



# A NEW SCHOOL OF THOUGHT

2008-2009 Accountability Report



ShaDé Watson and Amber Wright graduated from Charles A. Tindley Accelerated School in June and began studies at DePauw University last Fall.



WORKING TO EXPAND THE PROMISE AND POTENTIAL



ENTIAL OF PUBLIC EDUCATION IN INDIANAPOLIS.



February, 2010

Dear Citizens of Indianapolis:

As the Indianapolis charter school initiative enters its eighth year, it is clear that the vision of creating a new sector of high-quality public schools has become a reality. And with the charter schools' growing enrollment and waiting lists, it is also quite clear that demand for educational options remains high. I am committed to ensuring that all children have equal opportunities to receive a high-quality education. And my public charter schools offer this. Families deserve high-quality education options so they can select a school that best fits their child's needs.

This year marked a new chapter in Indianapolis charter school history, as the first three Mayor-sponsored charter schools, which opened in 2001, sought renewal of their charter agreements. In addition, I approved the applications of three new charter schools and welcomed the addition of The Indianapolis Project School to the Martindale-Brightwood neighborhood.

To continue providing families with high-quality options, the schools I authorize undergo a rigorous and transparent accountability process. This consists of a wide range of tools to evaluate their performance including governance and financial reviews, expert site visits, confidential parent and school staff surveys, and test score analyses. As the charter school movement continues to grow and develop, so does our understanding and analysis of their performance.

The intent of the annual Accountability Report is to provide the public, stakeholders, and me with a comprehensive picture of the schools' strengths, challenges, and overall performance. In this year's Accountability Report, you will see the new ways my team evaluates and understands performance – both of the initiative as a whole and that of each individual school.

As the report demonstrates, Mayor-sponsored charter schools have achieved many notable successes this year. Areas for improvement also exist for all of the schools. My expectation is that each school builds upon successes and quickly addresses deficiencies. And I will remain transparent about these results as we continue the initiative.

Thank you for your interest in Mayor-sponsored charter schools, and thank you for your commitment to our city's youth.

Sincerely,

Gregory A. Ballard  
Mayor  
City of Indianapolis



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## PERFORMANCE OF MAYOR-SPONSORED CHARTER SCHOOLS

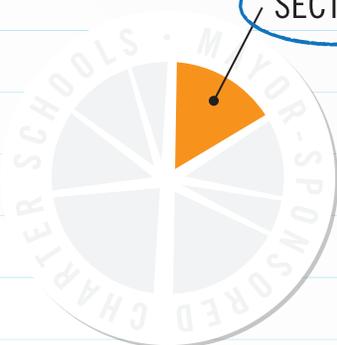
Reports for each school can be found on the enclosed CD or online at [www.indy.gov/mayor/charter](http://www.indy.gov/mayor/charter).



## SUPPLEMENTAL REPORTS

Electronic versions of the supplemental reports are available online and include:

- *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*



SECTION 1

# MAYOR-SPONSORED CHARTER SCHOOLS: A SNAPSHOT

## WHAT MSCS PARENTS ARE SAYING:

THEY DRILL COLLEGE INTO THE KIDS' HEADS. MY SON IS SIX AND ALL HE TALKS ABOUT IS WHEN HE GOES TO COLLEGE, NOT IF. THEY TEACH THE KIDS HOW IMPORTANT GOOD GRADES ARE, THE TEACHERS ARE SO NICE! I HAVE NOT NEEDED TO MEET WITH THE PRINCIPAL, YET SHE KNOWS MY NAME. THIS SCHOOL HAS BECOME LIKE A FAMILY! I LOVE THAT THE CLASS SIZE IS ON THE SMALLER SIDE, TOO! I COULD GO ON AND ON. – Parent, *Andrew A. Brown Academy*



THE CURRICULUM ALLOWS FOR FLEXIBILITY SO THE STUDENTS CAN TRULY WORK ON A LEVEL THAT CHALLENGES THEM INDIVIDUALLY. MY CHILD WENT FROM BEING BORED AT SCHOOL TO BEING TRULY EXCITED ABOUT LEARNING. – Parent, *The Project School*



I WOULDN'T SEND MY KIDS ANYWHERE ELSE. THIS IS A GREAT SCHOOL WITH EXCELLENT TEACHERS THAT REALLY CARE. I HAVE 2 KIDS IN SCHOOL AND THEY HAVE BEEN THERE FOR 2 YEARS. MY YOUNGEST SON WILL BE THERE THIS YEAR. MY DAUGHTER IS DISABLED AND SHE RECEIVES A LOT OF HELP. THANKS! COULDN'T ASK FOR BETTER, CARING, UNDERSTANDING TEACHERS!

– Parent, *Indianapolis Lighthouse Charter School*

# AN OVERVIEW OF THE MISSION, VISION AND MAKE-UP OF THE MAYOR-SPONSORED CHARTER SCHOOL COMMUNITY.

## 1 ANDREW J. BROWN ACADEMY (AJB)

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.

- *Grades Served in 2008-2009: K-8*
- *Total Enrollment: 663 | Number on Waiting List: 40*
- *School Leader: Thelma Wyatt*
- *Board Chair: Thomas Brown*

## 2 CHALLENGE FOUNDATION ACADEMY (CFA)

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

- *Grades Served in 2008-2009: K-5*
- *Total Enrollment: 393 | Number on Waiting List: 157*
- *School Leader: Charlie Schlegel*
- *Board Chair: Rose Mays*

## 3 CHARLES A. TINDLEY ACCELERATED SCHOOL (CTAS)

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.

- *Grades Served in 2008-2009: 6-12*
- *Total Enrollment: 404 | Number on Waiting List: 50*
- *School Leader: Marcus Robinson*
- *Board Chair: Mark Bruin*

## 4 CHRISTEL HOUSE ACADEMY (CHA)

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.

- *Grades Served in 2008-2009: K-8*
- *Total Enrollment: 416 | Number on Waiting List: 125*
- *School Leader: Carey Dahncke*
- *Board Chair: Murvin Enders*

## 5 DECATUR DISCOVERY ACADEMY (DDA)

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.

- *Grades Served in 2008-2009: 7-12*
- *Total Enrollment: 186 | Number on Waiting List: 9*
- *School Leader: Kevin Leineweber*
- *Board Chair: Bruce Borud*



**6 FALL CREEK ACADEMY (FCA)**

Fall Creek Academy'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.

- *Grades Served in 2008-2009: K-12*
- *Total Enrollment: 352 | Number on Waiting List: 107*
- *School Leader: Anita Silverman*
- *Board Chair: Mark Howell*

**7 FLANNER HOUSE ELEMENTARY SCHOOL (FHE)**

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

- *Grades Served in 2008-2009: K-6*
- *Total Enrollment: 210 | Number on Waiting List: 10*
- *School Leaders: Frances Malone and Latika Warshaw*
- *Board Chair: Patricia Roe*

**8 FOUNTAIN SQUARE ACADEMY (FSA)**

Fountain Square Academy seeks to use computer technology to engage students in learning and to continually track students' academic progress.

- *Grades Served in 2008-2009: 5-12*
- *Total Enrollment: 206 | Number on Waiting List: 18*
- *School Leader: Keena Foster*
- *Board Chair: Mark Howell*

**9 HERRON HIGH SCHOOL (HHS)**

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

- *Grades Served in 2008-2009: 9-12*
- *Total Enrollment: 333 | Number on Waiting List: 22*
- *School Leader: Janet McNeal*
- *Board Chair: Joanna Taft*

**10 HOPE ACADEMY (HA)**

Hope Academy offers a welcoming, challenging, and supportive academic environment, provided through a small school 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.

- *Grades Served in 2008-2009: 9-12*
- *Total Enrollment: 35 | Number on Waiting List: 0*
- *School Leader: Gale Stone*
- *Board Chair: Christopher Stack, M.D.*

**11 INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL (ILCS)**

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.

- *Grades Served in 2008-2009: K-8*
- *Total Enrollment: 530 | Number on Waiting List: 20*
- *School Leader: Kelli Marshall*
- *Board Chair: Michael Ronan*

**12 INDIANAPOLIS METROPOLITAN HIGH SCHOOL (MET)**

Through its small size, the Indianapolis Metropolitan High School attempts to ensure that every student has genuine, individualized relationships with teachers and other adults, and that every student becomes a self-directed learner.

- *Grades Served in 2008-2009: 9-12*
- *Total Enrollment: 342 | Number on Waiting List: 4*
- *School Leader: Scott Bess*
- *Board Chair: Fred Tucker*

**13 THE INDIANAPOLIS PROJECT SCHOOL (TPS)**

The Indianapolis Project School seeks to end the predictive values of race, class, language, gender, and special capacities on student success in schools and communities, by working together with families and communities to ensure each child's success.

- *Grades Served in 2008-2009: K-6*
- *Total Enrollment: 167 | Number on Waiting List: 5*
- *School Leader: Tarrey Banks*
- *Board Chair: Daniel Baron*

**14 KIPP INDIANAPOLIS COLLEGE PREPARATORY (KIPP)**

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.

- *Grades Served in 2008-2009: 5-8*
- *Total Enrollment: 238 | Number on Waiting List: 5*
- *School Leader: (2008) Omotayo Ola-niyi, Andrea Turner and Shani Ratcliff*
- *Board Chair: (2008) Reid Litwack*

**15 LAWRENCE EARLY COLLEGE HIGH SCHOOL FOR SCIENCE AND TECHNOLOGIES (LECHS)**

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

- *Grades Served in 2008-2009: 9-12*
- *Total Enrollment: 192 | Number on Waiting List: 0*
- *School Leader: Scott Syverson*
- *Board Chair: Tracy Barnes*

**16 MONUMENT LIGHTHOUSE CHARTER SCHOOL (MLCS)**

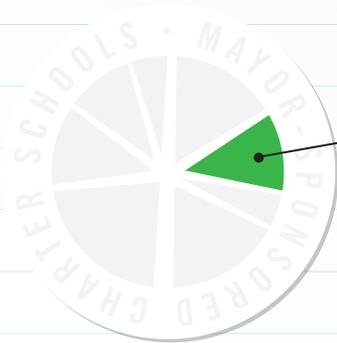
Students at Monument Lighthouse Charter School will acquire the knowledge, skills, values and attitudes to be responsible citizens and effective workers. Students will realize this mission through a curriculum that infuses fine and performing arts into a rigorous core of content.

- *Grades Served in 2008-2009: K-7*
- *Total Enrollment: 401 | Number on Waiting List: 127*
- *School Leader: Jamie Brady*
- *Board Chair: Michael Ronan*

**17 SOUTHEAST NEIGHBORHOOD SCHOOL OF EXCELLENCE (SENSE)**

Southeast Neighborhood School of Excellence is a community-driven elementary school that nurtures academic excellence, social development and civic responsibility in every individual. SENSE seeks to build a strong foundation for learning and living by creating in its students a thirst for knowledge and an enthusiasm for learning.

