RECEIPTS:

LOCAL SOURCES:

Property taxes	\$ 139,263
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STATE SOURCES:

Unrestricted grants-in-aid	233,968
Restricted grants-in-aid	6,540
Textbook reimbursements	9,279

Total Receipts from State Sources	<u>249,787</u>
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FEDERAL SOURCES:

Unrestricted grants-in-aid - direct	57,854
Restricted grants-in-aid - through state	72,421

Total Receipts From Federal Sources	<u>130,275</u>
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SALE OF PROPERTY, ADJUSTMENTS AND REFUNDS:

Refunds	<u>14,414</u>
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PAYROLL WITHHOLDINGS (NET):

Payroll tax withholdings	9,405
Payroll tax withholdings	2,768

Total Payroll Withholdings	<u>12,173</u>
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Total Operating Receipts	<u><u>\$ 545,912</u></u>
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**INDIANAPOLIS CHARTER SCHOOLS
- Flanner House Higher Learning Center -**

**DETAIL OF CASH DISBURSEMENTS
FOR THE SIX MONTHS ENDED JUNE 30, 2004
(Unaudited)**

DISBURSEMENTS:

INSTRUCTION:

Regular programs	\$ 76,487
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SUPPORT SERVICES:

Pupils	16,500
Instruction staff	1,660
School administration	126,904
Business	187,456
Centralized support	34,599

Total Support Services	<u>367,119</u>
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Total Disbursements	<u><u>\$ 443,606</u></u>
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Supplemental Report 7

The Mayor's Charter School Accountability System

Charters are granted on a basic trade-off of autonomy for accountability. With the support of the Annie E. Casey Foundation, the Mayor's Office has developed a model accountability system through which the schools and the Mayor's Office establish expectations, monitor progress, report to the public, and make informed decisions about the future of the schools.

Indiana's charter schools law and the state's accountability policies have set the broad context within which the Mayor has developed his system of accountability for charter schools. In addition to fulfilling important state requirements such as annual fall testing through the state assessment system (ISTEP+), the Mayor's aim is to create an approach to accountability that provides other practical benefits to charter schools, families, and the public. Therefore, Mayor-sponsored charter schools annually participate in an additional fall and spring assessment to measure student progress over the course of the year, and the Mayor's Office also collects information about the schools' performance through in-depth third-party site visits, surveys of parents and teachers, and reviews of schools' governance and financial performance. These various evaluative pieces create a fundamentally new kind of relationship among public schools, the agencies that oversee them, families, and the larger public.

To achieve this goal, the Mayor's accountability system for charter schools is designed to support the following basic principles:

- **Autonomy** – enabling schools to implement their own unique approaches to quality public education;
- **Value** – providing schools with tools and information that help them improve performance;
- **Low burden** – minimizing the amount of time, effort, and expense needed to comply with requirements;
- **Transparency** – providing maximum information to parents, the schools, and the public about school performance and the accountability process; and
- **Responsibility** – ensuring that the Mayor has sufficient information to carry out his responsibilities for overseeing charter schools that are of the highest quality, accessible to all, and in compliance with all applicable laws.

Setting Expectations

The Mayor's Office is committed to implementing a charter school oversight system that is clear from the outset and helpful to all schools in continuously improving. An essential tool for this oversight system, to be used by both the Mayor's Office and the schools, is the Charter School Performance Framework. This Framework serves two important purposes: (1) to inform ongoing oversight by the Mayor's Office and (2) to help each school in continually assessing and improving its performance. The Framework provides a foundation of common evaluation elements for all of the Mayor's charter schools. The content of this Framework serves as a **floor** rather than a ceiling for school performance and continuous improvement. It is expected that each school will develop and enrich this basic accountability plan with additional measures to assess and demonstrate achievement of its specific mission.

