Fall 2007

2007 ACCOUNTABILITY REPORT
ON MAYOR-SPONSORED CHARTER SCHOOLS

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City of
Indianapolis
Bart Peterson, Mayor

FALL 2007

Dear Citizens of Indianapolis:

To be a great city, Indianapolis must have great public schools. Since 2001, I have worked to help meet this need by empowering groups of educators and leaders in our community to open charter schools. Charter schools are public schools that are free and open to any child in Indiana. During the 2006-07 school year, there were 16 Mayor-sponsored charter schools in Indianapolis serving nearly 4,000 students. These schools offer a wide range of educational programs – from high schools that focus on learning-by-doing to elementary schools with a back-to-basics approach – which enables parents to select the school that best fits their child's needs.

Of course, providing parents with the opportunity to choose from several different schools is meaningful only if those schools provide a high-quality education. That is why I hold the schools I sponsor strictly accountable for their results. We do that through a rigorous accountability system that features several different tools for evaluating school performance, including test score analysis, key findings from experts who visit the schools throughout the year, financial and governance reviews, and results from confidential parent, staff, and student surveys. All of this information provides us with a comprehensive picture of the schools' strengths, weaknesses, and overall performance.

This Accountability Report is the primary way I share this information with the public. The report includes a section on each school's individual performance, as well as a summary of how the 16 schools open during the 2006-07 school year performed as a group. Overall, there are some encouraging signs that students in many of the schools are making solid academic progress. For example, student test data the Indiana Department of Education released last spring showed that five Mayor-sponsored schools ranked in the top 10 among all Marion County schools in student improvement on the ISTEP+, and among the top 50 schools statewide.

That's good news. But the schools still have much more work to do. The schools that have produced strong student improvement so far must help their students build upon those gains. Schools that have not yet produced outstanding results must make the changes necessary to enable their students to reach their full potential. As this report candidly shows, none of the schools is perfect, which means all of them have areas in which they must improve.

Because charter schools are public schools, I have always been committed to informing the public about the performance of the schools I sponsor. This year's Accountability Report continues the tradition of ensuring that parents, public officials, and the community as a whole all have this information. As always, more information about these schools and the initiative overall is available at *www.indygov.org/Mayor/Charter*.

Thank you for your interest in charter schools.

Sincerely,

Bart Peterson
Mayor

City of
Indianapolis
Bart Peterson, Mayor

ACKNOWLEDGMENTS

The Mayor's Office wishes to express its gratitude to a number of individuals, groups, and organizations. First, we would like to thank the members of the Indianapolis Charter Schools Board for volunteering their time and effort in helping to make this initiative successful. We would also like to thank the members of the Indianapolis City-County Council, and particularly Councilors Ron Gibson and Marilyn Pfisterer, for their support. We are especially grateful to the Annie E. Casey Foundation for its many contributions in helping to make this initiative possible. Finally, the Mayor's Office thanks the students, parents, and educators who work hard every day to make the Mayor-sponsored charter schools successful.

The Mayor's Office also recognizes the following individuals and organizations for their efforts in developing the initiative, collecting and analyzing school performance data, and providing assistance in preparing this report.

Dr. Bryan C. Hassel, co-director 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. Ruth Green, Senior Fellow for Research at the University of Indianapolis's Center of Excellence in Leadership of Learning (CELL) throughout the 2006-07 school year, led CELL's involvement with the charter schools initiative. She led site visits, served on the team that designed the accountability system and developed site visit protocols, and provided support for the parent and staff surveys. Dr. Green holds a doctorate from North Carolina State University and is an expert in school accountability.

Jamyce Banks is a School Evaluation Fellow at CELL, and is an experienced educator and school administrator.

Sarah Crittenden, an analyst at Public Impact, made valuable contributions to this report, including data analysis and assistance in managing the report's production.

Lisa Dandridge is the Business Manger for CELL.

Diana Daniels is President of the National Council on Educating Black Children, an experienced leadership trainer, and adjunct professor at Anderson University.

Gbenga Falokun is a graduate student at the University of Indianapolis's School of Business.

Dr. Carolyn Fay is a retired educator who held several teaching positions in Indianapolis Public Schools throughout her career.

Gail Fox, a Research Associate at CELL in 2006-07, coordinated the survey data collection and participated as a classroom observer for site visits.

Kelly Hamilton is the Assistant Principal of Academic Affairs at Saint Theodore Guerin High School in Noblesville, Indiana.

Dr. Terrence Harewood is an experienced university educator currently teaching at the University of Indianapolis.

David Harris is President and CEO of The Mind Trust and previously served as the Director of Mayor Peterson's charter schools initiative.

Corrie Heneghan is COO of The Mind Trust and previously served as the Assistant Director of Mayor Peterson's charter schools initiative.

Cassandra Jones is a doctoral student in the Measurement and Evaluation Program at James Madison University.

Gwendolyn Kelley is an educational consultant and community volunteer with nearly 30 years of classroom teaching experience.

Chelsea Kohering was a Project Coordinator with CELL in 2006-07.

Naomi Milstein is a Research Assistant with CELL.

Christa Parrish is the Assistant Principal at Carmel Middle School in Carmel, Indiana.

Kaaren Rodman is a retired English and foreign language teacher at North Central High School in Indianapolis.

Blanche Ryan is an experienced educator and retired Indianapolis Public Schools secondary school teacher.

David Scott, a teacher in the United Kingdom, has served as an Inspector with Her Majesty's Inspectorate since 1985.

Christine Sego Caldwell is a graduate student at Indiana University-Purdue University Indianapolis pursuing a master's degree in English literature.

Aaron Smith is a graduate student at the University of Chicago Divinity School and previously served as Special Assistant for Mayor Peterson's charter schools initiative.

ACKNOWLEDGMENTS CONTINUED

David Soots is a professor at Ivy Tech and has taught writing and literature for more than 30 years at the high school and college level.

Dr. Michelle Thompson is an experienced educator and school administrator.

Guillianna Tonti is currently an undergraduate student at the University of Indianapolis studying Medical Technology.

Nicole Wiltrout is Director of Special Projects for The Mind Trust and previously served as Accountability Manager for Mayor Peterson's charter schools initiative.

Susan Zapach is an educator and Fellow with CELL.

Genevieve Zappola, a graduate student at Vanderbilt University's Center on School Choice, helped collect survey data.

Dr. Zora Ziazi is a Research Associate with CELL and managed CELL's analysis of the parent, staff, and student survey data.

H.J. Umbaugh & Associates developed and carried out the Mayor's Office's system of financial oversight of charter schools. The firm has more than 50 years of experience and is consistently ranked among the leading financial advisory firms in the State of Indiana by Thomson Financial Securities Data.

SchoolWorks, a nationally-recognized education consulting firm, developed the protocol for the Fourth Year Charter Review, and provided on-site training and technical support for a group of local experts to conduct the review this year.

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Supplemental Reports

Electronic versions of the supplemental reports are available online at *www.indygov.org/Mayor/Charter* and include the following:

Supplemental Report 1: Financial Status of Indianapolis Charter Schools

Supplemental Report 2: The Mayor's Charter School Accountability System

Supplemental Report 3: Notes on Methods Used to Gather and Analyze Information Included in the Accountability Report and Supplemental Reports

Other Documents

Electronic versions of documents referred to in this report are available online at *www.indygov.org/Mayor/Charter* 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
- Third Year Self Evaluation and Site Visit Protocol
- Fourth Year Charter Review and Fifth Year Follow-Up Protocol
- Survey of Mayor-Sponsored Charter School Parents, Staff, and Students
- Charter School Governance and Compliance Handbook
- Detailed Descriptions of Schools Opening in Future Years
- Indianapolis Mayor's Office Fourth Year Charter Review Report – Andrew J. Brown Academy

A COMMITMENT TO ACCOUNTABILITY

Since 2001, Mayor Bart Peterson has exercised his authority to issue charters to create new public schools in Marion County. The first three schools Mayor Peterson authorized opened in the fall of 2002. This report provides information about the 16 Mayor-sponsored charter schools that served students during the 2006-07 school year.

Mayor Peterson is committed to chartering only those schools that will provide the highest quality education to the children of Indianapolis. To fulfill this commitment, the Mayor's Office has put into place a comprehensive system for gathering detailed information about the schools, obtaining expert analyses of the 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 accountability system.

In 2006-07, the Mayor's Office evaluated schools in several different ways, including:

Multiple school visits. The Mayor's staff, as well as experts that the Mayor's Office engaged, made multiple visits to the schools, including:

Pre-opening visits: Guided by a detailed checklist, the Mayor's staff worked with each new school before it opened to ensure that it was ready to start the school year in full compliance with education, health, safety, and other vital requirements.

Expert team visits: The Mayor's Office retained teams of experts to conduct site visits of most Mayor-sponsored schools. Teams visited each first and second year school for a full day in both the winter and spring. Each third year school engaged in a self-evaluation that required it to rate its performance in several categories, support those ratings with evidence, and present the evidence along with a written report to a site visit team for evaluation. For the sole fourth year school, an expert team conducted an in-depth, two-and-a-half day visit as part of the Fourth Year Charter Review, rating the school's performance in multiple areas. Finally, teams conducted a detailed follow-up evaluation of any area in which a fifth-year school received a "Does Not Meet Standard" rating during the prior year's Fourth Year Charter Review.

Governance and compliance visits: The Mayor's staff conducted monthly visits to all schools to examine their operations and monitor compliance with various federal, state, and local requirements.

Independent, confidential surveys of parents, staff, and students. The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis coordinated surveys of staff, parents, and students in spring 2007 to rate their satisfaction with the schools on a variety of issues. At each school, 100 percent of staff participated in these surveys, and more than 80 percent of the schools' parents and eligible middle and high school students participated.

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 16 schools administered the well-regarded and widely-used Northwest Evaluation Association's (NWEA) Measures of Academic Progress test to meet this requirement. NWEA analyzed the schools' test results to determine how well students progressed from fall to spring in reading, language, and mathematics. The researchers used state-of-the-art statistical techniques to measure each student's progress and determine whether students were making sufficient gains to reach proficiency by the target year in these core subjects. This analysis provides a useful supplement to the schools' results on Indiana's ISTEP+, which currently allows for only a limited measurement of students' progress over time.

Review of school finances. The Mayor's Office contracted with an outside accounting firm, Umbaugh, to analyze each school's finances. Additionally, the Indiana State Board of Accounts audited the finances and accounting processes for schools in their second and fourth years of operation.

Special education review. A group of local experts conducted on-site reviews of school special education files as part of the Fourth Year Charter Review, as well as the fifth year follow-up review for schools that received a "Does Not Meet Standard" rating for file maintenance during the prior year's Fourth Year Charter Review. These on-site visits were conducted to determine whether the schools' special education files were in compliance with applicable law and the Mayor's Office's requirements.

Together, all of this information provides a comprehensive picture of how well Mayor-sponsored charter schools are performing. This report is the primary means by which the Mayor's Office shares this information with the public.

"By making special education a priority, engaging in continuous improvement oversight efforts, and ensuring that all compliance and legal requirements are met for students with disabilities the Mayor's Office has taken important steps to ensure that all students receive an appropriate and high-quality education, regardless of individual needs."

Dr. Ruth Green
Senior Fellow, the Center of Excellence in Leadership of Learning, University of Indianapolis

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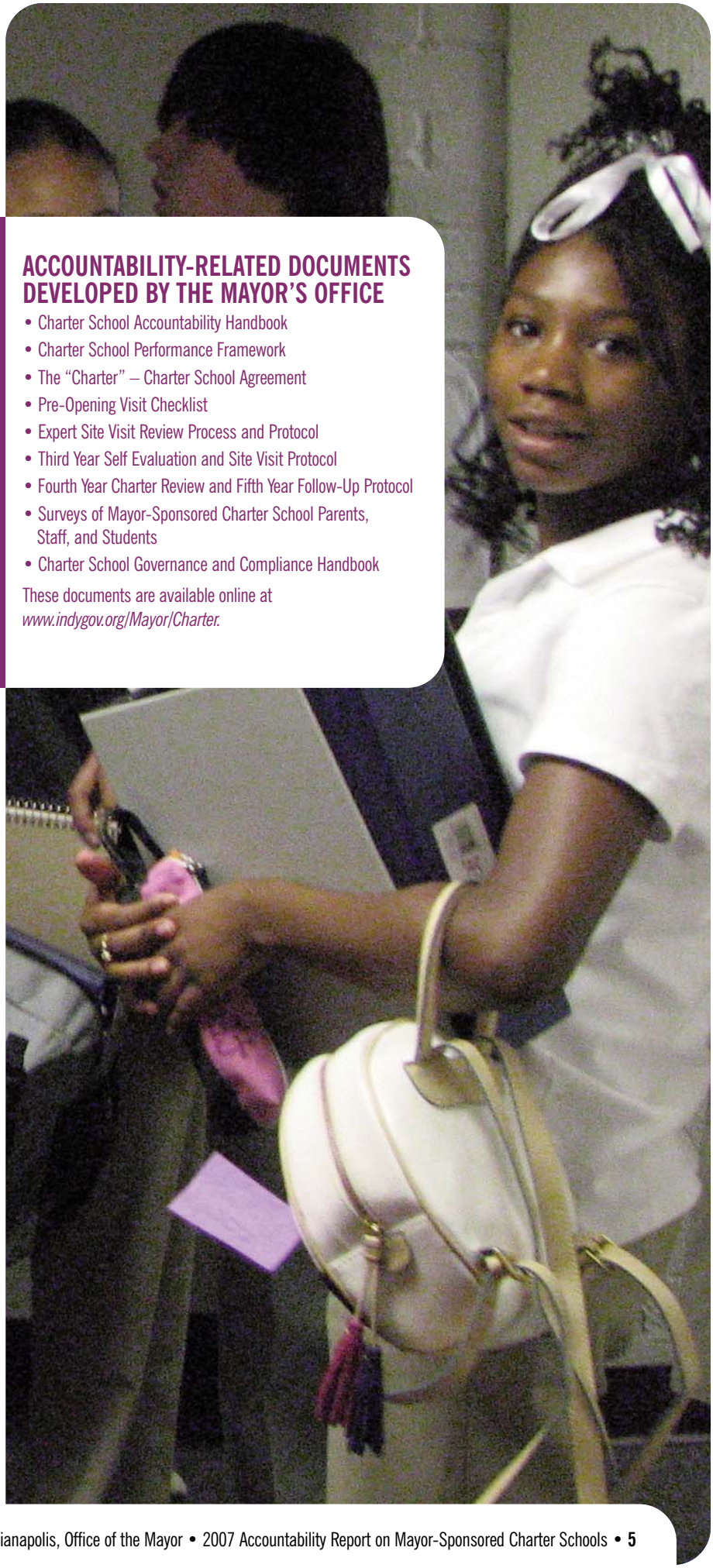
"The Annie E. Casey Foundation's support for Mayor Bart Peterson's charter schools initiative aims to create new quality educational options for kids and families so that they graduate from school prepared for adult success. The Mayor's chartering process has shown a steadfast commitment to quality and improvement in each school, which is reflected in this report."

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



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
- Third Year Self Evaluation and Site Visit Protocol
- Fourth Year Charter Review and Fifth Year Follow-Up Protocol
- Surveys of Mayor-Sponsored Charter School Parents, Staff, and Students
- Charter School Governance and Compliance Handbook

These documents are available online at *www.indygov.org/Mayor/Charter.*

THE SCHOOLS: OVERVIEW

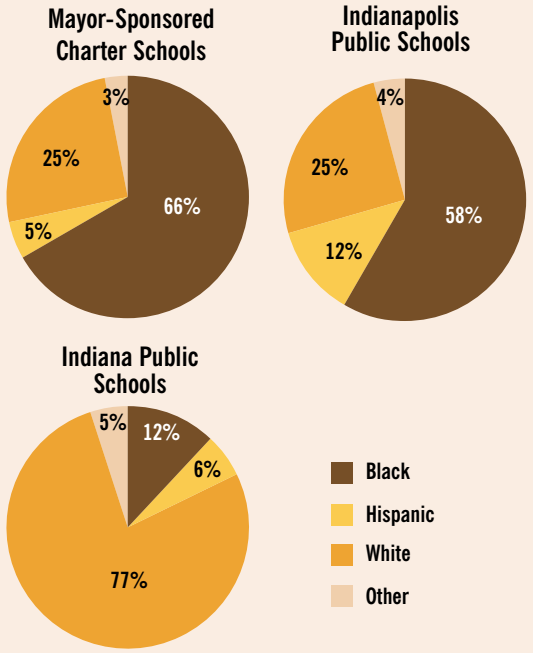
A 2006-07 ENROLLMENT & DEMAND
For All Mayor-Sponsored Charter Schools

Opened	Mayor-Sponsored Charter School	Grades Served	Maximum Possible Enrollment	Students Enrolled	Students on Waiting List
2002	21st Century Charter School at Fall Creek	K-11	330	307	170
	Christel House Academy	K-8	383	384	100
	Flanner House Elementary School	K-6	300	227	18
2003	Andrew J. Brown Academy	K-8	652	609	329
2004	Charles A. Tindley Accelerated School	6-11	320	245	0
	Indianapolis Metropolitan Career Academy #1	9-11	180	122	17
	Indianapolis Metropolitan Career Academy #2	9-11	180	125	17
	KIPP Indianapolis College Preparatory	5-7	240	214	93
	Southeast Neighborhood School of Excellence	K-5	220	235	24
2005	21st Century Charter School at Fountain Square	5-11	240	210	0
	Decatur Discovery Academy	9-11	150	127	15
	Indianapolis Lighthouse Charter School	PK-6	575	509	50
2006	Challenge Foundation Academy	K-5	264	257	199
	Herron High School	9	100	98	20
	Hope Academy	9-12	30	28	0
	Lawrence Early College High School	9-10	200	158	0
	TOTAL		**4364**	**3855**	**1052**

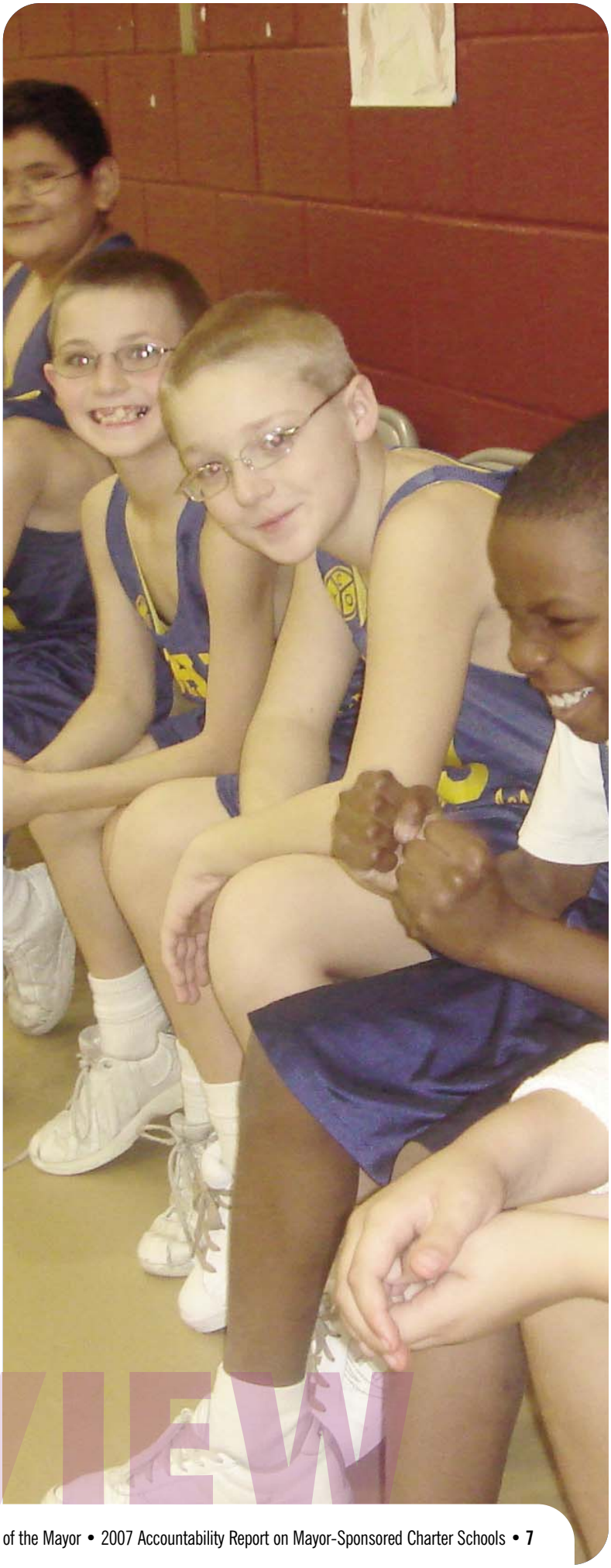
Note: It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list while other grade levels may have openings. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10 percent.

B STUDENT COMPOSITION

of Mayor-Sponsored Charter Schools (MSCS), Indianapolis Public Schools (IPS), and Indiana Public Schools (IN)



	MSCS	IPS	IN
Free/Reduced Lunch	67%	83%	38%
Special Education	11%	19%	17%
Limited English Proficiency	3%	10%	4%



OVERVIEW

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THE SCHOOLS

SUMMARY OF PERFORMANCE

Based on the results from the ISTEP+, the Northwest Evaluation Association's testing and analysis, parent, staff, and student surveys, and school visits, as well as other information, the Mayor's Office analyzed each school's performance in order to answer the following questions in the Mayor's Charter School Performance Framework.

Question 1: 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 have been assigned to attend?
- Is the school meeting its school-specific educational goals?

Question 2: 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 school-specific organizational and management performance goals?

Question 3: 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?
- Is the school properly maintaining special education files for its special needs students?
- Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?

Question 4: Is the school providing the appropriate conditions for success?

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

This section provides information about how Mayor-sponsored charter schools are performing as a group, followed by a summary of performance information for each school. The summaries address the four main questions in the Mayor's Charter School Performance Framework, which can be found in its entirety online at *www.indygov.org/Mayor/Charter*.

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the Indiana Department of Education determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and math, student attendance rates for elementary and middle schools, and graduation rates for high schools. For high schools that have not operated long enough to graduate students, attendance rates are considered for AYP. AYP is determined for a number of indicators based on the student subgroups present at a school, and a school must meet the performance targets for each subgroup to make AYP overall. New schools do not receive a rating until the end of their second year of operation. In 2006-07, 12 Mayor-sponsored charter schools received an AYP determination. Five of these schools made AYP overall, while the other seven did not. ■ **CHART D** shows the fraction of indicators for which each Mayor-sponsored school met AYP goals.

D 2006-07 ADEQUATE YEARLY PROGRESS DETERMINATIONS

	AYP	Indicators	Reasons schools did not make AYP
21st Century Charter School at Fall Creek	No	15/21	Did not meet English or math targets for all students or for black and free/reduced lunch subgroups
21st Century Charter School at Fountain Square	No	4/13	Did not meet English or math targets for all students or for white and free/reduced lunch subgroups, did not meet participation rate targets for white subgroup, and did not meet attendance rate target
Andrew J. Brown Academy	Yes	13/13	
Charles A. Tindley Accelerated School	Yes	13/13	
Christel House Academy	Yes	21/21	
Decatur Discovery Academy	No	2/5	Did not meet math target for all students and did not meet participation rate targets for all students
Flanner House Elementary School	Yes	13/13	
Indianapolis Lighthouse Charter School	No	15/17	Did not meet math achievement or math participation targets for white subgroup
Indianapolis Metropolitan Career Academy #1	No	0/5	Did not meet English or math targets for all students, did not meet participation rate targets, and did not meet attendance rate target
Indianapolis Metropolitan Career Academy #2	No	3/5	Did not meet English or math targets for all students
KIPP Indianapolis College Preparatory	Yes	13/13	
Southeast Neighborhood School of Excellence	No	12/13	Did not meet attendance rate target

PUBLIC LAW 221 CATEGORY PLACEMENTS

Under Indiana's state accountability law, Public Law 221, the Indiana Department of Education places all public schools into academic performance categories each year. Public Law 221 category placements are based on a combination of a school's improvement on the ISTEP+ and its overall ISTEP+ pass rate. Schools receive one of five category placements: Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, or Academic Probation. A school's overall pass rate determines how much improvement the school must show to receive a high category placement – the lower the overall pass rate, the more improvement the school must demonstrate to receive a high category placement. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress.

New schools do not receive category placements until the end of their second year of operation. In 2006-07, 12 Mayor-sponsored charter schools received a category placement. **CHART E** shows these category placements.

E 2006-07 PUBLIC LAW 221 CATEGORY PLACEMENTS

	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
21st Century Charter School at Fall Creek			●		
21st Century Charter School at Fountain Square					●
Andrew J. Brown Academy	●				
Charles A. Tindley Accelerated School		●			
Christel House Academy	●				
Decatur Discovery Academy					●
Flanner House Elementary School					●
Indianapolis Lighthouse Charter School	●				
Indianapolis Metropolitan Career Academy #1				●	
Indianapolis Metropolitan Career Academy #2					●
KIPP Indianapolis College Preparatory	●				
Southeast Neighborhood School of Excellence			●		

ISTEP+ RESULTS: CHANGE OVER TIME

Under Public Law 221, the Indianapolis Department of Education (IDOE) determined how much ISTEP+ pass rates changed from 2005 to 2006 in the 12 Mayor-sponsored charter schools that received a category placement. Specifically, the IDOE identified a cohort of students who attended each school throughout the 2005-06 school year, then calculated how much those students' ISTEP+ pass rates improved from 2005 to 2006. By tracking the progress of students who are in a school from one year to the next, this method of measuring student improvement provides a better gauge of performance than, for example, simply comparing a school's overall pass rate in 2005 with its overall pass rate in 2006.

■ **CHART F** demonstrates that students in 10 of the 12 Mayor-sponsored schools that received a Public Law 221 category placement had overall improvement on the ISTEP+ from 2005 to 2006. The chart also shows that ISTEP+ pass rates in these 12 schools as a group rose by 6.7 points compared to a statewide increase of 0.6 points. Finally, the chart provides overall ISTEP+ pass rates, calculated pursuant to Public Law 221, for each of the 12 schools individually, the 12 schools as a group, and schools statewide.

F CHANGE IN ISTEP+ PASS RATES IN MAYOR-SPONSORED CHARTER SCHOOLS
Fall 2005 to Fall 2006

	2006 Overall ISTEP+ Pass Rates	Change in ISTEP+ Pass Rates 2005 to 2006
Mayor-Sponsored Charter Schools	**55.1%**	6.7
Indiana	**72.2%**	0.6
21st Century Charter School at Fall Creek	49.9%	7.7
21st Century Charter School at Fountain Square	32.0%	1.8
Andrew J. Brown Academy	70.2%	9.9
Charles A. Tindley Accelerated School	62.2%	3.9
Christel House Academy	72.8%	9.4
Decatur Discovery Academy	41.5%	-4.0
Flanner House Elementary School	59.8%	-8.6
Indianapolis Lighthouse Charter School	44.4%	7.1
Indianapolis Metropolitan Career Academy #1	33.9%	3.0
Indianapolis Metropolitan Career Academy #2	28.9%	0.7
KIPP Indianapolis College Preparatory	62.9%	18.7
Southeast Neighborhood School of Excellence	54.9%	8.0

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2006-07 academic year:

- Did students gain ground, lose ground, or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Mayor-sponsored charter school students improve compared to their peers?

NWEA compared the average gains of students at Mayor-sponsored charter schools with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where Mayor-sponsored school students gained ground, lost ground, or stayed even compared to their peers. As these charts illustrate, students at Mayor-sponsored schools gained ground compared to their Indiana peers in 13 out of 27 (48%) grades and subjects (■ **CHART G**), and gained ground compared to their national peers in 13 out of 27 (48%) grades and subjects (■ **CHART H**) for which results are available.

G ACADEMIC PROGRESS OF STUDENTS

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2006 Through Spring 2007

	MSCS Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	**MSCS**	**IN**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	13.6	14.0		-0.4	
2nd Grade Reading	13.2	13.3		-0.1	
2nd Grade Language	13.9	13.8		0.1	
3rd Grade Math	9.9	10.1		-0.2	
3rd Grade Reading	8.7	8.5		0.2	
3rd Grade Language	9.1	8.5		0.6	
4th Grade Math	8.5	9.1		-0.6	
4th Grade Reading	7.1	6.6		0.5	
4th Grade Language	7.8	6.3	1.5		
5th Grade Math	10.0	8.9	1.1		
5th Grade Reading	6.4	5.5	0.9		
5th Grade Language	6.4	5.1	1.3		
6th Grade Math	7.3	7.2		0.1	
6th Grade Reading	4.7	4.3		0.4	
6th Grade Language	5.1	3.9	1.2		
7th Grade Math	7.2	6.0	1.2		
7th Grade Reading	5.2	3.1	2.1		
7th Grade Language	4.4	2.7	1.8		
8th Grade Math	4.0	4.6		-0.7	
8th Grade Reading	2.9	2.8		0.1	
8th Grade Language	5.8	2.4	3.5		
9th Grade Math	2.6	2.9		-0.4	
9th Grade Reading	3.5	1.5	2.1		
9th Grade Language	3.2	1.4	1.7		
10th Grade Math	0.1	2.6			-2.5
10th Grade Reading	3.6	0.6	3.0		
10th Grade Language	1.8	0.9	0.9		
Totals			**13**	**13**	**1**

How to Read this Chart: For example, the fourth row under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students in Mayor-sponsored charter schools made an average gain of 9.9 points, compared to 10.1 points for the average IN student. These students "stayed even" compared to the average IN student because their average gains were only 0.2 points lower. A rating of "stayed even" means there was no statistically significant difference between Mayor-sponsored charter schools' average gains for this grade and subject and the average IN gains.

H ACADEMIC PROGRESS OF STUDENTS

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (US), Fall 2006 Through Spring 2007

	MSCS Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	**MSCS**	**US**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	13.6	13.9		-0.2	
2nd Grade Reading	13.2	13.1		0.1	
2nd Grade Language	13.9	14.1		-0.2	
3rd Grade Math	9.9	10.9			-1.0
3rd Grade Reading	8.7	9.1		-0.4	
3rd Grade Language	9.1	9.1		0.0	
4th Grade Math	8.5	8.8		-0.3	
4th Grade Reading	7.1	6.5		0.6	
4th Grade Language	7.8	6.3	1.5		
5th Grade Math	10.0	8.7	1.3		
5th Grade Reading	6.4	5.4	1.0		
5th Grade Language	6.4	5.2	1.2		
6th Grade Math	7.3	7.2		0.1	
6th Grade Reading	4.7	4.3		0.4	
6th Grade Language	5.1	4.0	1.1		
7th Grade Math	7.2	6.0	1.2		
7th Grade Reading	5.2	3.4	1.8		
7th Grade Language	4.4	2.9	1.5		
8th Grade Math	4.0	5.2			-1.2
8th Grade Reading	2.9	3.2		-0.3	
8th Grade Language	5.8	2.6	3.2		
9th Grade Math	2.6	3.2		-0.6	
9th Grade Reading	3.5	1.6	1.9		
9th Grade Language	3.2	1.4	1.8		
10th Grade Math	0.1	2.8			-2.7
10th Grade Reading	3.6	0.8	2.8		
10th Grade Language	1.8	1.1	0.7		
Totals			**13**	**11**	**3**

How to Read this Chart: For example, the first row under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students in Mayor-sponsored charter schools made an average gain of 13.6 points, compared to 13.9 points for the average US student. These students "stayed even" compared to the average US student because their average gains were only 0.2 points lower. A rating of "stayed even" means there was no statistically significant difference between Mayor-sponsored charter schools' average gains for this grade and subject and the average US gains.