- *Grades Served in 2008-2009: K-6*
- *Total Enrollment: 255 | Number on Waiting List: 29*
- *School Leader: J.C. Lasmanis*
- *Board Chair: Dawn Kroh*



SECTION 2

# ENROLLMENT AT MAYOR-SPONSORED CHARTER SCHOOLS

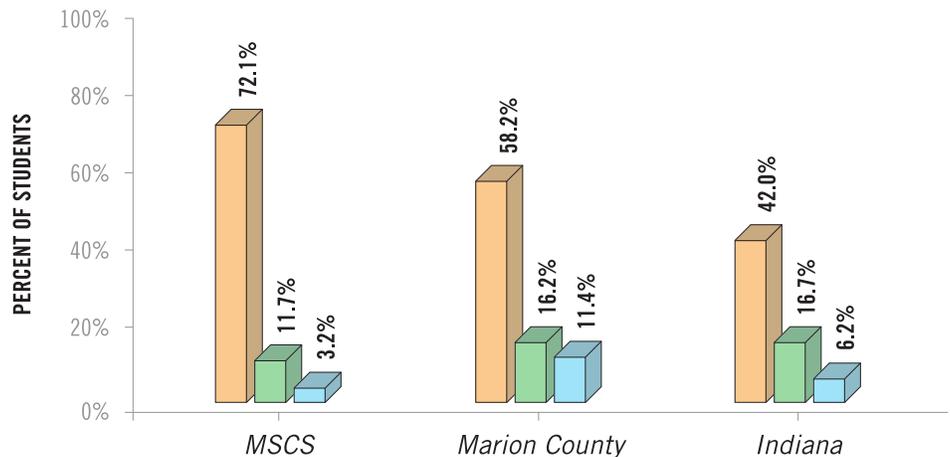
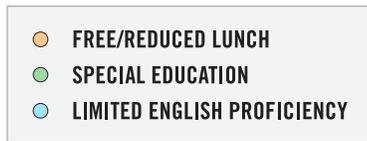
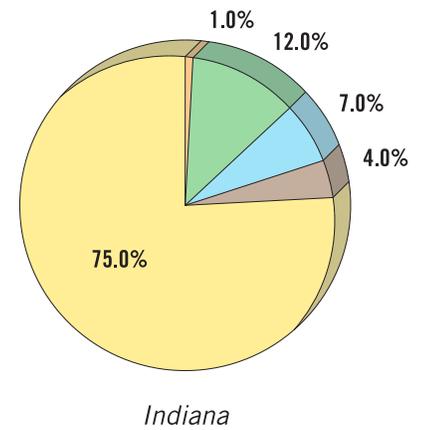
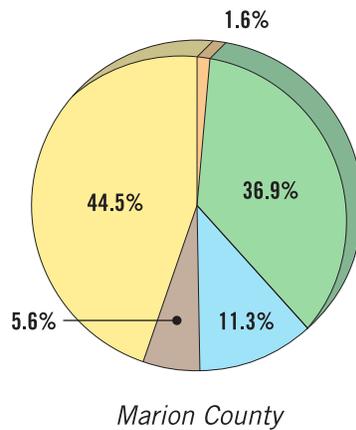
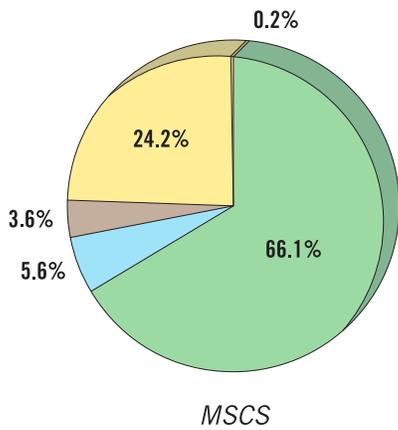
**2008-2009 ENROLLMENT IN MAYOR-SPONSORED CHARTER SCHOOLS = 5,323**  
**NUMBER OF STUDENTS ON WAITING LISTS = 728**

Figure A: Historical Enrollment at MSCS

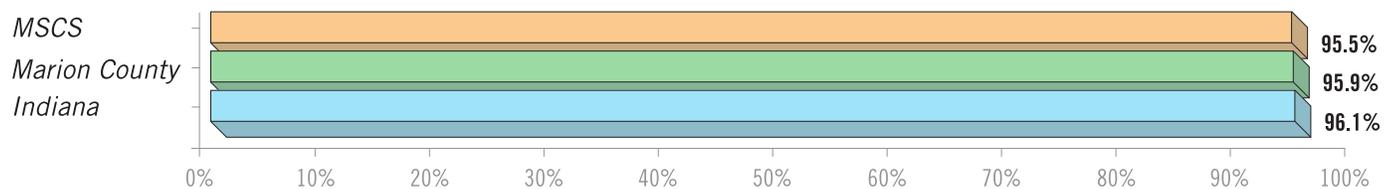


# MSCS ENROLLMENT CONTINUES TO RISE, AS DOES THE PUBLIC'S INTEREST IN THE CHARTER SCHOOL MODEL.

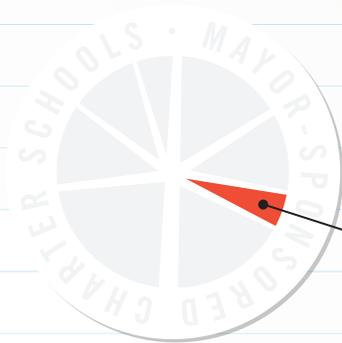
Figure B: Student Composition



2008-09 Attendance Rate



**PERCENT OF MARION COUNTY PUBLIC SCHOOL STUDENTS ATTENDING A MAYOR-SPONSORED CHARTER SCHOOL = 4%**



SECTION 3

## NOTABLE ACHIEVEMENTS

CHARTER SCHOOLS PROVIDE AN OPPORTUNITY FOR ALL PARENTS AND STUDENTS TO ACCESS A HIGH-QUALITY SCHOOL THAT MEETS THEIR NEEDS. CHARTER SCHOOLS ALSO ALLOW INNOVATIVE REFORMERS SPACE TO CREATE NEW SCHOOLS THAT SERVE STUDENTS AND FAMILIES EXCEPTIONALLY WELL.



CHARTER SCHOOLS ARE AN EMERGING TREND HERE AT HOME AND NATIONWIDE. INDIANA BECAME THE 37TH STATE TO ADOPT CHARTER SCHOOL LEGISLATION IN 2001, AND TODAY, THERE ARE 18 MAYOR-SPONSORED CHARTER SCHOOLS PROVIDING INNOVATIVE EDUCATION OPTIONS FOR INDIANAPOLIS FAMILIES. ALTHOUGH A NUMBER OF SELECT ENTITIES HAVE THE POWER TO DIRECTLY AUTHORIZE CHARTER SCHOOLS, MAYOR BALLARD IS THE ONLY MAYOR IN THE COUNTRY WITH THIS AUTHORITY.



THIS ACCOUNTABILITY REPORT PROVIDES A TRANSPARENT VIEW OF THE PERFORMANCE OF THE MAYOR-SPONSORED CHARTER SCHOOLS. THE SUCCESS OF CHARTER SCHOOLS ADDS TO THE COMMUNITY'S VIBRANT QUALITY OF LIFE, FURTHER ELEVATING INDIANAPOLIS AS A GREAT PLACE TO LIVE AND WORK.

# AS THE CHARTER SCHOOL MOVEMENT CONTINUES TO GROW, SO DO THE MANY SUCCESS STORIES ASSOCIATED WITH IT.

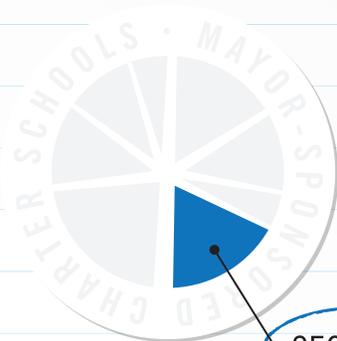
## PARENTS AND THE COMMUNITY CONTINUE TO SHOW STRONG SUPPORT AND DEMAND FOR MAYOR-SPONSORED CHARTER SCHOOLS.

- *In 2008-2009, schools chartered by the Mayor served a total of 5,323 students.*
- *From 2008-2009 to 2009-2010, enrollment in Mayor-sponsored charter schools increased by more than 1,100 students, or about 22.5 percent.*
- *Entering the 2009-2010 academic year, more than 700 students were on waiting lists to attend a Mayor-sponsored charter school.*
- *During 2008-2009, the Mayor's Office received seven charter applications and authorized two new public charter schools and one school that changed authorizers.*
- *Eighty-seven percent of parents reported overall satisfaction with the Mayor-sponsored charter school their children attended.*

## STUDENTS IN MAYOR-SPONSORED CHARTER SCHOOLS CONTINUE TO MAKE IMPRESSIVE GAINS.

- *According to the Indiana Department of Education (IDOE), the public secondary schools with the highest academic achievement and most academic growth in Marion County are the Charles A. Tindley Accelerated School and Herron High School, respectively. Both are Mayor-sponsored charter schools.*
- *Over the last four years, the most improved school in Marion County, in terms of increased pass rates on the ISTEP+, has been a Mayor-sponsored charter school.*
- *In 2008-2009, Mayor-sponsored charter schools comprised only seven percent of all public schools in Marion County, but made up 6 of the top 10 schools showing the most academic growth.*
- *In 2008-2009, the average improvement in the ISTEP+ pass rates in Mayor-sponsored charter elementary schools was 6.9 percentage points, compared to 1.3 points statewide and 1.5 points in Marion County. For secondary schools, the improvement was 6.5 percentage points, compared to a 0.75 point decline statewide and 0.87 point decline in the county.*
- *Only three public high schools in Marion County made Adequate Yearly Progress (AYP) in 2008-2009. The three – The Charles A. Tindley Accelerated School, Fountain Square Academy and Herron High School – are all Mayor-sponsored charter schools.*
- *The Indiana Department of Education recognized Christel House Academy, a Mayor-sponsored charter, as one of only three schools in the county that have made AYP every year since the rating has been issued.*
- *Eighty-six percent of 2009 graduates from Mayor-sponsored charter high schools enrolled in two- or four-year colleges.*
- *The Charles A. Tindley Accelerated School and Lawrence Early College High School for Science and Technologies were two of six Indiana schools named as models for early college high school programs by the Center of Excellence in Leadership of Learning at the University of Indianapolis.*
- *Christel House Academy and the Charles A. Tindley Accelerated School were recognized by the state as Title I schools that exhibited exceptional student performance and are closing the achievement gap.*





SECTION 4

# ENSURING QUALITY AND ACCOUNTABILITY

THE MAYOR'S OFFICE HAS CREATED 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 EXPERTS FROM INDIANAPOLIS AND AROUND THE COUNTRY TO DESIGN AND IMPLEMENT ITS ACCOUNTABILITY SYSTEM. KEY ELEMENTS OF THIS ACCOUNTABILITY SYSTEM ARE ILLUSTRATED ON THE FOLLOWING PAGE.