Common Measures: The Charter School Performance Framework

The Charter School Improvement Framework is divided into four sections:

- 1. Is the educational program a success?**
- 2. Is the organization effective and well-run?**
- 3. Is the school meeting its operational and access obligations?**
- 4. Is the school providing the appropriate conditions for success?**

When measuring a given school's performance, the school leadership and the Mayor's Office will examine several sub-questions in relation to each of the four core questions. Only the first three sections (educational performance, organizational viability, and operations/access) and their respective sub-questions will be rated on a four-point scale (*Does Not Meet Standard, Approaching Standard, Meets Standard, and Exceeds Standard*). For a detailed description of the Framework and the full assessment rubric (and sub-questions) for each section, go to <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

Measuring a school's academic progress is the most important and complex part of this Framework. The Mayor's Office has attempted to create a set of indicators that will capture each school's: 1) ***absolute performance*** (the percentage of students that are "proficient" in a given subject); 2) ***improvement over time*** (the academic growth of individual students over time); and 3) ***comparative performance*** (how well a given school performed relative to other local public educational options).

In making renewal and revocation decisions, the Mayor's Office will focus first on each school's objectively measurable performance outcomes under the first three questions in the Framework. The fourth question in the Framework will serve to inform the Mayor's Office about whether or not the school is on the right path to meet the outcomes expected under the first three questions. More important, well before the renewal decision, school self-assessments and external reviews of school academics, finances, and other reporting requirements organized under this Framework will provide solid data that should inform parents' decisions about sending their children to the charter school and each school's continuous improvement efforts.

Unique Measures: Goals Established by the School

While the Framework is meant to form the foundation of each school's accountability plan, each school identifies additional customized mission-specific goals and objectives by which to measure its performance. An expert in school accountability works with each school to develop goals and measures specific to the school's particular mission and target population. The school accountability plans build on the goals and contractual obligations described in each founding group's charter school agreement and are meant to guide each school's progress through its first seven-year charter. The Mayor's Office has developed an accountability handbook to assist charter founders in building their accountability plans. For more information about the accountability plans, refer to the *Accountability Handbook for Mayor-Sponsored Charter Schools, 3rd ed.*, which may be accessed on-line. (See the box below for more information.)

The accountability plan serves as part of a school improvement process and will help each school to:

- establish a clear set of ambitious, attainable, and measurable goals for the entire school community;
- evaluate school performance within a framework that includes student performance, financial,

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- compliance, and organizational data;
 - identify its strengths and weaknesses;
 - engage parents in the mission and goals of the school as well as help inform their school selection process; and
 - demonstrate public accountability for results by creating a transparent set of objectives and measures.

Gathering the Data

The Mayor's Office collects data in a wide range of ways to support the measures of school performance outlined in the Framework. While it will rely on panoply of reports and statistical information available about schools, the accountability system also includes alternative ways to track on a wide range of indicators of school performance. And, although charter schools are free from many restrictions, they still have to comply with basic public school laws and regulations on issues ranging from financial probity to special education, and they must file numerous reports with the state and the Mayor's Office. Consequently, the Mayor's Office devoted significant resources through the Casey Foundation's support to developing systems to monitor schools' compliance *and* help them meet their compliance requirements. The charter schools themselves are ultimately responsible for complying with all applicable laws and regulations.

Prior actions. Each school's charter outlines a series of steps, called "prior actions," that must be completed before a school may provide instruction to students. Prior actions include but are not limited to: fully preparing facilities, including obtaining necessary permits and successfully completing inspections; developing detailed plans for special education, curriculum, transportation, and school safety that comply with all applicable laws; and finalizing budgets, financial plans, and accounting procedures that are in accordance with state rules. To view a list of the prior actions set by the Mayor's Office, refer to the attachments to the charter agreement; the charter and its attachments may be accessed on-line. (See the box below for more information.)