Sufficient Gains:
What proportion of students is on track to reach proficiency?
NWEA determined the target amount of growth each student in a Mayor-sponsored charter school needed to achieve between fall 2006 and spring 2007 in order to be on track to become proficient within a certain period of time, typically two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student made "sufficient gains."

■ **CHART I** displays the percentage of students across Mayor-sponsored schools who made sufficient gains within each subject and grade. This calculation is only possible for students in grades 2 through 8 because NWEA does not currently publish proficiency levels for grades higher than grade 9.

I MAYOR-SPONSORED CHARTER SCHOOLS' STUDENTS ACHIEVING SUFFICIENT GAINS
To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Math	51%	60%	67%	68%	72%	66%	67%
Reading	53%	55%	60%	64%	67%	66%	70%
Language	52%	60%	67%	58%	73%	66%	78%

How to Read this Chart: For example, the first row under the 2nd grade column shows 51%. This means that at their current rate of progress, 51% of 2nd graders enrolled in Mayor-sponsored charter schools for the 2006-07 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: ARE THE ORGANIZATIONS EFFECTIVE AND WELL-RUN?

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	Most Mayor-sponsored charter schools had satisfactory financial practices and are in sound fiscal health, and several of the schools benefit from financial assistance that outside organizations provide. However, Charles A. Tindley Accelerated School faces serious short- and long-term financial challenges and must develop and implement a plan that brings both immediate and long-term financial stability to the school. In addition, KIPP Indianapolis College Preparatory School had some financial challenges during the academic year, including an increased reliance on borrowing to support operations. During the 2006-07 school year, the Indiana State Board of Accounts (ISBA) audited schools in their second and fourth years for the time period from July 1, 2004 to June 30, 2006. The ISBA's audit included several adverse findings for each audited school, all of which were minor. All of the audited schools have made a commitment to address these findings. An analysis of schools in their first year of operation found all of them to be in satisfactory financial health, but these schools must closely monitor their financial position in order to become fiscally sound for the long-term. All of the schools should make building adequate financial reserves a priority in coming years.
Board Governance	The majority of the schools' boards demonstrate a strong commitment to academic excellence and student performance. Board members offer a wide range of experiences, backgrounds, expertise, and skills. While many boards provide competent financial and operational oversight, some boards should become more critical and actively engaged in their oversight responsibilities, and should rely less upon school staff reports to guide decisions. Additionally, several boards may wish to consider increasing their size and work to improve attendance at board meetings. A few boards need to improve procedural operations, such as properly publicizing board meetings and recording comprehensive and accurate minutes.
Leadership	Most school leaders are committed to continuous improvement, academic excellence, and providing stable leadership and support for students and staff. Several leadership teams possess expertise in both academics and business operations and management. Some schools, however, struggle to adequately manage their business and operational matters, and need to ensure they have sufficient capacity to appropriately address those areas. Finally, school leaders must ensure that they effectively communicate with students, parents, and staff regarding the schools' priorities and operations.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

K PARENT EVALUATION

	Parents
Overall Satisfaction	82%
Quality of Education 'Very Good' or 'Excellent'	68%
Satisfied with…	
Quality of teaching/instruction	83%
Curriculum/academic program	84%
Individualized student attention	79%
Class size	82%
Services provided to students with special needs	55%
Opportunities for parent participation	81%
School administration	75%
Faculty/teachers	81%
Likely to…	
Recommend school to friends or colleagues	72%
Return to school	75%

L STAFF EVALUATION

	Staff
Overall Satisfaction	78%
Quality of Education 'Very Good' or 'Excellent'	60%
School Improvement Efforts are…	
Focused on student learning	81%
Based on research evidence	68%
Principal at this School…	
Tracks student progress	68%
Works directly with teachers	53%
Makes clear the expectations	68%
Communicates a clear vision	78%
Likely to…	
Recommend school to friends or colleagues	57%
Return to school	71%

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	36%
Write clearly and effectively	43%
Analyze and solve math problems	43%
Learn effectively on my own	35%
Be a responsible community member	32%
Respect people from different backgrounds	43%
Think critically about ideas and problems	43%

QUESTION 3: ARE THE SCHOOLS MEETING THEIR OPERATIONS AND ACCESS OBLIGATIONS?

Of the 16 Mayor-sponsored charter schools open in 2006-07, 14 satisfied their reporting and compliance obligations to the Mayor's Office and other regulatory bodies. However, two of the schools did not. First, KIPP Indianapolis College Preparatory regularly failed to submit required documents to the Mayor's Office and the Indiana Department of Education (IDOE) in a timely manner. For example, the school failed for several months to adequately respond to findings in the school's Title I program audit, and a portion of the school's Title I funding was delayed as a result. The school was also late in submitting its September Student Residence report (DOE-SR), September Student Membership report (DOE-ME), and school calendar to the IDOE. Second, Charles A. Tindley Accelerated School routinely failed to submit compliance documents in a timely manner, was often unprepared for compliance meetings with the Mayor's Office, and was sometimes late in submitting required documents, such as the Biannual Financial Report, to the IDOE. In the future, these schools must recognize the importance of satisfying their reporting requirements and make it a priority to meet those obligations.

Of the 14 schools that did satisfy their reporting and compliance obligations, some nevertheless had difficulty meeting certain requirements. Eight of these schools (21st Century Charter School at Fall Creek, 21st Century Charter School at Fountain Square, Challenge Foundation Academy, Christel House Academy, Decatur Discovery Academy, Indianapolis Lighthouse Charter School, and Indianapolis Metropolitan Career Academies #1 and #2) were late in submitting their September Student Membership reports (DOE-ME) to the IDOE. Four schools (21st Century Charter School at Fall Creek, 21st Century Charter School at Fountain Square, Herron High School, and Indianapolis Lighthouse Charter School) were late in submitting either their August 2006 or February 2007 Biannual Financial Reports to the IDOE. In addition, Southeast Neighborhood School of Excellence did not always submit required compliance documents to the Mayor's Office in a timely manner and was at times unprepared for compliance meetings. Finally, 21st Century Charter School at Fall Creek experienced some delay in producing some documentation of teacher licenses.

One school, Indianapolis Lighthouse Charter School, had problems during the first half of the school year in maintaining a facility conducive to student learning. These facility problems included unsanitary restrooms and unclean conditions in eating areas. The school largely resolved these issues during winter break before the second half of the school year began.

The Mayor's Office gathered information regarding most schools' provision of services to students with disabilities and with limited English proficiency through site visit focus groups and observations. The site visit teams did not note any significant concerns through this process. For each school undergoing either the Fourth Year Charter Review (Andrew J. Brown Academy) or a fifth year follow-up review (21st Century Charter School at Fall Creek and Flanner House Elementary School), a team reviewed the school's special education files to determine whether those files complied with legal and Mayor's Office requirements. Flanner House Elementary School and Andrew J. Brown Academy did not meet those requirements, and had particular trouble ensuring that all students identified with disabilities had complete and up-to-date Individualized Education Plans. The vast majority, though not all, of 21st Century Charter School at Fall Creek's special education files were in compliance. These schools have committed to work toward having all of their files comply with legal and Mayor's Office requirements.

QUESTION 4: ARE THE SCHOOLS PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Expert site visit teams' key comments

Dr. Ruth Green of CELL led expert site visits to each Mayor-sponsored charter school in its first, second, or third year of operation. According to Dr. Green:

- **First-Year Schools.** "All four first year schools had solid openings. Challenge Foundation Academy is commended for recruiting a diverse teaching staff, including five male teachers and four teachers of color. Many of the school's teachers are new to the profession, and the school has committed to providing high quality mentoring and development. Lawrence Early College High School benefits from supportive relationships with community organizations and MSD Lawrence Township, especially in providing services to students with disabilities. The school noted some concerns with its ability to fully implement its early college model, and has resolved to address this challenge in 2007-08. Herron High School was able to recruit a teaching staff with high levels of content knowledge, and has a quality academic program that is characterized by consistently high levels of rigor. Hope Academy has effectively combined its mission of assisting students in recovery from addiction with the school's academic program. The school benefits from a strong relationship with Fairbanks, especially as it relates to clinical staff and administrative support. Each of these four new schools is dedicated to addressing issues that have arisen during the first year, and working to ensure that all students are making significant academic progress."

- **Second-Year Schools.** "The three schools in their second year worked hard to address issues identified during their first year and, in many instances, made real progress. Decatur Discovery Academy benefits from a supportive relationship with MSD Decatur Township. The school took steps toward fully developing and implementing its Expeditionary Learning Outward Bound (ELOB) model by, for example, having teachers visit exemplary ELOB schools and receive coaching from national experts. 21st Century Charter School at Fountain Square had a new principal for the 2006-07 school year, and created a number of new leadership positions that have the potential to positively impact the school's academic program and culture. The new principal noted that increasing academic rigor is among the top priorities for the 2007-08 school year. Indianapolis Lighthouse Charter School has improved in developing classrooms that are orderly with students focused on academic tasks. However, significant concerns remain concerning student attrition, teacher turnover, and low teacher morale that the school's leadership must address."

- **Third-Year Schools.** "Schools in their third year put themselves through a highly-rigorous, evidence-based self-review process. Most schools did an exemplary job in their self-review and were appropriately critical and accurate in assessing their progress. Southeast Neighborhood School of Excellence continues to examine and refine its curriculum by identifying areas in which the curriculum does not align with Indiana standards. This process is especially important for science and social studies, as these areas are not as well-developed as math or language arts. Indianapolis Metropolitan Career Academies #1 and #2 are, consistent with their mission, doing a good job of connecting student interests to student work and activities. However, the schools must ensure that student work is appropriately rigorous, and they need to put into place clear, challenging standards for student performance. Charles A. Tindley Accelerated School's academic program continues to get stronger. Student work that the site visit team reviewed showed evidence of rigor, high expectations of student mastery, and a close connection to well-developed lesson plans aligned with Indiana standards. KIPP Indianapolis College Preparatory continues to have a very strong culture focused on student achievement, and students at the school have shown outstanding academic improvement."

David Soots, an experienced educator and site visit team member, led a two-and-a-half day site visit to Andrew J. Brown Academy, the only school is its fourth year of operation. According to Mr. Soots:

- **Fourth-Year School.** "The team found that Andrew J. Brown Academy has a strong curriculum that is being implemented according to its design and is focused on core learning objectives. The pace of instruction and content delivery, as well as the level of rigor, were appropriate. Teachers employ a variety of learning activities, and the school uses multiple assessments of student performance in order to make effective adjustments to instruction. However, the school needs to improve its hiring and teacher evaluation processes."

Finally, Dr. Green also conducted a follow-up site visit to one school in its fifth year to assess, among other issues, the school's ability to provide appropriate conditions for success. Dr. Green states:

- **Fifth-Year School.** "21st Century Charter School at Fall Creek has developed and started to implement a number of activities and initiatives to strengthen the school's academic model and to develop a high-quality curriculum aligned with Indiana standards. These efforts may improve student performance once the school fully implements them, although it is still too early to know whether they will be effective."

GRADES SERVED IN 2006-07

K-11

NUMBER OF STUDENTS ENROLLED IN 2006-07

307

21st Century Charter School at Fall Creek's mission is to provide an educational program that combines innovative technology-based learning, small group instruction and project-based learning to allow students to learn at their own pace and enable teachers to provide students with more individualized attention.

21ST CENTURY CHARTER SCHOOL AT FALL CREEK
SUMMARY OF PERFORMANCE

21st Century Charter School at Fall Creek's mission is to provide an educational program that combines innovative technology-based learning, small group instruction, and project-based learning to allow students to learn at their own pace and enable teachers to provide students with more individualized attention. The school strives for student growth in character development, academics, life skills, the arts, and wellness.

21st Century Charter School at Fall Creek

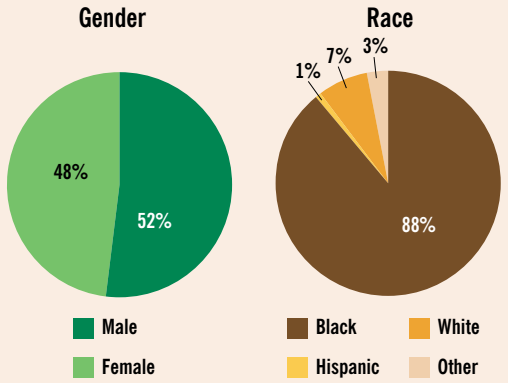
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	K-11	K-12
Maximum possible enrollment	330	390
Students enrolled	307	N/A
Students on waiting list	170	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list while other grade levels may have openings.

21st Century Charter School at Fall Creek

B STUDENT COMPOSITION



	21st Century Charter School at Fall Creek
Free/Reduced Lunch	64%
Special Education	16%
Limited English Proficiency	0%

21st Century Charter School at Fall Creek

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
21st Century Charter School at Fall Creek	96.2%
Indianapolis Public Schools	94.0%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

21st Century Charter School at Fall Creek

D

2006-07 ADEQUATE YEARLY PROGRESS
As Determined by Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate
All students	No	No	Yes	Yes
Black	No	No		Yes
White	Yes	Yes		Yes
Free/reduced lunch	No	No		Yes
Special Education	Yes	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All Students," not for subgroups.

21st Century Charter School at Fall Creek

E

2006-07 PUBLIC LAW 221 CATEGORY PLACEMENT
As Determined by Indiana Department of Education

Category Placement: Academic Progress

The school demonstrated improvement of 7.7% in ISTEP+ pass rates and an overall pass rate of 49.9% to receive an Academic Progress placement.

Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and math. ■ **CHART F** shows how particular grades at the school have performed over time – for example, the orange boxes show how students performed as 3rd graders in 2004, 4th graders in 2005, and 5th graders in 2006. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, the comparisons do provide a general indication of student performance trends.

21st Century Charter School at Fall Creek

F STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
3rd Graders	63%	57%	39%	63%	32%	35%	58%	30%	29%			
4th Graders	45%	61%	75%	40%	57%	57%	35%	46%	50%			
5th Graders	44%	57%	54%	44%	54%	43%	40%	49%	37%	36%	46%	26%
6th Graders	44%	31%	42%	48%	40%	52%	36%	26%	33%			
7th Graders	61%	42%	42%	57%	52%	48%	43%	29%	26%		16%	26%
8th Graders	58%	56%	45%	67%	56%	36%	50%	41%	24%			
9th Graders		60%	67%		40%	33%		40%	33%			
10th Graders		100%			100%			100%				

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES OVER TIME FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2006-07 school year:

- Did students gain ground, lose ground, or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did 21st Century Charter School at Fall Creek's students improve compared to their peers?

NWEA compared the average gains of students at 21st Century Charter School at Fall Creek with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where 21st Century Charter School at Fall Creek's students gained ground, lost ground, or stayed even compared to their peers. 21st Century Charter School at Fall Creek's students gained ground compared to their Indiana peers in 18 out of 23 (78%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 18 out of 23 (78%) grades and subjects (■ **CHART H**).

G ACADEMIC PROGRESS OF STUDENTS

21st Century Charter School at Fall Creek vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	21st Century Charter School at Fall Creek Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	**School**	**IN**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	12.8	14.0			-1.2
2nd Grade Reading	*	13.3			
2nd Grade Language	11.2	13.8			-2.6
3rd Grade Math	14.0	10.1	3.9		
3rd Grade Reading	10.8	8.5	2.3		
3rd Grade Language	11.7	8.5	3.2		
4th Grade Math	10.3	9.1	1.2		
4th Grade Reading	8.7	6.6	2.2		
4th Grade Language	8.8	6.3	2.5		
5th Grade Math	10.2	8.9	1.3		
5th Grade Reading	6.1	5.5		0.6	
5th Grade Language	8.0	5.1	2.8		
6th Grade Math	6.8	7.2		-0.4	
6th Grade Reading	4.9	4.3		0.6	
6th Grade Language	6.1	3.9	2.2		
7th Grade Math	7.5	6.0	1.5		
7th Grade Reading	5.1	3.1	2.0		
7th Grade Language	4.9	2.7	2.2		
8th Grade Math	7.4	4.6	2.7		
8th Grade Reading	4.9	2.8	2.1		
8th Grade Language	8.2	2.4	5.8		
9th Grade Math	6.5	2.9	3.5		
9th Grade Reading	5.5	1.5	4.0		
9th Grade Language	5.25	1.4	4.1		
10th Grade Math	*	2.6			
10th Grade Reading	*	0.6			
10th Grade Language	*	0.9			
Totals			**18**	**3**	**2**

How to Read this Chart: For example, the fourth row under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at the school made an average gain of 14.0 points, compared to 10.1 points for the average IN student. These students "gained ground" compared to the average IN student because their average gains were 3.9 points higher. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

A notation of " " indicates that no data are reported because fewer than 10 students had data in this grade, which follows the Indiana Department of Education's policy of not reporting performance data if there are fewer than 10 students tested.*

H ACADEMIC PROGRESS OF STUDENTS

21st Century Charter School at Fall Creek vs. National Norms (US), Fall 2006 through Spring 2007

	21st Century Charter School at Fall Creek Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	**School**	**US**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	12.8	13.9			-1.1
2nd Grade Reading	*	13.1			
2nd Grade Language	11.2	14.1			-2.9
3rd Grade Math	14.0	10.9	3.1		
3rd Grade Reading	10.8	9.1	1.7		
3rd Grade Language	11.7	9.1	2.6		
4th Grade Math	10.3	8.8	1.5		
4th Grade Reading	8.7	6.5	2.2		
4th Grade Language	8.8	6.3	2.5		
5th Grade Math	10.2	8.7	1.5		
5th Grade Reading	6.1	5.4		0.7	
5th Grade Language	8.0	5.2	2.8		
6th Grade Math	6.8	7.2		-0.4	
6th Grade Reading	4.9	4.3		0.6	
6th Grade Language	6.1	4.0	2.1		
7th Grade Math	7.5	6.0	1.5		
7th Grade Reading	5.1	3.4	1.7		
7th Grade Language	4.9	2.9	2.0		
8th Grade Math	7.4	5.2	2.2		
8th Grade Reading	4.9	3.2	1.7		
8th Grade Language	8.2	2.6	5.6		
9th Grade Math	6.5	3.2	3.3		
9th Grade Reading	5.5	1.6	3.9		
9th Grade Language	5.5	1.4	4.1		
10th Grade Math	*	2.8			
10th Grade Reading	*	0.8			
10th Grade Language	*	1.1			
Totals			**18**	**3**	**2**

How to Read this Chart: For example, the first row under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at the school made an average gain of 12.8 points, compared to 13.9 points for the average US student. These students "lost ground" compared to the average US student because their average gains were 1.1 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

A notation of " " indicates that no data are reported because fewer than 10 students had data in this grade, which follows the Indiana Department of Education's policy of not reporting performance data if there are fewer than 10 students tested.*

Sufficient Gains: What proportion of students is on track to reach proficiency?
NWEA determined the target amount of growth each student needed to achieve between fall 2006 and spring 2007 in order to be on track to become proficient within a certain period of time, typically two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student made "sufficient gains." NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and ■ **CHART I** displays the results.

21st Century Charter School at Fall Creek

I STUDENTS ACHIEVING SUFFICIENT GAINS
To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Math	33%	68%	79%	65%	63%	63%	52%
Reading	56%	42%	67%	48%	59%	63%	60%
Language	38%	61%	76%	54%	64%	68%	78%

How to Read this Chart: For example, the first row under the 2nd grade column shows 33%. This means that at their current rate of progress, 33% of 2nd graders enrolled in this school for the 2006-07 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

21st Century Charter School at Fall Creek

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school is in sound fiscal health, due in part to the financial support and management that the Greater Educational Opportunities (GEO) Foundation provides. Financial practices were managed satisfactorily in 2006-07 with no significant problems.
Board Governance	The school's board is strong and has a diversity of expertise, knowledge, and backgrounds. However, board members sometimes rely too heavily on school staff in making decisions and rarely inquire deeply into statements the school's staff makes or ask for detailed explanations. The board should explore ways to improve its participation at meetings.
Leadership	School leaders demonstrate a solid commitment to the school's mission and dedication to student success. The GEO Foundation, which manages the school, added specialized positions in 2006-07 in order to provide the school with additional resources, including a Curriculum Director. This new capacity has the potential to lead to better educational services.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

21st Century Charter School at Fall Creek

K PARENT EVALUATION

	Parents
Overall Satisfaction	59%
Quality of Education 'Very Good' or 'Excellent'	39%
Satisfied with…	
Quality of teaching/instruction	63%
Curriculum/academic program	63%
Individualized student attention	54%
Class size	61%
Services provided to students with special needs	41%
Opportunities for parent participation	75%
School administration	53%
Faculty/teachers	67%
Likely to…	
Recommend school to friends or colleagues	45%
Return to school	56%

21st Century Charter School at Fall Creek

L STAFF EVALUATION

	Staff
Overall Satisfaction	60%
Quality of Education 'Very Good' or 'Excellent'	25%
School Improvement Efforts are…	
Focused on student learning	45%
Based on research evidence	40%
Principal at this School…	
Tracks student progress	35%
Works directly with teachers	39%
Makes clear the expectations	55%
Communicates a clear vision	55%
Likely to…	
Recommend school to friends or colleagues	35%
Return to school	60%

21st Century Charter School at Fall Creek

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	27%
Write clearly and effectively	31%
Analyze and solve math problems	36%
Learn effectively on my own	28%
Be a responsible community member	28%
Respect people from different backgrounds	35%
Think critically about ideas and problems	35%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

21st Century Charter School at Fall Creek satisfied its obligations in 2006-07 for compliance with laws and regulations and in providing access to students across Indianapolis. The school generally met its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE). However, the school did not produce teacher licenses in a timely manner, had significant difficulty in submitting and correcting the August 2006 Biannual Financial Report to the IDOE, and was late in submitting a signed hard copy of the September DOE Membership Report (DOE-ME) and the February 2007 Biannual Financial Report.

For a school in its fifth year of operation, the Mayor's Office performed a detailed follow-up review of any area in which the school received a "Does Not Meet Standard" rating in its Fourth Year Charter Review. 21st Century Charter School at Fall Creek received such a rating for Question 3.4: "Is the school properly maintaining special education files for its special needs students?"

Accordingly, the Mayor's Office engaged a team to review the school's special education files again during the fifth year. While the team found that not all of the school's special education files were in legal compliance, the vast majority of files were in compliance, and file maintenance has improved considerably since the fourth year. The school should update student Individualized Education Plans as necessary, and work to ensure its procedures enable it to comply with the Mayor's Office's accountability standards, as well as state and federal law.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

For a school in its fifth year of operation, the Mayor's Office performed a detailed follow-up review of any area in which the school received a "Does Not Meet Standard" rating in its Fourth Year Charter Review. 21st Century Charter School at Fall Creek received such ratings for the following:

- Question 4.1: Does the school have a high-quality curriculum and supporting materials for each grade?
- Question 4.2: Are the teaching processes (pedagogies) consistent with the school's mission?
- Question 4.5: Has the school developed adequate human resource systems and deployed its staff effectively?

Accordingly, the Mayor's Office engaged a team to perform a site visit during the school's fifth year to assess these areas. The expert site visit team's key comments are in ■ **CHART N**.

21st Century Charter School at Fall Creek

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• The school has engaged in efforts toward developing a high-quality curriculum that is aligned with Indiana standards, such as creating a curriculum map and setting quarterly expectations for student mastery. • Nearly all teachers appear to be working to implement the school's rotational learning model, which consists of online learning, teacher-led instruction, and project-based work. • The site visit team observed that during teacher-led instruction, most students were on task and engaged in learning. • The school is commended for the teacher evaluation process that it has developed.
Key Areas for Attention	• The effectiveness of teachers' implementation of the rotational learning model varies across classrooms. • In the separate lab the school created for its online learning component, students lost learning time due to misbehavior and many students were not on task. • Although the school's teacher evaluation process is sound, the school should ensure the process is implemented so that teachers receive useful feedback that helps them improve instruction. • The school should use a data-driven process to identify the competencies teachers need to successfully implement the school's learning model, and then provide professional development to help teachers develop those particular skills.

GRADES SERVED IN 2006-07

5-11

NUMBER OF STUDENTS ENROLLED IN 2006-07

210

21st Century Charter School at Fountain Square seeks to use computer technology to engage students in learning and continually track students' academic progress.

21ST CENTURY CHARTER SCHOOL AT FOUNTAIN SQUARE

SUMMARY OF PERFORMANCE

21st Century Charter School at Fountain Square seeks to use computer technology to engage students in learning and continually track students' academic progress. The school endeavors for students to learn at their own pace and benefit from individualized attention from teachers whose mission is to promote academic achievement and character development.

21st Century Charter School at Fountain Square

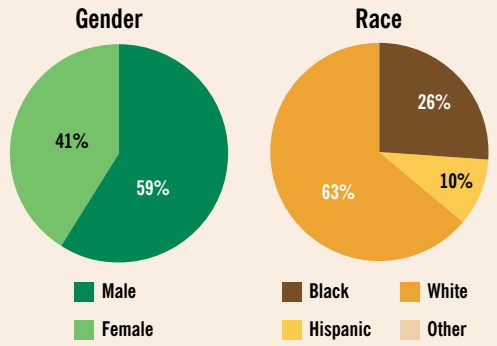
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	5-11	5-12
Maximum possible enrollment	240	322
Students enrolled	210	N/A
Students on waiting list	0	N/A

N/A denotes "Not Applicable."

21st Century Charter School at Fountain Square

B STUDENT COMPOSITION



	21st Century Charter School at Fountain Square
Free/Reduced Lunch	81%
Special Education	10%
Limited English Proficiency	0%

21st Century Charter School at Fountain Square

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
21st Century Charter School at Fountain Square	88.7%
Indianapolis Public Schools	94.0%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

21st Century Charter School at Fountain Square

D

2006-07 ADEQUATE YEARLY PROGRESS
As Determined by Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate
All students	No	No	No	Yes
White	No	No		No
Free/reduced lunch	No	No		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All Students," not for subgroups.

21st Century Charter School at Fountain Square

E

2006-07 PUBLIC LAW 221 CATEGORY PLACEMENT
As Determined by Indiana Department of Education

Category Placement: Academic Probation

The school demonstrated improvement of 1.8% in ISTEP+ pass rates and an overall pass rate of 32.0% to receive an Academic Probation placement.

Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and math. ■ **CHART F** shows how particular grades at the school have performed over time – for example, the blue boxes show how students performed as 6th graders in 2005 and 7th graders in 2006. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, the comparisons do provide a general indication of student performance trends.

21st Century Charter School at Fountain Square

F **STUDENTS PASSING ISTEP+**
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
5th Graders			60%			40%			30%			30%
6th Graders		46%	44%		54%	56%		34%	44%			
7th Graders		26%	29%		20%	57%		9%	29%		11%	100%
8th Graders		22%	28%		24%	32%		14%	13%			
9th Graders		37%	23%		26%	13%		22%	10%			
10th Graders		22%	21%		13%	11%		4%	8%			

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2006-07 school year:

- Did students gain ground, lose ground, or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did 21st Century Charter School at Fountain Square students improve compared to their peers? NWEA compared the average gains of students at 21st Century Charter School at Fountain Square with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where 21st Century Charter School at Fountain Square's students gained ground, lost ground, or stayed even compared to their peers. 21st Century Charter School at Fountain Square's students gained ground compared to their Indiana peers in 5 out of 9 (56%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 5 out of 9 (56%) grades and subjects (■ **CHART H**).

G ACADEMIC PROGRESS OF STUDENTS

21st Century Charter School at Fountain Square vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	21st Century Charter School at Fountain Square Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	**School**	**IN**	**Gained Ground**	**Stayed Even**	**Lost Ground**
5th Grade Math	*	8.9			
5th Grade Reading	*	5.5			
5th Grade Language	*	5.1			
6th Grade Math	*	7.2			
6th Grade Reading	*	4.3			
6th Grade Language	*	3.9			
7th Grade Math	5.2	6.0			-0.8
7th Grade Reading	5.5	3.1	2.4		
7th Grade Language	2.2	2.7		-0.5	
8th Grade Math	-0.3	4.6			-4.9
8th Grade Reading	0.5	2.8			-2.3
8th Grade Language	5.6	2.4	3.3		
9th Grade Math	5.1	2.9	2.1		
9th Grade Reading	5.7	1.5	4.2		
9th Grade Language	6.5	1.4	5.1		
10th Grade Math	*	2.6			
10th Grade Reading	*	0.6			
10th Grade Language	*	0.9			
Totals			**5**	**1**	**3**

How to Read this Chart: For example, the seventh row under the Grade/Subject column is 7th grade math. The numbers in that row show that 7th grade students at the school made an average gain of 5.2 points, compared to 6.0 points for the average IN student. These students "lost ground" compared to the average IN student because their average gains were 0.8 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

A notation of " " indicates that no data are reported because fewer than 10 students had data in this grade, which follows the Indiana Department of Education's policy of not reporting performance data if there are fewer than 10 students tested.*

H ACADEMIC PROGRESS OF STUDENTS

21st Century Charter School at Fountain Square vs. National Norms (US), Fall 2006 through Spring 2007

	21st Century Charter School at Fountain Square Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	**School**	**US**	**Gained Ground**	**Stayed Even**	**Lost Ground**
5th Grade Math	*	8.7			
5th Grade Reading	*	5.4			
5th Grade Language	*	5.2			
6th Grade Math	*	7.2			
6th Grade Reading	*	4.3			
6th Grade Language	*	4.0			
7th Grade Math	5.2	6.0			-0.8
7th Grade Reading	5.5	3.4	2.1		
7th Grade Language	2.2	2.9			-0.7
8th Grade Math	-0.3	5.2			-5.5
8th Grade Reading	0.5	3.2			-2.7
8th Grade Language	5.6	2.6	3.0		
9th Grade Math	5.1	3.2	1.9		
9th Grade Reading	5.7	1.6	4.1		
9th Grade Language	6.5	1.4	5.1		
10th Grade Math	*	2.8			
10th Grade Reading	*	0.8			
10th Grade Language	*	1.1			
Totals			**5**	**0**	**4**

How to Read this Chart: For example, the seventh row under the Grade/Subject column is 7th grade math. The numbers in that row show that 7th grade students at the school made an average gain of 5.2 points, compared to 6.0 points for the average US student. These students "lost ground" compared to the average US student because their average gains were 0.8 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

A notation of " " indicates that no data are reported because fewer than 10 students had data in this grade, which follows the Indiana Department of Education's policy of not reporting performance data if there are fewer than 10 students tested.*

Sufficient Gains: What proportion of students is on track to reach proficiency?
NWEA determined the target amount of growth each student needed to achieve between fall 2006 and spring 2007 in order to be on track to become proficient within a certain period of time, typically two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student made "sufficient gains." NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and ■ **CHART I** displays the results.