TOGETHER, THE FOLLOWING 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.

DETAILED INFORMATION FOR EACH SCHOOL IS AVAILABLE ON THE ENCLOSED CD OR AT [WWW.INDY.GOV/MAYOR/CHARTER](http://WWW.INDY.GOV/MAYOR/CHARTER).

# ACCOUNTABILITY IS A KEY PART OF THE CHARTER SCHOOL MISSION. HERE'S HOW WE'RE MAKING IT HAPPEN.

## MULTIPLE SCHOOL VISITS

The Mayor's staff, in addition to experts engaged by the Mayor's Office, make multiple visits to the schools, including:

- **Pre-Opening Visits:** Guided by a detailed checklist, the Mayor's staff works with each new school before it opens to ensure that it is ready to start the school year in full compliance with education, financial, health, legal, safety and other vital requirements.
- **Expert Site Team Visits:** Site visits are conducted by local community education and evaluation experts from Indiana University. These teams examine educator practice and data related to each question of the Mayor's Performance Framework. Teams visit each first and second year school for a full day in both the fall and spring. Third year schools engage in a self-evaluation process that requires them to assess their own performance relative to the Performance Framework standards using an evidence-based process. For schools in their fourth year, an expert team conducts an in-depth, two-and-a-half day visit as part of the Fourth Year Charter Review (FYCR), providing a summative evaluation of where the school stands in relation to standards. Teams conduct 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 FYCR. Schools spend their sixth and seventh years of operation preparing for and participating in the charter renewal process.
- **School Leadership Visits:** The Mayor's staff conducts monthly visits to all schools to dialogue with school leaders, examine operations and monitor compliance with various federal, state and local requirements. Staff also attend and observe governing board meetings at each school.

## INDEPENDENT, CONFIDENTIAL SURVEYS OF PARENTS AND STAFF

Indiana University coordinates surveys of staff and parents each spring to rate their satisfaction with the schools on a variety of issues. For 2008-2009, 67 percent of staff and 38 percent of parents participated in these confidential surveys.

## EXPERT ANALYSIS OF TEST SCORE DATA

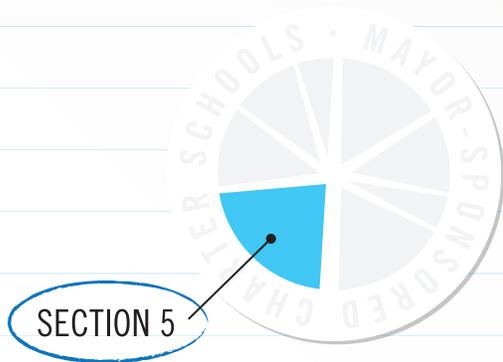
The Mayor's Office requires each school to administer the well-regarded and widely used Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test to measure the academic growth of individual students. NWEA analyzes the schools' test results to determine how well students progressed from fall to spring in reading, language and mathematics. The researchers measure each student's progress and determine whether he/she made sufficient gains to reach proficiency by the target year in these core subjects. This analysis provides a useful supplement to the schools' results on the ISTEP+, which currently allows for only a limited measurement of student progress over time.

## REVIEW OF SCHOOL FINANCES

The Mayor's Office contracts with an outside accounting firm to analyze each school's finances. Additionally, the Indiana State Board of Accounts examines the finances and accounting processes for schools every other year beginning in a school's second year of operation.

## SPECIAL EDUCATION REVIEW

A group of local experts conducts on-site reviews of special education files during a school's second and fourth year and fifth year for schools that receive a 'Does Not Meet Standard' rating as a part of the FYCR. These on-site visits are conducted to determine whether the schools' special education files are in compliance with applicable laws and the Mayor's Office's requirements.



# MAYOR'S CHARTER SCHOOL PERFORMANCE FRAMEWORK

BASED ON INFORMATION GATHERED THROUGHOUT THE YEAR, THE MAYOR'S OFFICE ANALYZED EACH SCHOOL'S PERFORMANCE IN ORDER TO ANSWER THE FOLLOWING QUESTIONS IN THE MAYOR'S CHARTER SCHOOL PERFORMANCE FRAMEWORK.



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 PERFORMANCE FRAMEWORK, WHICH CAN BE FOUND IN ITS ENTIRETY ONLINE AT [WWW.INDY.GOV/MAYOR/CHARTER](http://WWW.INDY.GOV/MAYOR/CHARTER).

# QUESTIONS AND ANSWERS ABOUT THE PERFORMANCE OF MAYOR-SPONSORED CHARTER SCHOOLS IN INDIANAPOLIS.

## 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?*



## QUESTION 1: ARE THE EDUCATIONAL PROGRAMS SUCCESSFUL?

### ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the Indiana Department of Education (IDOE) 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 mathematics, 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. A school must meet the performance targets for each subgroup to make AYP overall. Schools do not receive a rating until the end of their second year of operation.

In 2008-2009, 15 Mayor-sponsored charter schools were eligible to receive an AYP determination. Of these schools, six made AYP, while the other nine did not. Figure C shows the number of indicators in which each Mayor-sponsored charter school met AYP and lists those categories in which each school did not meet targets.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

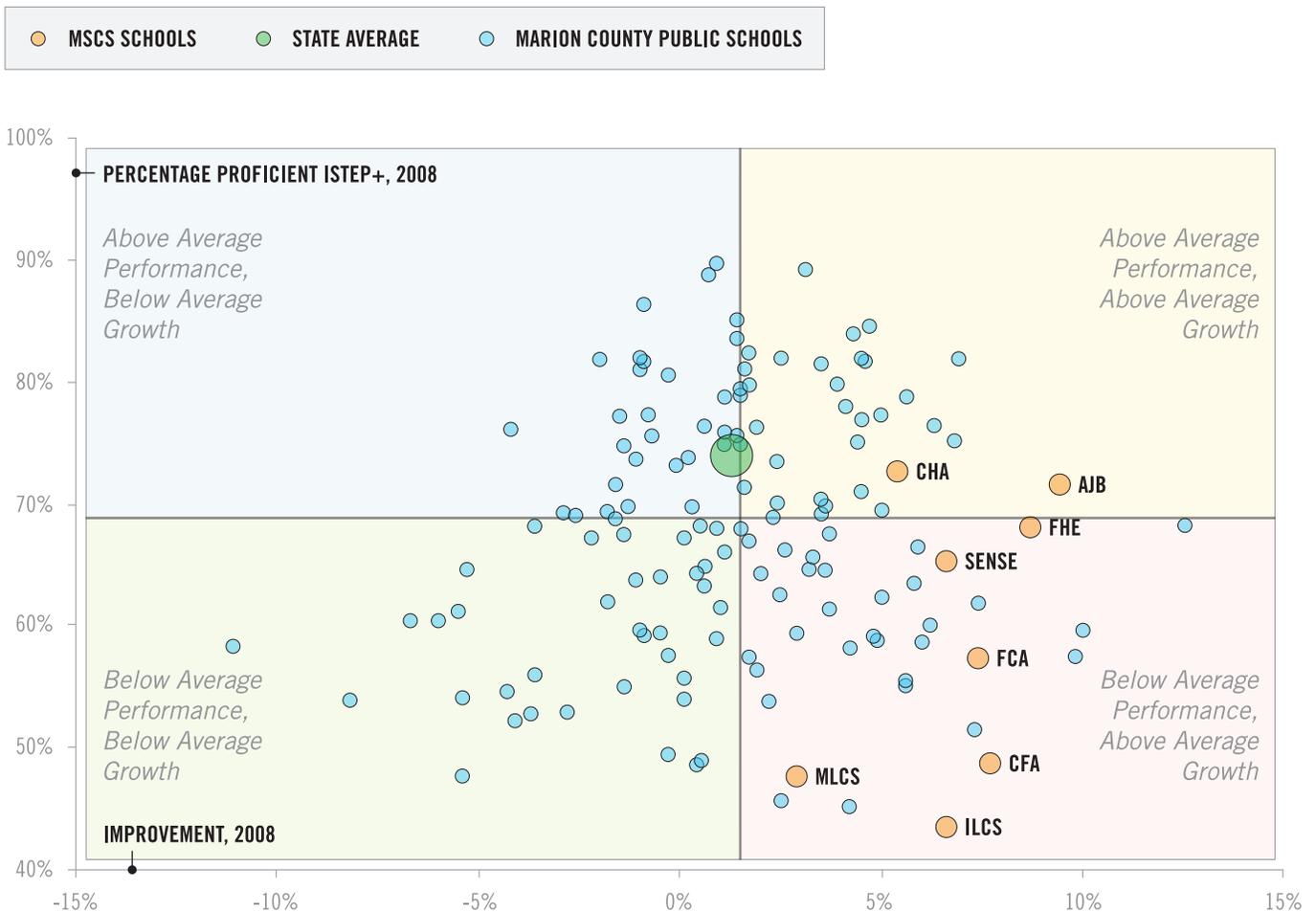
<i>School</i>	<i>AYP</i>	<i>Indicators</i>	<i>Categories not made</i>
Andrew J. Brown Academy	✓	13/13	
Challenge Foundation Academy	✗	10/13	English Overall; English Black; Math Free/Reduced Lunch
Charles A. Tindley Accelerated School	✓	13/13	
Christel House Academy	✓	27/27	
Decatur Discovery Academy	✗	0/5	English Overall; Math Overall; English Participation; Math Participation; Graduation Rate
Fall Creek Academy	✗	10/13	English Overall; English Black; English Free/Reduced Lunch
Flanner House Elementary School	✓	13/13	
Fountain Square Academy	✓	13/13	
Herron High School	✓	13/13	
Indianapolis Lighthouse Charter School	✗	8/17	English Overall; Math Overall; English Black; Math Black; English White; Math White; English Free/Reduced Lunch; Math Free/Reduced Lunch; Attendance
Indianapolis Metropolitan High School	✗	2/13	English Overall; Math Overall; English Black; Math Black; English Participation Black; Math Participation Black; English Free/Reduced Lunch; Math Free/Reduced Lunch; English Participation Free/Reduced Lunch; Math Participation Free/Reduced Lunch; Graduation Rate
KIPP Indianapolis College Preparatory	✗	10/13	English Overall; English Black; English Free/Reduced Lunch
Lawrence Early College High School	✗	3/5	English Overall; Math Overall
Monument Lighthouse Charter School	✗	8/13	English Overall; Math Overall; English Black; Math Black; English Free/Reduced Lunch
Southeast Neighborhood School of Excellence	✗	12/13	English White

## ISTEP+ RESULT: PERFORMANCE AND IMPROVEMENT

Under Public Law 221, the Indiana Department of Education (IDOE) determines each school's overall proficiency rates on ISTEP+ and changes in proficiency rates over time. Specifically, the IDOE identifies a cohort of students who attended each school throughout the 2007-2008 school year, then calculates how much those students' ISTEP+ pass rates improved from Fall 2007 to Fall 2008. The data reported by IDOE for improvement is the one-year increase in ISTEP+ pass rates or the average increase over three years, whichever is larger.