Pre-opening checklist and visits. Mayor's Office staff conducts visits with each new school before it opens its doors for the first time to students and families. The purpose of these visits is to determine whether the school is focusing upon a wide range of matters, from safety to staffing, that are critical for a new school to address successfully prior to opening. The Mayor's Office provides schools with a detailed checklist prior to the visits, and during each visit the Mayor's Office reviews documentation and other evidence that items on the checklist have been satisfactorily addressed. A sample of the pre-opening checklist may be accessed on-line. (See the box below for more information.)

Annual testing. Each school must conduct standardized tests of reading and mathematics for every student, every year. To meet state requirements, schools are required to administer ISTEP+ every fall to students in grades 3-10 (as these tests become available in all grades). The Mayor's Office has an additional requirement that students be tested in the fall and spring in order to collect comparable, longitudinal data to measure student growth over the course of each school year and from year to year. This consistent year-to-year testing will allow the Mayor's Office to assess the "value-added" by each school – the degree to which the school contributes to the learning of its students. This kind of analysis will in turn prove critical in the Mayor's Office's assessment of school progress.

Site visits. Each Mayor-sponsored school is subject to periodic third-party site visits throughout the seven-year term of the charter. The site visits give reviewers the opportunity to see in person what lies behind the test scores and reports that typically form the core of school oversight. Team

members talk to Board members, students, teachers, administrators and parents; visit classrooms; and review documents and materials. Reviewers provide verbal reports to the schools at the end of their visits, and provide written comments citing commendations and areas for improvement. The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis developed the

Accountability-related documents developed by the Mayor's Office

- Charter School Accountability Handbook
- Charter School Performance Framework
- The "Charter" – Charter School Agreement
- Pre-Opening Visit Checklist
- Expert Site Visit Review Process and Protocol
- Survey of Mayor-Sponsored Charter School Parents
- Survey of Mayor-Sponsored Charter School Staffs
- Charter School Governance and Compliance Handbook

These documents are available on-line at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

site visit process and also implemented the site visits for the Mayor's Office in 2003-04. In addition to CELL's accountability expert, other site visit team members included experienced public school teachers and administrators. A sample site visit protocol may be accessed on-line. (See box for more information.)

Surveys. Surveys are administered in the spring to gather information from parents, staff, and (as appropriate) students. Survey items align with the Mayor's Charter School Performance Framework. Each school may also identify additional survey items that align with the school's unique purposes and goals. CELL, at the University of Indianapolis, developed the survey protocol and process. To maintain third-party objectivity, CELL also administers the surveys, collects the data, and analyzes the results for the Mayor's Office. Sample copies of the parent and teacher surveys may be accessed on-line. (See box for more information.)

Governance and financial reviews. The Mayor's Office has developed a *Charter School Governance and Compliance Handbook* with guidelines to determine whether schools are in compliance with their charters and all applicable laws. The handbook outlines governance- and compliance- related information that the schools are required to submit throughout the school year and the Mayor's Office's plans for reviewing this information. In addition, the Mayor's Office conducts monthly governance and compliance site visits to each school. These reviews focus on issues related to the compliance, governance and general management of the Mayor-sponsored charter schools. Topics covered in detail by the governance evaluation plan include Board leadership, management controls and assessments, and personnel development and support. On a quarterly schedule, the Mayor's Office monitors the schools' financial and organizational health through the schools' financial statements. An independent accounting firm also reviews schools' finances using processes designed specifically to evaluate Mayor-sponsored charter schools. For a detailed description of governance and compliance oversight established by the Mayor's Office, refer to the *Charter School Governance and Compliance Handbook*, which may be accessed on-line. (See box for more information.)

Mid-charter review. In the fourth year of each school's seven-year charter term, the Mayor's Office will prepare a comprehensive review of the school's performance to that point. This review will begin in the school's third year with a thorough *self-review* of the school's performance for the first three years of operation, examining all the areas covered in the Performance Framework and any additional measures of success developed by the school. This self-assessment by each school will be combined with a third-party *multi-day on-site review* to corroborate and build upon the school's self evaluation. A subsequent public report on the school's performance to date will follow. This report will be informed by an array of data collected by the Mayor's Office that includes the annual site visit reports, parent and staff surveys, financial reviews, and reporting information as well as each school's performance data in relation to the school's accountability plan.