21st Century Charter School at Fountain Square

I **STUDENTS ACHIEVING SUFFICIENT GAINS**
To Become Proficient Within Two Years

	5th Grade	6th Grade	7th Grade	8th Grade
Math	63%	50%	51%	43%
Reading	38%	63%	53%	56%
Language	50%	75%	41%	50%

How to Read this Chart: For example, the first row under the 5th grade column shows 63%. This means that at their current rate of progress, 63% of 5th graders enrolled in this school for the 2006-07 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 7th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

21st Century Charter School at Fountain Square

J **EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY**
Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school's financial systems were managed satisfactorily in 2006-07 with no significant problems, due in part to the financial support and management that the Greater Educational Opportunities (GEO) Foundation provides. During the 2006-07 school year, the Indiana State Board of Accounts (ISBA) audited the school's finances for the time period from July 1, 2004 to June 30, 2006. The school's response to the ISBA's findings was included in the official audit report. The report outlined minor findings related to the school's financial accounting practices. In its response, the school disputed whether certain rules applied, but also committed to rectifying the issues in the audit.
Board Governance	The school's board is strong and has a diversity of expertise, knowledge, and backgrounds. However, board members sometimes rely too heavily on school staff in making decisions and rarely inquire deeply into statements the school's staff makes or ask for detailed explanations. The board should explore ways to improve its participation at meetings.
Leadership	The school had a new principal for the 2006-07 school year. The principal and other school leaders have started to address problematic areas, such as school culture and discipline. Due in large part to these efforts, the school continues to stabilize.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

21st Century Charter School at Fountain Square

K PARENT EVALUATION

	Parents
Overall Satisfaction	68%
Quality of Education 'Very Good' or 'Excellent'	39%
Satisfied with…	
Quality of teaching/instruction	69%
Curriculum/academic program	63%
Individualized student attention	71%
Class size	84%
Services provided to students with special needs	57%
Opportunities for parent participation	69%
School administration	68%
Faculty/teachers	64%
Likely to…	
Recommend school to friends or colleagues	49%
Return to school	59%

21st Century Charter School at Fountain Square

L STAFF EVALUATION

	Staff
Overall Satisfaction	86%
Quality of Education 'Very Good' or 'Excellent'	47%
School Improvement Efforts are…	
Focused on student learning	95%
Based on research evidence	80%
Principal at this School…	
Tracks student progress	90%
Works directly with teachers	96%
Makes clear the expectations	95%
Communicates a clear vision	100%
Likely to…	
Recommend school to friends or colleagues	53%
Return to school	76%

21st Century Charter School at Fountain Square

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	23%
Write clearly and effectively	24%
Analyze and solve math problems	22%
Learn effectively on my own	20%
Be a responsible community member	23%
Respect people from different backgrounds	32%
Think critically about ideas and problems	31%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

21st Century Charter School at Fountain Square satisfied its obligations in 2006-07 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 concerns related to these obligations.

The school generally met its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE). However, the school had significant difficulty in submitting and correcting the August 2006 Biannual Financial Report to the IDOE, and was late in submitting a signed hard copy of the September DOE Membership Report (DOE-ME) and the February 2007 Biannual Financial Report.

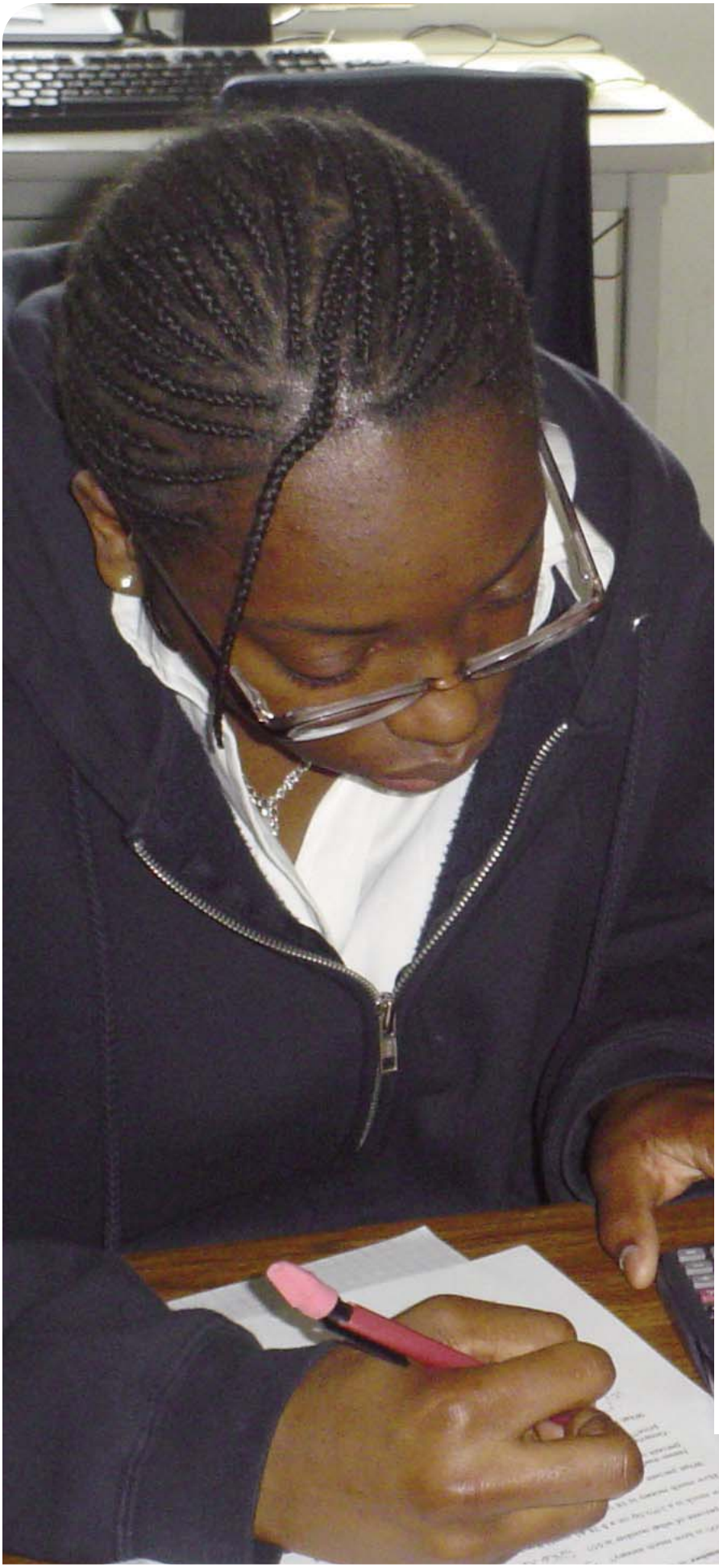
QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

21st Century Charter School at Fountain Square

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• The school has created a number of new positions and has had several personnel changes in leadership that may have a positive impact on the school's academic program and culture. The new school leader has been described as open, accessible, experienced, and focused on student learning. • The school has a strong commitment to serving students with special needs. • The school has hired a new Dean of Students and developed a strong behavior plan that has resulted in fewer fights and conflicts at the school. • Leaders and staff have used student academic performance information to adjust the school's academic program, including the development of supplemental learning opportunities and a summer school program. • Students and parents reported high levels of one-on-one help, communication, support for learning, and individual attention at the school.
Key Areas for Attention	• The school had high levels of administrative and teacher turnover, attrition, and dismissals, especially in core subject areas such as mathematics. The school should focus on stabilizing its administrative and teaching staff. • Increasing the rigor of student work should be an academic priority. The new school leader has noted increasing academic rigor to be among the school's top priorities. • High quality professional development is necessary to effectively implement the school's academic program, especially in the area of project-based learning. • In order to address the school's high student attrition rate, programs and supports must be implemented to ensure that students enrolled at the school are successful. • Increased monitoring and supervision of students before and after school should be a priority. Parents, students, and administrators reported safety concerns about incidents that have occurred during these times.

SafePlace
BKLYN
XPRESS
BX
Where Kids Get Help
fePlace
ereKids get help
Fa st!
KiDS
"Where Kids get



GRADES SERVED IN 2006-07

K-8

NUMBER OF STUDENTS ENROLLED IN 2006-07

609

Andrew J. Brown Academy's mission is to provide a challenging, back-to-basics program aimed at developing the ability of all students to master fundamental academic skills and, ultimately, to increase academic achievement.

ANDREW J. BROWN ACADEMY
SUMMARY OF PERFORMANCE

Andrew J. Brown Academy's mission is to provide a challenging, back-to-basics program aimed at developing the ability of all students to master fundamental academic skills and, ultimately, to increase academic achievement. The school also strives to build good moral character in its students rooted in strong parental involvement. The school is managed by National Heritage Academies and uses its educational model.

Andrew J. Brown Academy

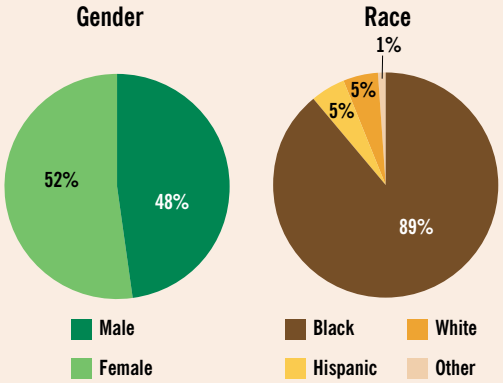
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	K-8	K-8
Maximum possible enrollment	652	704
Students enrolled	609	N/A
Students on waiting list	329	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list while other grade levels may have openings.

Andrew J. Brown Academy

B STUDENT COMPOSITION



	Andrew J. Brown Academy
Free/Reduced Lunch	58%
Special Education	6%
Limited English Proficiency	0%

Andrew J. Brown Academy

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
Andrew J. Brown Academy	96.2%
Indianapolis Public Schools	94.0%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Andrew J. Brown Academy

D

2006-07 ADEQUATE YEARLY PROGRESS
As Determined by Indiana Department of Education

Overall Determination: Yes	English	Math	Attendance	Participation Rate
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All Students," not for subgroups.

Andrew J. Brown Academy

E

2006-07 PUBLIC LAW 221 CATEGORY PLACEMENT
As Determined by Indiana Department of Education

Category Placement: Exemplary Progress

The school demonstrated improvement of 9.9% in ISTEP+ pass rates and an overall pass rate of 70.2% to receive an Exemplary Progress placement.

Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and math. ■ **CHART F** shows how particular grades at the school have performed over time – for example, the orange boxes show how students performed as 3rd graders in 2004, 4th graders in 2005, and 5th graders in 2006. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, the comparisons do provide a general indication of student performance trends.

Andrew J. Brown Academy

F STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
3rd Graders	50%	76%	74%	42%	60%	71%	32%	55%	59%			
4th Graders	51%	79%	65%	50%	75%	66%	39%	68%	55%			
5th Graders	53%	78%	58%	61%	87%	69%	42%	67%	55%	30%	42%	27%
6th Graders	48%	53%	68%	57%	61%	90%	39%	45%	65%			
7th Graders		49%	53%		77%	72%		49%	45%		31%	30%
8th Graders			34%			59%			31%			

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2006-07 school year:

- Did students gain ground, lose ground, or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Andrew J. Brown Academy's students improve compared to their peers?

NWEA compared the average gains of students at Andrew J. Brown Academy with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where Andrew J. Brown Academy's students gained ground, lost ground, or stayed even compared to their peers. Andrew J. Brown Academy's students gained ground compared to their Indiana peers in 21 out of 21 (100%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 21 out of 21 (100%) grades and subjects (■ **CHART H**).

G ACADEMIC PROGRESS OF STUDENTS

Andrew J. Brown Academy vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	Andrew J. Brown Academy Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	**School**	**IN**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	21.9	14.0	7.8		
2nd Grade Reading	20.7	13.3	7.5		
2nd Grade Language	21.9	13.8	8.2		
3rd Grade Math	16.5	10.1	6.4		
3rd Grade Reading	13.3	8.5	4.8		
3rd Grade Language	12.1	8.5	3.6		
4th Grade Math	11.5	9.1	2.4		
4th Grade Reading	9.1	6.6	2.6		
4th Grade Language	10.5	6.3	4.2		
5th Grade Math	12.5	8.9	3.6		
5th Grade Reading	10.4	5.5	4.9		
5th Grade Language	9.6	5.1	4.5		
6th Grade Math	10.3	7.2	3.1		
6th Grade Reading	6.6	4.3	2.3		
6th Grade Language	7.3	3.9	3.4		
7th Grade Math	6.8	6.0	0.8		
7th Grade Reading	5.2	3.1	2.1		
7th Grade Language	5.4	2.7	2.7		
8th Grade Math	6.0	4.6	1.4		
8th Grade Reading	5.4	2.8	2.5		
8th Grade Language	7.8	2.4	5.4		
Totals			**21**	**0**	**0**

How to Read this Chart: For example, the fourth row under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at the school made an average gain of 16.5 points, compared to 10.1 points for the average IN student. These students "gained ground" compared to the average IN student because their average gains were 6.4 points higher. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

H ACADEMIC PROGRESS OF STUDENTS

Andrew J. Brown Academy vs. National Norms (US), Fall 2006 through Spring 2007

	Andrew J. Brown Academy Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	School	US	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	21.9	13.9	8.0		
2nd Grade Reading	20.7	13.1	7.7		
2nd Grade Language	21.9	14.1	7.9		
3rd Grade Math	16.5	10.9	5.6		
3rd Grade Reading	13.3	9.1	4.2		
3rd Grade Language	12.1	9.1	3.0		
4th Grade Math	11.5	8.8	2.7		
4th Grade Reading	9.1	6.5	2.6		
4th Grade Language	10.5	6.3	4.2		
5th Grade Math	12.5	8.7	3.8		
5th Grade Reading	10.4	5.4	5.0		
5th Grade Language	9.6	5.2	4.4		
6th Grade Math	10.3	7.2	3.1		
6th Grade Reading	6.6	4.3	2.3		
6th Grade Language	7.3	4.0	3.3		
7th Grade Math	6.8	6.0	0.8		
7th Grade Reading	5.2	3.4	1.8		
7th Grade Language	5.4	2.9	2.5		
8th Grade Math	6.0	5.2	0.8		
8th Grade Reading	5.4	3.2	2.2		
8th Grade Language	7.8	2.6	5.2		
Totals			**21**	**0**	**0**

How to Read this Chart: For example, the first row under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at the school made an average gain of 21.9 points, compared to 13.9 points for the average US student. These students "gained ground" compared to the average US student because their average gains were 8.0 points higher. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

Sufficient Gains: What proportion of students is on track to reach proficiency?
NWEA determined the target amount of growth each student needed to achieve between fall 2006 and spring 2007 in order to be on track to become proficient within a certain period of time, typically two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student made "sufficient gains." NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and ■ **CHART I** displays the results.

Andrew J. Brown Academy

I STUDENTS ACHIEVING SUFFICIENT GAINS
To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Math	82%	94%	78%	69%	91%	71%	81%
Reading	80%	88%	70%	80%	78%	76%	82%
Language	80%	86%	85%	77%	89%	80%	87%

How to Read this Chart: For example, the first row under the 2nd grade column shows 82%. This means that at their current rate of progress, 82% of 2nd graders enrolled in this school for the 2006-07 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 1 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard," "Meets Standard," and "Exceeds Standard."

Andrew J. Brown Academy

CORE QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Ratings from Fourth Year Charter Review	Finding
1.1 Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	Exceeds Standard
1.2 Are students making substantial and adequate gains over time, as measured using value-added analysis?	Meets Standard

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Andrew J. Brown Academy

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school's financial systems were managed satisfactorily in 2006-07, with no significant problems. During the 2006-07 school year, the Indiana State Board of Accounts (ISBA) audited the school's finances for the time period from July 1, 2004 to June 30, 2006. The report outlined several minor findings related to the school's financial accounting practices. Some of these findings remained from the school's previous ISBA audit and had not yet been satisfactorily addressed. The school's response to the ISBA's findings was included in the official audit report and suggests that the school will rectify these findings.
Board Governance	The board is very supportive of the school principal and committed to addressing the school's needs. The board might consider increasing its size, which currently stands at five members. Increased membership could bring diverse expertise and experience. While the current board members are certainly experienced and thorough, financial oversight needs to become a more active area of engagement for all members.
Leadership	School leadership continues to maintain a school culture characterized by high expectations and a singular focus on student achievement. The school's leader spends significant time observing classrooms and providing feedback to teachers. However, the school's leadership needs to work to improve teacher retention.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

Andrew J. Brown Academy

K PARENT EVALUATION

	Parents
Overall Satisfaction	80%
Quality of Education 'Very Good' or 'Excellent'	66%
Satisfied with…	
Quality of teaching/instruction	79%
Curriculum/academic program	85%
Individualized student attention	73%
Class size	70%
Services provided to students with special needs	48%
Opportunities for parent participation	80%
School administration	74%
Faculty/teachers	77%
Likely to…	
Recommend school to friends or colleagues	70%
Return to school	71%

Andrew J. Brown Academy

L STAFF EVALUATION

	Staff
Overall Satisfaction	51%
Quality of Education 'Very Good' or 'Excellent'	39%
School Improvement Efforts are…	
Focused on student learning	72%
Based on research evidence	63%
Principal at this School…	
Tracks student progress	81%
Works directly with teachers	44%
Makes clear the expectations	62%
Communicates a clear vision	68%
Likely to…	
Recommend school to friends or colleagues	33%
Return to school	42%

Andrew J. Brown Academy

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	33%
Write clearly and effectively	46%
Analyze and solve math problems	28%
Learn effectively on my own	35%
Be a responsible community member	37%
Respect people from different backgrounds	48%
Think critically about ideas and problems	47%

FOURTH YEAR CHARTER REVIEW

For schools in their fourth year of operation, the Mayor's Office and an expert evaluation team determine how well the school is meeting the standards in Question 2 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard," "Meets Standard," and "Exceeds Standard."

Andrew J. Brown Academy

CORE QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Ratings from the Fourth Year Charter Review	Finding
2.1 Is the school in sound fiscal health?	Meets Standard
2.2 Are the school's student enrollment, attendance, and retention rates strong?	Approaching Standard
2.3 Is the school's board active and competent in its oversight?	Meets Standard
2.4 Is there a high level of parent satisfaction with the school?	Meets Standard
2.5 Is the school administration strong in its academic and organizational leadership?	Meets Standard

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Andrew J. Brown Academy satisfied its obligations in 2006-07 for compliance with laws and regulations in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. The school's education management organization, National Heritage Academies, was responsible for maintaining the compliance binder and documents were submitted in a timely manner.

FOURTH YEAR CHARTER REVIEW

For schools in their fourth year of operation, the Mayor's Office and an expert evaluation team determine how well the school is meeting the standards in Question 3 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard," and "Meets Standard."

Andrew J. Brown Academy

CORE QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Ratings from the Fourth Year Charter Review	Finding
3.1 Has the school satisfactorily completed all of its organizational structure and governance obligations?	Meets Standard
3.2 Is the school's physical plant safe and conducive to learning?	Meets Standard
3.3 Has the school established and implemented a fair and appropriate pupil enrollment process?	Meets Standard
3.4 Is the school properly maintaining special education files for its special needs students?	Does Not Meet Standard
3.5 Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Not Applicable

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Andrew J. Brown Academy

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• The school has a high quality, consistently implemented curriculum that is aligned with Indiana standards, due in large part to the curricular support that National Heritage Academies provides. • The school effectively uses learning standards and assessments to inform and improve instruction. The school administers a number of standardized tests and formative assessments that give the school information on student performance, and then uses data from these assessments to guide curriculum development and make adjustments to instruction. • Ongoing communication with students and parents is clear and helpful. Parents understand the reports the school produces and sends home, and are satisfied with the quality and frequency of other communications from the school. • Faculty and student interactions are respectful and supportive. All students interviewed indicated positive relationships with teachers, and the principal was present during the morning arrival, greeting students in the hallways.
Key Areas for Attention	• Nearly every constituent at the school identified teacher turnover as a significant problem. The school must further develop systems to ensure that its hiring process enables it to select teachers who are appropriate for the school and then supports new staff members once they are hired. • The school should further develop its teacher evaluation plan, as it is not sufficiently explicit and is not regularly implemented with a clear process and criteria. • Many appropriate examples of professional development were evident in the school, but there is a need to involve teachers more in the professional development planning and decision making process. The school should set clear guidelines and procedures related to professional development that all teachers can understand. • Teachers noted that student behavior has improved since the school hired a school-parent liaison, but still indicated a desire for a more comprehensive school-wide plan and more administrative support with discipline.

FOURTH YEAR CHARTER REVIEW

For schools in their fourth year of operation, an expert evaluation team determines how well the school is meeting the standards in Question 4 of the Performance Framework based on a multi-day site visit. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard," and "Meets Standard."

Andrew J. Brown Academy

CORE QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Ratings from the Fourth Year Charter Review	Finding
4.1 Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
4.2 Are the teaching processes (pedagogies) consistent with the school's mission?	Meets Standard
4.3 For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Not Applicable
4.4 Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard
4.5 Has the school developed adequate human resource systems and deployed its staff effectively?	Does Not Meet Standard
4.6 Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7 Is the school climate conducive to student and staff success?	Approaching Standard
4.8 Is ongoing communication with students and parents clear and helpful?	Meets Standard

GRADES SERVED IN 2006-07

K-5

NUMBER OF STUDENTS ENROLLED IN 2006-07

257

The Challenge Foundation Academy's mission is to offer a first-class education to every child.

CHALLENGE FOUNDATION ACADEMY
SUMMARY OF PERFORMANCE

The Challenge Foundation Academy's mission is to offer a first-class education to every child. The school embraces scientifically based instructional models, enhanced curriculum design, state of the art technology, and high academic standards built on a foundation of high moral and ethical character.

Challenge Foundation Academy

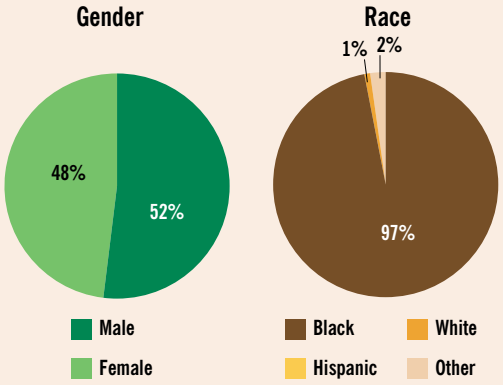
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	K-5	K-5
Maximum possible enrollment	264	468
Students enrolled	257	N/A
Students on waiting list	199	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list while other grade levels may have openings.

Challenge Foundation Academy

B STUDENT COMPOSITION



	Challenge Foundation Academy
Free/Reduced Lunch	57%
Special Education	9%
Limited English Proficiency	0%

Challenge Foundation Academy

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
Challenge Foundation Academy	97.9%
Indianapolis Public Schools	94.0%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Because 2006-07 was Challenge Foundation Academy's first year in operation, it did not receive an Adequate Yearly Progress rating or Public Law 221 category placement. As a result, there are no Charts D or E for this school.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and math. Because 2006-07 was Challenge Foundation Academy's first year in operation, and the ISTEP+ was administered in the fall shortly after the school opened, this school's ISTEP+ results reflect its students' starting levels of academic achievement rather than the school's performance.

Challenge Foundation Academy

F STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
3rd Graders			58%			42%			40%			
4th Graders			50%			48%			41%			
5th Graders			40%			33%			25%			23%

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2006-07 school year:

- Did students gain ground, lose ground, or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Challenge Foundation Academy's students improve compared to their peers?

NWEA compared the average gains of students at Challenge Foundation Academy with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where Challenge Foundation Academy's students gained ground, lost ground, or stayed even compared to their peers. Challenge Foundation Academy's students gained ground compared to their Indiana peers in 0 out of 12 (0%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 0 out of 12 (0%) grades and subjects (■ **CHART H**) .

Challenge Foundation Academy

G **ACADEMIC PROGRESS OF STUDENTS**
Challenge Foundation Academy vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	Challenge Foundation Academy Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	School	IN	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	8.9	14.0			-5.2
2nd Grade Reading	11.4	13.3			-1.8
2nd Grade Language	10.9	13.8			-2.9
3rd Grade Math	6.1	10.1			-3.9
3rd Grade Reading	7.2	8.5			-1.3
3rd Grade Language	6.7	8.5			-1.8
4th Grade Math	8.3	9.1			-0.7
4th Grade Reading	7.0	6.6		0.4	
4th Grade Language	5.8	6.3		-0.4	
5th Grade Math	6.1	8.9			-2.8
5th Grade Reading	4.9	5.5		-0.6	
5th Grade Language	3.2	5.1			-1.9
Totals			**0**	**3**	**9**

How to Read this Chart: For example, the fourth row under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at the school made an average gain of 6.1 points, compared to 10.1 points for the average IN student. These students "lost ground" compared to the average IN student because their average gains were 3.9 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

H ACADEMIC PROGRESS OF STUDENTS

Challenge Foundation Academy vs. National Norms (US), Fall 2006 through Spring 2007

	Challenge Foundation Academy Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	**School**	**US**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	8.9	13.9			-5.0
2nd Grade Reading	11.4	13.1			-1.6
2nd Grade Language	10.9	14.1			-3.2
3rd Grade Math	6.1	10.9			-4.8
3rd Grade Reading	7.2	9.1			-1.9
3rd Grade Language	6.7	9.1			-2.4
4th Grade Math	8.3	8.8		-0.5	
4th Grade Reading	7.0	6.5		-0.5	
4th Grade Language	5.8	6.3		-0.4	
5th Grade Math	6.1	8.7			-2.6
5th Grade Reading	4.9	5.4		-0.5	
5th Grade Language	3.2	5.2			-2.0
Totals			**0**	**4**	**8**

How to Read this Chart: For example, the first row under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at the school made an average gain of 8.9 points, compared to 13.9 points for the average US student. These students "lost ground" compared to the average US student because their average gains were 5.0 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

Sufficient Gains: What proportion of students is on track to reach proficiency?
NWEA determined the target amount of growth each student needed to achieve between fall 2006 and spring 2007 in order to be on track to become proficient within a certain period of time, typically two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student made "sufficient gains." NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and ■ **CHART I** displays the results.

Challenge Foundation Academy

I STUDENTS ACHIEVING SUFFICIENT GAINS
To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade
Math	26%	46%	72%	55%
Reading	44%	44%	56%	48%
Language	46%	63%	56%	44%

How to Read this Chart: For example, the first row under the 2nd grade column shows 26%. This means that at their current rate of progress, 26% of 2nd graders enrolled in this school for the 2006-07 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Challenge Foundation Academy

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY
Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school finished its first year in satisfactory fiscal health. The school's board is commended for its detailed attention to the school's finances. The school has also taken steps to ensure the school's fiscal health is secured long-term.
Board Governance	The school's board is commended for having members from diverse professional experiences, areas of expertise, and backgrounds. The board is committed to academic excellence and student performance. Members are also very receptive to parents and staff, taking concerns seriously. Board meetings are held monthly and are announced well in advance. The board closely monitors school finances, paying close attention to details in contracts and the budget.
Leadership	The school has organized a leadership team with several areas of responsibility. The leadership team provides support related to instructional practice, academic planning, and professional development. However, the school needs to improve its day-to-day operational leadership.

PARENT AND STAFF SURVEY RESULTS

Challenge Foundation Academy

K PARENT EVALUATION

	Parents
Overall Satisfaction	87%
Quality of Education 'Very Good' or 'Excellent'	74%
Satisfied with…	
Quality of teaching/instruction	88%
Curriculum/academic program	89%
Individualized student attention	81%
Class size	86%
Services provided to students with special needs	49%
Opportunities for parent participation	85%
School administration	75%
Faculty/teachers	87%
Likely to…	
Recommend school to friends or colleagues	81%
Return to school	78%

Challenge Foundation Academy

L STAFF EVALUATION

	Staff
Overall Satisfaction	76%
Quality of Education 'Very Good' or 'Excellent'	69%
School Improvement Efforts are…	
Focused on student learning	81%
Based on research evidence	63%
Principal at this School…	
Tracks student progress	60%
Works directly with teachers	56%
Makes clear the expectations	75%
Communicates a clear vision	75%
Likely to…	
Recommend school to friends or colleagues	82%
Return to school	81%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Challenge Foundation Academy satisfied its obligations in 2006-07 for compliance with laws and regulations in providing access to students across Indianapolis. The school had some difficulty implementing the appropriate level of special education services at the beginning of the school year, but appropriately addressed the issue.

The school generally met its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE). The school had difficulty submitting its September Membership (DOE-ME) and Student Residence (DOE-SR) report properly, and was late in submitting its school calendar to the IDOE, but corrected these problems in a timely manner.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Challenge Foundation Academy

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• The school had a strong and orderly opening, which is especially noteworthy given that the school moved into a new building shortly after the school year began. • The school's diverse teaching staff, including five male teachers and four teachers of color, is a strong asset. • The school leader has been described as a strong instructional leader who focuses on academic rigor and is accessible to teachers. • The majority of teachers led a variety of classroom activities, communicated high expectations, monitored learning effectively, and provided appropriate feedback. • Students reported that they were proud to be students at the school, that it was a privilege to be a Challenge Foundation Academy student, and that teachers cared about and respected them.
Key Areas for Attention	• The school leader needs sufficient support to adequately manage both school operations and academics. • The school has a large number of new teachers, and it must ensure they have access to high quality mentoring and development. • The site visit team noted there were unsupervised students in the hallway outside classrooms for discipline reasons. The school should ensure there is adequate supervision and develop systems to maximize student learning time. • Enabling teachers to meet the needs of students with a wide range of academic performance, including students with special needs, should be a priority for professional development. • Some concerns with the school's transportation plan were noted. The school needs to ensure that its plan is not a barrier for attendance, and communicate clear procedures to ensure the safe and orderly drop-off and pick-up of students.