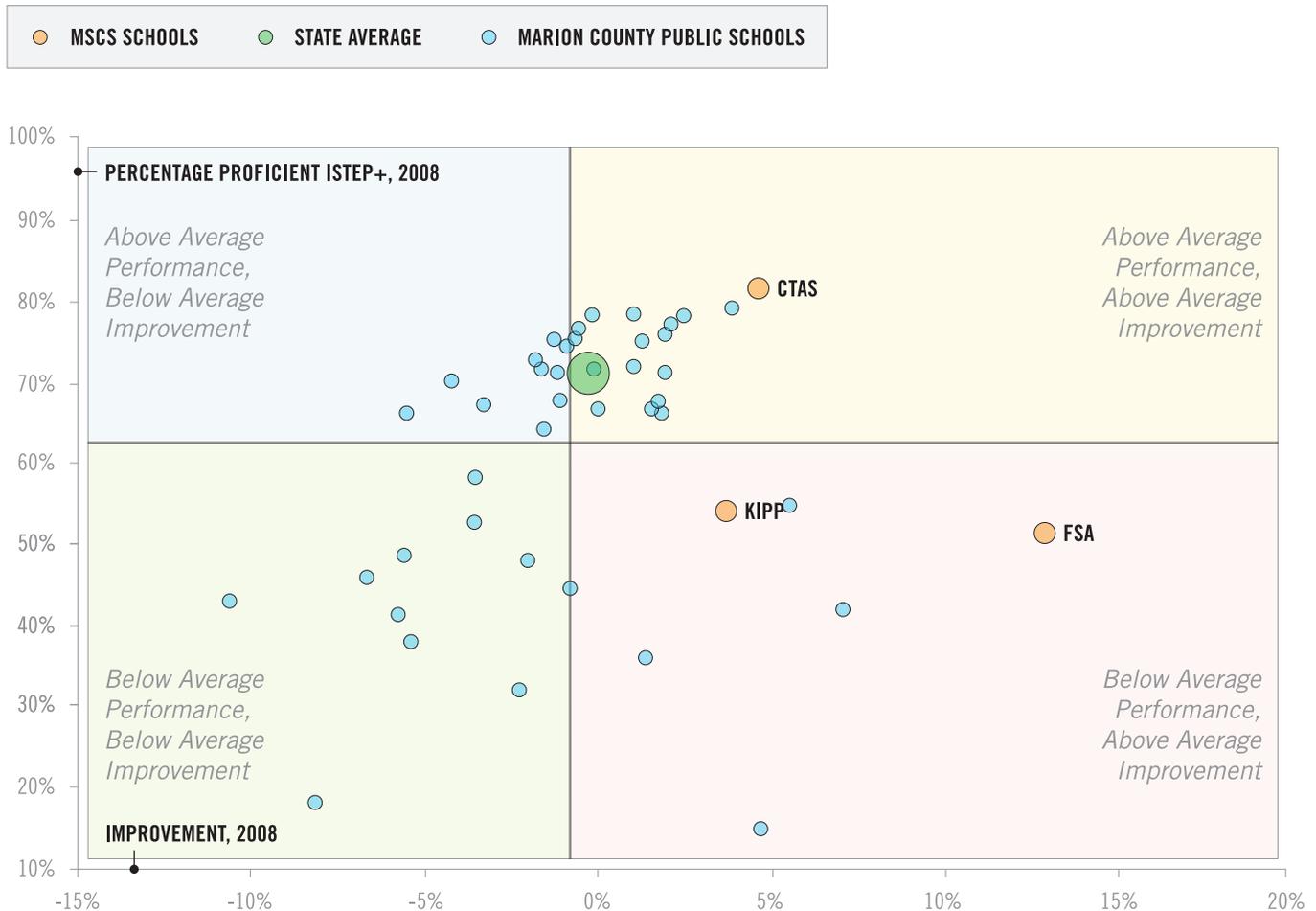
Tracking the progress of students who are in a school from one year to the next provides a better gauge of improvement than comparing a school's overall pass rate in one year with its overall pass rate in the next year. The data reported by the IDOE for overall performance is the percentage of all students who pass English/language arts and mathematics ISTEP+, averaged across subjects and grade levels. Figures D and E show how schools performed in relation to the average performance and improvement of all Marion County public schools in 2008. Schools serving only students in grades 9-12 are not included because only one year's worth of improvement data – 9th grade to 10th grade improvement – is used for accountability purposes under PL 221.

Figure D: Public Law 221 Performance: Elementary Schools



**How to read this figure:** Each orange circle represents a Mayor-sponsored charter elementary school, each blue circle represents a Marion County public elementary school, and the green circle represents the statewide average. The horizontal axis represents the average performance in the County, while the vertical axis represents the average improvement. Schools located above the horizontal axis line had better-than-average performance on the ISTEP+ in 2008, while schools located to the right of the vertical axis line showed better-than-average improvement.

Figure E: Public Law 221 Performance: Middle Schools



**How to read this figure:** Each orange circle represents a Mayor-sponsored charter middle school, each blue circle represents a Marion County public middle school, and the green circle represents the statewide average. The horizontal axis represents the average performance in the County, while the vertical axis represents the average improvement. Schools located above the horizontal axis line had better-than-average performance on the ISTEP+ in 2008, while schools located to the right of the vertical axis line showed better-than-average improvement.

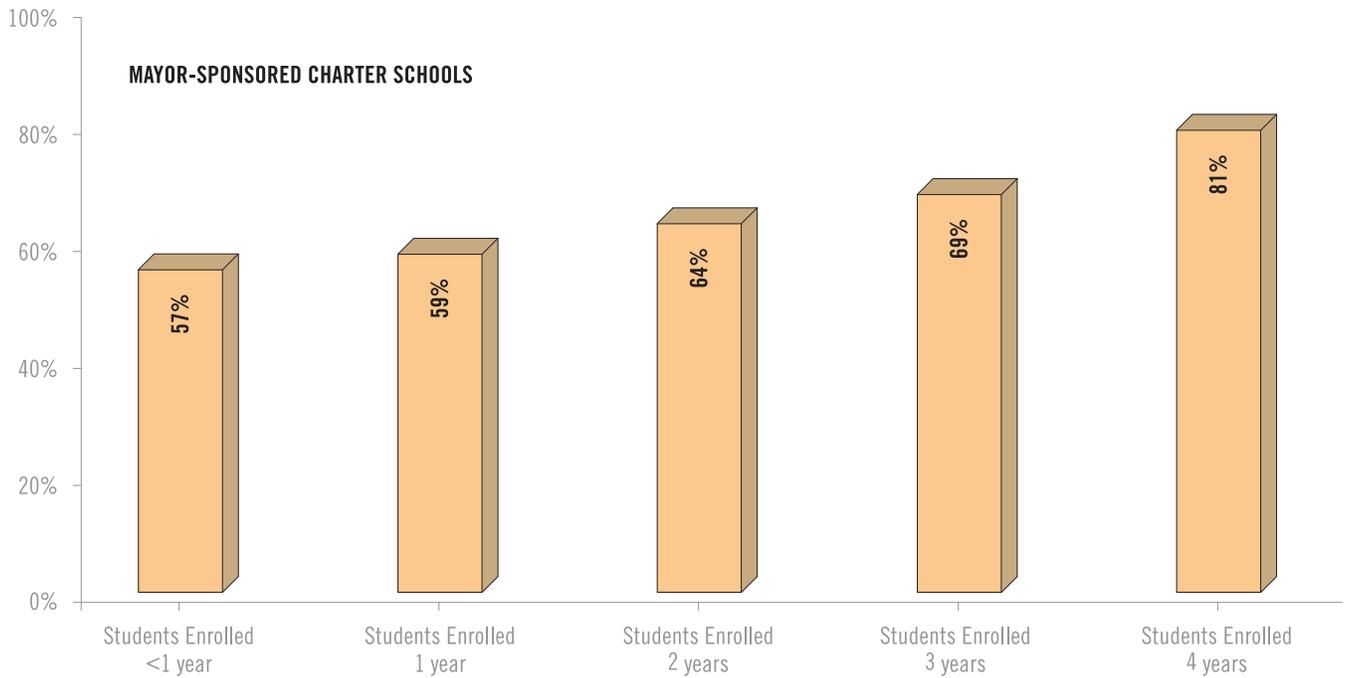
### ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

The Mayor's Office examined the percentage of students who were proficient or higher on ISTEP+ based on the length of time they were enrolled in the school. The longer students have been enrolled, the more time schools have had to bring student performance up to grade-level. Increasing bars suggest that the longer students have been enrolled, the more likely they are to pass ISTEP+ tests. Declining or flat bars suggest that student learning is not improving to the point of proficiency over the time they are enrolled in the school.

For students who took ISTEP+ at Mayor-sponsored charter schools in the fall of 2008, Figures F and G show how the percentage of students who passed state tests varies based on the length of time students are enrolled. These comparisons are not perfect indicators of how many individual students have improved over time since each group is comprised of different students. However, the comparisons do provide a general indication of overall growth within Mayor-sponsored charter schools.