Using the Data

All of these assessments will serve to inform parents and the greater public about how the Mayor-sponsored charter schools are doing. These assessments will also provide critical information for both the Mayor's Office – for purposes of making high-stakes decisions about schools – and the schools – for the purposes of enhancing their educational programs over time.

Informing the public. The Mayor's Office is committed to making its charter school oversight process as transparent and useful as possible to all parties. The Mayor will continue to produce reports, like this one, that will provide information about how each school is performing, including test score analysis, site visit and survey results, and an analysis of how the school is spending its public dollars. Information about school performance will also be posted on the Mayor's charter school website so that families and community members can access up-to-date information about each school. Additionally, the mid-charter review conducted in the school's fourth year will serve to provide a good explanation to the legislature and the general public about how effectively public dollars are being spent.

Informing the Mayor's Office. The Mayor's Office will continuously use the data collected to ensure that schools are on track to fulfilling the terms of their charters, including meeting the common goals outlined for all schools as well as each school's individual goals. Ultimately, charter renewal decisions will be informed by all of the data collected by the Mayor's Office over the first six years of the school's charter term. In the sixth year, the school must submit a renewal petition that presents the case for why the school should maintain its charter. The Mayor's Office will consider this renewal petition in conjunction with the mid-charter review, the site visit reports, survey results, governance and compliance reviews, academic testing performance, and financial audits to decide whether a school should maintain its charter beyond year seven.

Informing the schools. The data will provide schools with important information they can use to improve their academic programs and organizational processes. For example, the site visits generate useful critiques by the expert reviewers about the primary areas schools should target for improvement as well as the primary areas in which the schools excel. The reviewers also meet with school leaders at the end of their visits to point out their general observations about how the school is running in every major aspect ranging from student learning and classroom management to staff and financial management. Additionally, the mid-charter review conducted in each school's fourth year will provide the school with a straightforward understanding of what it will need to work on in the subsequent three years. This review will also give schools and parents of enrolled students adequate notice of any challenges identified and ample opportunity to address them prior to the Mayor's renewal decisions. And, among other uses for the data, the surveys administered annually will help every school understand how its important constituents – parents, teachers, and students – perceive the school as a whole and areas that need to be improved to increase satisfaction.

Supplemental Report 8

Notes on Methods Used to Gather and Analyze Information Included in the Accountability Report and Supplemental Reports

Parent and Staff Surveys

The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis developed, administered, collected, and analyzed surveys of parents and staff members at the five operating Mayor-sponsored charter schools. Survey questions were developed to measure criteria in the Charter School Performance Framework developed by the Mayor's Office. Survey questions were piloted in the 2002-03 school year with a sample group of Mayor-sponsored charter school teachers and parents. The surveys were administered in April and May 2004 at all five schools. All survey responses were confidential; to preserve confidentiality, CELL collected the completed surveys and analyzed the results. Sample copies of the parent and staff survey instruments are available on-line at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

Parent surveys. Parent surveys were available in English and Spanish at all schools. The surveys took approximately ten to fifteen minutes to complete. Each family was asked to complete one survey even if more than one child from a family attended the charter school. Paper and pencil copies of the surveys were distributed on-site during parent-teacher conferences, sent home with students, and distributed to parents and guardians as they dropped off or picked up their students at school. Parents were notified of the survey prior to its administration through the schools' parent newsletters and/or through notices sent home with students. Parents were given the option of completing the surveys at home or at school and returning the surveys either to collection boxes at each school or by mail in envelopes provided by CELL. CELL's target response rate prior to administering the surveys was 40%. All five schools exceeded the target response rates. Exact response rates for each school are provided in the table below.