GRADES SERVED IN 2006-07

6-11

NUMBER OF STUDENTS ENROLLED IN 2006-07

245

Charles A. Tindley Accelerated School's mission is to **empower** students – regardless of their past academic performance – to become **successful** students who graduate with the capacity for college and career **opportunities.**

CHARLES A. TINDLEY ACCELERATED SCHOOL
SUMMARY OF PERFORMANCE

Charles A. Tindley Accelerated School's mission is to empower students – regardless of their past academic performance – to become successful students who graduate with the capacity for college and career opportunities. The school's accelerated learning program is designed to intellectually engage, inspire and spur academic achievement through a college preparatory curriculum.

Charles A. Tindley Accelerated School

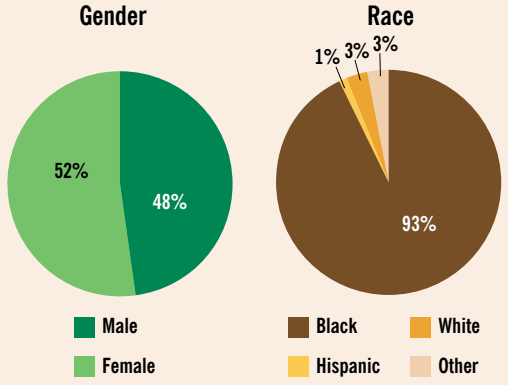
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	6-11	6-12
Maximum possible enrollment	320	400
Students enrolled	245	N/A
Students on waiting list	0	N/A

"N/A" denotes "Not Applicable."

Charles A. Tindley Accelerated School

B STUDENT COMPOSITION



	Charles A. Tindley Accelerated School
Free/Reduced Lunch	55%
Special Education	7%
Limited English Proficiency	1%

Charles A. Tindley Accelerated School

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
Charles A. Tindley Accelerated School	96.0%
Indianapolis Public Schools	94.0%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Charles A. Tindley Accelerated School

D

2006-07 ADEQUATE YEARLY PROGRESS
As Determined by Indiana Department of Education

Overall Determination: Yes	English	Math	Attendance	Participation Rate
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All Students," not for subgroups.

Charles A. Tindley Accelerated School

E

2006-07 PUBLIC LAW 221 CATEGORY PLACEMENT
As Determined by Indiana Department of Education

Category Placement: Commendable Progress

The school demonstrated improvement of 3.9% in ISTEP+ pass rates and an overall pass rate of 62.2% to receive a Commendable Progress placement.

Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and math. ■ **CHART F** shows how particular grades at the school have performed over time – for example, the pink boxes show how students performed as 8th graders in 2004, 9th graders in 2005, and 10th graders in 2006. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, the comparisons do provide a general indication of student performance trends.

Charles A. Tindley Accelerated School

F STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
6th Graders			65%			70%			54%			
7th Graders		50%	59%		55%	69%		32%	48%		18%	22%
8th Graders	45%	52%	63%	40%	46%	72%	32%	32%	57%			
9th Graders	52%	59%	83%	28%	47%	79%	27%	42%	72%			
10th Graders		72%	74%		35%	47%		33%	41%			

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2006-07 school year:

- Did students gain ground, lose ground, or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Charles A. Tindley Accelerated School's students improve compared to their peers? NWEA compared the average gains of students at Charles A. Tindley Accelerated School with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**).

The charts show where Charles A. Tindley Accelerated School's students gained ground, lost ground, or stayed even compared to their peers. Charles A. Tindley Accelerated School's students gained ground compared to their Indiana peers in 4 out of 15 (27%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 3 out of 15 (20%) grades and subjects (■ **CHART H**).

Charles A. Tindley Accelerated School

G ACADEMIC PROGRESS OF STUDENTS

Charles A. Tindley Accelerated School vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	Charles A. Tindley Accelerated School Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	**School**	**IN**	**Gained Ground**	**Stayed Even**	**Lost Ground**
6th Grade Math	3.7	7.2			-3.5
6th Grade Reading	4.1	4.3		-0.2	
6th Grade Language	0.3	3.9			-3.6
7th Grade Math	6.7	6.0		0.7	
7th Grade Reading	4.0	3.1	0.9		
7th Grade Language	2.3	2.7		-0.4	
8th Grade Math	3.2	4.6			-1.4
8th Grade Reading	2.1	2.8		-0.7	
8th Grade Language	4.0	2.4	1.6		
9th Grade Math	2.1	2.9			-0.8
9th Grade Reading	2.0	1.5		0.6	
9th Grade Language	-0.3	1.4			-1.8
10th Grade Math	2.1	2.6		-0.5	
10th Grade Reading	7.9	0.6	7.3		
10th Grade Language	2.8	0.9	1.9		
Totals			**4**	**6**	**5**

How to Read this Chart: For example, the first row under the Grade/Subject column is 6th grade math. The numbers in that row show that 6th grade students at the school made an average gain of 3.7 points, compared to 7.2 points for the average IN student. These students "lost ground" compared to the average IN student because their average gains were 3.5 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

H ACADEMIC PROGRESS OF STUDENTS

Charles A. Tindley Accelerated School vs. National Norms (US), Fall 2006 through Spring 2007

	Charles A. Tindley Accelerated School Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	**School**	**US**	**Gained Ground**	**Stayed Even**	**Lost Ground**
6th Grade Math	3.7	7.2			-3.5
6th Grade Reading	4.1	4.3		-0.2	
6th Grade Language	0.3	4.0			-3.7
7th Grade Math	6.7	6.0		0.7	
7th Grade Reading	4.0	3.4		0.6	
7th Grade Language	2.3	2.9		-0.6	
8th Grade Math	3.2	5.2			-2.0
8th Grade Reading	2.1	3.2			-1.1
8th Grade Language	4.0	2.6	1.4		
9th Grade Math	2.1	3.2			-1.1
9th Grade Reading	2.0	1.6		0.4	
9th Grade Language	-0.3	1.4			-1.7
10th Grade Math	2.1	2.8		-0.7	
10th Grade Reading	7.9	0.8	7.1		
10th Grade Language	2.8	1.1	1.7		
Totals			**3**	**6**	**6**

How to Read this Chart: For example, the first row under the Grade/Subject column is 6th grade math. The numbers in that row show that 6th grade students at the school made an average gain of 3.7 points, compared to 7.2 points for the average US student. These students "lost ground" compared to the average US student because their average gains were 3.5 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

Sufficient Gains: What proportion of students is on track to reach proficiency?
NWEA determined the target amount of growth each student needed to achieve between fall 2006 and spring 2007 in order to be on track to become proficient within a certain period of time, typically two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student made "sufficient gains." NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and ■ **CHART I** displays the results.

Charles A. Tindley Accelerated School

I **STUDENTS ACHIEVING SUFFICIENT GAINS**
To Become Proficient Within Two Years

	6th Grade	7th Grade	8th Grade
Math	57%	88%	78%
Reading	74%	65%	76%
Language	58%	68%	85%

How to Read this Chart: For example, the first row under the 6th grade column shows 57%. This means that at their current rate of progress, 57% of 6th graders enrolled in this school for the 2006-07 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 8th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Charles A. Tindley Accelerated School

J **EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY**
Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	Charles A. Tindley Accelerated School faces serious financial challenges. The school has low levels of reserve funds, is highly dependent on external contributions and fundraising to support its operational expenses, and is heavily in debt, due primarily to high facility costs. During the 2006-07 school year, the school fell significantly short of its enrollment projections, which worsened its financial position. The school's board is exploring ways to increase its fundraising, and the school's administration recognizes the importance of being near full enrollment. It is imperative that the school's leadership develop and implement a plan that brings both immediate and long-term financial stability to the school and allows the school to fulfill its educational mission.
Board Governance	The school's board members are highly motivated and active, consistently offering innovative ideas for solving problems. The wide range of expertise among board members has been an asset to the school. The board has seen some turnover in the past year, with some members leaving their positions. Further, the board must ensure that it posts adequate notice of all meetings and keeps accurate minutes in order to comply with the Open Door Law.
Leadership	School leadership has been stable over the last three years and created a culture characterized by high expectations for student performance. School leaders should, however, work more closely with staff in planning school improvement efforts.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

Charles A. Tindley Accelerated School

K PARENT EVALUATION

	Parents
Overall Satisfaction	87%
Quality of Education 'Very Good' or 'Excellent'	79%
Satisfied with…	
Quality of teaching/instruction	86%
Curriculum/academic program	95%
Individualized student attention	87%
Class size	90%
Services provided to students with special needs	48%
Opportunities for parent participation	89%
School administration	79%
Faculty/teachers	87%
Likely to…	
Recommend school to friends or colleagues	85%
Return to school	87%

Charles A. Tindley Accelerated School

L STAFF EVALUATION

	Staff
Overall Satisfaction	88%
Quality of Education 'Very Good' or 'Excellent'	88%
School Improvement Efforts are…	
Focused on student learning	92%
Based on research evidence	68%
Principal at this School…	
Tracks student progress	84%
Works directly with teachers	36%
Makes clear the expectations	68%
Communicates a clear vision	76%
Likely to…	
Recommend school to friends or colleagues	56%
Return to school	56%

Charles A. Tindley Accelerated School

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	45%
Write clearly and effectively	53%
Analyze and solve math problems	55%
Learn effectively on my own	36%
Be a responsible community member	28%
Respect people from different backgrounds	45%
Think critically about ideas and problems	46%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Charles A. Tindley Accelerated School failed to satisfy its reporting and compliance obligations to the Mayor's Office and to the Indiana Department of Education (IDOE) during the 2006-07 school year. The school often did not submit compliance documents in a timely manner and was routinely unprepared for compliance meetings with the Mayor's Office. In addition, the school was late in submitting the August 2006 Biannual Financial Report and its Title I monitoring reports to the IDOE. The school must recognize the importance of satisfying these reporting requirements, and make complying with these obligations a priority for the 2007-08 school year.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Charles A. Tindley Accelerated School

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• The school engaged in an excellent, rigorous process for its third year self-review, and is commended for its exemplary work in completing the review. • Overall, the student assignments the site visit team reviewed were challenging and reflected high expectations. Students appeared to be developing a mastery of content knowledge and skills. • All student work was tied to well-developed lesson plans with clear learning goals that addressed appropriate Indiana standards. Teachers consistently demonstrated their knowledge of Indiana standards. • The site visit team saw evidence of a school-wide writing process – students write regularly, and many writing samples addressed complex issues.
Key Areas for Attention	• There is variability in experience and effectiveness among teachers. The school should identify strong teaching practices and develop a plan to share those practices with all teachers. • The staff should decide what role technology will serve at the school and determine how to enable students to develop their technology skills. • The school may consider identifying grade-level and content-area lead teachers, and providing time and support to allow teachers to work in grade-level and content-area teams. • The school should work to identify ways to help students further develop their critical thinking skills.

GRADES SERVED IN 2006-07

K-8

NUMBER OF STUDENTS ENROLLED IN 2006-07

384

Christel House Academy strives to equip students with the desire for lifelong learning; strengthen their civic, ethical and moral values; and prepare them to be self-sufficient, contributing members of society.

CHRISTEL HOUSE ACADEMY
SUMMARY OF PERFORMANCE

Christel House Academy strives to: equip students 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's goal is to provide an outstanding education to a traditionally underserved population, allowing its students to achieve the academic proficiency necessary for higher education.

Christel House Academy

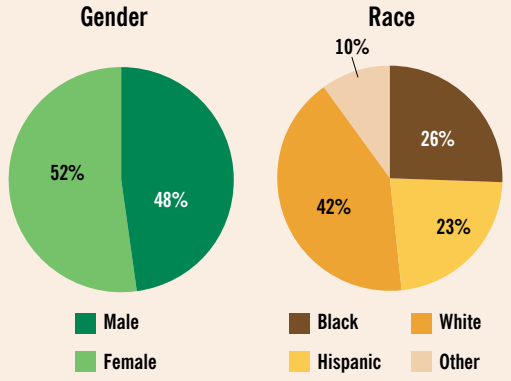
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	K-8	K-8
Maximum possible enrollment	383	450
Students enrolled	384	N/A
Students on waiting list	100	N/A

"N/A" denotes "Not Applicable." Actual enrollment may exceed the maximum enrollment stated in the Charter by 10 percent.

Christel House Academy

B STUDENT COMPOSITION



	Christel House Academy
Free/Reduced Lunch	81%
Special Education	14%
Limited English Proficiency	17%

Christel House Academy

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
Christel House Academy	96.3%
Indianapolis Public Schools	94.0%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Christel House Academy

D 2006-07 ADEQUATE YEARLY PROGRESS
As Determined by Indiana Department of Education

Overall Determination: Yes	English	Math	Attendance	Participation Rate
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
Hispanic	Yes	Yes		Yes
White	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All Students," not for subgroups.

Christel House Academy

E 2006-07 PUBLIC LAW 221 CATEGORY PLACEMENT
As Determined by Indiana Department of Education

Category Placement: Exemplary Progress

The school demonstrated improvement of 9.4% in ISTEP+ pass rates and an overall pass rate of 72.8% to receive an Exemplary Progress placement.

Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and math. ■ **CHART F** shows how particular grades at the school have performed over time – for example, the orange boxes show how students performed as 3rd graders in 2004, 4th graders in 2005, and 5th graders in 2006. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, the comparisons do provide a general indication of student performance trends.

Christel House Academy

F STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
3rd Graders	60%	70%	72%	60%	59%	60%	47%	54%	53%			
4th Graders	52%	61%	68%	58%	65%	64%	40%	50%	57%			
5th Graders	53%	63%	72%	60%	57%	74%	47%	48%	60%	47%	43%	62%
6th Graders	67%	44%	73%	63%	63%	79%	48%	41%	67%			
7th Graders		67%	43%		67%	62%		52%	38%		29%	38%
8th Graders			67%			61%			50%			

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2006-07 school year:

- Did students gain ground, lose ground, or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Christel House Academy's students improve compared to their peers?

NWEA compared the average gains of students at Christel House Academy with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where Christel House Academy's students gained ground, lost ground, or stayed even compared to their peers. Christel House Academy's students gained ground compared to their Indiana peers in 8 out of 21 (38%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 7 out of 21 (33%) grades and subjects (■ **CHART H**).

G ACADEMIC PROGRESS OF STUDENTS

Christel House Academy vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	Christel House Academy Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	**School**	**IN**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	14.3	14.0		0.2	
2nd Grade Reading	15.8	13.3	2.5		
2nd Grade Language	16.5	13.8	2.7		
3rd Grade Math	8.3	10.1			-1.8
3rd Grade Reading	8.2	8.5		-0.2	
3rd Grade Language	11.0	8.5	2.5		
4th Grade Math	9.4	9.1		0.4	
4th Grade Reading	10.7	6.6	4.1		
4th Grade Language	11.5	6.3	5.2		
5th Grade Math	7.5	8.9			-1.5
5th Grade Reading	5.0	5.5		-0.5	
5th Grade Language	5.4	5.1		0.3	
6th Grade Math	5.6	7.2			-1.6
6th Grade Reading	3.7	4.3		-0.6	
6th Grade Language	4.8	3.9	1.0		
7th Grade Math	3.4	6.0			-2.5
7th Grade Reading	2.2	3.1			-0.9
7th Grade Language	1.4	2.7			-1.3
8th Grade Math	5.1	4.6		0.5	
8th Grade Reading	3.9	2.8	1.0		
8th Grade Language	6.9	2.4	4.5		
Totals			**8**	**7**	**6**

How to Read this Chart: For example, the fourth row under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at the school made an average gain of 8.3 points, compared to 10.1 points for the average IN student. These students "lost ground" compared to the average IN student because their average gains were 1.8 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

H ACADEMIC PROGRESS OF STUDENTS

Christel House Academy vs. National Norms (US), Fall 2006 through Spring 2007

	Christel House Academy Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	**School**	**US**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	14.3	13.9		0.4	
2nd Grade Reading	15.8	13.1	2.7		
2nd Grade Language	16.5	14.1	2.5		
3rd Grade Math	8.3	10.9			-2.6
3rd Grade Reading	8.2	9.1			-0.9
3rd Grade Language	11.0	9.1	1.9		
4th Grade Math	9.4	8.8		0.6	
4th Grade Reading	10.7	6.5	4.2		
4th Grade Language	11.5	6.3	5.2		
5th Grade Math	7.5	8.7			-1.2
5th Grade Reading	5.0	5.4		-0.4	
5th Grade Language	5.4	5.2		0.2	
6th Grade Math	5.6	7.2			-1.6
6th Grade Reading	3.7	4.3		-0.6	
6th Grade Language	4.8	4.0	0.8		
7th Grade Math	3.4	6.0			-2.6
7th Grade Reading	2.2	3.4			-1.2
7th Grade Language	1.4	2.9			-1.5
8th Grade Math	5.1	5.2		-0.1	
8th Grade Reading	3.9	3.2		0.7	
8th Grade Language	6.9	2.6	4.3		
Totals			**7**	**7**	**7**

How to Read this Chart: For example, the first row under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at the school made an average gain of 14.3 points, compared to 13.9 points for the average US student. These students "stayed even" compared to the average US student because their average gains were only 0.4 points higher. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

Sufficient Gains: What proportion of students is on track to reach proficiency?
NWEA determined the target amount of growth each student needed to achieve between fall 2006 and spring 2007 in order to be on track to become proficient within a certain period of time, typically two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student made "sufficient gains." NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and ■ **CHART I** displays the results.

Christel House Academy

I STUDENTS ACHIEVING SUFFICIENT GAINS
To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Math	58%	74%	73%	71%	77%	41%	75%
Reading	67%	74%	78%	80%	77%	56%	71%
Language	62%	77%	84%	60%	71%	43%	86%

How to Read this Chart: For example, the first row under the 2nd grade column shows 58%. This means that at their current rate of progress, 58% of 2nd graders enrolled in this school for the 2006-07 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Christel House Academy

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY
Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school is in sound fiscal health, due in part to the financial support of Christel House International. Financial practices were managed satisfactorily in 2006-07 with no significant problems.
Board Governance	The board is engaged in the school's activities and is committed to its success. Members provide competent oversight, especially over financial and operational matters. Board members have diverse backgrounds, offer varying professional expertise, and possess relevant knowledge about the school. The board holds meetings quarterly, and the meetings involve participation by parents and teachers. The board demonstrates clear support for the new school leader, who communicates openly and honestly about the school's performance and progress.
Leadership	The school had a new leader during the 2006-07 school year who has helped maintain an environment of high standards and support for both staff and students.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

Christel House Academy

K PARENT EVALUATION

	Parents
Overall Satisfaction	94%
Quality of Education 'Very Good' or 'Excellent'	83%
Satisfied with…	
Quality of teaching/instruction	93%
Curriculum/academic program	91%
Individualized student attention	88%
Class size	84%
Services provided to students with special needs	68%
Opportunities for parent participation	88%
School administration	88%
Faculty/teachers	88%
Likely to…	
Recommend school to friends or colleagues	87%
Return to school	90%

Christel House Academy

L STAFF EVALUATION

	Staff
Overall Satisfaction	94%
Quality of Education 'Very Good' or 'Excellent'	87%
School Improvement Efforts are…	
Focused on student learning	91%
Based on research evidence	78%
Principal at this School…	
Tracks student progress	97%
Works directly with teachers	71%
Makes clear the expectations	90%
Communicates a clear vision	91%
Likely to…	
Recommend school to friends or colleagues	53%
Return to school	75%

Christel House Academy

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	27%
Write clearly and effectively	37%
Analyze and solve math problems	56%
Learn effectively on my own	28%
Be a responsible community member	29%
Respect people from different backgrounds	40%
Think critically about ideas and problems	29%

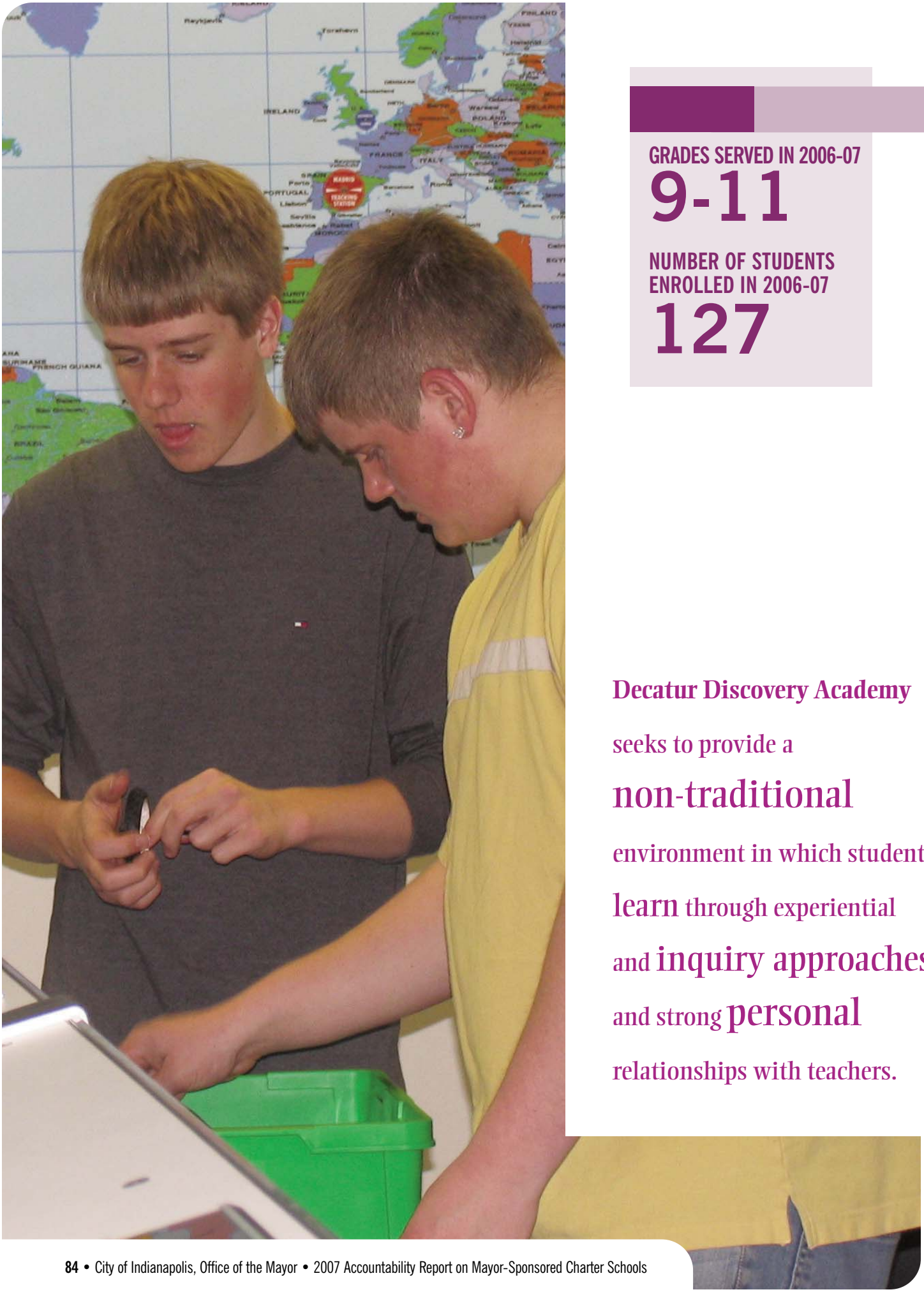
QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Christel House Academy satisfied its obligations in 2006-07 for compliance with laws and regulations, and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was late in submitting a signed hard copy of the September Student Membership Report (DOE-ME) to the Indiana Department of Education. The school has since assigned compliance responsibility to a specific staff member, and all requirements have been met in a timely manner.

For a school in its fifth year of operation, the Mayor's Office performed a detailed follow-up review of any area in which the school received a "Does Not Meet Standard" rating in its Fourth Year Charter Review. Because Christel House Academy did not receive any such ratings relating to Question 3 of the Performance Framework, the Mayor's Office did not perform any follow-up reviews of the school in this area. The Mayor's Office did review all standard accountability data the school provided during the 2006-07 school year, and no significant concerns were identified.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

For a school in its fifth year of operation, the Mayor's Office performed a detailed follow-up review of any area in which the school received a "Does Not Meet Standard" rating in its Fourth Year Charter Review. Because Christel House Academy did not receive any such ratings relating to Question 4 of the Performance Framework, the Mayor's Office did not perform any follow-up reviews of the school in this area. The Mayor's Office did review all standard accountability data the school provided during the 2006-07 school year, and no significant concerns were identified.



GRADES SERVED IN 2006-07

9-11

NUMBER OF STUDENTS ENROLLED IN 2006-07

127

Decatur Discovery Academy seeks to provide a non-traditional environment in which students learn through experiential and inquiry approaches and strong personal relationships with teachers.

DECATUR DISCOVERY ACADEMY
SUMMARY OF PERFORMANCE

Decatur Discovery Academy seeks to provide a non-traditional environment in which students learn through experiential and inquiry approaches and strong personal relationships with teachers. Using the Expeditionary Learning Schools Outward Bound model, the school attempts to work with students individually to ensure that they graduate from high school and pursue post-secondary educational opportunities.

Decatur Discovery Academy

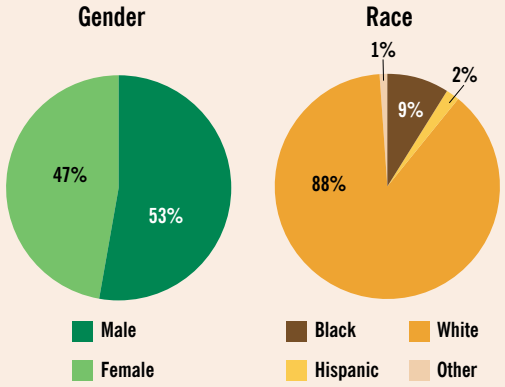
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	9-11	9-12
Maximum possible enrollment	150	200
Students enrolled	127	N/A
Students on waiting list	15	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list while other grade levels may have openings.

Decatur Discovery Academy

B STUDENT COMPOSITION



	Decatur Discovery Academy
Free/Reduced Lunch	47%
Special Education	3%
Limited English Proficiency	0%

Decatur Discovery Academy

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
Decatur Discovery Academy	90.6%
MSD Decatur Township	95.6%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Decatur Discovery Academy

D 2006-07 ADEQUATE YEARLY PROGRESS
As Determined by Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate
All students	Yes	No	Yes	No

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All Students," not for subgroups.

Decatur Discovery Academy

E 2006-07 PUBLIC LAW 221 CATEGORY PLACEMENT
As Determined by Indiana Department of Education

Category Placement: Academic Probation

The school demonstrated a decrease of 4.0% in ISTEP+ pass rates and an overall pass rate of 41.5% to receive an Academic Probation placement.

Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and math. **CHART F** shows how particular grades at the school have performed over time – for example, the blue boxes show how students performed as 9th graders in 2005 and 10th graders in 2006. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, the comparisons do provide a general indication of student performance trends.

Decatur Discovery Academy

F STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
9th Graders		40%	35%		28%	20%		18%	17%			
10th Graders		32%	43%		24%	30%		20%	24%			

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could determine whether students gained ground, lost ground, or stayed even compared to their peers nationally and in Indiana during the 2006-07 school year. Because NWEA does not publish proficiency levels for high school grades, it could not determine what proportion of students in this school made sufficient progress to reach proficiency over time. As a result, there is no Chart I for this school.

Comparative Gains: How much did Decatur Discovery Academy's students improve compared to their peers?

NWEA compared the average gains of students at Decatur Discovery Academy with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where Decatur Discovery Academy's students gained ground, lost ground, or stayed even compared to their peers. Decatur Discovery Academy's students gained ground compared to their Indiana peers in 3 out of 6 (50%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 3 out of 6 (50%) grades and subjects (■ **CHART H**).