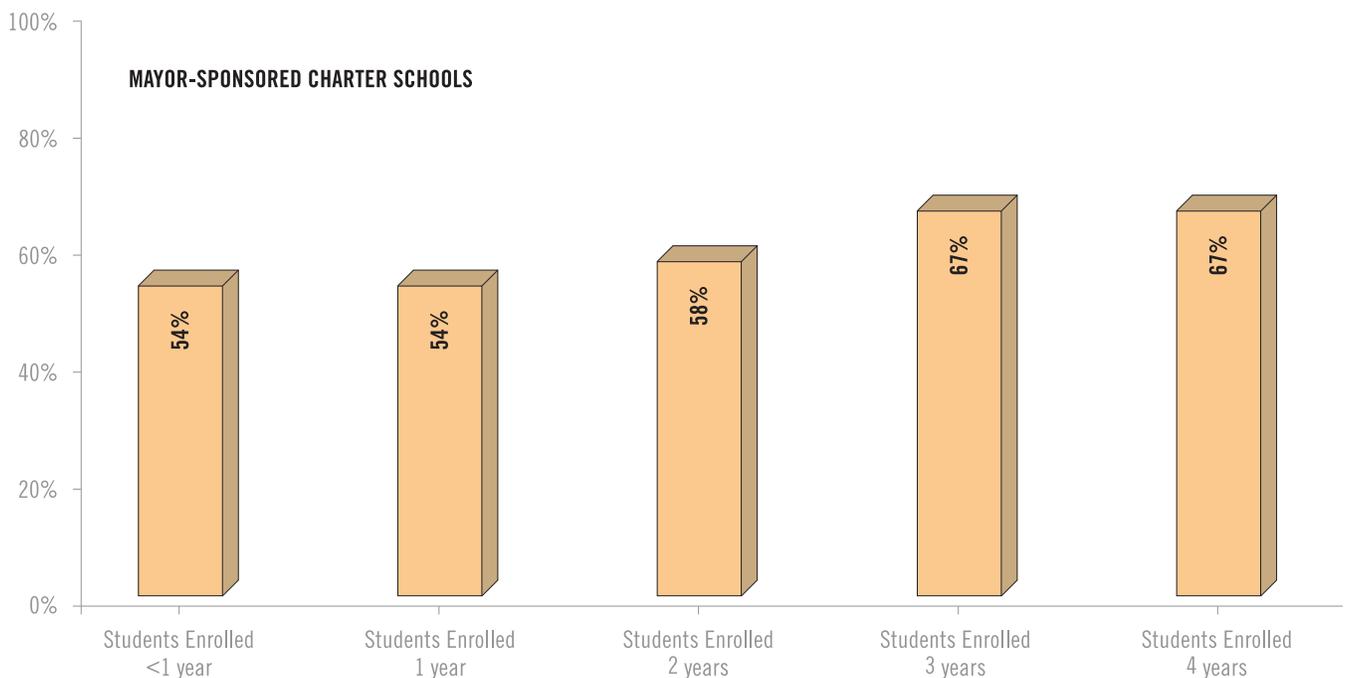
Figures F and G reveal that the longer students remain enrolled in Mayor-sponsored charter schools, the better they perform. In 2008, 57 percent of students enrolled in a Mayor-sponsored charter school for less than a year passed the ISTEP+ in math. Among students enrolled for four years, 81 percent passed. Results were similar in English, where 54 percent of students enrolled for less than one year passed, while 67 percent of students who were enrolled for four years passed.

Figure F: ISTEP+ Proficiency Over Time: Mathematics



**How to read this figure:** In 2008, 57 percent of students who had been enrolled in Mayor-sponsored charter schools for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in mathematics. In the same year, 59 percent of students who had been enrolled in Mayor-sponsored charter schools for a full year passed the ISTEP+. Among students who had been enrolled for four years, 81 percent passed ISTEP+.

Figure G: ISTEP+ Proficiency Over Time: English/Language Arts



**How to read this figure:** In 2008, 54 percent of students who had been enrolled in Mayor-sponsored charter schools for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in English/language arts. In the same year, 54 percent of students who had been enrolled in Mayor-sponsored charter schools for a full year passed the ISTEP+. Among students who had been enrolled for four years, 67 percent passed ISTEP+.

## 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, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- 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 (Figure H) and the United States (Figure I). The figures show where Mayor-sponsored school students gained ground, lost ground or stayed even compared to their peers. As these figures illustrate, students at Mayor-sponsored charter schools stayed even with the academic progress of peers in Indiana and across the country.

Figure H: Mayor-Sponsored Charter Schools vs. Indiana Norms, Fall 2008 through Spring 2009

	MSCS Gains vs. Indiana Gains		Gained or Lost Ground		
	MSCS GROWTH	INDIANA GROWTH	GAINED GROUND	STAYED EVEN	LOST GROUND
<i>Language</i>	5.2	5.4		-0.2	
2nd grade	11.3	14.0			-2.7
3rd grade	9.5	8.0	1.5		
4th grade	6.4	6.0		0.4	
5th grade	4.9	5.0		-0.1	
6th grade	2.7	4.0			-1.3
7th grade	2.1	3.0		-0.9	
8th grade	1.7	2.0		-0.3	
9th grade	3.0	1.0	2.0		
10th grade	1.7	1.0		0.7	
<i>Math</i>	7.0	7.8		-0.8	
2nd grade	11.7	14.0			-2.3
3rd grade	10.1	10.0		0.1	
4th grade	8.4	9.0		-0.6	
5th grade	7.5	9.0			-1.5
6th grade	7.1	7.0		0.1	
7th grade	4.3	6.0			-1.7
8th grade	3.3	5.0			-1.7
9th grade	3.7	3.0		0.7	
10th grade	3.3	3.0		0.3	
<i>Reading</i>	5.7	5.5		0.2	
2nd grade	11.8	13.0			-1.2
3rd grade	8.8	8.0		0.8	
4th grade	7.4	7.0		0.4	
5th grade	4.8	6.0			-1.2
6th grade	4.2	4.0		0.2	
7th grade	2.6	3.0		-0.4	
8th grade	2.6	3.0		-0.4	
9th grade	3.3	1.0	2.3		
10th grade	4.3	1.0	3.3		
<b>TOTAL</b>	<b>6.0</b>	<b>6.3</b>		<b>-0.3</b>	

**How to read this figure:** For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students in Mayor-sponsored charter schools made an average gain of 11.3 points, compared to 14.0 points for the average Indiana student. These students "lost ground" compared to the average Indiana student because their average gains were 2.7 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 Indiana gains.

Figure I: Mayor-Sponsored Charter Schools vs. National Norms, Fall 2008 through Spring 2009

	MSCS Gains vs. US Gains		Gained or Lost Ground		
	MSCS GROWTH	US GROWTH	GAINED GROUND	STAYED EVEN	LOST GROUND
<i>Language</i>	5.2	5.6		-0.4	
2nd grade	11.3	14.0			-2.7
3rd grade	9.5	9.0		0.5	
4th grade	6.4	6.0		0.4	
5th grade	4.9	5.0		-0.1	
6th grade	2.7	4.0			-1.3
7th grade	2.1	3.0		-0.9	
8th grade	1.7	3.0			-1.3
9th grade	3.0	1.0	2.0		
10th grade	1.7	1.0		0.7	
<i>Math</i>	7.0	7.9			-1.0
2nd grade	11.7	14.0			-2.3
3rd grade	10.1	11.0		-0.9	
4th grade	8.4	9.0		-0.6	
5th grade	7.5	9.0			-1.5
6th grade	7.1	7.0		0.1	
7th grade	4.3	6.0			-1.7
8th grade	3.3	5.0			-1.7
9th grade	3.7	3.0		0.7	
10th grade	3.3	3.0		0.3	
<i>Reading</i>	5.7	5.7		0.0	
2nd grade	11.8	13.0			-1.2
3rd grade	8.8	9.0		-0.2	
4th grade	7.4	7.0		0.4	
5th grade	4.8	5.0		-0.2	
6th grade	4.2	4.0		0.2	
7th grade	2.6	3.0		-0.4	
8th grade	2.6	3.0		-0.4	
9th grade	3.3	2.0	1.3		
10th grade	4.3	2.0	2.3		
<b>TOTAL</b>	<b>6.0</b>	<b>6.4</b>		<b>-0.5</b>	

**How to read this figure:** For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students in Mayor-sponsored charter schools made an average gain of 11.3 points, compared to 14.0 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 2.7 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.



ACCORDING TO THE INDIANA DEPARTMENT OF EDUCATION (IDOE), THE PUBLIC SECONDARY SCHOOLS WITH THE HIGHEST ACHIEVEMENT AND MOST GROWTH IN MARION COUNTY ARE THE CHARLES A. TINDLEY ACCELERATED SCHOOL AND HERRON HIGH SCHOOL, RESPECTIVELY. BOTH ARE MAYOR-SPONSORED CHARTER SCHOOLS.

## SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE 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 2008 and spring 2009 in order to be on track to become proficient within 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 was deemed to have made sufficient gains.

Figure J displays the percentage of students across Mayor-sponsored charter schools that 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 9 and higher.

Figure J: Mayor-Sponsored Charter Schools Students Achieving Sufficient Gains to Become Proficient within Two Years



**How to read this figure:** For example, 2nd grade math shows 48 percent. This means that at their current rate of progress, 48 percent of 2nd graders enrolled in Mayor-sponsored charter schools during the 2008-09 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+.