Staff surveys. The staff survey took approximately fifteen to twenty minutes to complete. Staff members at Flanner House Elementary School and Flanner House Higher Learning Center completed paper and pencil copies of the staff survey. At 21st Century Charter School, Andrew J. Brown Academy and Christel House Academy, staff surveys were administered on-line because all staff members at these schools have ready access to computers. Nearly one hundred percent of staff members at all five schools participated in the staff survey; at 21st Century Charter School, one staff member was out of school during the survey administration for a personal matter and thus unable to complete the survey.

Survey calculations. Results were rounded to the nearest whole percentage point. Calculations for both sets of surveys do not include missing responses. "Don't know" responses were included in the satisfaction rate calculations but were not included in the calculations for average rates of satisfaction.

Figure S8-1. Parent and staff survey response rates

	Parent survey		Staff survey	
	Number of respondents*	Response rate	Number of respondents	Response rate
21 st Century Charter School	71 families	66.4%	13 staff members	92.8%
Andrew J. Brown Academy	217 families	75.6%	27 staff members	100%
Christel House Academy	88 families	50.3%	26 staff members	93%
Flanner House Elementary School	85 families	62.0%	13 staff members	100%
Flanner House Higher Learning Center	25 families	61.0%	4 staff members	100%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Survey analyses and verifications. Dr. Ruth Green, senior fellow for research at CELL, led the overall survey administration and analyses. Staff survey data analyses were conducted by Dr. Onecia Gibson, who holds a Ph.D. in statistics from the University of Kentucky. Parent survey data analyses were conducted by Cassandra Jones, who is currently pursuing her Ph.D. in assessment and measurement at James Madison University. Gail Fox, who holds a master's degree from the University of Indianapolis and is currently a research assistant and project coordinator at CELL, coordinated the survey data collection, entry, and verification processes.

After CELL entered the survey data into its database, every fifth survey original was checked a second time to verify that survey data were entered correctly. The error rate for data verification was just 0.0022 for the parent survey; no errors were found in the staff survey data entry. To further verify the accuracy of the survey results, an expert external to CELL, Donna Stephenson, who is an instructor and special assistant to the Dean of Education at the University of Indianapolis, reviewed all final survey analyses for data entry, calculation and analysis errors and inconsistencies.

Expert Site Visits

The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis developed a detailed protocol to guide expert site visits of Mayor-sponsored schools. The protocol, which addresses the overarching questions outlined in the Charter School Performance Framework, sets forth a detailed schedule for the visits, including lists of questions to be posed to different groups of school stakeholders.

CELL led site visits to each of the five operating schools on two occasions during the 2003-04 school year. Each site visit was conducted over the course of one school day. Review activities included classroom observations, focus groups with staff, students, and parents, and reviews of curriculum- and business-related items. The first set of site visits was conducted in January and February 2004. The second set of site visits was conducted in May and June 2004. Expert site visit team members for the visits included Dr. Ruth Green of CELL, retired superintendent Dr. Steven Tegarden, and Ms. Kaaren Rodman, a retired educator and current member of the Mayor's Charter Schools Board. To maintain independent, third-party objectivity, Mayor's Office staff does not participate in the site visits.

At the end of each visit, the site visit team provided school leaders and the Mayor's Office with feedback based on their observations. Additionally, at the end of the second set of visits, the expert

site visit team provided each school with a written report citing commendations and areas for improvement. The written reports were also delivered to the Mayor's Office, and along with the other feedback, form the basis for some observations on the performance of each school in the Mayor's Accountability Report. Again, to maintain independent, third-party objectivity, the Mayor's Office does not participate in the preparation of these reports. A detailed description of the site visit process and protocol is available on-line at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

Test Score Analysis

Validity of Norm-Referenced Tests: Northwest Evaluation Association Measures of Academic Progress

Measuring school performance fairly is best done through multiple lenses. The Mayor's Office has determined that it should look at not only the performance of students at a given point in time, i.e., the performance of students in a given year on the Indiana Statewide Testing of Educational Progress-Plus (ISTEP+), but also at the growth or improvement of those students over time.

