

CITY OF INDIANAPOLIS, OFFICE OF THE MAYOR CHARTER SCHOOL RENEWAL REPORT

CHRISTEL HOUSE ACADEMY

March 1, 2009

This *Charter School Renewal Report* is a summary of the evidence collected by the Mayor's Office pertaining to the performance, sustainability, and plans for improvement of a charter school during its first six years of operation. The Renewal Report is structured based on the *Mayor's Charter School Performance Framework*, which is used to determine a school's success relative to a common set of indicators, and the school's plans for sustaining success and continuing improvement. The *Performance Framework* poses the following four core questions, as well as a series of sub-questions:

1. Is the educational program a success?
2. Is the organization effective and well-run?
3. Is the school meeting its operations and access obligations?
4. Is the school providing the appropriate conditions for success?

For each sub-question in the *Performance Framework*, this Renewal Report initially summarizes the findings of the school's *Fourth Year Charter Review*. During each school's fourth year of operation, the Mayor's Office conducted a comprehensive *Fourth Year Charter Review* relying on multiple sources of evidence, including: an extensive site visit conducted by an external school evaluation firm; a review of key documents and school data from the Indiana Department of Education; analysis of additional school data, and other information collected as part of regular ongoing monitoring conducted by the Mayor's Office. The complete results of the *Fourth Year Charter Review* for Christel House Academy were issued in October 2006, and the report is publicly available online at:

<http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2006/>

This Renewal Report also includes additional evidence collected by the Mayor's Office in subsequent monitoring over the two years that have passed since the *Fourth Year Charter Review* was completed. No additional comprehensive site visits were conducted subsequent to the *Fourth Year Charter Review*. A limited-scope site visit occurred in October 2008 to examine Special Education files to provide more current information on legal compliance for Question 3.4.

Christel House Academy submitted a *Charter School Renewal Petition* on November 14, 2008 with additional evidence supporting the school's performance on the *Performance Framework* sub-questions 2.1, 2.2, 3.4, and 3.5 (see page 3 for a listing of all the sub-questions). Consistent with the renewal petition framework, these are the areas of the *Fourth Year Charter Review* that Christel House Academy was judged to have not fully met standards, or the Mayor's Office required the school to respond to. The school also submitted a plan for how it will sustain success and continue to improve over the next charter

term if the charter is renewed, including a proposed five year budget. Information reported by Christel House Academy in its *Charter School Renewal Petition* was considered and incorporated into the *Renewal Report* when appropriate. The school's full *Charter School Renewal Petition* is publicly available online at:

<http://www.indy.gov/eGov/Mayor/Education/Charter/Pages/2008Renewalpetitions.aspx>

This *Renewal Report* was provided to Christel House Academy on December 10, 2008, to allow the school's leaders an opportunity to review the report prior to a December 17, 2008 Public Hearing on the school's Renewal Petition before the Indianapolis Charter Schools Board. This affords the school the opportunity to submit comments prior to the report of findings that will be prepared for Mayor Ballard based on a final renewal report and the Public Hearing.

This *Renewal Report* includes a rating and provides supporting evidence on various aspects of the school, based on a rubric of indicators¹ developed for each of the four core questions and associated sub-questions in the *Performance Framework*. For each sub-question, this *Renewal Report* includes the rating from the *Fourth Year Charter Review* as well as a new *Renewal Report* rating based on additional evidence collected by the Mayor's Office subsequent to the *Fourth Year Charter Report* as well as information provided by Christel House Academy in its *Charter School Renewal Application*. The assessment system utilizes the following ratings:

Does Not Meet Standard

Approaching Standard

Meets Standard

Exceeds Standard

In the case of the sub-questions under **Core Question 3** and **Core Question 4** of the *Performance Framework*, there is no rating for *Exceeds Standard*. *Meets Standard* is the highest possible rating for these indicators.

Christel House Academy was not evaluated on the following sub-questions:

- Question 1.3** The Mayor's Office has not conducted analysis of student performance in Mayor-sponsored charter schools compared to the schools that students would have otherwise attended.
- Question 1.5** No school-specific educational performance goals have been formally adopted by Mayor-sponsored charter schools for accountability purposes.
- Question 2.6** No school-specific organizational and management performance goals have been formally adopted by Mayor-sponsored charter schools for accountability purposes.
- Question 4.3** This sub-question is not applicable to the school, because it does not serve secondary students.

¹ Rubric indicators are subject to revision by the Mayor's Office.

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School Overview

School Name: Christel House Academy

School Address: 2717 S. East Street, Indianapolis, IN

Mission Statement:

The Academy will be recognized as a provider of outstanding education to an underserved population and will maintain high standards of academic rigor, efficiency and accountability. It will provide students with the academic proficiency necessary for higher education, equip them with the desire for lifelong learning, strengthen their civic, ethical and moral values, and prepare them to be self-sufficient, contributing members of society.