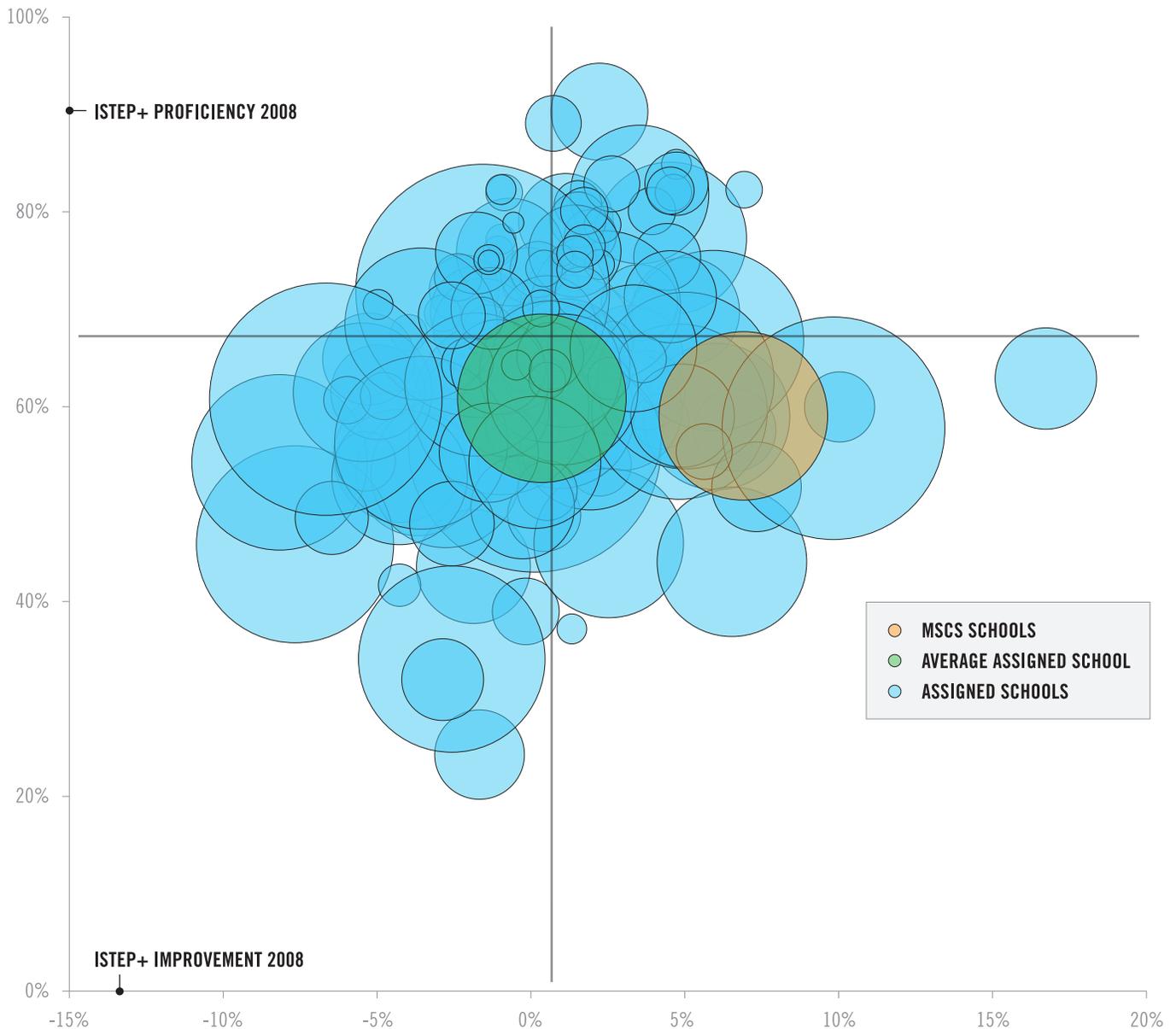


**CHRISTEL HOUSE ACADEMY AND THE CHARLES A. TINDLEY ACCELERATED SCHOOL HAVE BEEN RECOGNIZED BY THE STATE AS TITLE I SCHOOLS THAT HAVE EXHIBITED EXCEPTIONAL STUDENT PERFORMANCE AND ARE CLOSING THE ACHIEVEMENT GAP.**

## ARE MAYOR-SPONSORED CHARTER SCHOOLS OUTPERFORMING SCHOOLS THAT STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

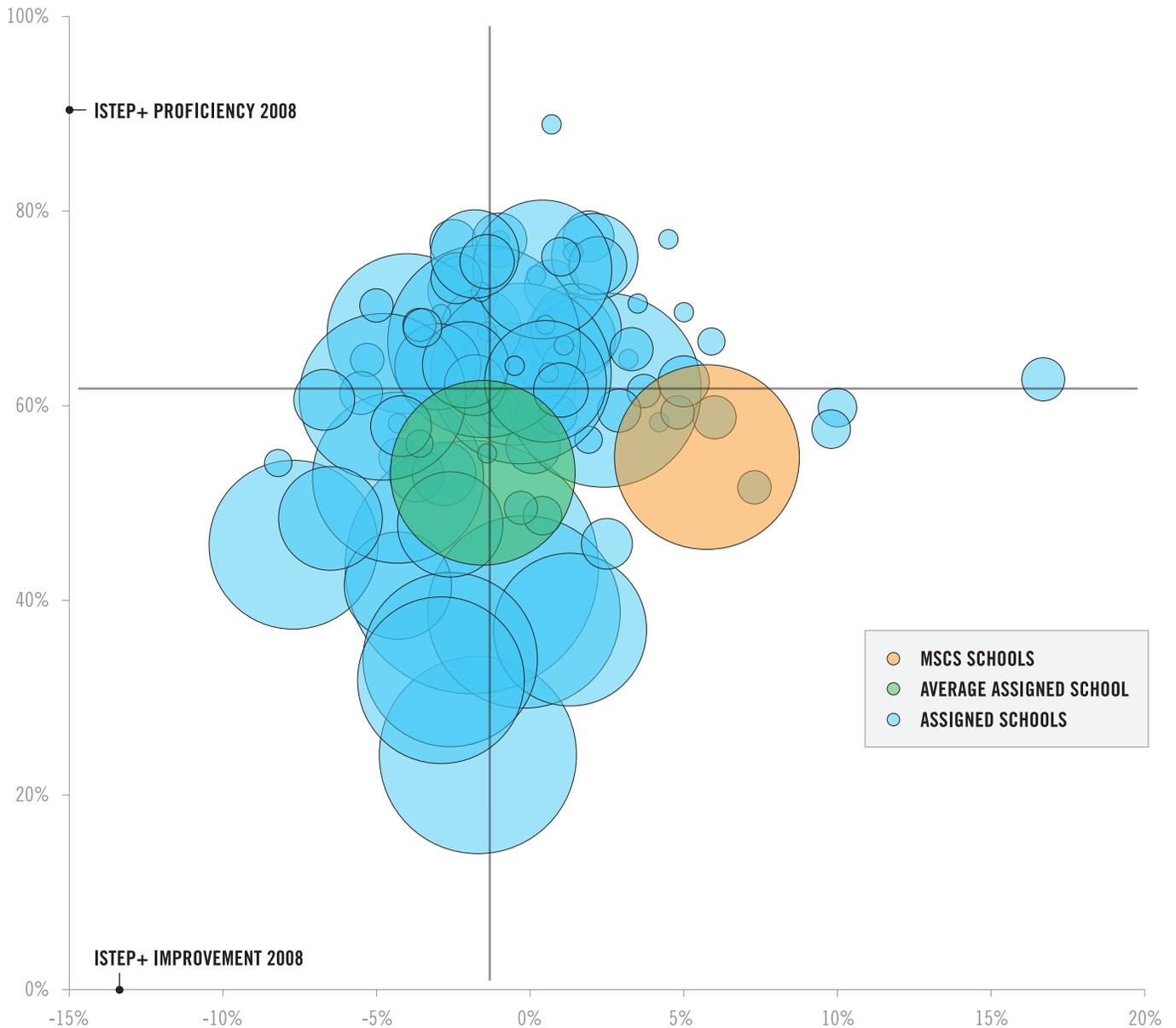
The Mayor's Office compared the performance of Mayor-sponsored charter elementary and secondary schools to that of Marion County public schools students would have been assigned to attend, based on their place of residence. Mayor-sponsored elementary schools, on average, had a slightly lower percentage of students passing the ISTEP+ than schools students would have been assigned to attend. Mayor-sponsored secondary schools, on average, had a slightly greater percentage of students passing the ISTEP+ than schools students would have attended. At both the elementary and secondary school levels, Mayor-sponsored charter schools showed more improvement than the average assigned schools.

Figure K: Performance of Mayor-Sponsored Elementary Schools vs. Assigned Schools



**How to read this figure:** Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend a charter school. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the average performance of Mayor-sponsored charter schools as a group. The size of each bubble is proportional to the number of MSCS students who would have attended the school.

Figure L: Performance of Mayor-Sponsored Secondary Schools vs. Assigned Schools



**How to read this figure:** Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend a charter school. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the average performance of Mayor-sponsored charter schools as a group. The size of each bubble is proportional to the number of MSCS students who would have attended the school.



**ONLY THREE PUBLIC HIGH SCHOOLS IN MARION COUNTY MADE ADEQUATE YEARLY PROGRESS (AYP) IN 2008-2009. THE THREE – THE CHARLES A. TINDLEY ACCELERATED SCHOOL, FOUNTAIN SQUARE ACADEMY AND HERRON HIGH SCHOOL – ARE ALL MAYOR-SPONSORED CHARTER SCHOOLS.**



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

### EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
<b>FISCAL HEALTH</b>	<p>In general, Mayor-sponsored charter schools are in sound fiscal health and completed the 2008-2009 school year with balanced budgets. Financial management systems in place at the majority of schools are effective, combining internal capacity with assistance provided by support organizations, outside bookkeeping agencies, and/or the schools' boards of directors. Several schools achieved cash reserves as the result of successful fund-raising efforts, the securing of grant revenue, and/or the restructuring of long-term debt. One school (KIPP Indianapolis) must immediately demonstrate improved performance and management of fiscal systems due to a number of significant performance concerns, which are outlined in the school's individual section. It is imperative that the school immediately rectify its financial management practices and that the school's Board becomes more engaged in overseeing fiscal management systems. Additionally, the failure to meet enrollment targets had a negative impact on two schools (Fountain Square Academy and Lawrence Early College High School), forcing them to adjust staffing and/or resources to accommodate less than expected revenue. For one school (Hope Academy), concerns about long-term fiscal health were somewhat mitigated due to a change in state law that increased support for schools operated by hospitals that serve students in recovery from drugs or alcohol. However, the inability to meet enrollment targets (resulting in decreased revenue) remains a concern for the school. For one school (Lawrence Early College High School), changing facility requirements played a significant role in altering the school's long-term fiscal position. During the school year, the Indiana State Board of Accounts (SBOA) examined the financial management practices at five schools (Andrew J. Brown Academy, Monument Lighthouse Charter School, Decatur Discovery Academy, Fountain Square Academy, and Indianapolis Lighthouse Charter School) for the time period of July 1, 2006 to June 30, 2008. The examination outlined only minor findings related to the schools' practices, each of which are included in schools' individual sections.</p>
<b>BOARD GOVERNANCE</b>	<p>Members of the boards of directors at Mayor-sponsored charter schools offer a rich diversity of perspectives, expertise, and talents. Board members are to be commended for their volunteer efforts and their considerable personal and professional commitment to the schools. Generally speaking, the boards thoughtfully consider each decision and are actively involved in areas of school operation including human resources, curriculum, fund-raising, budget oversight, and community relations. Members engage in thoughtful discussion and make decisions that reflect the prioritization of student success and well-being. Four schools (KIPP Indianapolis, Fall Creek Academy, Fountain Square Academy, and Southeast Neighborhood School of Excellence) experienced notable turnover in 2008-09, unrelated to the term limits stipulated in their by-laws. Development of new members must remain a priority of each of these boards to ensure effective school governance and oversight. The majority of boards closely monitor student performance and analyze areas for school improvement, in addition to creating innovative programs to further the schools' missions. Members work closely with school administrators and carefully consider the input of staff. The Mayor's staff attend board meetings to ensure that official board protocol is followed and members comply with the Indiana Open Door Law.</p>

	<i>Findings</i>
<b>LEADERSHIP</b>	Overall, Mayor-sponsored charter schools are effectively led by experienced administrators who demonstrate a commitment to students and actively engage in continuous school improvement. The administrative structure at the majority of the schools ensures that responsibility is adequately distributed and each member is able to utilize and build upon their talents and expertise. School administrators demonstrate high-levels of creativity, business expertise, and leadership. Seven schools had new leaders this year (Challenge Foundation Academy, Fall Creek Academy, Fountain Square Academy, Indianapolis Lighthouse Charter School, Monument Lighthouse Charter School, KIPP Indianapolis, and Lawrence Early College High School). In each instance, new leadership was the result of the governing board's decision to replace leaders deemed ineffective or because of planned succession. For Lawrence Early College High School, the dissolution of the school's relationship with the township district resulted in the school leader and board having to manage a large and complex transition. On the whole, administrators at Mayor-sponsored charter schools are to be commended for continuing to set high expectations for both student and staff performance and working effectively with boards of directors, staff, and parents. All schools must continue to ensure that leaders are appropriately supported.

## PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education "very good" or "excellent"	<b>77%</b>
<i>Satisfied with...</i>	
Individual student attention	<b>86%</b>
Curriculum/academic program	<b>88%</b>
Class size	<b>86%</b>
Quality of teaching/instruction	<b>88%</b>
Opportunities for parent involvement	<b>88%</b>
School administration	<b>84%</b>
Teachers	<b>89%</b>
Services provided to students with special needs	<b>46%</b>
<i>Likely to...</i>	
Recommend this school to friends and colleagues	<b>75%</b>
Return to this school	<b>77%</b>
<b>OVERALL SATISFACTION</b>	<b>87%</b>

Figure N: Staff Evaluation

Overall quality of education "very good" or "excellent"	<b>68%</b>
<i>Satisfied with...</i>	
Leadership provided by the school's administration	<b>67%</b>
Teacher autonomy in the classroom	<b>76%</b>
Level of teacher involvement in school decisions	<b>58%</b>
Evaluation of teacher performance	<b>57%</b>
Opportunities for professional development	<b>70%</b>
Curriculum/academic program	<b>81%</b>
<i>School improvement efforts are...</i>	
Focused on student learning	<b>86%</b>
Based on research evidence	<b>74%</b>
<i>The school's principal...</i>	
Tracks student progress	<b>76%</b>
Works directly with teachers to improve instruction	<b>54%</b>
Makes expectations clear	<b>72%</b>
Communicates a clear vision	<b>76%</b>
<i>Likely to...</i>	
Return to the school	<b>75%</b>
<b>OVERALL SATISFACTION</b>	<b>73%</b>

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

Overall, 15 of the 17 schools satisfied their obligations in 2008-2009 for compliance with the requirements set forth in their charter agreements with the Mayor. In addition to carrying out the obligations set forth in their charter, schools are also required to submit performance related materials to the Mayor's Office as outlined in the **Master Calendar of Reporting Requirements**, available online at [www.indy.gov/mayor/charter](http://www.indy.gov/mayor/charter). The majority of schools executed all compliance related activities and reporting requirements and did so in a timely manner. Some schools struggled to provide in a timely manner copies of staff licenses and/or verification that national criminal background checks were administered for board members. Each occurrence is outlined in the schools' individual sections of this report. Two schools (Lawrence Early College High School and The Indianapolis Project School) failed to properly follow through with charter related obligations. Lawrence Early College High School did not administer the NWEA examinations as required by the charter and also did not administer required staff, student, and parent surveys as instructed. The Indianapolis Project School also failed to properly administer surveys as required by their charter.

All of the 17 schools satisfactorily complied with laws and regulations related to providing appropriate access to students with special needs. Each year, the Mayor's Office retains a team of experts to conduct reviews of special education files for schools in their second and fourth years of operation. In 2008-2009, schools in their fifth year and one school in its seventh year also received file reviews. Based on the evidence collected during the special education file reviews, the schools are properly maintaining special education files with only minor areas of concern, with the exception of KIPP Indianapolis. KIPP is not fulfilling its legal obligations regarding proper maintenance of special-needs students' files and requires substantial improvement in order to achieve compliance.

Three schools received notification of noncompliance from the IDOE's Division of Exceptional Learners (DEL) for the 2008-2009 school year. The noncompliance issues are outlined in individual schools' sections, where applicable. The schools who received notification were instructed to immediately correct issues and will continue to be monitored by the DEL in accordance with its Continuous Improvement and Focused Monitoring System. Schools who were found to be noncompliant in 2006-2007 and 2007-2008 corrected issues cited for each of those school years, as noted in each of their individual sections.

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

### EXPERT SITE VISIT TEAMS' KEY COMMENTS

Tyler Sparks, research associate for Indiana University and principal evaluator for the Indianapolis Charter School Initiative, led expert site visits to Mayor-sponsored charter schools that were in their first, second, third, and fourth years of operation during 2008-2009. Mr. Sparks also conducted visits to schools in their fifth year to follow up on any areas the schools were rated as "Does Not Meet Standard" from their Fourth Year Mid-Charter Review. According to Mr. Sparks:

### FIRST YEAR SCHOOL:

**The Indianapolis Project School** has an excellent focus on literacy and math, and the problem-based learning model is being successfully implemented. The school must continue to define the rigor and challenge of the program and secure financing in order to complete building renovations.

### SECOND YEAR SCHOOL:

**Monument Lighthouse Charter School** has done well recruiting students and meeting enrollment targets. A high rate of turnover in students, staff, and leadership is a challenge. Relationships between teachers and administrators must be improved, especially trust, open communication, and mediation of conflict.

### THIRD YEAR SCHOOLS:

**Herron High School's** ISTEP+ improvement was the highest of any school in Marion County and the second highest in Indiana. Staff continue to refine the classical curriculum to ensure that all teachers are implementing the model effectively. **Challenge Foundation Academy** is excelling in fiscal health, enrollment, attendance, and retention. The school has effectively managed the transition in leadership this year. It is using student performance data to ensure that each student reaches his/her potential. **Hope Academy** continues to excel in helping students recover from addiction in a safe and supportive academic environment. Faculty are working to refine a rigorous, standards-driven curriculum to complement their effective recovery program. **Lawrence Early College High School** has done well managing the transition in school leadership this year. One of the biggest challenges for the school is the need for a new facility and financing to cover the costs of relocation.

### FOURTH YEAR SCHOOLS:

For schools in their fourth year of operation, site teams conducted a rigorous, three-day visit that culminated in a summative evaluation related to the Mayor's Performance Framework. The findings for each school are highlighted within their individual sections on the enclosed CD. The full evaluation reports for each school are available at [www.indy.gov/mayor/charter](http://www.indy.gov/mayor/charter).

### FIFTH YEAR SCHOOLS:

**Southeast Neighborhood School of Excellence** received much praise from the community for its importance to the neighborhood. Relationships between faculty and administration could improve, helping to stabilize morale and promote teacher retention. **Charles A. Tindley Accelerated School's** leadership and staff are seen by families and students as highly committed, focused on students, knowledgeable, and always willing to help. The school continues to struggle with providing teachers adequate professional development and consistent evaluation. The school did however demonstrate the highest ISTEP+ performance of any secondary school in Marion County. **Indianapolis Metropolitan High School** has a strong relationship with students and families and provides strong preparation for life after high school. Consistent enforcement of school rules is seen as an important need. Stakeholders agreed that published rules and expectations at every grade level is important. **KIPP** struggled to address major concerns related to organizational accounting, field trips, student discipline, Title 1 expenditures, ISTEP+ administration, student leadership teams, special education, staff turnover rates and student promotion.

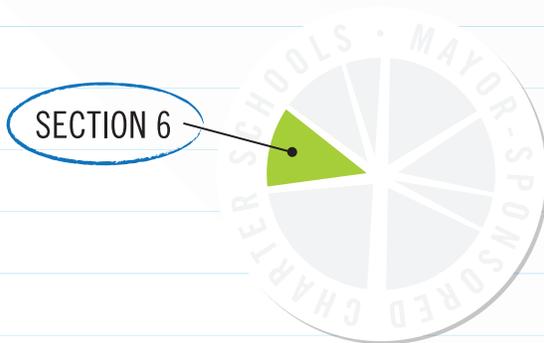
### SEVENTH YEAR SCHOOLS:

Mr. Sparks reviewed select elements of school performance for two of the three schools in their seventh year, as part of the charter renewal application process. A review was not required for **Flanner House Elementary School**.

**Christel House Academy** is properly maintaining special education files. The school is aware of minor documentation issues and is working towards a refined process that will ensure consistency and compliance with new regulations (Article 7). **Fall Creek Academy** is providing sufficient guidance and support in preparing students for post-secondary options. The renewal findings for each of the three seventh year schools are documented within their individual sections on the attached CD. Full evaluation reports for the three seventh year schools are available on the web at [www.indy.gov/mayor/charter](http://www.indy.gov/mayor/charter).



IN 2008-2009, STUDENTS FROM 47 DIFFERENT SCHOOL DISTRICTS ATTENDED MAYOR-SPONSORED CHARTER SCHOOLS.



# 2008-2009 ACCOUNTABILITY REPORT FIGURE NOTES

**THIS INFORMATION PROVIDES SOURCE REFERENCES AND ADDITIONAL INFORMATION FOR ALL FIGURES APPEARING IN THE MAIN REPORT AND EACH SCHOOL'S REPORT.**

**Figure A: Historical Enrollment at Mayor-Sponsored Charter Schools**

Source for student enrollment: The Indiana Department of Education (IDOE) 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 August 1, 2009. Note: In 2008-2009, students residing in 47 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.

**Figure B: Student Composition**

Source for race/ethnicity and free/reduced lunch data: IDOE website. Source for Special Education: IDOE website, Special Education count reported December 1, 2008. Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2009.

**Figure C: 2008-2009 Adequate Yearly Progress Determinations**

Source: IDOE. Note: 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 Mayor-sponsored charter schools had the necessary number of qualifying students in the American Native and Asian subgroups.

**Figures D and E: 2008-2009 Public Law 221 Performance**

Source: IDOE. Note: Figures D and E show how Mayor-sponsored charter schools and Marion County public schools performed in relation to average county-wide performance on the ISTEP+ in 2008, and the average improvement in ISTEP+ pass rates between 2007 and 2008 or over a 3-year period, whichever is greater. Schools' horizontal location was determined by the percentage of students who passed the ISTEP+ in 2008 as determined under the Public Law 221 calculation. Vertical locations were determined based on the change in ISTEP+ pass rates between 2007 and 2008 or over a 3-year period, as determined under the Public Law 221 calculation. Horizontal and vertical axis lines were drawn to the represent the Marion County averages for performance and improvement.