The ISTEP+ measures of proficiency in math and English provide essential information. For the charter schools in their second year of operation, however, it is not possible to use these results to measure individual students' progress over time because 2003 is the first year in which students currently enrolled in grades 3 and 6 took the ISTEP+. Also, since Andrew J. Brown Academy and Flanner House Higher Learning Center just opened when ISTEP+ was administered this school year, their results did not offer any information from which the Mayor's Office could assess how much children had learned at those charter schools. Instead, they provided useful information about the *starting levels* of knowledge and skills of the charter school students. Moreover, until those tests are administered annually in grades three through eight, as the state plans to do, it is not possible to measure student growth from one grade to the next using the ISTEP+.

To ensure that the Mayor's Office, the schools, and the general public would have an ongoing sense of the progress of these public charter schools, the Mayor's Office opted to require its charter schools to administer an additional norm-referenced test each year. The test selected by the Mayor's charter schools, Measures of Academic Progress (MAP), is produced by the well-respected Northwest Evaluation Association (NWEA). The MAP is a battery of tests in several subject areas. This test:

- is administered under uniform conditions in each subject and grade level; and
- produces scores that can be compared to a representative *norming population*, i.e., a representative sample of students from the nation's schools.

The norms for the test enable observers to compare a school's students to similar students nationally. NWEA developed its norm groups by extensive sampling of student performance across districts from the major geographic regions of the country, the spectrum of district enrollment, and a broad range of socio-economic status. For example, over 1,050,000 students are included in the most recent norming group. They are drawn from 321 school districts and 24 states, and include 549,268 students tested in the fall of 2000 and 2001 and 621,021 in the spring of 2000 and 2001.¹ Within Indiana, NWEA used a norming sample of 128,546 students from 89 districts in the fall and 84,431

¹ For more information, please see the Northwest Evaluation Association: RIT Scale Norms (NWEA, August 2002).

students from 60 districts in the spring.² In short, the Mayor's charter schools used a sound, nationally-normed test that is representative and recent.

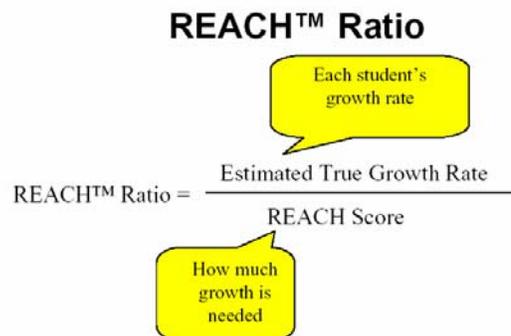
Value-Added Analysis Methods

To measure the growth of school performance from fall to spring in the Mayor's five charter schools during the academic year 2003-04,³ the office enlisted New American Schools (NAS). NAS is a national nonprofit based in Alexandria, Virginia dedicated to improving public education. This organization has particular expertise in *value-added analysis*, or the measurement of individual student performance over time.

The test score data from four of the five schools were analyzed using a carefully planned mixed-effects statistical model, more commonly referred to as value-added analysis (VAA).⁴ The intent of VAA is to determine how much "value" a school has added to a given student's learning. Analyses such as these provide more accurate and reliable statistical estimates of student performance than conventional strategies, because through NAS' statistical model it is possible to account for the "measurement error" inherent in any test administration.

The other intent of VAA is to determine how much progress a student is making toward an outcome of value -- for example, achieving proficiency testing a given subject. NAS designed a method, the Rate of Expected Academic Change, or REACH™ Score, to assess each student's growth rate. Through this method, each student's actual growth rate is compared to an expected growth trajectory. REACH™ answers the fundamental question: "Given where this student is now, is he or she growing at a rate such that he or she will be proficient by the end of a specified timeline?" A REACH™ ratio of "1" indicates that the student is directly on track toward proficiency.