Decatur Discovery Academy

G **ACADEMIC PROGRESS OF STUDENTS**
Decatur Discovery Academy vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	Decatur Discovery Academy Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	**School**	**IN**	**Gained Ground**	**Stayed Even**	**Lost Ground**
9th Grade Math	1.7	2.9			-1.2
9th Grade Reading	2.3	1.5		0.8	
9th Grade Language	4.3	1.4	2.9		
10th Grade Math	-2.1	2.6			-4.7
10th Grade Reading	4.4	0.6	3.8		
10th Grade Language	2.3	0.9	1.4		
Totals			**3**	**1**	**2**

How to Read this Chart: For example, the fourth row under the Grade/Subject column is 10th grade math. The numbers in that row show that 10th grade students at the school made an average gain of -2.1 points, compared to 2.6 points for the average IN student. These students "lost ground" compared to the average IN student because their average gains were 4.7 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

Decatur Discovery Academy

H ACADEMIC PROGRESS OF STUDENTS

Decatur Discovery Academy vs. National Norms (US), Fall 2006 through Spring 2007

	Decatur Discovery Academy Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	**School**	**US**	**Gained Ground**	**Stayed Even**	**Lost Ground**
9th Grade Math	1.7	3.2			-1.5
9th Grade Reading	2.3	1.6		0.7	
9th Grade Language	4.3	1.4	2.9		
10th Grade Math	-2.1	2.8			-4.9
10th Grade Reading	4.4	0.8	3.6		
10th Grade Language	2.3	1.1	1.2		
Totals			**3**	**1**	**2**

How to Read this Chart: For example, the first row under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at the school made an average gain of 1.7 points, compared to 3.2 points for the average US student. These students "lost ground" compared to the average US student because their average gains were 1.5 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Decatur Discovery Academy

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school's financial systems were managed satisfactorily in 2006-07, with no significant problems. During the 2006-07 school year, the Indiana State Board of Accounts (ISBA) audited the school's finances for the time period from January 1, 2005 to June 30, 2006. The school did not respond to the ISBA's findings in time for a response to be included in the official report. The report outlined minor findings related to the school's financial accounting practices. Since the official audit report was released, the school's leadership team has made a commitment to rectify these findings.
Board Governance	The board strongly believes in the school's mission and is very supportive of instructional and curriculum efforts. However, the board should become more engaged in the school's financial and business operations, and may consider adding parent representation to the board. Further, attendance at board meetings was inconsistent, with three members missing four or more meetings.
Leadership	The school benefits from stable leadership and support to students and staff. The school's principal was described as strong, knowledgeable, and focused on improvement. The school also receives exemplary leadership assistance and expertise from MSD Decatur Township.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

Decatur Discovery Academy

K PARENT EVALUATION

	Parents
Overall Satisfaction	83%
Quality of Education 'Very Good' or 'Excellent'	56%
Satisfied with…	
Quality of teaching/instruction	74%
Curriculum/academic program	71%
Individualized student attention	77%
Class size	86%
Services provided to students with special needs	54%
Opportunities for parent participation	68%
School administration	72%
Faculty/teachers	79%
Likely to…	
Recommend school to friends or colleagues	59%
Return to school	77%

Decatur Discovery Academy

L STAFF EVALUATION

	Staff
Overall Satisfaction	73%
Quality of Education 'Very Good' or 'Excellent'	27%
School Improvement Efforts are…	
Focused on student learning	100%
Based on research evidence	82%
Principal at this School…	
Tracks student progress	63%
Works directly with teachers	91%
Makes clear the expectations	100%
Communicates a clear vision	100%
Likely to…	
Recommend school to friends or colleagues	54%
Return to school	72%

Decatur Discovery Academy

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	27%
Write clearly and effectively	38%
Analyze and solve math problems	38%
Learn effectively on my own	33%
Be a responsible community member	32%
Respect people from different backgrounds	41%
Think critically about ideas and problems	39%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

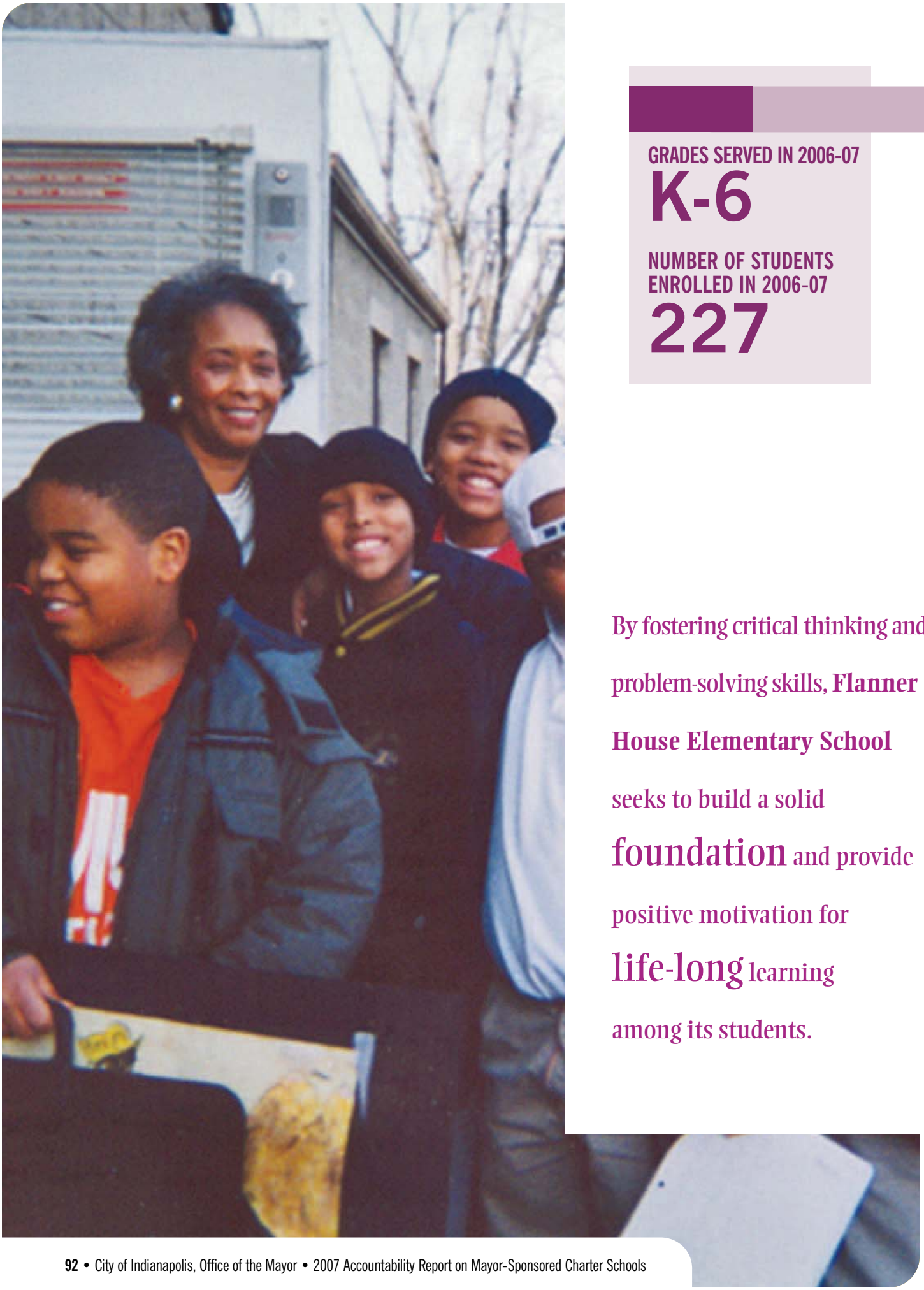
Decatur Discovery Academy satisfied its obligations in 2006-07 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was late in submitting a signed hard copy of the September Student Membership (DOE-ME) and Student Residence (DOE-SR) reports to the Indiana Department of Education.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Decatur Discovery Academy

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• MSD Decatur Township continues to be strong partner with the school. The school corporation provides resources and works with the school to remove barriers to success, such as providing transportation for expeditions. • The new school leader was reported to be available, open, honest, and dedicated to school improvement, especially as it relates to strengthening the school's culture and implementation of the school's Expeditionary Learning Outward Bound learning model. • Professional development for teachers and staff was strong, especially on the design of Expeditionary Learning. Teachers visited an Expeditionary Learning school and received significant support from a national Expeditionary Learning Coach. • School culture has improved. All constituents report that the school is "orderly" and "more settled" compared to last year, and the majority of students say they like the school because of the small size, the one-on-one attention and support for learning, the caring teachers, and the hands-on Expeditionary Learning experiences.
Key Areas for Attention	• The school had a number of students who withdrew or were removed for disciplinary reasons this year. The school should develop systems to document reasons for withdrawal and continue to develop disciplinary systems that prevent problematic behavior in order to better enable students to remain at the school. • Processes, structures, and support for ensuring college readiness and post-high school transition for all students are currently underdeveloped. Developing these systems must be a priority as successful post-high school transition is central to the school's mission. • The site team noted large differences across classrooms related to effective classroom management practices. The school should make these areas a focus of its professional development plan. • Support in the design of Expeditionary Learning was strong, but implementation of design features is currently not well-supported.



GRADES SERVED IN 2006-07

K-6

NUMBER OF STUDENTS ENROLLED IN 2006-07

227

By fostering critical thinking and problem-solving skills, **Flanner House Elementary School** seeks to build a solid foundation and provide positive motivation for life-long learning among its students.

FLANNER HOUSE ELEMENTARY SCHOOL

SUMMARY OF PERFORMANCE

By fostering critical thinking and problem-solving skills, Flanner House Elementary School seeks to build a solid foundation and provide positive motivation for life-long learning among its students. The school strives to educate the "whole person" in order to allow students to achieve their highest potential.

Flanner House Elementary School

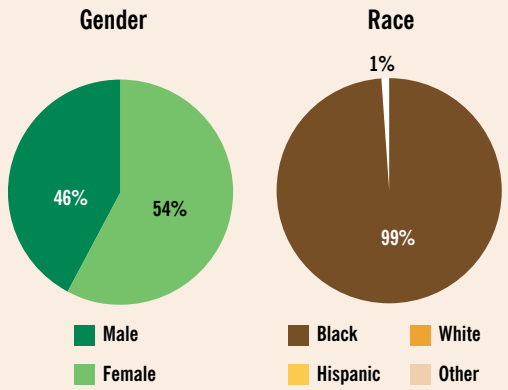
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	K-6	K-6
Maximum possible enrollment	300	300
Students enrolled	227	N/A
Students on waiting list	18	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list while other grade levels may have openings.

Flanner House Elementary School

B STUDENT COMPOSITION



	Flanner House Elementary School
Free/Reduced Lunch	57%
Special Education	8%
Limited English Proficiency	0%

Flanner House Elementary School

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
Flanner House Elementary School	95.6%
Indianapolis Public Schools	94.0%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Flanner House Elementary School

D

2006-07 ADEQUATE YEARLY PROGRESS
As Determined by Indiana Department of Education

Overall Determination: Yes	English	Math	Attendance	Participation Rate
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All Students," not for subgroups.

Flanner House Elementary School

E

2006-07 PUBLIC LAW 221 CATEGORY PLACEMENT
As Determined by Indiana Department of Education

Category Placement: Academic Probation

The school demonstrated a decrease of 8.6% in ISTEP+ pass rates and an overall pass rate of 59.8% to receive an Academic Probation placement.

Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and math. ■ **CHART F** shows how particular grades at the school have performed over time – for example, the orange boxes show how students performed as 3rd graders in 2004, 4th graders in 2005, and 5th graders in 2006. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, the comparisons do provide a general indication of student performance trends.

Flanner House Elementary School

F STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
3rd Graders	89%	67%	61%	69%	69%	45%	64%	56%	36%			
4th Graders	56%	64%	58%	56%	61%	88%	44%	42%	54%			
5th Graders	77%	79%	52%	77%	83%	52%	68%	76%	41%	41%	34%	56%
6th Graders	91%	81%	74%	82%	81%	74%	73%	67%	58%			

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2006-07 school year:

- Did students gain ground, lose ground, or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Flanner House Elementary School's students improve compared to their peers?

NWEA compared the average gains of students at Flanner House Elementary School with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where Flanner House Elementary School's students gained ground, lost ground, or stayed even compared to their peers. Flanner House Elementary School's students gained ground compared to their Indiana peers in 0 out of 15 (0%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 0 out of 15 (0%) grades and subjects (■ **CHART H**).

Flanner House Elementary School

G **ACADEMIC PROGRESS OF STUDENTS**
Flanner House Elementary School vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	Flanner House Elementary School Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	**School**	**IN**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	8.2	14.0			-5.8
2nd Grade Reading	6.9	13.3			-6.4
2nd Grade Language	9.6	13.8			-4.1
3rd Grade Math	6.6	10.1			-3.5
3rd Grade Reading	6.1	8.5			-2.4
3rd Grade Language	7.3	8.5			-1.2
4th Grade Math	8.8	9.1		-0.2	
4th Grade Reading	4.4	6.6			-2.2
4th Grade Language	6.3	6.3		-0.1	
5th Grade Math	6.4	8.9			-2.5
5th Grade Reading	5.4	5.5		-0.1	
5th Grade Language	2.5	5.1			-2.7
6th Grade Math	6.7	7.2		-0.5	
6th Grade Reading	4.4	4.3		0.1	
6th Grade Language	3.7	3.9		-0.2	
Totals			**0**	**6**	**9**

How to Read this Chart: For example, the fourth row under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at the school made an average gain of 6.6 points, compared to 10.1 points for the average IN student. These students "lost ground" compared to the average IN student because their average gains were 3.5 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

H ACADEMIC PROGRESS OF STUDENTS

Flanner House Elementary School vs. National Norms (US), Fall 2006 through Spring 2007

	Flanner House Elementary School Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	**School**	**US**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	8.2	13.9			-5.6
2nd Grade Reading	6.9	13.1			-6.2
2nd Grade Language	9.6	14.1			-4.4
3rd Grade Math	6.6	10.9			-4.3
3rd Grade Reading	6.1	9.1			-3.0
3rd Grade Language	7.3	9.1			-1.8
4th Grade Math	8.8	8.8		0.0	
4th Grade Reading	4.4	6.5			-2.1
4th Grade Language	6.3	6.3		0.0	
5th Grade Math	6.4	8.7			-2.3
5th Grade Reading	5.4	5.4		0.0	
5th Grade Language	2.5	5.2			-2.7
6th Grade Math	6.7	7.2		-0.5	
6th Grade Reading	4.4	4.3		0.1	
6th Grade Language	3.7	4.0		-0.3	
Totals			**0**	**6**	**9**

How to Read this Chart: For example, the first row under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at the school made an average gain of 8.2 points, compared to 13.9 points for the average US student. These students "lost ground" compared to the average US student because their average gains were 5.6 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

Sufficient Gains: What proportion of students is on track to reach proficiency?
NWEA determined the target amount of growth each student needed to achieve between fall 2006 and spring 2007 in order to be on track to become proficient within a certain period of time, typically two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student made "sufficient gains." NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and ■ **CHART I** displays the results.

Flanner House Elementary School

I STUDENTS ACHIEVING SUFFICIENT GAINS
To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Math	40%	24%	62%	58%	75%
Reading	23%	31%	60%	50%	76%
Language	31%	45%	62%	33%	76%

How to Read this Chart: For example, the first row under the 2nd grade column shows 40%. This means that at their current rate of progress, 40% of 2nd graders enrolled in this school for the 2006-07 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Flanner House Elementary School

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY
Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school is in satisfactory fiscal health due in part to its relationship with Flanner House of Indianapolis, Inc. The school may strengthen its financial position by increasing its reserve balance and engaging in an operating and capital campaign.
Board Governance	All board members demonstrate a passion for and dedication to the school, and actively engage in all areas of the school, particularly its finances. They routinely volunteer to assist with special projects, both individually and by forming committees to address certain issues. The board must ensure that it keeps proper minutes at every board meeting, even when the board secretary is absent. The quality of minutes from board meetings has improved this year, but needs additional improvement.
Leadership	The school had a new principal for the 2006-07 school year who shared some leadership responsibilities with the school's Director of Education. School leaders have been integral in ensuring both a family-like atmosphere and a high level of parent involvement within the school. The school needs to ensure that it appropriately delineates the roles of the principal and Director of Education.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

Flanner House Elementary School

K PARENT EVALUATION

	Parents
Overall Satisfaction	93%
Quality of Education 'Very Good' or 'Excellent'	84%
Satisfied with…	
Quality of teaching/instruction	93%
Curriculum/academic program	92%
Individualized student attention	87%
Class size	91%
Services provided to students with special needs	61%
Opportunities for parent participation	92%
School administration	91%
Faculty/teachers	91%
Likely to…	
Recommend school to friends or colleagues	87%
Return to school	83%

Flanner House Elementary School

L STAFF EVALUATION

	Staff
Overall Satisfaction	77%
Quality of Education 'Very Good' or 'Excellent'	82%
School Improvement Efforts are…	
Focused on student learning	88%
Based on research evidence	89%
Principal at this School…	
Tracks student progress	71%
Works directly with teachers	76%
Makes clear the expectations	76%
Communicates a clear vision	71%
Likely to…	
Recommend school to friends or colleagues	77%
Return to school	88%

Flanner House Elementary School

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	29%
Write clearly and effectively	47%
Analyze and solve math problems	41%
Learn effectively on my own	35%
Be a responsible community member	47%
Respect people from different backgrounds	41%
Think critically about ideas and problems	35%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Flanner House Elementary School satisfied its obligations in 2006-07 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was late in submitting a Title I monitoring report and its K-3 class size reduction (Primetime) report to the Indiana Department of Education.

For a school in its fifth year of operation, the Mayor's Office performed a detailed follow-up review of any area in which the school received a "Does Not Meet Standard" rating in its Fourth Year Charter Review. Flanner House Elementary School received such a rating for Question 3.4: "Is the school properly maintaining special education files for its special needs students?"

Accordingly, the Mayor's Office retained a team to review the school's special education files again during the fifth year. The team found that many of the school's files still were not in compliance with legal and Mayor's Office requirements. For example, six files did not contain current Individualized Education Plans (IEPs) for students. The school should initiate case conferences and add current IEPs to the files as necessary. The school should also ensure there is a systematic process for maintaining and filing documents for special education students.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

For a school in its fifth year of operation, the Mayor's Office performed a detailed follow-up review of any area in which the school received a "Does Not Meet Standard" rating in its Fourth Year Charter Review. Because Flanner House Elementary School did not receive any such ratings relating to Question 4 of the Performance Framework, the Mayor's Office did not perform any follow-up reviews of the school in this area. The Mayor's Office did review all standard accountability data the school provided during the 2006-07 school year, and no significant concerns were identified.

GRADES SERVED IN 2006-07

9

NUMBER OF STUDENTS ENROLLED IN 2006-07

98

Herron High School provides a classical liberal arts education with early college experiences.

HERRON HIGH SCHOOL

SUMMARY OF PERFORMANCE

Herron High School provides a classical liberal arts education with early college experiences. The school's curriculum is structured around an art history timeline and emphasizes the classic art and literature of many cultures.

Herron High School

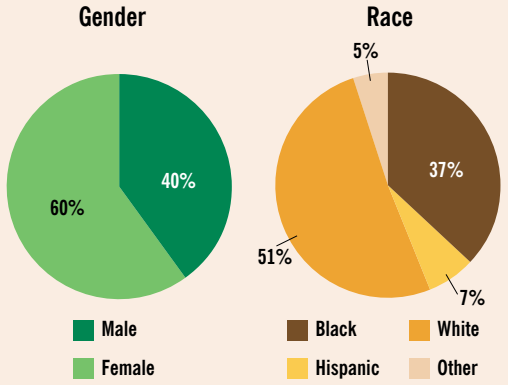
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	9	9-12
Maximum possible enrollment	100	400
Students enrolled	98	N/A
Students on waiting list	20	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list while other grade levels may have openings.

Herron High School

B STUDENT COMPOSITION



	Herron High School
Free/Reduced Lunch	31%
Special Education	7%
Limited English Proficiency	7%

Herron High School

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
Herron High School	95.1%
Indianapolis Public Schools	94.0%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Because 2006-07 was Herron High School's first year in operation, it did not receive an Adequate Yearly Progress rating or Public Law 221 category placement. As a result, there are no Charts D or E for this school.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 in both English and math. Because 2006-07 was Herron High School's first year in operation, and the ISTEP+ was administered in the fall shortly after the school opened, this school's ISTEP+ results reflect students' starting levels of academic achievement rather than the school's performance.

Herron High School

F STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
9th Graders			75%			61%			56%			

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could determine whether students gained ground, lost ground, or stayed even compared to their peers nationally and in Indiana during the 2006-07 school year. Because NWEA does not publish proficiency levels for high school grades, it could not determine what proportion of students in this school made sufficient progress to reach proficiency over time. As a result, there is no Chart I for this school.

Comparative Gains: How much did Herron High School's students improve compared to their peers?

NWEA compared the average gains of students at Herron High School with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where Herron High School's students gained ground, lost ground, or stayed even compared to their peers. Herron High School's students gained ground compared to their Indiana peers in 3 out of 3 (100%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 3 out of 3 (100%) grades and subjects (■ **CHART H**).

Herron High School

G ACADEMIC PROGRESS OF STUDENTS

Herron High School vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	Herron High School Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	School	IN	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	5.4	2.9	2.5		
9th Grade Reading	5.4	1.5	3.9		
9th Grade Language	4.2	1.4	2.8		
Totals			**3**	**0**	**0**

How to Read this Chart: For example, the first row under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at the school made an average gain of 5.4 points, compared to 2.9 points for the average IN student. These students "gained ground" compared to the average IN student because their average gains were 2.5 points higher. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

Herron High School

H ACADEMIC PROGRESS OF STUDENTS

Herron High School vs. National Norms (US), Fall 2006 through Spring 2007

	Herron High School Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	School	US	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	5.4	3.2	2.2		
9th Grade Reading	5.4	1.6	3.8		
9th Grade Language	4.2	1.4	2.8		
Totals			**3**	**0**	**0**

How to Read this Chart: For example, the first row under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at the school made an average gain of 5.4 points, compared to 3.2 points for the average US student. These students "gained ground" compared to the average US student because their average gains were 2.2 points higher. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Herron High School

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school finished its first year in satisfactory fiscal health. It benefits from strong community partners that have helped with fiscal management and fundraising.
Board Governance	The school's board members are actively engaged in the school, are competent in their oversight and stewardship, and have a broad range of school-specific knowledge and professional expertise. Board members' engagement in the local community helped the school create support for the new facility despite some challenges. However, board meeting attendance needs to improve, as five board members missed four or more meetings in 2006-07 and board members did not always stay for the entire meeting.
Leadership	School leaders are committed to continuous improvement and to extensive, timely support for staff and students. School leaders demonstrate an understanding of student learning and use data to improve instruction. Staff and students report that school leaders are strong, available, open, and committed.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

Herron High School

K PARENT EVALUATION

	Parents
Overall Satisfaction	83%
Quality of Education 'Very Good' or 'Excellent'	75%
Satisfied with…	
Quality of teaching/instruction	93%
Curriculum/academic program	91%
Individualized student attention	92%
Class size	98%
Services provided to students with special needs	48%
Opportunities for parent participation	78%
School administration	78%
Faculty/teachers	92%
Likely to…	
Recommend school to friends or colleagues	73%
Return to school	77%

Herron High School

L STAFF EVALUATION

	Staff
Overall Satisfaction	100%
Quality of Education 'Very Good' or 'Excellent'	91%
School Improvement Efforts are…	
Focused on student learning	91%
Based on research evidence	91%
Principal at this School…	
Tracks student progress	90%
Works directly with teachers	72%
Makes clear the expectations	91%
Communicates a clear vision	100%
Likely to…	
Recommend school to friends or colleagues	100%
Return to school	91%

Herron High School

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	57%
Write clearly and effectively	61%
Analyze and solve math problems	51%
Learn effectively on my own	42%
Be a responsible community member	30%
Respect people from different backgrounds	54%
Think critically about ideas and problems	65%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

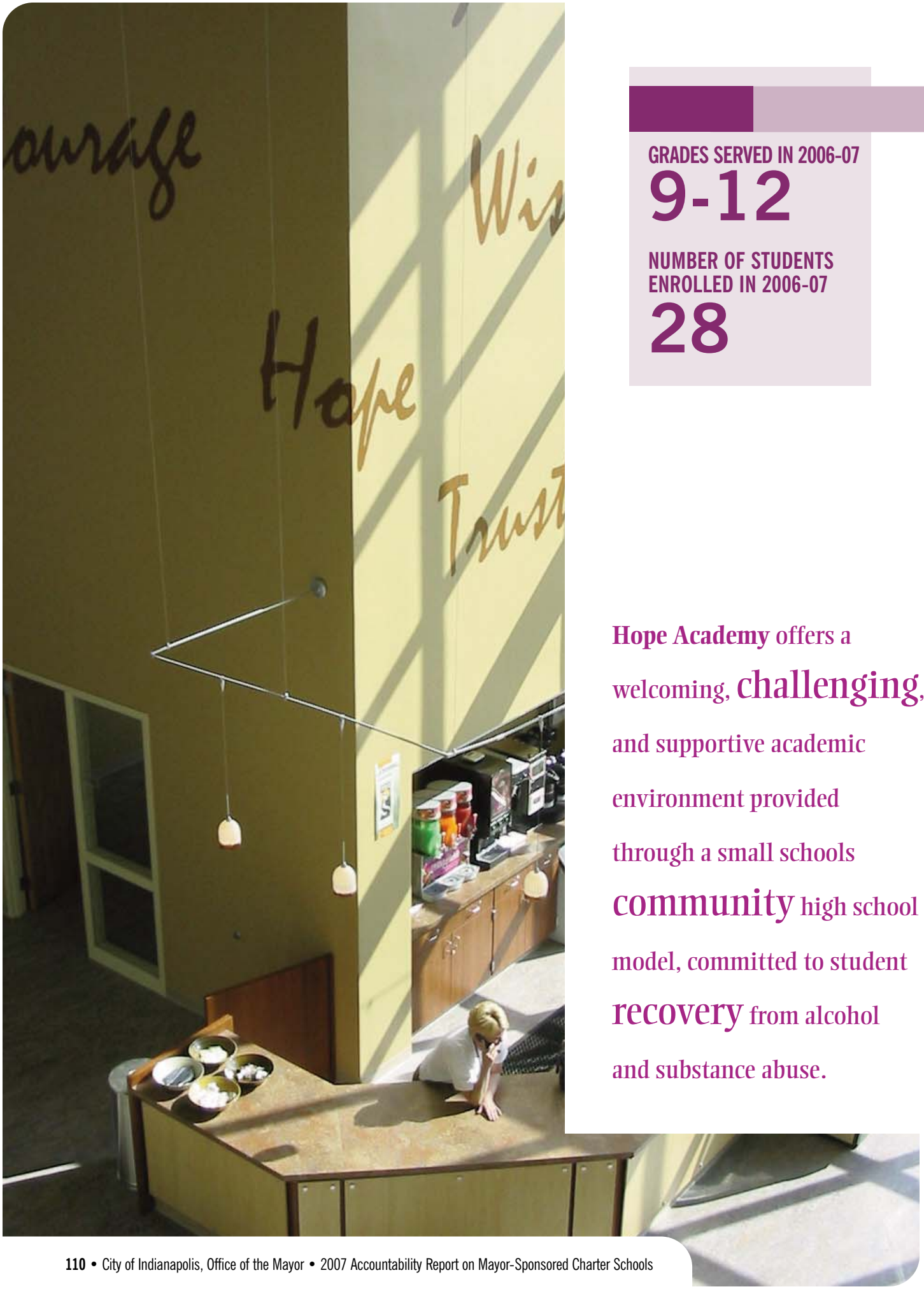
Herron High School satisfied its obligations in 2006-07 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was late in submitting its February 2007 Biannual financial report to the Indiana Department of Education.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Herron High School

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• Herron High School had a strong and orderly opening and, notably, had no student attrition during its first year. • The school has a number of teachers with high levels of content knowledge including a Ph.D, a national board certified teacher, and a licensed engineer. • School leadership was reported to be strong, available, open, committed to children, and focused on supporting teachers. • The school has implemented a number of innovative structures and practices expected to promote student learning, including a full time graduation coach, a partnership with Marian College for early college experiences, a grading system that encourages work completion and mastery, and a schedule that facilitates time for teacher collaboration, co-planning, and meeting with individual students. • Classroom observations indicate consistently high levels of rigor, a range of learning activities for students, high levels of monitoring and feedback related to student work, and high expectations that are consistently communicated.
Key Areas for Attention	• The school must ensure that efforts to acquaint students and parents with the school prior to filling out an application (for example, voluntary pre-application information sharing sessions with parents and shadow days for students) do not unintentionally discourage parents from enrolling their children. • Constituents noted there was unequal student engagement. The school indicated that it is committed to working with students who are not engaged. • The school has three first-year teachers. While the school is providing some support for these teachers, it should ensure that these teachers are being adequately mentored. • The school should continue to develop the classical learning model and support teacher development, especially as teachers implement the curriculum at higher grade levels.



GRADES SERVED IN 2006-07

9-12

NUMBER OF STUDENTS ENROLLED IN 2006-07

28

Hope Academy offers a welcoming, challenging, and supportive academic environment provided through a small schools community high school model, committed to student recovery from alcohol and substance abuse.

HOPE ACADEMY
SUMMARY OF PERFORMANCE

Hope Academy offers a welcoming, challenging, and supportive academic environment provided through a small schools community high school model, committed to student recovery from alcohol and substance abuse. The mission of the school is to provide a safe, sober, and challenging school experience for students who share a commitment to academic achievement and personal development.

Hope Academy

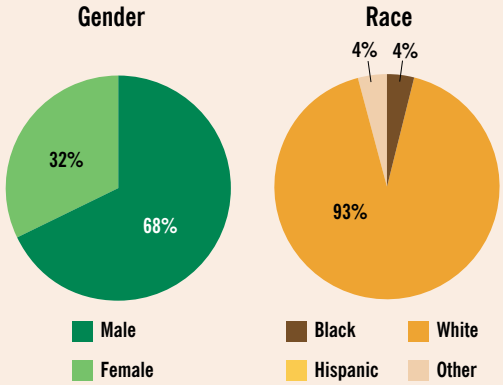
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	9-12	9-12
Maximum possible enrollment	30	120
Students enrolled	28	N/A
Students on waiting list	0	N/A

"N/A" denotes "Not Applicable."

Hope Academy

B STUDENT COMPOSITION



	Hope Academy
Free/Reduced Lunch	14%
Special Education	14%
Limited English Proficiency	0%

Hope Academy

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
Hope Academy	91.9%
MSD Lawrence Township	95.5%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Because 2006-07 was Hope Academy's first year, the Indiana Department of Education (IDOE) did not issue an AYP determination or Public Law 221 category placement for the school. In addition, this report does not include any ISTEP+ or NWEA MAP test scores for Hope Academy because fewer than 10 students took these tests in each grade and subject. This follows the IDOE's policy of not reporting performance data if there are fewer than 10 students tested.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Hope Academy

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school is in satisfactory fiscal health due in part to the financial assistance provided by Fairbanks.
Board Governance	The board is competent, actively engaged, and very involved in the school. Board members seek detailed information about the school's operations from the school's staff, routinely conduct classroom observations, and demonstrate a deep and thorough knowledge of the school's students. The board recognizes and clearly supports the school's unique mission.
Leadership	School leaders demonstrate clear priorities, including increased enrollment, fiscal viability, and refinement of the curriculum. The administration is committed to improvement and to recognizing and responding to school needs. Leaders should ensure, however, that staff know and support school priorities. The school will need to be prepared to adjust to leadership changes for the 2007-08 school year as the school will have a new principal.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

Hope Academy

K PARENT EVALUATION

	Parents
Overall Satisfaction	100%
Quality of Education 'Very Good' or 'Excellent'	81%
Satisfied with…	
Quality of teaching/instruction	82%
Curriculum/academic program	94%
Individualized student attention	94%
Class size	94%
Services provided to students with special needs	89%
Opportunities for parent participation	94%
School administration	100%
Faculty/teachers	89%
Likely to…	
Recommend school to friends or colleagues	94%
Return to school	70%

Hope Academy

L STAFF EVALUATION

	Staff
Overall Satisfaction	100%
Quality of Education 'Very Good' or 'Excellent'	67%
School Improvement Efforts are…	
Focused on student learning	84%
Based on research evidence	83%
Principal at this School…	
Tracks student progress	100%
Works directly with teachers	40%
Makes clear the expectations	50%
Communicates a clear vision	66%
Likely to…	
Recommend school to friends or colleagues	100%
Return to school	83%

Hope Academy

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	33%
Write clearly and effectively	42%
Analyze and solve math problems	42%
Learn effectively on my own	33%
Be a responsible community member	50%
Respect people from different backgrounds	42%
Think critically about ideas and problems	50%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Hope Academy satisfied its obligations in 2006-07 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was late in submitting its school calendar to the Indiana Department of Education.