# 2008-2009 ACCOUNTABILITY REPORT FIGURE NOTES

## **Figures F and G: ISTEP+ Proficiency Over Time**

Source: IDOE. Note: Figures F and G examine the percent of students who passed ISTEP+ based on the length of time they were enrolled at their current school. To determine the number of years a student has been enrolled in a particular school, the number of consecutive years a student's ISTEP+ results were reported from that school were counted. If a student had only one fall ISTEP+ result reported from their current school, the student was counted as being enrolled for less than one year. If a student had fall ISTEP+ results reported from the same school for two years in a row, the student was counted as being enrolled for one year. If a student had ISTEP+ results reported from School A in fall 2006, School B in fall 2007, and again from School A in fall 2008, the student would be counted as having been enrolled in School A for less than one year. Results are only displayed when the number of students enrolled was greater than 10.

## **Figures H and I: Academic Progress of Students**

Source: 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 policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

## **Figure J: 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), 2009. 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.

## **Figures K and L: Performance of Mayor-Sponsored Charter Schools vs. Schools Students Would Have Been Assigned to Attend**

Source: IDOE and Indianapolis GeoSpatial Information Systems (GIS). Note: Data were used to determine which school a student currently enrolled in a Mayor-sponsored charter school would have been assigned to attend based on their residence. Under Public Law 221, the vertical positioning of each bubble was determined by the percentage of students passing the ISTEP+ in 2008. Horizontal positioning was determined by the change in the percentage of students passing the ISTEP+ between 2007 and 2008 or over a 3-year time frame, whichever is larger. Both horizontal and vertical values were calculated using Public Law 221 data. The size of each assigned school bubble was determined by the percentage of students in the Mayor-sponsored charter school who would have attended the assigned school. If PL122 data could not be located for a student's assigned school then the school was not included in the figures. To determine the horizontal and vertical values for the average comparison school bubble, weighted averages were used. For instance, if 40 percent of students in the charter school would have been assigned to comparison School A, then School A's horizontal and vertical values would account for 40 percent of the horizontal and vertical values for the average comparison school. Horizontal and vertical axis lines were drawn to represent the Marion County averages for performance and improvement.

## **Figure M: Parent Evaluation**

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2009 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis. Note: "Very satisfied" and "somewhat satisfied" responses are 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: Overall quality of education results include "very good" and "excellent" responses 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: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

## **Figure N: Staff Evaluation**

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2009 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis. Note: "Strongly agree" and "agree" responses are 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: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor." Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

## **Ratings from the Fourth Year Charter Review**

Source: "Indianapolis Mayor's Office Fourth Year Charter Review" for each Fourth Year School, available online. The schools' full reports include detailed explanations of the ratings.

## **Ratings from the Charter Renewal Review Process**

Source: "Indianapolis Mayor's Office Charter Renewal Reviews" for each Seventh Year School, available online. The schools' full reports include detailed explanations of the ratings.



# ACKNOWLEDGEMENTS

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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, serves as the Mayor's Office's principal advisor as it continues to develop and refine the 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.

**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.

**Tyler Sparks**, a research associate with the Center for Evaluation and Education Policy (CEEP), led Indiana University's involvement with the charter schools initiative. During 2008-2009, Mr. Sparks led and coordinated site visits, developed site visit protocols, and provided support for the parent and staff surveys.

**Dr. Jonathan Plucker** is the director of CEEP, a professor of educational psychology and cognitive science at the Indiana University School of Education, and a noted charter school researcher. Dr. Plucker provided oversight of the evaluation activities for Mayor-Sponsored Charter Schools in 2008-2009.

**Mitchell Farmer** is a project assistant with CEEP and a Master's student at Indiana University's School of Public and Environmental Affairs. Mr. Farmer assisted Mr. Sparks in data collection and information processing and supported reporting efforts to the schools and the Mayor's Office.

**Ashley Lewis** is an undergraduate research assistant at CEEP. During the summer of 2009, Ms. Lewis was responsible for editing reports and managing charter school surveys.

**Kristin Hobson** is a research associate at CEEP. She participated on the site visit teams, reviewed site visit protocols, and edited parent and staff surveys.

**Dr. Ethan Yazzie-Mintz** is an assistant research scientist at CEEP, and is the director of the High School Survey of Student Engagement (HSSSE). During 2008-2009, Dr. Yazzie-Mintz coordinated the implementation of the high school and middle grades surveys.

**Rebekah Sinders** is a project associate at CEEP and primarily works with the High School Survey of Student Engagement. Ms. Sinders assisted in IU's involvement in the charter schools initiative by facilitating the shipping of surveys to schools, and provided support to administrators with the administration and return of surveys.

**Brandon Rinkenberger** is a project associate at CEEP who managed the input of all survey data.

**Kelly Hamilton** is a consultant for CEEP and has been involved with the Indianapolis Charter Schools Initiative since 2007. During 2008-2009, Mrs. Hamilton conducted special education file audits and was a team member on several site visits.

**Susan Zapach** is an educator and Fellow with the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis.

**Dr. Dina Stephens** has served on the site teams for three years and has been a consultant working with charter schools in the areas of curriculum, professional development and grant writing for the past eight years. She has taught education courses at Ball State University and the University of Wisconsin-Madison.

**Cheryl McLaughlin** is a former teacher, traditional public school board member, and co-founder of a local charter school, and served on the Mayor's Charter School Advisory Board prior to joining the CEEP team as a site team evaluator.

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

**Laura Harris** is a former English teacher and currently serves as a Student Teaching Supervisor at I.U. Bloomington.

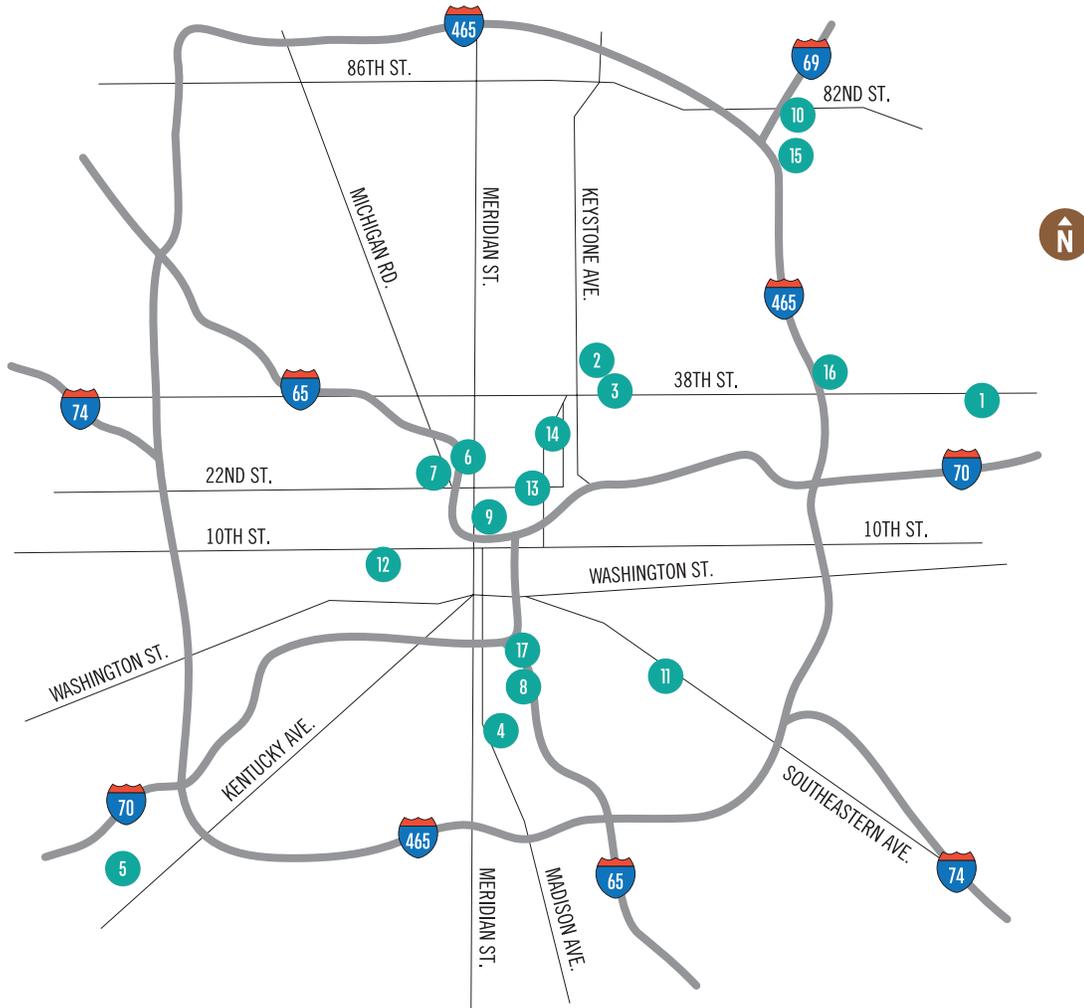
**Cheryl Gerdt** taught middle school science and Language Arts for 23 years and currently works as a Student Teaching Supervisor with Indiana University's Student Teaching Office.

**Dr. Molly Chamberlin** is the Director of Data Analysis at the IDOE. She provided invaluable technical assistance and data facilitation on behalf of the Department.



SECTION 8

# 2008-2009 MSCS LOCATIONS



**1 ANDREW J. BROWN ACADEMY**  
3600 North German Church Road  
(317) 891-0730

**2 CHALLENGE FOUNDATION ACADEMY**  
3980 Meadows Drive  
(317) 803-3182

**3 CHARLES A. TINDLEY ACCELERATED SCHOOL**  
3960 Meadows Drive  
(317) 545-1745

**4 CHRISTEL HOUSE ACADEMY**  
2717 South East Street  
(317) 783-4690

**5 DECATUR DISCOVERY ACADEMY**  
5125 Decatur Boulevard  
(317) 856-0900

**6 FALL CREEK ACADEMY**  
2540 North Capitol Avenue, Suite 100  
(317) 536-1026

**7 FLANNER HOUSE ELEMENTARY SCHOOL**  
2424 Dr. Martin Luther King Jr. Street  
(317) 925-4231

**8 FOUNTAIN SQUARE ACADEMY**  
1615 South Barth Avenue  
(317) 536-1026

**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 HIGH SCHOOL**  
1635 West Michigan Street  
(317) 524-4638

**13 INDIANAPOLIS PROJECT SCHOOL**  
1145 East 22nd Street  
(317) 608-0210

**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

**16 MONUMENT LIGHTHOUSE CHARTER SCHOOL**  
4002 North Franklin Road  
(317) 351-2880

**17 SOUTHEAST NEIGHBORHOOD SCHOOL OF EXCELLENCE**  
1601 South Barth Avenue  
(317) 423-0204



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