REACH™ Ratio

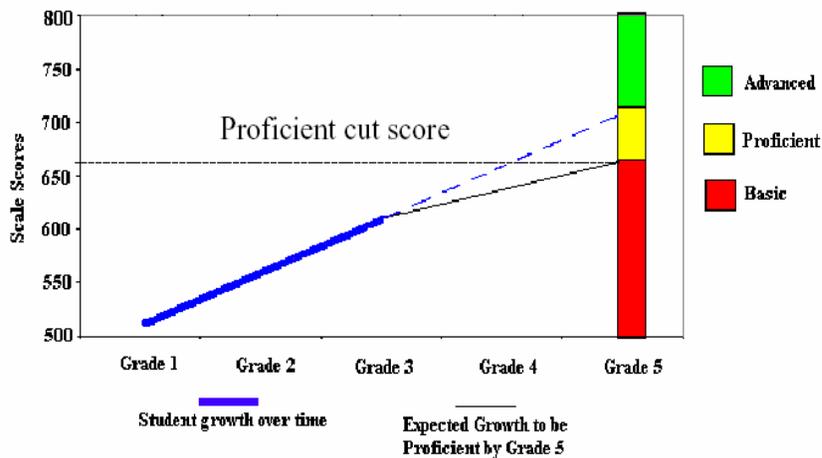
$$\text{REACH™ Ratio} = \frac{\text{Each student's growth rate}}{\text{Estimated True Growth Rate}} = \frac{\text{REACH Score}}{\text{How much growth is needed}}$$


A visual example of a REACH™ Ratio greater than 1 is given below.

² For more information, please see the Northwest Evaluation Association: RIT Scale Norms for Indiana (NWEA, August 2002) and the Northwest Evaluation Association: RIT Scale Norms (NWEA, August 2002).

³ Due to technical difficulties, 21st Century Charter School lost its fall 2003 testing data. Therefore, a spring to spring analysis was conducted for this school.

⁴ Flanner House Higher Learning Center was not included in this portion of the analysis because of the small sample size and because it was the only high school.



According to this example, this student’s academic growth rate exceeds the rate needed to reach proficiency by Grade 5.

When producing the value-added analysis, NAS implemented a four-step process for each grade and subject area.⁵

First, each of the individual scores was “adjusted” to account for measurement error. NAS did not simply subtract the observed fall score from the observed spring score. Rather, to produce more reliable estimates, NAS used its statistical model to adjust each individual score by grade and subject area to create “estimated true scores” in each category.⁶

Second, an average fall and spring scale score was calculated by grade and subject area for each school, and a percentage increase was calculated based on the average estimated scale score. The percentage increase is the difference between the new score and the old score, divided by the old score. For example, if a student in the fall has an estimated score of 100, and in the spring has an estimated score of 150, then that student would have a percentage increase of of: $(150-100)/100=50\%$.

Third, to provide a national comparison as well as a state comparison, these average fall and spring scores, which are measured in scale score units, were converted to national percentiles from the MAP by using the conversion tables in the NWEA technical manual.

Fourth, the REACH Ratio was used to determine the percentage of students in each grade who are on track to be proficient by a certain time. This analysis requires choosing an outcome of value – for

⁵ This model was used for four of the five schools. In the case of the Flanner House Higher Learning Center, the model used to produce “true” or adjusted scores was not used because this was the only high school and had a relatively small sample size; “observed” scores were used instead. This method does not materially change the outcomes for that school.

⁶ This process disclosed that a small number of students at the schools were administered the same test more than once during the same testing season. It is expected that students in the charter schools take each portion of the NWEA only one time per testing season. Thus, only the score for the first test that was administered was included in the analysis. This score may differ from the “official” score recorded by NWEA for that student because NWEA’s official score takes into account all of the scores received by a student, not just the first one.

example, proficiency by graduation or by a certain grade – and then finding the distance from proficiency for each student and dividing that by the amount of time to reach that level.