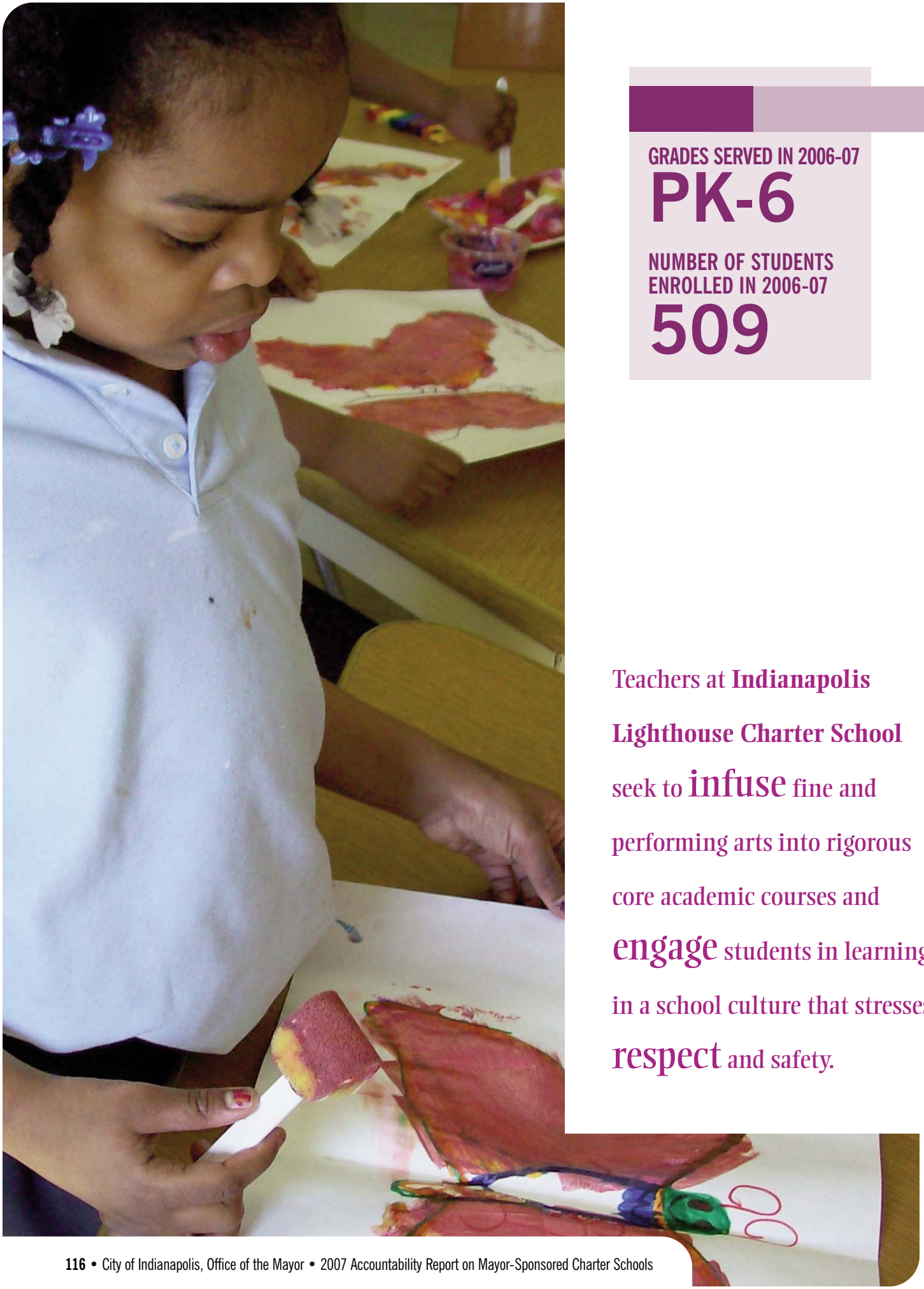
QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Hope Academy

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• Fairbanks is a strong partner with the school through its support of the clinical staff's work and administrative assistance, and by enabling the school to move into a new facility in the fall of 2007. • The site visit team noted an excellent integration of student recovery and academic achievement, consistent with the school's mission. • The site visit team noted that the careful documentation of student development by the school's clinical staff has the potential to become a model for supporting the learning and recovery of adolescents. • The school has well-developed systems and structures at both the school and board level, especially as it pertains to teacher hiring, development, exit processes, and student discipline. • The school has well-managed classrooms that emphasize individualized learning and work, meet a wide range of student needs, and consistently focus students on learning.
Key Areas for Attention	• There was an interim school leader for most of the 2006-07 academic year. The school is strongly encouraged to ensure that there is a seamless transition between the interim and new permanent school leader. • Students expressed concern that the computerized, individual learning system the school uses as part of its curriculum reduces the amount of one-on-one teacher-student interaction identified as important for student success. • The school should consider support that it can provide to teachers who struggle with curriculum design, including increased opportunities for collaboration with other teachers. • The school and its board should consider additional ways to support the clinical staff's research work because this work may contribute to program improvement.

ourage
Wisdom
Hope
Trust



GRADES SERVED IN 2006-07

PK-6

NUMBER OF STUDENTS ENROLLED IN 2006-07

509

Teachers at **Indianapolis Lighthouse Charter School** seek to **infuse** fine and performing arts into rigorous core academic courses and **engage** students in learning in a school culture that stresses **respect** and safety.

INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL

SUMMARY OF PERFORMANCE

Teachers at Indianapolis Lighthouse Charter School seek to infuse fine and performing arts into rigorous core academic courses and engage students in learning in a school culture that stresses respect and safety. The school also strives to involve parents and families in each student's education to help the students acquire the knowledge, skills, values, and attitudes to be responsible citizens.

Indianapolis Lighthouse Charter School

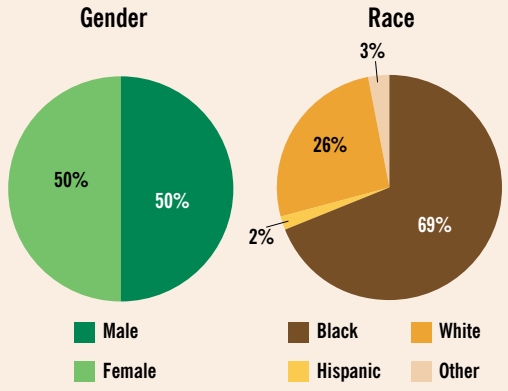
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	PK-6	PK-12
Maximum possible enrollment	575	1060
Students enrolled	509	N/A
Students on waiting list	50	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list while other grade levels may have openings.

Indianapolis Lighthouse Charter School

B STUDENT COMPOSITION



	Indianapolis Lighthouse Charter School
Free/Reduced Lunch	81%
Special Education	9%
Limited English Proficiency	0%

Indianapolis Lighthouse Charter School

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
Indianapolis Lighthouse Charter School	93.1%
Indianapolis Public Schools	94.0%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Indianapolis Lighthouse Charter School

D

2006-07 ADEQUATE YEARLY PROGRESS
As Determined by Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
White	Yes	No		*
Free/reduced lunch	Yes	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All Students," not for subgroups. The "" indicates the school met participation rate criteria for English but did not meet the criteria for math.*

Indianapolis Lighthouse Charter School

E

2006-07 PUBLIC LAW 221 CATEGORY PLACEMENT
As Determined by Indiana Department of Education

Category Placement: Exemplary Progress

The school demonstrated improvement of 7.1% in ISTEP+ pass rates and an overall pass rate of 44.4% to receive an Exemplary Progress placement.

Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and math. ■ **CHART F** shows how particular grades at the school have performed over time – for example, the orange boxes show how students performed as 4th graders in 2005 and 5th graders in 2006. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, the comparisons do provide a general indication of student performance trends.

Indianapolis Lighthouse Charter School

F STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
3rd Graders		33%	38%		26%	20%		19%	11%			
4th Graders		40%	39%		50%	37%		27%	28%			
5th Graders		50%	48%		40%	58%		28%	38%		28%	25%
6th Graders			49%			53%			40%			

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2006-07 school year:

- Did students gain ground, lose ground, or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Indianapolis Lighthouse Charter School's students improve compared to their peers?

NWEA compared the average gains of students at Indianapolis Lighthouse Charter School with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where Indianapolis Lighthouse Charter School's students gained ground, lost ground, or stayed even compared to their peers. Indianapolis Lighthouse Charter School's students gained ground compared to their Indiana peers in 2 out of 15 (13%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 2 out of 15 (13%) grades and subjects (■ **CHART H**).

G ACADEMIC PROGRESS OF STUDENTS

Indianapolis Lighthouse Charter School vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	Indianapolis Lighthouse Charter School Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	**School**	**IN**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	9.8	14.0			-4.2
2nd Grade Reading	5.3	13.3			-7.9
2nd Grade Language	9.0	13.8			-4.7
3rd Grade Math	8.1	10.1			-2.0
3rd Grade Reading	6.5	8.5			-2.0
3rd Grade Language	7.3	8.5			-1.2
4th Grade Math	3.4	9.1			-5.6
4th Grade Reading	1.8	6.6			-4.7
4th Grade Language	4.5	6.3			-1.8
5th Grade Math	11.4	8.9	2.5		
5th Grade Reading	4.0	5.5			-1.5
5th Grade Language	4.7	5.1		-0.5	
6th Grade Math	8.2	7.2	1.1		
6th Grade Reading	3.9	4.3		-0.4	
6th Grade Language	3.5	3.9		-0.4	
Totals			**2**	**3**	**10**

How to Read this Chart: For example, the fourth row under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at the school made an average gain of 8.1 points, compared to 10.1 points for the average IN student. These students "lost ground" compared to the average IN student because their average gains were 2.0 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

H ACADEMIC PROGRESS OF STUDENTS

Indianapolis Lighthouse Charter School vs. National Norms (US), Fall 2006 through Spring 2007

	Indianapolis Lighthouse Charter School Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	**School**	**US**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	9.8	13.9			-4.1
2nd Grade Reading	5.3	13.1			-7.7
2nd Grade Language	9.0	14.1			-5.0
3rd Grade Math	8.1	10.9			-2.8
3rd Grade Reading	6.5	9.1			-2.6
3rd Grade Language	7.3	9.1			-1.8
4th Grade Math	3.4	8.8			-5.4
4th Grade Reading	1.8	6.5			-4.7
4th Grade Language	4.5	6.3			-1.8
5th Grade Math	11.4	8.7	2.7		
5th Grade Reading	4.0	5.4			-1.4
5th Grade Language	4.7	5.2		-0.5	
6th Grade Math	8.2	7.2	1.0		
6th Grade Reading	3.9	4.3		-0.4	
6th Grade Language	3.5	4.0		-0.5	
Totals			**2**	**3**	**10**

How to Read this Chart: For example, the first row under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at the school made an average gain of 9.8 points, compared to 13.9 points for the average US student. These students "lost ground" compared to the average US student because their average gains were 4.1 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

Sufficient Gains: What proportion of students is on track to reach proficiency?
NWEA determined the target amount of growth each student needed to achieve between fall 2006 and spring 2007 in order to be on track to become proficient within a certain period of time, typically two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student made "sufficient gains." NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and ■ **CHART I** displays the results.

Indianapolis Lighthouse Charter School

I STUDENTS ACHIEVING SUFFICIENT GAINS
To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Math	31%	29%	39%	84%	70%
Reading	24%	31%	46%	52%	54%
Language	33%	31%	41%	39%	67%

How to Read this Chart: For example, the first row under the 2nd grade column shows 31%. This means that at their current rate of progress, 31% of 2nd graders enrolled in this school for the 2006-07 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Indianapolis Lighthouse Charter School

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school's financial systems were managed satisfactorily in 2006-07, with no significant problems. During the 2006-07 school year, the Indiana State Board of Accounts (ISBA) audited the school's finances for the time period from April 1, 2005 to June 30, 2006. The school's response to the ISBA's findings was included in the official audit report. The audit report outlined minor findings related to the school's financial accounting practices. The school's official response suggests that the school will rectify these findings.
Board Governance	The school is governed by two boards: the Lighthouse Academies of Indiana (LAI) governing board and a local advisory board. The LAI board is very engaged in the business operations of the school. Its meetings are orderly and closely follow procedural guidelines (e.g., detailed minutes, parliamentary procedures), and the board has developed a comprehensive long-term vision for the management of the school. Due to the large number of agenda items at LAI board meetings related to schools other than Indianapolis Lighthouse Charter School, the board may consider holding separate meetings for individual schools. In addition, the local advisory board may consider meeting on a more frequent basis for increased familiarity with the school's operations.
Leadership	The school's leadership has not yet established a strong culture of high expectations for student achievement and behavior, or an effective relationship with the teaching staff. While the school has organized an internal leadership team, the staff reported that the team's role – particularly whether team members are advisors or decision makers – is unclear.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

Indianapolis Lighthouse Charter School

K PARENT EVALUATION

	Parents
Overall Satisfaction	70%
Quality of Education 'Very Good' or 'Excellent'	62%
Satisfied with…	
Quality of teaching/instruction	83%
Curriculum/academic program	80%
Individualized student attention	80%
Class size	78%
Services provided to students with special needs	49%
Opportunities for parent participation	78%
School administration	60%
Faculty/teachers	75%
Likely to…	
Recommend school to friends or colleagues	60%
Return to school	62%

Indianapolis Lighthouse Charter School

L STAFF EVALUATION

	Staff
Overall Satisfaction	50%
Quality of Education 'Very Good' or 'Excellent'	18%
School Improvement Efforts are…	
Focused on student learning	57%
Based on research evidence	68%
Principal at this School…	
Tracks student progress	46%
Works directly with teachers	25%
Makes clear the expectations	46%
Communicates a clear vision	59%
Likely to…	
Recommend school to friends or colleagues	30%
Return to school	56%

Indianapolis Lighthouse Charter School

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	36%
Write clearly and effectively	66%
Analyze and solve math problems	57%
Learn effectively on my own	34%
Be a responsible community member	51%
Respect people from different backgrounds	44%
Think critically about ideas and problems	49%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Indianapolis Lighthouse Charter School satisfied its obligations in 2006-07 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was late in submitting a signed hard copy of the September Student Membership Report (DOE-ME), the school calendar, and the 2006 Biannual Financial Report to the Indiana Department of Education.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Indianapolis Lighthouse Charter School

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• All school constituents report that the school has stabilized in the past year. Classroom order and focus, and facility maintenance and upkeep, have improved. • In most classrooms, 90 percent of students or more were focused on their academic tasks. • The school hired an instructional coach, who teachers reported has been helpful with issues related to teaching and learning. • Teachers report that the school's "looping" system, in which teachers stay with the same students for more than one school year, is helpful to students. • The school has a clear and well-implemented teacher evaluation process. • Classroom observations showed that teachers employed more active learning methods as opposed to lectures, and used a range of teaching strategies to support student learning.
Key Areas for Attention	• While facility maintenance and upkeep have improved, the school had significant problems with those issues during the first half of the school year, including inadequate custodial staff, unsanitary restrooms, and unclean conditions in eating areas. • Teachers and others noted safety concerns, mostly related to the fact the school is housed in an older building. These concerns included the lack of a centralized communications system, inadequate safety drills for emergencies, and locks on some classroom doors that do not work. • Teachers and some administrators reported very low staff morale, primarily because of problems with student discipline, high teacher turnover, inadequate planning time, and having to attend to non-instructional responsibilities. • The school should evaluate its teacher hiring and retention systems, as teacher turnover was seen as a significant problem at the school. • Less than half of the students who started at the school in 2005-06 returned for the 2006-07 school year. The school should develop and implement systems to better retain students and understand the causes of student attrition. • The school must improve both its communication with parents and the administration's communication with teachers.

GRADES SERVED IN 2006-07

9-11

NUMBER OF STUDENTS ENROLLED IN 2006-07

122

Through its small size, **Indianapolis Metropolitan Career Academy #1** attempts to ensure that every student has genuine, **individualized** relationships with teachers and other adults, and that every student becomes a **self-directed** learner.

INDIANAPOLIS METROPOLITAN CAREER ACADEMY #1

SUMMARY OF PERFORMANCE

Through its small size, Indianapolis Metropolitan Career Academy #1 attempts to ensure that every student has genuine, individualized relationships with teachers and other adults, and that every student becomes a self-directed learner. The school's goal is to provide a unique, personalized education for students working toward a high school diploma.

Indianapolis Metropolitan Career Academy #1

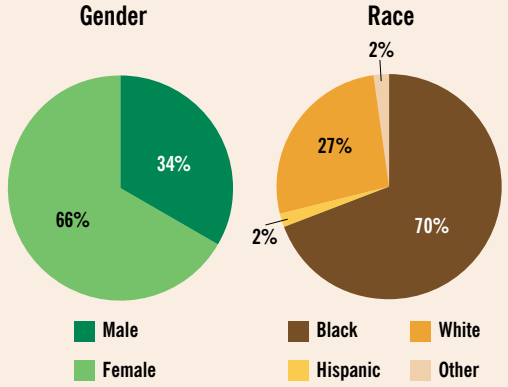
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	9-11	9-12
Maximum possible enrollment	180	240
Students enrolled	122	N/A
Students on waiting list	17	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list while other grade levels may have openings.

Indianapolis Metropolitan Career Academy #1

B STUDENT COMPOSITION



	Indianapolis Metropolitan Career Academy #1
Free/Reduced Lunch	67%
Special Education	20%
Limited English Proficiency	0%

Indianapolis Metropolitan Career Academy #1

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
Indianapolis Metropolitan Career Academy #1	89.4%
Indianapolis Public Schools	94.0%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Indianapolis Metropolitan Career Academy #1

D — 2006-07 ADEQUATE YEARLY PROGRESS
As Determined by Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate
All students	No	No	No	No

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All Students," not for subgroups.

Indianapolis Metropolitan Career Academy #1

E — 2006-07 PUBLIC LAW 221 CATEGORY PLACEMENT
As Determined by Indiana Department of Education

Category Placement: Academic Watch

The school demonstrated improvement of 3.0% in ISTEP+ pass rates and an overall pass rate of 33.9% to receive an Academic Watch placement.

Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and math. ■ **CHART F** shows how particular grades at the school have performed over time – for example, the purple boxes show how students performed as 9th graders in 2005 and 10th graders in 2006. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, the comparisons do provide a general indication of student performance trends.

Indianapolis Metropolitan Career Academy #1

F — STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
9th Graders	39%	41%	21%	37%	30%	14%	26%	25%	14%			
10th Graders		38%	43%		17%	26%		14%	23%			

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could determine whether students gained ground, lost ground, or stayed even compared to their peers nationally and in Indiana during the 2006-07 school year. Because NWEA does not publish proficiency levels for high school grades, it could not determine what proportion of students in this school made sufficient progress to reach proficiency over time. As a result, there is no Chart I for this school.

Comparative Gains: How much did Indianapolis Metropolitan Career Academy #1's students improve compared to their peers?

NWEA compared the average gains of students at Indianapolis Metropolitan Career Academy #1 with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where Indianapolis Metropolitan Career Academy #1's students gained ground, lost ground, or stayed even compared to their peers. Indianapolis Metropolitan Career Academy #1's students gained ground compared to their Indiana peers in 1 out of 6 (17%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 1 out of 6 (17%) grades and subjects (■ **CHART H**).

Indianapolis Metropolitan Career Academy #1

G **ACADEMIC PROGRESS OF STUDENTS**

Indianapolis Metropolitan Career Academy #1 vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	Indianapolis Metropolitan Career Academy #1 Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	**School**	**IN**	**Gained Ground**	**Stayed Even**	**Lost Ground**
9th Grade Math	-1.9	2.9			-4.8
9th Grade Reading	0.4	1.5			-1.1
9th Grade Language	5.5	1.4	4.1		
10th Grade Math	-0.3	2.6			-2.9
10th Grade Reading	0.4	0.6		-0.2	
10th Grade Language	-0.6	0.9			-1.6
Totals			**1**	**1**	**4**

How to Read this Chart: For example, the fourth row under the Grade/Subject column is 10th grade math. The numbers in that row show that 10th grade students at the school made an average gain of -0.3 points, compared to 2.6 points for the average IN student. These students "lost ground" compared to the average IN student because their average gains were 2.9 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

Indianapolis Metropolitan Career Academy #1

H ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #1 vs. National Norms (US), Fall 2006 through Spring 2007

	Indianapolis Metropolitan Career Academy #1 Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	School	US	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	-1.9	3.2			-5.1
9th Grade Reading	0.4	1.6			-1.2
9th Grade Language	5.5	1.4	4.1		
10th Grade Math	-0.3	2.8			-3.1
10th Grade Reading	0.4	0.8		-0.4	
10th Grade Language	-0.6	1.1			-1.7
Totals			**1**	**1**	**4**

How to Read this Chart: For example, the first row under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at the school made an average gain of -1.9 points, compared to 3.2 points for the average US student. These students "lost ground" compared to the average US student because their average gains were 5.1 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Indianapolis Metropolitan Career Academy #1

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school is in sound fiscal health. Goodwill Industries of Central Indiana provides significant assistance to the school for financial management. This support has been integral in ensuring that the school has satisfactory financial practices.
Board Governance	The board is active and highly engaged. Board members hold the school's staff accountable for appropriately delivering a high-quality education to students, and remain focused on improving the school's operations. Board members are committed to conducting meetings in an open and public manner. The board is receptive to staff suggestions for how to get involved with the school in specific and meaningful ways.
Leadership	The school leadership team has clearly defined roles. The administration's structure, particularly the operational leadership that Goodwill Industries of Central Indiana provides, allows school leaders to focus on implementing and improving the school's academic program. The school should develop and implement an improved process for evaluating staff and identifying areas of need for professional development and student learning.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

Indianapolis Metropolitan Career Academy #1

K PARENT EVALUATION

	Parents
Overall Satisfaction	90%
Quality of Education 'Very Good' or 'Excellent'	62%
Satisfied with…	
Quality of teaching/instruction	81%
Curriculum/academic program	86%
Individualized student attention	91%
Class size	90%
Services provided to students with special needs	68%
Opportunities for parent participation	78%
School administration	76%
Faculty/teachers	82%
Likely to…	
Recommend school to friends or colleagues	75%
Return to school	74%

Indianapolis Metropolitan Career Academy #1

L STAFF EVALUATION

	Staff
Overall Satisfaction	87%
Quality of Education 'Very Good' or 'Excellent'	56%
School Improvement Efforts are…	
Focused on student learning	75%
Based on research evidence	45%
Principal at this School…	
Tracks student progress	44%
Works directly with teachers	44%
Makes clear the expectations	50%
Communicates a clear vision	62%
Likely to…	
Recommend school to friends or colleagues	75%
Return to school	81%

Indianapolis Metropolitan Career Academy #1

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	44%
Write clearly and effectively	52%
Analyze and solve math problems	40%
Learn effectively on my own	48%
Be a responsible community member	42%
Respect people from different backgrounds	48%
Think critically about ideas and problems	52%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

The Indianapolis Metropolitan Career Academy #1 satisfied its obligations in 2006-07 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was late in submitting a signed hard copy of the September Student Membership (DOE-ME) report to the Indiana Department of Education.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Indianapolis Metropolitan Career Academy #1

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• The school is commended for its high quality work on the third year self-review. School leaders and teachers took the self-review process seriously and held themselves to high standards. • In nearly all classrooms, student discipline did not interfere with learning and most students were on task. • Students keep a binder of their work over time to present in their senior year. Most student binders contained learning plans that were aligned with student work samples. • There were clear connections between student interests and student work, and in some instances those interests were explored in-depth. • Students articulated a clear understanding of the school's process for using learning plans to specify learning goals, selecting goals and activities, and guiding the presentation of their work in exhibitions.
Key Areas for Attention	• There was little obvious connection between Indiana standards and the students' learning plans, work, and projects. • The site visit team observed challenging content in few classrooms. • Advisors (teachers) should ensure that student learning goals are sufficiently challenging and consider giving students more feedback on their work. • The site visit team saw very little math or science work in the binders. Advisors need to ensure that learning plans incorporate quality math and science learning. • Student work relied heavily on student opinion rather than judgments based on evidence and rigorous logic. Most materials in student binders were from the internet, and few students identified the website from which they obtained the materials or considered the source's credibility. • The staff should collectively establish the binders' purpose, institute guidelines for selecting what work goes into them, and set evaluation criteria. While the binders have the potential to help students show their learning over time in an authentic and compelling way, they must include rigorous learning plans tied to state standards in order to do so.

HILLSDALE COLLEGE
FIRE
BENNETT

GRADES SERVED IN 2006-07

9-11

NUMBER OF STUDENTS ENROLLED IN 2006-07

125

Indianapolis Metropolitan Career Academy #2 is committed to educating "one student at a time" in a small school community and providing relevant real world experiences to students through internship opportunities every week.

INDIANAPOLIS METROPOLITAN CAREER ACADEMY #2

SUMMARY OF PERFORMANCE

Indianapolis Metropolitan Career Academy #2 is committed to educating "one student at a time" in a small school community and providing relevant real world experiences to students through internship opportunities every week. The school attempts to help students develop strong connections to teachers and other adults to assist them in their pursuit of a high school diploma.

Indianapolis Metropolitan Career Academy #2

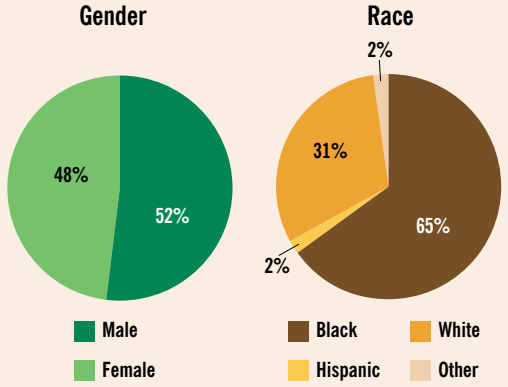
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	9-11	9-12
Maximum possible enrollment	180	240
Students enrolled	125	N/A
Students on waiting list	17	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list while other grade levels may have openings.

Indianapolis Metropolitan Career Academy #2

B STUDENT COMPOSITION



	Indianapolis Metropolitan Career Academy #2
Free/Reduced Lunch	68%
Special Education	17%
Limited English Proficiency	2%

Indianapolis Metropolitan Career Academy #2

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
Indianapolis Metropolitan Career Academy #2	87.5%
Indianapolis Public Schools	94.0%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Indianapolis Metropolitan Career Academy #2

D — 2006-07 ADEQUATE YEARLY PROGRESS
As Determined by Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate
All students	No	No	No	Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All Students," not for subgroups.

Indianapolis Metropolitan Career Academy #2

E — 2006-07 PUBLIC LAW 221 CATEGORY PLACEMENT
As Determined by Indiana Department of Education

Category Placement: Academic Probation

The school demonstrated improvement of 0.7% in ISTEP+ pass rates and an overall pass rate of 28.9% to receive an Academic Probation placement.

Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and math. ■ **CHART F** shows how particular grades at the school have performed over time – for example, the purple boxes show how students performed as 9th graders in 2005 and 10th graders in 2006. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, the comparisons do provide a general indication of student performance trends.

Indianapolis Metropolitan Career Academy #2

F — STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
9th Graders	38%	40%	22%	25%	23%	11%	17%	20%	11%			
10th Graders		50%	32%		32%	15%		29%	15%			

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could determine whether students gained ground, lost ground, or stayed even compared to their peers nationally and in Indiana during the 2006-07 school year. Because NWEA does not publish proficiency levels for high school grades, it could not determine what proportion of students in this school made sufficient progress to reach proficiency over time. As a result, there is no Chart I for this school.

Comparative Gains: How much did Indianapolis Metropolitan Career Academy #2's students improve compared to their peers?

NWEA compared the average gains of students at Indianapolis Metropolitan Career Academy #2 with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where Indianapolis Metropolitan Career Academy #2's students gained ground, lost ground, or stayed even compared to their peers. Indianapolis Metropolitan Career Academy #2's students gained ground compared to their Indiana peers in 0 out of 6 (0%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 0 out of 6 (0%) grades and subjects (■ **CHART H**).

Indianapolis Metropolitan Career Academy #2

G **ACADEMIC PROGRESS OF STUDENTS**

Indianapolis Metropolitan Career Academy #2 vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	Indianapolis Metropolitan Career Academy #2 Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	**School**	**IN**	**Gained Ground**	**Stayed Even**	**Lost Ground**
9th Grade Math	-6.2	2.9			-9.1
9th Grade Reading	-5.6	1.5			-7.0
9th Grade Language	-1.4	1.4			-2.8
10th Grade Math	-4.4	2.6			-6.9
10th Grade Reading	0.9	0.6		0.4	
10th Grade Language	0.0	0.9			-0.9
Totals			**0**	**1**	**5**

How to Read this Chart: For example, the fourth row under the Grade/Subject column is 10th grade math. The numbers in that row show that 10th grade students at the school made an average gain of -4.4 points, compared to 2.6 points for the average IN student. These students "lost ground" compared to the average IN student because their average gains were 6.9 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

Indianapolis Metropolitan Career Academy #2

H ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #2 vs. National Norms (US), Fall 2006 through Spring 2007

	Indianapolis Metropolitan Career Academy #2 Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	**School**	**US**	**Gained Ground**	**Stayed Even**	**Lost Ground**
9th Grade Math	-6.2	3.2			-9.4
9th Grade Reading	-5.6	1.6			-7.2
9th Grade Language	-1.4	1.4			-2.8
10th Grade Math	-4.4	2.8			-7.2
10th Grade Reading	0.9	0.8		0.1	
10th Grade Language	0.0	1.1			-1.1
Totals			**0**	**1**	**5**

How to Read this Chart: For example, the first row under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at the school made an average gain of -6.2 points, compared to 3.2 points for the average US student. These students "lost ground" compared to the average US student because their average gains were 9.4 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Indianapolis Metropolitan Career Academy #2

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school is in sound fiscal health. Goodwill Industries of Central Indiana provides significant assistance to the school for financial management. This support has been integral in ensuring that the school has satisfactory financial practices.
Board Governance	The board is active and highly engaged. Board members hold the school's staff accountable for appropriately delivering a high-quality education to students, and remain focused on improving the school's operations. Board members are committed to conducting meetings in an open and public manner. The board is receptive to staff suggestions for how to get involved with the school in specific and meaningful ways.
Leadership	The school leadership team has clearly defined roles. The administration's structure, particularly the operational leadership that Goodwill Industries of Central Indiana provides, allows school leaders to focus on implementing and improving the school's academic program. The school should develop and implement an improved process for evaluating staff and identifying areas of need for professional development and student learning.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

Indianapolis Metropolitan Career Academy #2

K PARENT EVALUATION

	Parents
Overall Satisfaction	86%
Quality of Education 'Very Good' or 'Excellent'	66%
Satisfied with…	
Quality of teaching/instruction	87%
Curriculum/academic program	90%
Individualized student attention	86%
Class size	93%
Services provided to students with special needs	69%
Opportunities for parent participation	83%
School administration	78%
Faculty/teachers	84%
Likely to…	
Recommend school to friends or colleagues	81%
Return to school	82%

Indianapolis Metropolitan Career Academy #2

L STAFF EVALUATION

	Staff
Overall Satisfaction	70%
Quality of Education 'Very Good' or 'Excellent'	45%
School Improvement Efforts are…	
Focused on student learning	72%
Based on research evidence	45%
Principal at this School…	
Tracks student progress	64%
Works directly with teachers	54%
Makes clear the expectations	54%
Communicates a clear vision	72%
Likely to…	
Recommend school to friends or colleagues	55%
Return to school	72%

Indianapolis Metropolitan Career Academy #2

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	27%
Write clearly and effectively	37%
Analyze and solve math problems	32%
Learn effectively on my own	35%
Be a responsible community member	32%
Respect people from different backgrounds	42%
Think critically about ideas and problems	43%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

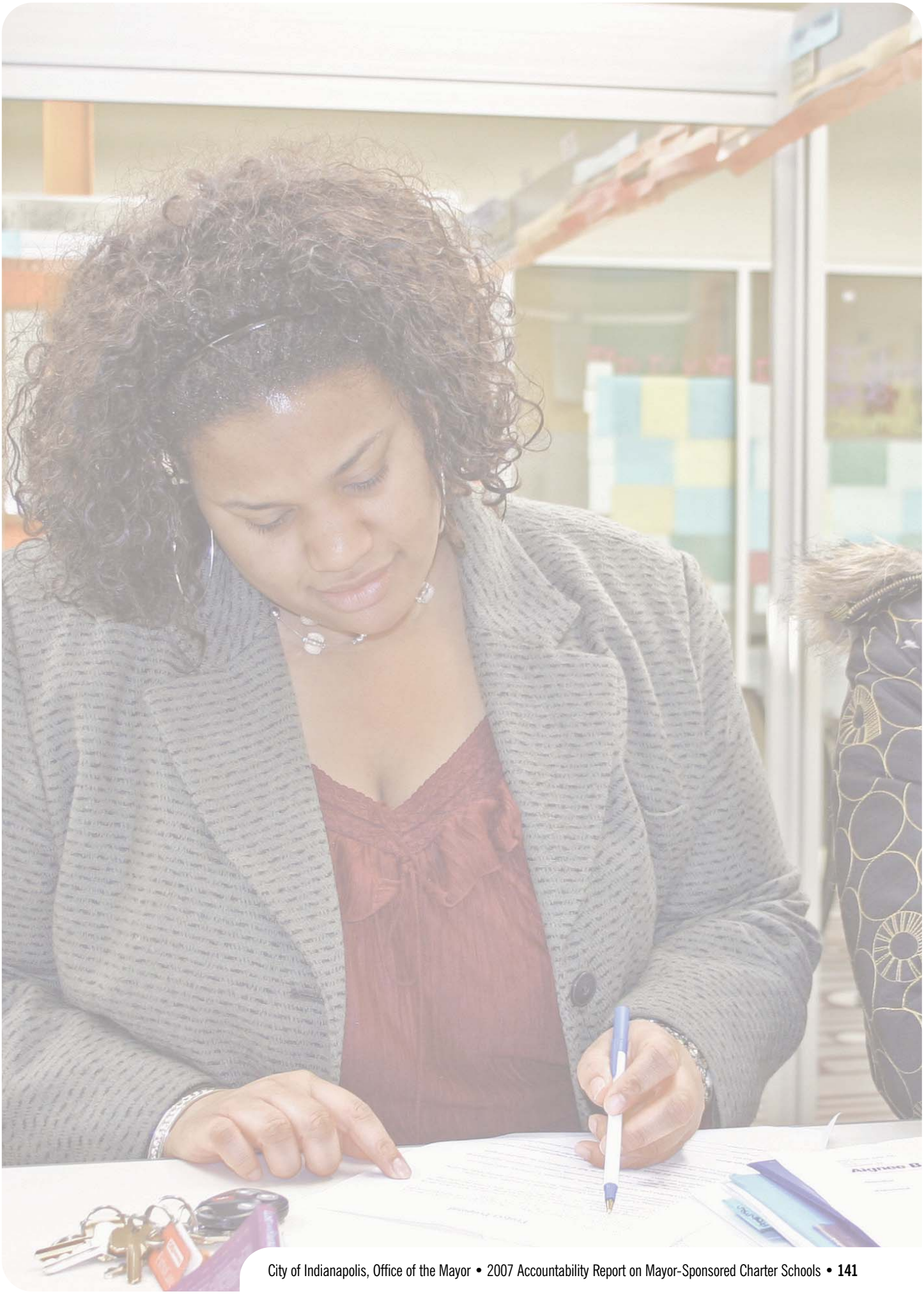
The Indianapolis Metropolitan Career Academy #2 satisfied its obligations in 2006-07 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. However, the school was late in submitting a signed hard copy of the September Student Membership (DOE-ME) report to the Indiana Department of Education.

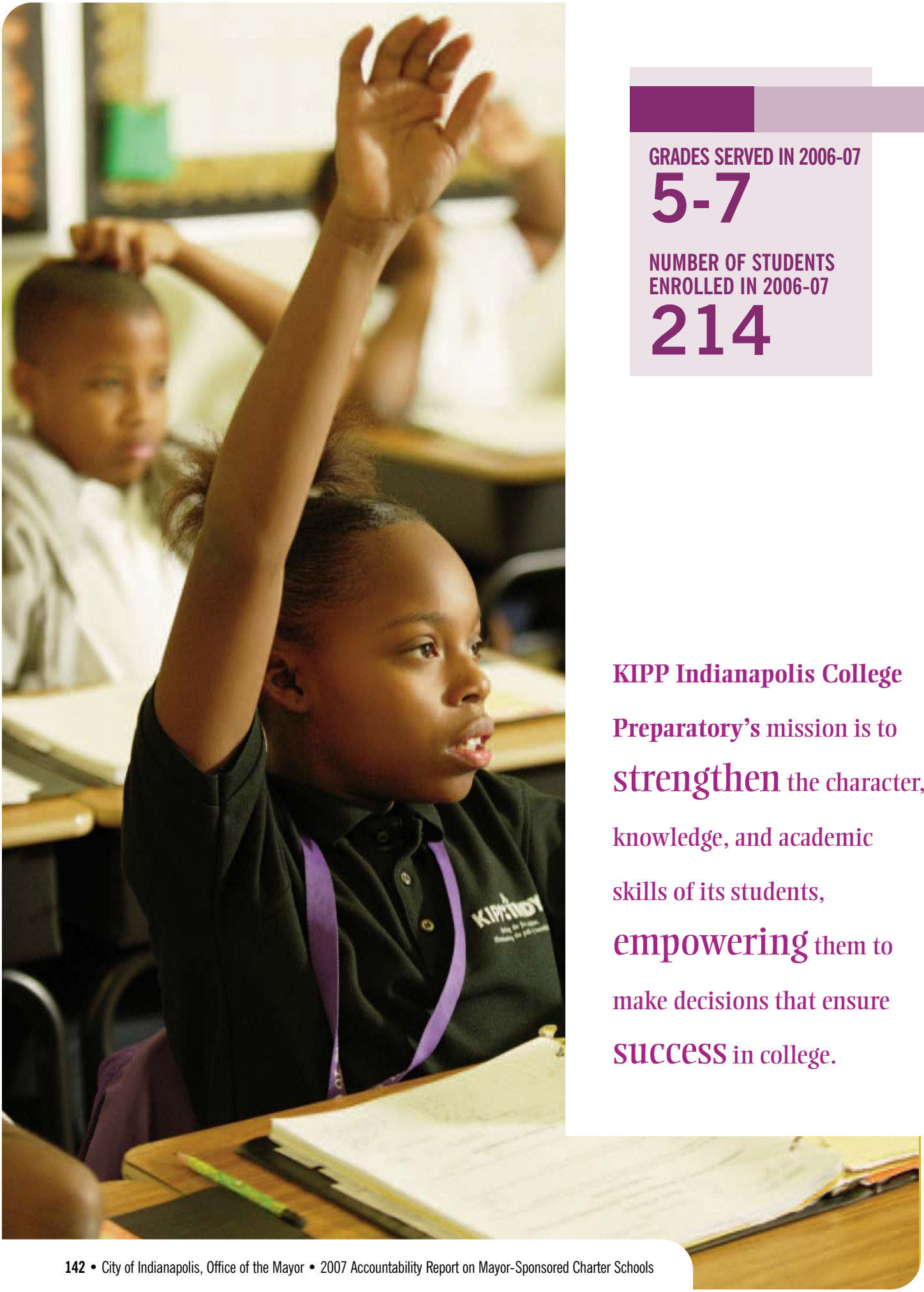
QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Indianapolis Metropolitan Career Academy #2

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• The school is commended for its high quality work on the third year self-review. School leaders and teachers took the self-review process seriously and held themselves to high standards. • In nearly all classrooms, advisors (teachers) were using effective classroom management strategies, and in most classrooms, student discipline did not interfere with learning. • Students keep a binder of their work over time to present in their senior year. • Every student had a work binder. Some binders included ISTEP+ and NWEA test data and goals.
Key Areas for Attention	• There was little obvious connection between Indiana standards and the students' learning plans, work, and projects. • Advisors should consider giving students more feedback on their work. • Student binders included few completed or well-developed learning plans, and did not include evidence of student progress over time. • Student learning goals were vague and low level – for example, typical learning goals were stated as "learn some biology" or "do a little math." • Student work relied heavily on student opinion rather than judgments based on evidence and rigorous logic. Most materials in student binders were from the internet, and few students identified the website from which they obtained the materials or considered the source's credibility. • The staff should collectively establish the binders' purpose, institute guidelines for selecting what work goes into them, and set evaluation criteria. While the binders have the potential to help students show their learning over time in an authentic and compelling way, they must include rigorous learning plans tied to state standards in order to do so.





GRADES SERVED IN 2006-07

5-7

NUMBER OF STUDENTS ENROLLED IN 2006-07

214

KIPP Indianapolis College Preparatory's mission is to **strengthen** the character, knowledge, and academic skills of its students, **empowering** them to make decisions that ensure **success** in college.

KIPP INDIANAPOLIS COLLEGE PREPARATORY

SUMMARY OF PERFORMANCE

KIPP Indianapolis College Preparatory's mission is to strengthen the character, knowledge, and academic skills of its students, empowering them to make decisions that ensure success in college. The school was founded on the principles of high expectations, choice and commitment, more time, power to lead, and focus on results.

KIPP Indianapolis College Preparatory

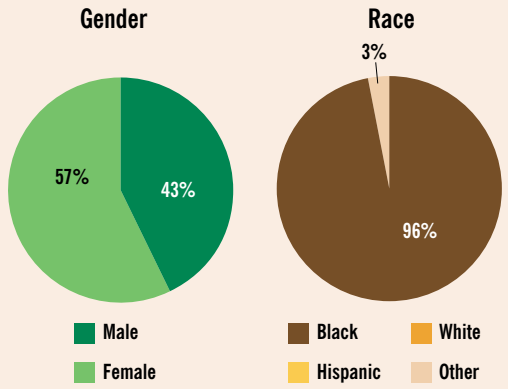
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	5-7	5-8
Maximum possible enrollment	240	320
Students enrolled	214	N/A
Students on waiting list	93	N/A

"N/A" denotes "Not Applicable." It is possible for a school that has not reached maximum enrollment to have a waiting list because some grade levels may be fully enrolled with a waiting list while other grade levels may have openings.

KIPP Indianapolis College Preparatory

B STUDENT COMPOSITION



	KIPP Indianapolis College Preparatory
Free/Reduced Lunch	89%
Special Education	14%
Limited English Proficiency	0%

KIPP Indianapolis College Preparatory

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
KIPP Indianapolis College Preparatory	98.1%
Indianapolis Public Schools	94.0%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

KIPP Indianapolis College Preparatory

D

2006-07 ADEQUATE YEARLY PROGRESS
As Determined by Indiana Department of Education

Overall Determination: Yes	English	Math	Attendance	Participation Rate
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All Students," not for subgroups.

KIPP Indianapolis College Preparatory

E

2006-07 PUBLIC LAW 221 CATEGORY PLACEMENT
As Determined by Indiana Department of Education

Category Placement: Exemplary Progress

The school demonstrated improvement of 18.7% in ISTEP+ pass rates and an overall pass rate of 62.9% to receive an Exemplary Progress placement.

Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and math. ■ **CHART F** shows how particular grades at the school have performed over time – for example, the orange boxes show how students performed as 5th graders in 2004, 6th graders in 2005, and 7th graders in 2006. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, the comparisons do provide a general indication of student performance trends.

KIPP Indianapolis College Preparatory

F STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
5th Graders	22%	46%	48%	31%	47%	42%	19%	34%	34%	12%	13%	17%
6th Graders		37%	57%		42%	71%		25%	57%			
7th Graders			45%			74%			42%			10%

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2006-07 school year:

- Did students gain ground, lose ground, or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did KIPP Indianapolis College Preparatory's students improve compared to their peers?

NWEA compared the average gains of students at KIPP Indianapolis College Preparatory with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where KIPP Indianapolis College Preparatory's students gained ground, lost ground, or stayed even compared to their peers. KIPP Indianapolis College Preparatory's students gained ground compared to their Indiana peers in 7 out of 9 (78%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 7 out of 9 (78%) grades and subjects (■ **CHART H**).

KIPP Indianapolis College Preparatory

G **ACADEMIC PROGRESS OF STUDENTS**

KIPP Indianapolis College Preparatory vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	KIPP Indianapolis College Preparatory Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	School	IN	Gained Ground	Stayed Even	Lost Ground
5th Grade Math	16.2	8.9	7.2		
5th Grade Reading	7.4	5.5	1.9		
5th Grade Language	9.3	5.1	4.1		
6th Grade Math	7.8	7.2		0.6	
6th Grade Reading	4.7	4.3		0.4	
6th Grade Language	7.4	3.9	3.5		
7th Grade Math	10.0	6.0	4.0		
7th Grade Reading	6.3	3.1	3.2		
7th Grade Language	8.0	2.7	5.3		
Totals			**7**	**2**	**0**

How to Read this Chart: For example, the fourth row under the Grade/Subject column is 6th grade math. The numbers in that row show that 6th grade students at the school made an average gain of 7.8 points, compared to 7.2 points for the average IN student. These students "stayed even" compared to the average IN student because their average gains were only 0.6 points higher. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

KIPP Indianapolis College Preparatory

H ACADEMIC PROGRESS OF STUDENTS

KIPP Indianapolis College Preparatory vs. National Norms (US), Fall 2006 through Spring 2007

	KIPP Indianapolis College Preparatory Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	School	US	Gained Ground	Stayed Even	Lost Ground
5th Grade Math	16.2	8.7	7.5		
5th Grade Reading	7.4	5.4	2.0		
5th Grade Language	9.3	5.2	4.1		
6th Grade Math	7.8	7.2		0.6	
6th Grade Reading	4.7	4.3		0.4	
6th Grade Language	7.4	4.0	3.4		
7th Grade Math	10.0	6.0	4.0		
7th Grade Reading	6.3	3.4	2.9		
7th Grade Language	8.0	2.9	5.1		
Totals			**7**	**2**	**0**

How to Read this Chart: For example, the first row under the Grade/Subject column is 5th grade math. The numbers in that row show that 5th grade students at the school made an average gain of 16.2 points, compared to 8.7 points for the average US student. These students "gained ground" compared to the average US student because their average gains were 7.5 points higher. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

Sufficient Gains: What proportion of students is on track to reach proficiency?

NWEA determined the target amount of growth each student needed to achieve between fall 2006 and spring 2007 in order to be on track to become proficient within a certain period of time, typically two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student made "sufficient gains." NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and ■ **CHART I** displays the results.

KIPP Indianapolis College Preparatory

I STUDENTS ACHIEVING SUFFICIENT GAINS

To Become Proficient Within Two Years

	5th Grade	6th Grade	7th Grade
Math	81%	69%	67%
Reading	71%	55%	72%
Language	70%	77%	80%

How to Read this Chart: For example, the first row under the 5th grade column shows 81%. This means that at their current rate of progress, 81% of 5th graders enrolled in this school for the 2006-07 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 7th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

KIPP Indianapolis College Preparatory

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	KIPP Indianapolis College Preparatory experienced some financial difficulty during the 2006-07 school year. The school somewhat increased its reliance on borrowing to fund its operational expenses. The school's board is exploring ways to enhance and stabilize the school's financial position, including increased fundraising efforts.
Board Governance	The board is very engaged, particularly in areas such as finance, student enrollment, facility issues, and the school's partnership with the Indianapolis Public Schools. Members are committed to assisting the school with challenges, and often contribute a great deal of their personal time in addition to attending formal board meetings. The board must improve its procedural shortcomings, however, such as ensuring that it makes decisions with a quorum present and making meeting minutes available.
Leadership	The school's principal and leadership team continue to create an exemplary school culture focused on student learning that has produced strong academic results. However, leadership in school operations and business management remains highly underdeveloped. The school has committed to improving its operational issues in 2007-08. The school also needs to ensure that the changes in leadership responsibilities planned for the 2007-08 school year do not negatively impact the school.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

KIPP Indianapolis College Preparatory

K PARENT EVALUATION

	Parents
Overall Satisfaction	84%
Quality of Education 'Very Good' or 'Excellent'	78%
Satisfied with…	
Quality of teaching/instruction	83%
Curriculum/academic program	86%
Individualized student attention	73%
Class size	77%
Services provided to students with special needs	53%
Opportunities for parent participation	84%
School administration	75%
Faculty/teachers	76%
Likely to…	
Recommend school to friends or colleagues	80%
Return to school	81%

KIPP Indianapolis College Preparatory

L STAFF EVALUATION

	Staff
Overall Satisfaction	89%
Quality of Education 'Very Good' or 'Excellent'	79%
School Improvement Efforts are…	
Focused on student learning	85%
Based on research evidence	62%
Principal at this School…	
Tracks student progress	66%
Works directly with teachers	53%
Makes clear the expectations	83%
Communicates a clear vision	100%
Likely to…	
Recommend school to friends or colleagues	66%
Return to school	84%

KIPP Indianapolis College Preparatory

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	49%
Write clearly and effectively	47%
Analyze and solve math problems	68%
Learn effectively on my own	41%
Be a responsible community member	35%
Respect people from different backgrounds	44%
Think critically about ideas and problems	52%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

KIPP Indianapolis College Preparatory satisfied its obligation in 2006-07 to provide access to students across Indianapolis. However, the school failed to meet its reporting and compliance obligations to the Mayor's Office and the Indiana Department of Education (IDOE). The school did not effectively manage its compliance responsibilities and routinely failed to submit required documents in a timely manner. The school was late in submitting a number of reports, including its September Student Residence report (DOE-SR), signed hard copies of the September Student Membership report (DOE-ME) report, and its school calendar. A December 2006 Title I on-site monitoring review indicated several shortcomings regarding the school's administration of its Title I program. Despite being given an extension, the school was late in providing its response to findings from the review, and the response was incomplete. These problems led the IDOE to withhold a portion of the school's Title I funding for several months. The school must recognize the importance of satisfying its reporting requirements and make complying with these obligations a priority for the 2007-08 school year. In order to do this, the school may consider developing better systems of information management to ensure timely and accurate reporting to regulatory agencies.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

KIPP Indianapolis College Preparatory

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• In most areas that were evaluated as part of the school's third year self-review, the school provided adequate evidence to support its judgments. • Teachers employed a wide range of teaching strategies to support student learning, showed high expectations for student performance, and used effective classroom practices that ensure class time is spent on learning. • Student work in both language arts and math were strongly aligned with Indiana standards, lessons in social studies addressed higher level thinking skills, and science assignments showed high expectations. • Student work in math showed very strong improvement over time. By requiring students to explain their work and describe their problem solving strategies in some assignments, teachers have been able to better gauge students' understanding of math concepts and processes.
Key Areas for Attention	• The school may not have gotten the full benefit from the third-year self-review process because it did not involve a wide range of constituents in the process and failed to engage in an in-depth consideration of evidence and judgments. In some instances, the school did not provide enough evidence for the site visit team to evaluate the school's judgments. • Teachers should give students more detailed, substantive feedback on their work. • The school's staff should consider increasing the variety of learning activities and engaging students in more activities that focus on analysis, evaluation, and creativity. • Students may benefit from more differentiation in instruction.

GRADES SERVED IN 2006-07

9-10

NUMBER OF STUDENTS ENROLLED IN 2006-07

158

Lawrence Early College High School provides a unique supportive learning community, particularly for students who might not thrive in a traditional high school setting.

LAWRENCE EARLY COLLEGE HIGH SCHOOL
SUMMARY OF PERFORMANCE

Lawrence Early College High School provides a unique supportive learning community, particularly for students who might not thrive in a traditional high school setting. Students master rigorous academic content, earn college credit, and gain life and career skills necessary for success in the 21st century workplace.

Lawrence Early College High School

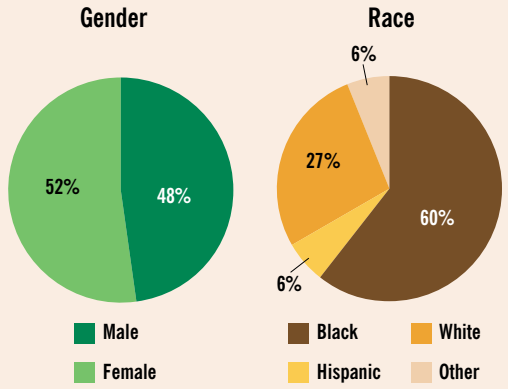
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	9-10	9-12
Maximum possible enrollment	200	400
Students enrolled	158	N/A
Students on waiting list	0	N/A

"N/A" denotes "Not Applicable."

Lawrence Early College High School

B STUDENT COMPOSITION



	Lawrence Early College High School
Free/Reduced Lunch	51%
Special Education	13%
Limited English Proficiency	6%

Lawrence Early College High School

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
Lawrence Early College High School	96.3%
MSD Lawrence Township	95.5%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Because 2006-07 was Lawrence Early College High School's first year in operation, it did not receive an Adequate Yearly Progress rating or Public Law 221 category placement. As a result, there are no Charts D or E for this school.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 in both English and math. Because 2006-07 was Lawrence Early College High School's first year in operation, and the ISTEP+ was administered in the fall shortly after the school opened, this school's ISTEP+ results reflect students' starting levels of academic achievement rather than the school's performance.

Lawrence Early College High School

F STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
9th Graders			64%			48%			38%			
10th Graders			50%			40%			34%			

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could determine whether students gained ground, lost ground, or stayed even compared to their peers nationally and in Indiana during the 2006-07 school year. Because NWEA does not publish proficiency levels for high school grades, it could not determine what proportion of students in this school made sufficient progress to reach proficiency over time. As a result, there is no Chart I for this school.

Comparative Gains: How much did Lawrence Early College High School's students improve compared to their peers?

NWEA compared the average gains of students at Lawrence Early College High School with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where Lawrence Early College High School's students gained ground, lost ground, or stayed even compared to their peers. Lawrence Early College High School's students gained ground compared to their Indiana peers in 2 out of 6 (33%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 2 out of 6 (33%) grades and subjects (■ **CHART H**).

Lawrence Early College High School

G ACADEMIC PROGRESS OF STUDENTS

Lawrence Early College High School vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	Lawrence Early College High School Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	**School**	**IN**	**Gained Ground**	**Stayed Even**	**Lost Ground**
9th Grade Math	1.1	2.9			-1.8
9th Grade Reading	4.5	1.5	3.0		
9th Grade Language	1.8	1.4		0.4	
10th Grade Math	2.6	2.6		0.0	
10th Grade Reading	3.1	0.6	2.6		
10th Grade Language	0.9	0.9		0.0	
Totals			**2**	**3**	**1**

How to Read this Chart: For example, the fourth row under the Grade/Subject column is 10th grade math. The numbers in that row show that 10th grade students at the school made an average gain of 2.6 points, compared to 2.6 points for the average IN student. These students "stayed even " compared to the average IN student because their average gains were the same. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

Lawrence Early College High School

H ACADEMIC PROGRESS OF STUDENTS

Lawrence Early College High School vs. National Norms (US), Fall 2006 through Spring 2007

	Lawrence Early College High School Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	**School**	**US**	**Gained Ground**	**Stayed Even**	**Lost Ground**
9th Grade Math	1.1	3.2			-2.1
9th Grade Reading	4.5	1.6	2.9		
9th Grade Language	1.8	1.4		0.4	
10th Grade Math	2.6	2.8		-0.2	
10th Grade Reading	3.1	0.8	2.3		
10th Grade Language	0.9	1.1		-0.2	
Totals			**2**	**3**	**1**

How to Read this Chart: For example, the first row under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at the school made an average gain of 1.1 points, compared to 3.2 points for the average US student. These students "lost ground" compared to the average US student because their average gains were 2.1 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Lawrence Early College High School

J EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school's finances were managed satisfactorily due in part to the financial management support provided by MSD Lawrence Township.
Board Governance	All board members are very engaged in the school's operations. They discuss agenda items at great length and in great detail before arriving at decisions and establish priorities and deadlines for school leadership. The board should consider adding a member with legal expertise. Additionally, the board should ensure that it takes attendance at every meeting and records it in the minutes.
Leadership	The school's leadership is committed to the success of students and the school, and has been described as being open, responsive, and innovative. Leaders need to address some operational issues, properly publicize the school and its mission, and develop strategies toward reaching full enrollment.

PARENT, STAFF, AND STUDENT SURVEY RESULTS

Lawrence Early College High School

K PARENT EVALUATION

	Parents
Overall Satisfaction	75%
Quality of Education 'Very Good' or 'Excellent'	52%
Satisfied with…	
Quality of teaching/instruction	74%
Curriculum/academic program	78%
Individualized student attention	65%
Class size	77%
Services provided to students with special needs	44%
Opportunities for parent participation	67%
School administration	71%
Faculty/teachers	75%
Likely to…	
Recommend school to friends or colleagues	66%
Return to school	75%

Lawrence Early College High School

L STAFF EVALUATION

	Staff
Overall Satisfaction	84%
Quality of Education 'Very Good' or 'Excellent'	62%
School Improvement Efforts are…	
Focused on student learning	92%
Based on research evidence	53%
Principal at this School…	
Tracks student progress	61%
Works directly with teachers	54%
Makes clear the expectations	46%
Communicates a clear vision	77%
Likely to…	
Recommend school to friends or colleagues	61%
Return to school	85%

Lawrence Early College High School

M STUDENT EVALUATION

	Students
School has Done 'Excellent Job' Teaching Me to…	
Be a good reader	30%
Write clearly and effectively	32%
Analyze and solve math problems	32%
Learn effectively on my own	31%
Be a responsible community member	30%
Respect people from different backgrounds	39%
Think critically about ideas and problems	30%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

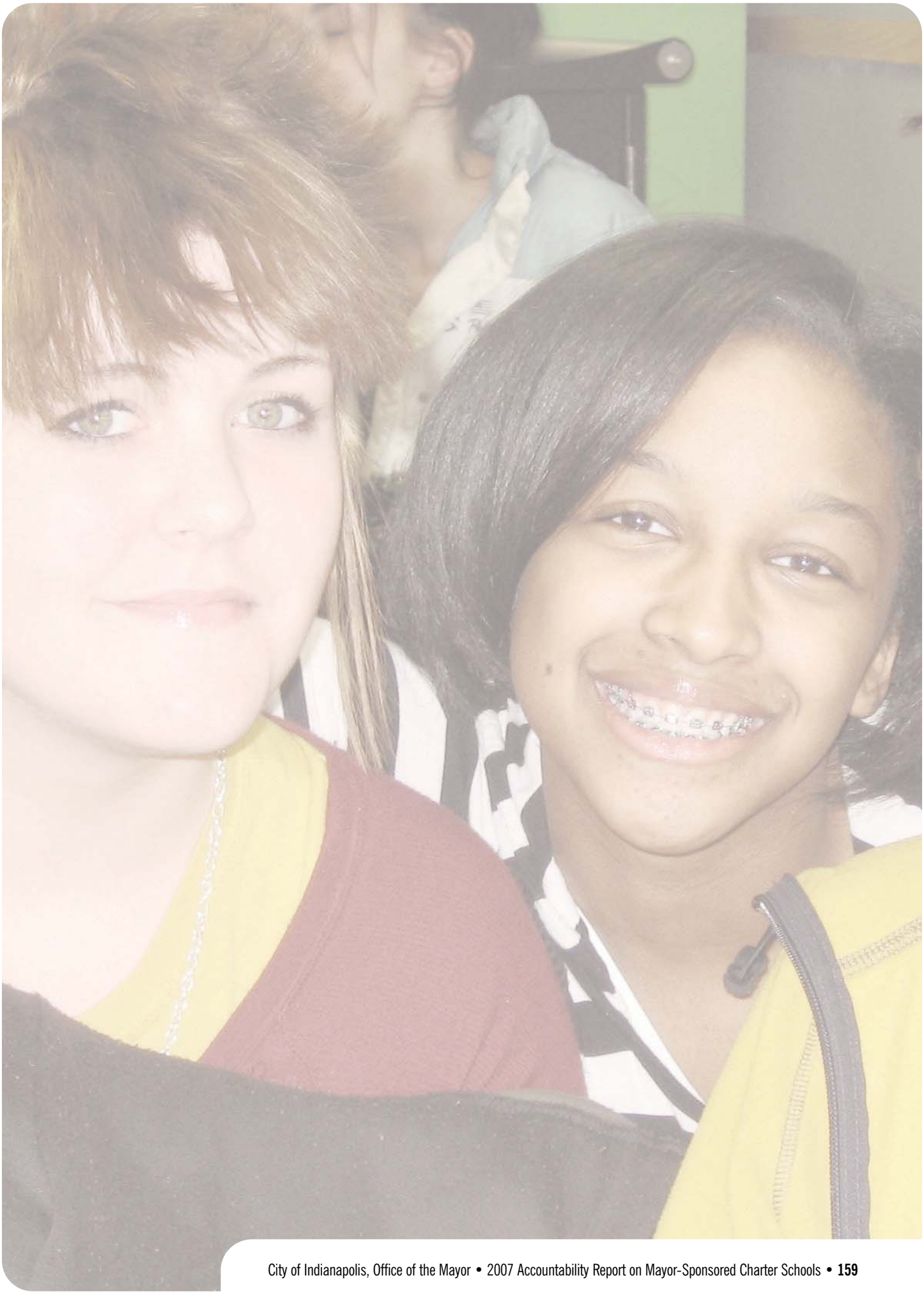
Lawrence Early College High School satisfied its obligations in 2006-07 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. All reports were submitted and received in a timely manner.