For example, if a student in fifth grade is 30 points away from the desired outcome of proficiency by 8th grade, the student has 3 years to grow 30 points; the student needs to grow by 10 points each year. This REACH score is then compared to the student’s current estimated growth rate, which in this case is the growth he or she actually achieved between 2003 and 2004. If the student’s current estimated growth rate is 15, then her “REACH Ratio” would be current growth rate (15 points annually) divided by the REACH score (10 points needed annually until proficient), a ratio of 1.5. Since this REACH Ratio is greater than 1, this student is exceeding the rate of progress needed to become proficient by grade 8.

The percentage of students in the grade who have a REACH Ratio of 1 or greater is then calculated.

The MAP assessment does not have specific proficiency cut points or performance standards, but it does correlate to the ISTEP+ test. For example, a MAP score of 217 for grade 8 in Language Arts correlates to a level of “Pass” on the ISTEP.⁷ These cutpoints were used to calculate the outcome of value for the REACH Ratio. The 8th grade proficiency level was chosen as the basic outcome of value for the four schools analyzed, because all of the schools plan to have 8th grades eventually. This analysis was not conducted for the Flanner House Higher Learning Center because proficiency levels were not available for grades 9-12.

Figure S8-2. Number of students included in the value-added analysis for 21st Century Charter School in the 2003-04 school year

		Reading	Math	Language
2 nd Grade	Spring 2004	22	21	22
3 rd Grade	Spring 2003	15	15	15
	Spring 2004	19	19	19
4 th Grade	Spring 2003	15	15	15
	Spring 2004	18	18	18
5 th Grade	Spring 2003	14	14	14
	Spring 2004	14	14	14
6 th Grade	Spring 2003	19	19	19
	Spring 2004	19	19	19
7 th Grade	Spring 2003	17	17	17
	Spring 2004	21	21	21

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004,” prepared by New American Schools, Alexandria, VA, 2004.

⁷ For more information, please see the Northwest Evaluation Association Research Report 2003.3, “Aligning the NWEA RIT Score with the *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)*,” August 2003.

Figure S8-3. Number of students included in the value-added analysis for Andrew J. Brown Academy in the 2003-04 school year

		Reading	Math	Language
2 nd Grade	Fall 2003	65	63	65
	Spring 2004	74	75	76
3 rd Grade	Fall 2003	57	56	55
	Spring 2004	69	69	69
4 th Grade	Fall 2003	42	42	39
	Spring 2004	52	53	53
5 th Grade	Fall 2003	33	33	32
	Spring 2004	39	39	39

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Figure S8-4. Number of students included in the value-added analysis for Christel House Academy in the 2003-04 school year

		Reading	Math	Language
2 nd Grade	Fall 2003	45	46	47
	Spring 2004	41	41	41
3 rd Grade	Fall 2003	49	49	50
	Spring 2004	43	43	42
4 th Grade	Fall 2003	32	32	30
	Spring 2004	25	25	25
5 th Grade	Fall 2003	22	23	24
	Spring 2004	18	18	17

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Figure S8-5. Number of students included in the value-added analysis for Flanner House Elementary School in the 2003-04 school year

		Reading	Math	Language
2 nd Grade	Fall 2003	28	28	28
	Spring 2004	31	32	32
3 rd Grade	Fall 2003	30	28	30
	Spring 2004	34	34	34
4 th Grade	Fall 2003	14	14	14
	Spring 2004	20	20	20
5 th Grade	Fall 2003	22	22	22
	Spring 2004	24	24	24

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Figure S8-6. Number of students available for analysis for Flanner House Higher Learning Center in the 2003-04 school year

		Reading	Math	Language
9 th Grade	Fall 2003	8	9	9
	Spring 2004	11	14	12
10 th Grade	Fall 2003	10	11	11
	Spring 2004	11	16	15
11 th Grade	Fall 2003	16	16	16
	Spring 2004	8	10	8
12 th Grade	Fall 2003	12	13	13
	Spring 2004	4	8	6

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.