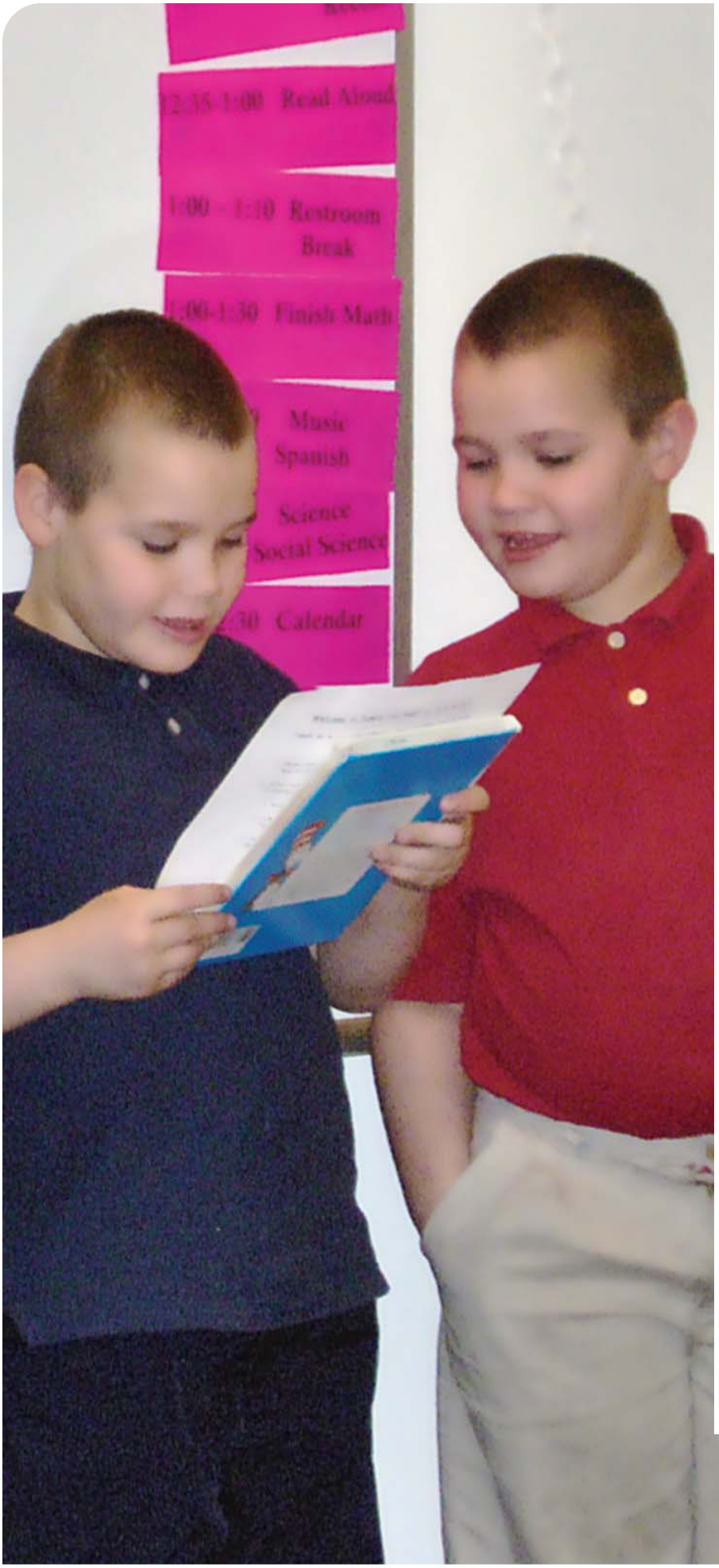
QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Lawrence Early College High School

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• MSD Lawrence Township effectively supports the school through some contracted services, such as a facility, accounting and administrative support, transportation services, teacher mentors, special education and English as a Second Language support, and professional development activities. • The school has developed a wide range of community partnerships with, for example, Ivy Tech, Butler University, local businesses, and state government. • The school provides strong support for students with disabilities, including having an experienced full-time special education teacher, and providing teachers with information and support for classroom accommodations. • The school has started to implement the early college process, with students taking the required college entrance examination and some successfully completing one or more college-level courses.
Key Areas for Attention	• Development of the school's early college model has improved, but is not yet conducive for students who are below grade level, are behind in their coursework, or do not pass the college-entrance examination. The school should continue to develop its model, specifically identifying and implementing additional strategies that ensure all students are successful. • All constituents report that discipline has been a problem in the school. The school should continue to develop and implement its school-wide discipline policy and processes. • The school experienced a high student attrition rate. It has subsequently revised its marketing materials and strategies in order to provide clear and accurate information about the school's mission in order to reduce attrition. • The school must attend to the lack of urgency and rigor that the site visit team observed in many classrooms.





GRADES SERVED IN 2006-07

K-5

NUMBER OF STUDENTS ENROLLED IN 2006-07

235

Southeast Neighborhood School of Excellence attempts to establish a culture that promotes inclusiveness, enthusiasm, and excellence with a strong emphasis on community connectedness.

SOUTHEAST NEIGHBORHOOD SCHOOL OF EXCELLENCE

SUMMARY OF PERFORMANCE

Southeast Neighborhood School of Excellence attempts to establish a culture that promotes inclusiveness, enthusiasm, and excellence with a strong emphasis on community connectedness. The school was developed in direct response to community needs, and it offers service learning projects that allow students to learn about the surrounding neighborhood.

Southeast Neighborhood School of Excellence

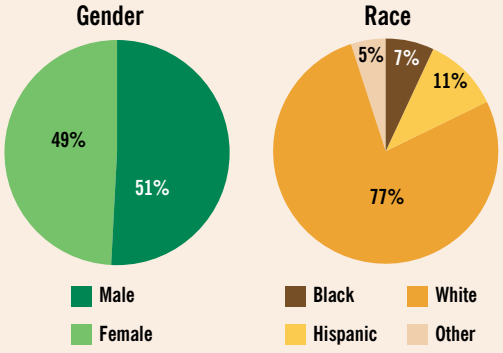
A ENROLLMENT AND DEMAND

	2006-07	At Capacity
Grades served	K-5	K-6
Maximum possible enrollment	220	240
Students enrolled	235	N/A
Students on waiting list	24	N/A

"N/A" denotes "Not Applicable." Actual enrollment may exceed the maximum enrollment stated in the Charter by 10 percent.

Southeast Neighborhood School of Excellence

B STUDENT COMPOSITION



	Southeast Neighborhood School of Excellence
Free/Reduced Lunch	84%
Special Education	17%
Limited English Proficiency	9%

Southeast Neighborhood School of Excellence

C ATTENDANCE RATE IN 2006-07 SCHOOL YEAR

	Attendance Rate
Southeast Neighborhood School of Excellence	91.9%
Indianapolis Public Schools	94.0%
All Indiana Public Schools	95.8%

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Southeast Neighborhood School of Excellence

D

2006-07 ADEQUATE YEARLY PROGRESS
As Determined by Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate
All students	Yes	Yes	No	Yes
White	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All Students," not for subgroups.

Southeast Neighborhood School of Excellence

E

2006-07 PUBLIC LAW 221 CATEGORY PLACEMENT
As Determined by Indiana Department of Education

Category Placement: Academic Progress

The school demonstrated improvement of 8.0% in ISTEP+ pass rates and an overall pass rate of 54.9% to receive an Academic Progress placement.

Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS

Since 2004, all public schools in Indiana have administered the ISTEP+ in grades 3 through 10 for both English and math. ■ **CHART F** shows how particular grades at the school have performed over time – for example, the orange boxes show how students performed as 3rd graders in 2004, 4th graders in 2005, and 5th graders in 2006. These simple comparisons of year-to-year performance are not perfect indicators of how much individual students have improved over time because the group of students taking the test changes somewhat each year. However, the comparisons do provide a general indication of student performance trends.

Southeast Neighborhood School of Excellence

F STUDENTS PASSING ISTEP+
At the Beginning of Each School Year

	English			Math			Both (English & Math)			Science		
	'04	'05	'06	'04	'05	'06	'04	'05	'06	'04	'05	'06
3rd Graders	42%	46%	59%	17%	54%	55%	8%	32%	41%			
4th Graders		45%	46%		39%	54%		35%	37%			
5th Graders			52%			52%			43%			43%

Percentages are rounded to the nearest whole number. Blank areas indicate that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2006-07 school year:

- Did students gain ground, lose ground, or stay even compared to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Southeast Neighborhood School of Excellence's students improve compared to their peers? NWEA compared the average gains of students at Southeast Neighborhood School of Excellence with those of students across Indiana (■ **CHART G**) and the United States (■ **CHART H**). The charts show where Southeast Neighborhood School of Excellence's students gained ground, lost ground, or stayed even compared to their peers. Southeast Neighborhood School of Excellence's students gained ground compared to their Indiana peers in 0 out of 12 (0%) grades and subjects (■ **CHART G**). They gained ground compared to their national peers in 0 out of 12 (0%) grades and subjects (■ **CHART H**).

Southeast Neighborhood School of Excellence

G ACADEMIC PROGRESS OF STUDENTS

Southeast Neighborhood School of Excellence vs. Indiana Norms (IN), Fall 2006 through Spring 2007

	Southeast Neighborhood School of Excellence Gains vs. IN Gains		Gained or Lost Ground		
Grade/Subject	**School**	**IN**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	13.6	14.0		-0.4	
2nd Grade Reading	13.9	13.3		0.6	
2nd Grade Language	10.4	13.8			-3.4
3rd Grade Math	5.5	10.1			-4.6
3rd Grade Reading	5.4	8.5			-3.1
3rd Grade Language	4.3	8.5			-4.2
4th Grade Math	5.2	9.1			-3.9
4th Grade Reading	3.9	6.6			-2.7
4th Grade Language	2.1	6.3			-4.2
5th Grade Math	1.8	8.9			-7.1
5th Grade Reading	5.3	5.5		-0.2	
5th Grade Language	4.7	5.1		-0.5	
Totals			**0**	**4**	**8**

How to Read this Chart: For example, the fourth row under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at the school made an average gain of 5.5 points, compared to 10.1 points for the average IN student. These students "lost ground" compared to the average IN student because their average gains were 4.6 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average IN gains.

H ACADEMIC PROGRESS OF STUDENTS

Southeast Neighborhood School of Excellence vs. National Norms (US), Fall 2006 through Spring 2007

	Southeast Neighborhood School of Excellence Gains vs. US Gains		Gained or Lost Ground		
Grade/Subject	**School**	**US**	**Gained Ground**	**Stayed Even**	**Lost Ground**
2nd Grade Math	13.6	13.9		-0.2	
2nd Grade Reading	13.9	13.1		0.8	
2nd Grade Language	10.4	14.1			-3.7
3rd Grade Math	5.5	10.9			-5.4
3rd Grade Reading	5.4	9.1			-3.7
3rd Grade Language	4.3	9.1			-4.8
4th Grade Math	5.2	8.8			-3.6
4th Grade Reading	3.9	6.5			-2.6
4th Grade Language	2.1	6.3			-4.2
5th Grade Math	1.8	8.7			-6.9
5th Grade Reading	5.3	5.4		-0.1	
5th Grade Language	4.7	5.2		-0.5	
Totals			**0**	**4**	**8**

How to Read this Chart: For example, the first row under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at the school made an average gain of 13.6 points, compared to 13.9 points for the average US student. These students "stayed even" compared to the average US student because their average gains were only 0.2 points lower. A rating of "stayed even" means there was no statistically significant difference between the school's average gains for this grade and subject and the average US gains.

Sufficient Gains: What proportion of students is on track to reach proficiency?
NWEA determined the target amount of growth each student needed to achieve between fall 2006 and spring 2007 in order to be on track to become proficient within a certain period of time, typically two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student made "sufficient gains." NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and ■ **CHART I** displays the results.

Southeast Neighborhood School of Excellence

I **STUDENTS ACHIEVING SUFFICIENT GAINS**
To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade
Math	59%	57%	55%	44%
Reading	58%	42%	29%	61%
Language	46%	36%	35%	56%

How to Read this Chart: For example, the first row under the 2nd grade column shows 59%. This means that at their current rate of progress, 59% of 2nd graders enrolled in this school for the 2006-07 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+ the following fall.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Southeast Neighborhood School of Excellence

J **EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY**
Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school somewhat increased its reliance on borrowing to fund operations this year. While it has demonstrated an ability to repay such borrowing in the past, the school needs to develop a long-term plan to ensure it does not need to depend on such sources of revenue for operational expenses.
Board Governance	The board is committed to the school's continued development. Training of new board members should be a priority in 2007-08. Procedural and substantial issues often were not explained to new members, resulting in the appearance of disengagement. For newer board members to make positive contributions to the board and the school, they must become more knowledgeable about the school's operations.
Leadership	School leaders demonstrate strong academic and business expertise. The roles and responsibilities among the leaders, staff, and the board are clearly defined. School leaders effectively facilitate communication and provide consistent support for staff.

PARENT AND STAFF SURVEY RESULTS

Southeast Neighborhood School of Excellence

K PARENT EVALUATION

	Parents
Overall Satisfaction	94%
Quality of Education 'Very Good' or 'Excellent'	85%
Satisfied with…	
Quality of teaching/instruction	93%
Curriculum/academic program	94%
Individualized student attention	92%
Class size	95%
Services provided to students with special needs	74%
Opportunities for parent participation	93%
School administration	92%
Faculty/teachers	94%
Likely to…	
Recommend school to friends or colleagues	85%
Return to school	89%

Southeast Neighborhood School of Excellence

L STAFF EVALUATION

	Staff
Overall Satisfaction	90%
Quality of Education 'Very Good' or 'Excellent'	72%
School Improvement Efforts are…	
Focused on student learning	91%
Based on research evidence	72%
Principal at this School…	
Tracks student progress	43%
Works directly with teachers	24%
Makes clear the expectations	43%
Communicates a clear vision	76%
Likely to…	
Recommend school to friends or colleagues	72%
Return to school	85%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

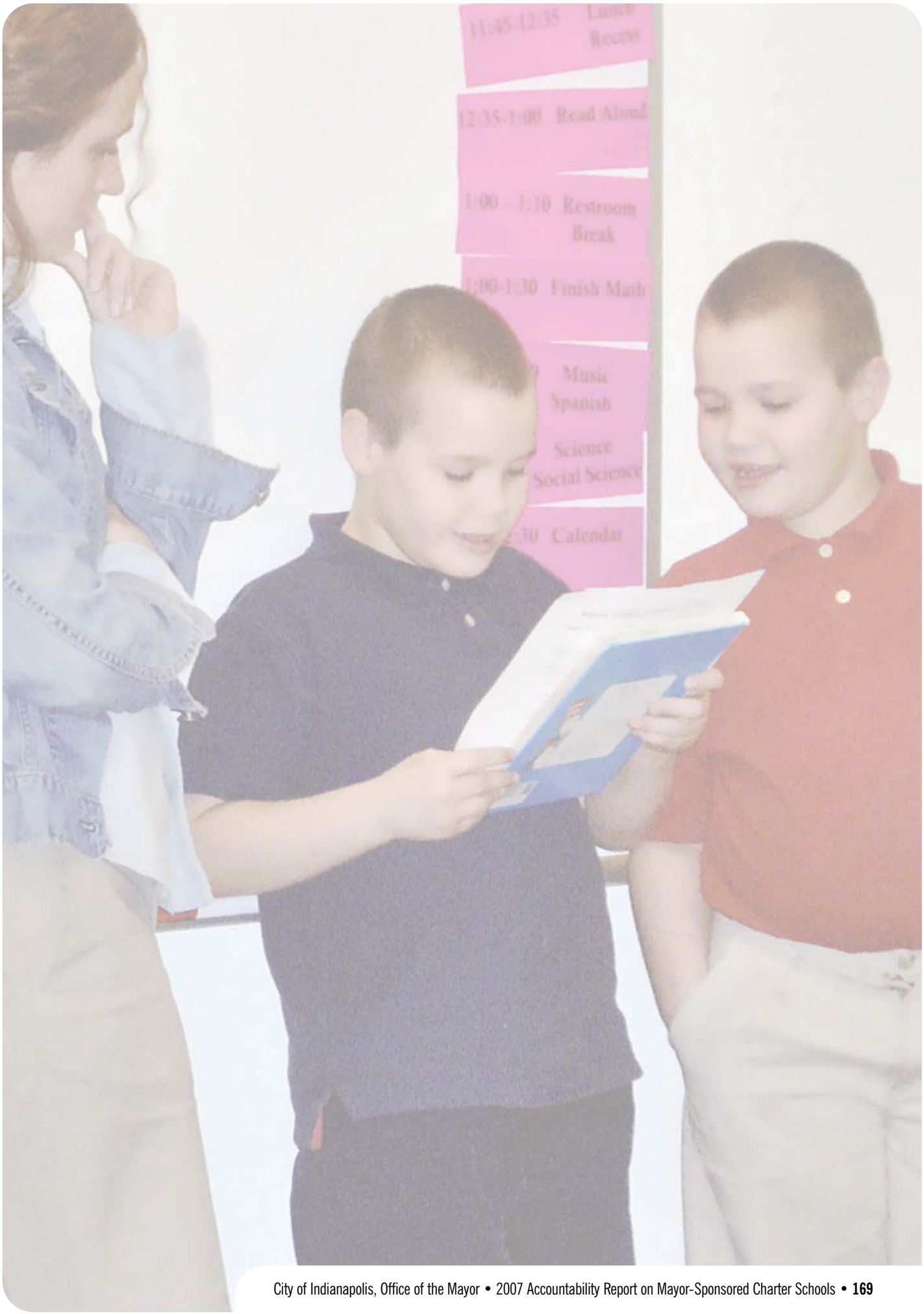
Southeast Neighborhood School of Excellence satisfied its obligations in 2006-07 for compliance with laws and regulations and in providing access to students across Indianapolis. However, the school did have difficulty in satisfying its reporting and compliance requirements during the year. The school was frequently late in submitting reports and documents to the Mayor's Office and at times was unprepared for compliance meetings. In the future, the school must recognize the importance of satisfying these reporting requirements and make complying with these obligations a priority. In order to do this, the school may consider developing better information management systems to ensure timely and accurate reporting.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Southeast Neighborhood School of Excellence

N EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations	• The school did an outstanding job in its collection and presentation of student work and used appropriate evidence in its third year self-review. • In most classrooms, the site visit team observed teachers using effective classroom and behavior management procedures and students engaged in learning. • The school has strong teams of teachers who collaborate in a variety of ways. • The school is thoroughly examining its curriculum in order to identify any curricular gaps and ensure the curriculum aligns with Indiana standards. • Students have engaged in a variety of meaningful community based projects, such as art auctions and Keep Indianapolis Beautiful. • Student work shows an understanding of basic moral and ethical principles.
Key Areas for Attention	• Grading practices were inconsistent across classrooms. The school should develop a consistent school-wide framework for grading student work. • Students need more opportunities to develop independent learning skills, especially those students performing above grade level. • The site visit team noted that some assignments were not aligned with Indiana standards. Moreover, the science and social studies curricula did not appear to be as well developed as the curricula for math and language arts. • Teachers should improve the feedback they provide on student work and give students more explicit guidance in how to self-manage their learning so they can improve their work on their own.


11:45-12:35 Lunch Recess
12:35-1:00 Read Aloud
1:00 - 1:10 Restroom Break
1:00-1:30 Finish Math
Music
Spanish
Science
Social Science
Calendar

For More Information

More information about the Mayor-sponsored charter schools' finances, a description of the Mayor's accountability system, and notes on the methods used to gather and analyze information included in this report are included in three supplemental reports:

Supplemental Report 1: Financial Status of Indianapolis Charter Schools

Supplemental Report 2: The Mayor's Charter School Accountability System

Supplemental Report 3: Notes on Methods Used to Gather and Analyze Information Included in the Accountability Report and Supplemental Reports

This report, the supplemental reports, and other documents referred to in this report, as well as up-to-date information about Mayor-sponsored charter schools are available online at *www.indygov.org/Mayor/Charter* or by contacting the Mayor's Office at 317-327-3601 or *charter@indygov.org*.

Chart Notes

The information below provides source references and additional information for all charts appearing in the main report and each school's report.

A. 2006-07 ENROLLMENT & DEMAND

- Source for student enrollment: Indiana Department of Education website, based on schools' Pupil Enrollment Count reported every fall.
- Source for maximum possible enrollment: Each school's Charter, on file with the Mayor's Office.
- Source for number of students on waiting lists: Schools' self-report of data as of July 26, 2007.
- Note: In 2006-07, students residing in 39 different school districts attended Mayor-sponsored charter schools.
- Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

B. STUDENT COMPOSITION

- Source for race/ethnicity and free/reduced lunch data: Indiana Department of Education (IDOE) website.
- Source for Special Education: IDOE website, Special Education count reported December 1, 2006.
- Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported March, 2007.

C. 2006-07 ATTENDANCE

- Source: Indiana Department of Education website, preliminary figures.

D. 2006-07 ADEQUATE YEARLY PROGRESS DETERMINATIONS

- Source: Indiana Department of Education (IDOE).
- AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Major-sponsored charter schools had the necessary number of qualifying students in the following subgroups: American Native, Asian and Limited English Proficient.

E. 2006-07 PUBLIC LAW 221 CATEGORY PLACEMENTS

- Source: Indiana Department of Education (IDOE).
- Public Law 221 category placements are required annually by Indiana law. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a combination of the school's improvement in achievement on the ISTEP+ and the school's overall ISTEP+ pass rate. In addition, regardless of its performance on the ISTEP+, a school that does not make AYP for two consecutive years in the same content area or subgroup cannot receive a category placement higher than Academic Progress. For purposes of Public Law 221, the IDOE considers the results of the English and math portions of the ISTEP+, but not the science portion.
- To determine "improvement," the IDOE uses the greater of (a) the school's change in ISTEP+ pass rates over the previous year or (b) the school's average change in ISTEP+ pass rates over the past three years. Only students who attended the school for at least 126 days during the 2005-06 school year and took the fall 2006 ISTEP+ at that same school are included in one-year gain calculations for the 2006-07 category placements. The IDOE calculated a school's "overall" pass rate using the ISTEP+ results of all students who attended the school on May 1, 2006, regardless of which school the students attended when they took the fall 2006 ISTEP+.

F. (Main Report) CHANGE IN ISTEP+ PASS RATES IN MAYOR-SPONSORED CHARTER SCHOOLS, Fall 2005 to Fall 2006

- Source: Indiana Department of Education (IDOE).
- Note: The ISTEP+ improvement figures and overall pass rates for individual Mayor-sponsored charter schools were calculated by the IDOE based on the method prescribed by Public Law 221, which is detailed above in the note for Chart E. The overall pass rate for Mayor-sponsored schools as a group is the percentage of ISTEP+ English and math exams taken that students in all Mayor-sponsored schools passed. Similarly, the overall pass rate for all Indiana public schools is the percentage of ISTEP+ English and math exams taken that students in the state's public schools passed.

F. (Individual School Reports) STUDENTS PASSING ISTEP+ At Beginning of Each School Year

- Source: Indiana Department of Education.

G. ACADEMIC PROGRESS OF STUDENTS: Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2006 through Spring 2007

- Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2007. See Supplemental Report 3 for detailed notes on test score analysis.
- Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.
- Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education's policy of not reporting performance data when the number of students tested falls below 10 (Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

H. ACADEMIC PROGRESS OF STUDENTS: Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (US), Fall 2006 through Spring 2007

- Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association, 2007. See Supplemental Report 3 for detailed notes on test score analysis.
- Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree.
- Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education's policy of not reporting performance data when the number of students tested falls below 10 (Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

I. MAYOR-SPONSORED CHARTER SCHOOLS' STUDENTS ACHIEVING SUFFICIENT GAINS To Become Proficient Within Two Years

- Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2007.
- Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

K. PARENT EVALUATION

- Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2007 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. See Supplemental Report 3 for detailed notes on survey protocol and analysis.
- Note: "Overall satisfaction" and "satisfied with" results included "very satisfied" and "somewhat satisfied" responses which were on a five-point scale that also included "satisfied," "somewhat dissatisfied," and "very dissatisfied." Calculations do not include missing and "don't know" responses.
- Note: "Quality of education" results included "very good" and "excellent" responses which were on a five-point scale that also included "good," "fair," and "poor."
- Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties.
- Note: "Likely to" results included "extremely likely" and "very likely" responses which were on a five-point scale that also included "somewhat likely," "not very likely," and "not at all likely."

L. STAFF EVALUATION

- Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2007 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. See Supplemental Report 3 for detailed notes on survey protocol and analysis.
- Note: "Quality of education" results included "very good" and "excellent" responses which were on a five-point scale that also included "good," "fair," and "poor."
- Note: "School improvement" and "principal at this school" results included "strongly agree" and "agree" responses which were on a six-point scale that also included "agree a little," "disagree a little," "disagree," and "strongly disagree." Calculations do not include missing and "don't know" responses.
- Note: "Likely to" results included "extremely likely" and "very likely" responses which were on a five-point scale that also included "somewhat likely," "not very likely," and "not at all likely."

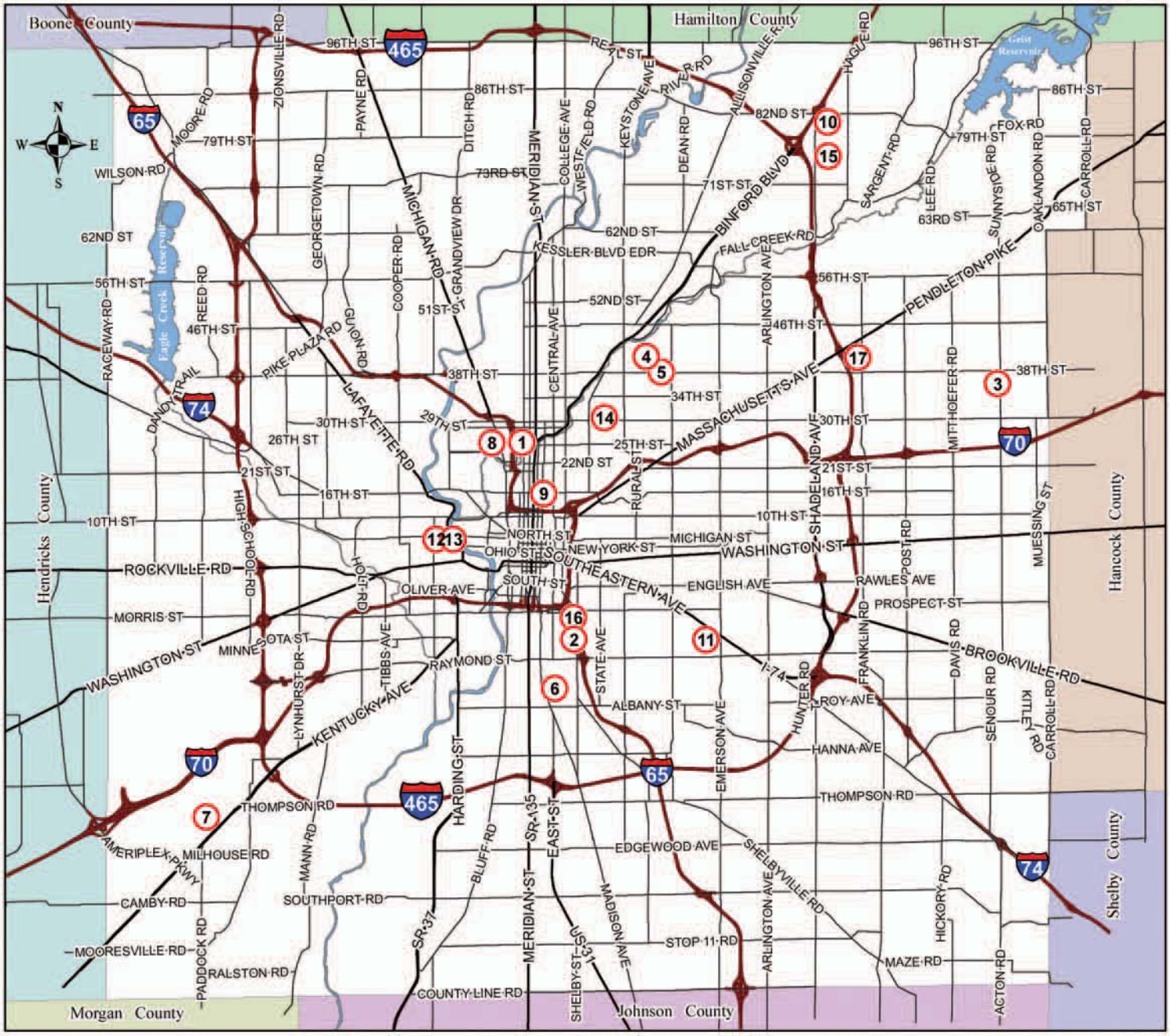
M. STUDENT EVALUATION

- Source: All results are from confidential surveys of Mayor-sponsored charter school students in grades 6-12 administered in spring 2007 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. See Supplemental Report 3 for detailed notes on survey protocol and analysis.
- Note: "Excellent job" responses were on a three-point scale that also included "satisfactory job" and "poor job."

RATINGS FROM THE FOURTH YEAR CHARTER REVIEW

- Source: "Indianapolis Mayor's Office Fourth Year Charter Review - Andrew J. Brown Academy," available online. The school's full report includes detailed explanations of the school's ratings.

Mayor-Sponsored Charter School Locations



Operating Schools

1. 21st Century Charter School at Fall Creek
   2540 North Capitol Avenue
   317-536-1026
2. 21st Century Charter School at Fountain Square
   1615 South Barth Avenue
   317-536-1028
3. Andrew J. Brown Academy
   3600 German Church Road
   317-891-0730
4. Challenge Foundation Academy
   3980 Meadows Drive
   317-803-3182
5. Charles A. Tindley Accelerated School
   3960 Meadows Drive
   317-545-1745
6. Christel House Academy
   2717 South East Street
   317-783-4690
7. Decatur Discovery Academy
   5125 Decatur Boulevard
   317-856-0900
8. Flanner House Elementary School
   2424 Dr. Martin Luther King Jr. Street
   317-925-4231

Operating Schools (continued)

9. Herron High School
   110 East 16th Street
   317-231-0010
10. Hope Academy
    8102 Clearvista Parkway
    317-572-9440
11. Indianapolis Lighthouse Charter School
    1780 Sloan Avenue
    317-351-1534
12. Indianapolis Metropolitan Career Academy #1
    1635 West Michigan Street
    317-524-4638
13. Indianapolis Metropolitan Career Academy #2
    1635 West Michigan Street
    317-524-4638
14. KIPP Indianapolis College Preparatory
    1740 East 30th Street
    317-637-9780
15. Lawrence Early College High School for Science and Technologies
    7250 East 75th Street
    317-964-8080

Operating Schools (continued)

16. Southeast Neighborhood School of Excellence (SENSE)
    1601 South Barth Avenue
    317-423-0204

Schools Opening Fall 2007

17. Monument Lighthouse Charter School
    4002 North Franklin Road
    317-351-2880

0 1.25 2.5 5 Miles

Date: May 2007
Produced by: Marion Co. ISA-GIS Division, F.B.
Data Source: IMAGIS, City of Indianapolis/Marion Co. GIS

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