School Leader/Principal: Mr. Carey J. Dahncke

Chair, Board of Directors: Mr. Murvin Enders

Current Grades Served: Kindergarten through 8th Grade

Current Enrollment: 419 students

Socio-Demographic Data:

-39% White, 28% Hispanic, 22% African American, 10% Multiracial

-85% Free or Reduced Lunch

SECTION A: PERFORMANCE REVIEW

SUMMARY OF FINDINGS

CHRISTEL HOUSE ACADEMY

<i>Core Question 1: Is the educational program a success?</i>	FOURTH YEAR FINDING	RENEWAL FINDING
1.1. <i>Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?</i>	Meets Standard	Exceeds Standard
1.2. <i>Are students making substantial and adequate gains over time, as measured using value-added analysis?</i>	Meets Standard	Meets Standard
1.3. <i>Is the school outperforming schools that the students would have been assigned to attend?</i>	Not Evaluated	Not Evaluated
1.4. <i>Is the school performing at high levels academically, or substantially increasing student proficiency over time?</i> ²	Not Evaluated	Exceeds Standard
1.5. <i>Is the school meeting its school-specific educational goals?</i>	Not Applicable	Not Applicable
<i>Core Question 2: Is the organization effective and well-run?</i>		
2.1. <i>Is the school in sound fiscal health?</i>	Meets Standard	Meets Standard
2.2. <i>Are the school's student enrollment, attendance and retention rates strong?</i>	Approaching Standard	Meets Standard
2.3. <i>Is the school's Board active and competent in its oversight?</i>	Meets Standard	Meets Standard
2.4. <i>Is there a high level of parent satisfaction with the school?</i>	Meets Standard	Meets Standard
2.5. <i>Is the school administration strong in its academic and organizational leadership?</i>	Meets Standard	Meets Standard
2.6. <i>Is the school meeting its school-specific organizational and management performance goals?</i>	Not Applicable	Not Applicable
<i>Core Question 3: Is the school meeting its operations and access obligations?</i>		
3.1. <i>Has the school satisfactorily completed all of its organizational structure and governance obligations?</i>	Meets Standard	Meets Standard
3.2. <i>Is the school's physical plant safe and conducive to learning?</i>	Meets Standard	Meets Standard
3.3. <i>Has the school established and implemented a fair and appropriate pupil enrollment process?</i>	Meets Standard	Meets Standard
3.4. <i>Is the school properly maintaining special education files for its special needs students?</i>	Approaching Standard	Meets Standard
3.5. <i>Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?</i>	Approaching Standard	Meets Standard
<i>Core Question 4: Is the school providing the appropriate conditions for success?</i>		
4.1. <i>Does the school have a high-quality curriculum and supporting materials for each grade?</i>	Meets Standard	Meets Standard
4.2. <i>Are the teaching processes (pedagogies) consistent with the school's mission?</i>	Meets Standard	Meets Standard
4.3. <i>For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?</i>	Not Applicable	Not Applicable
4.4. <i>Does the school effectively use learning standards and assessments to inform and improve instruction?</i>	Meets Standard	Meets Standard
4.5. <i>Has the school developed adequate human resource systems and deployed its staff effectively?</i>	Meets Standard	Meets Standard
4.6. <i>Is the school's mission clearly understood by all stakeholders?</i>	Meets Standard	Meets Standard

² This indicator is new to the performance framework in 2008-09 and is still pending ratification.

4.7. <i>Is the school climate conducive to student and staff success?</i>	Meets Standard	Meets Standard
4.8. <i>Is ongoing communication with students and parents clear and helpful?</i>	Meets Standard	Meets Standard

FINDINGS, INDICATORS AND EVIDENCE

CHRISTEL HOUSE ACADEMY

Core Question 1: Is the educational program a success?

1.1. Is the school making adequate yearly academic progress (AYP), as measured by the Indiana Department of Education’s system of accountability?	
Does not meet standard	School has met AYP in less than half of student subgroups for the last two consecutive years.
Approaching standard	School has met AYP in more than half of student subgroups for one of the last two years.
Meets standard	School has met AYP across all student subgroups for the last two years.
Exceeds standard	School has exceeded the AYP target in all student subgroups in at least one of the last two years.

Fourth Year Rating: Meets Standard. Renewal Rating: Exceeds Standard

Christel House Academy achieved Adequate Yearly Progress (AYP) toward statewide academic goals set by the Indiana Department of Education (IDOE) for each of the five years it has been evaluated.

IDOE determined that Christel House Academy made AYP in 2007 on all 29 indicators it evaluated:

- school-wide attendance;
- school-wide passing rates on the English and Mathematics ISTEP+ exams;
- ISTEP+ English and Mathematics passing rates for subgroups of African-American students, Hispanic students, White students, students who qualified for free or reduced price lunch, Limited English Proficient students, and Special Education students; and
- ISTEP+ participation rates school-wide and for each of the six subgroups.

Christel House Academy similarly made AYP on all 21 indicators it was evaluated on in 2006. The students in the school, and in each subgroup evaluated, passed ISTEP+ at rates higher than the IDOE target. This allowed the school to achieve AYP without relying on alternate means, such as confidence intervals or safe harbor improvement.

In summary, the school has exceeded the IDOE’s standards for achieving AYP.

1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	
Does not meet standard	Value-added analysis indicates that less than 50% of tested students made sufficient gains.
Approaching standard	Value-added analysis indicates that 50%-74% of tested students made sufficient gains.
Meets standard	Value-added analysis indicates that more than 75%-89% of tested students made sufficient gains.
Exceeds standard	Value-added analysis indicates that at least 90% of tested students made sufficient gains.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

Analysis of data on fall-to-spring gains for five consecutive years revealed that a weighted average of 75.1% of students achieved sufficient gains to reach proficiency over time. This meets the Mayor’s standard of at least 75% of students making sufficient gains.

Each year, analysts examined the amount of progress that each student made on the Northwest Evaluation Association (NWEA)’s Measures of Academic Progress (MAP) test between the fall and spring. Analysts then determined whether each student would make sufficient gains on the test to become proficient over time, typically over two years, based on the amount of progress that the student made on the test between fall and spring. Proficiency was defined as a MAP score equivalent to the score needed to pass Indiana’s ISTEP+ exam at that future time. To determine a school-wide average sufficient gain percentage, analysts calculated a weighted average across all grades (second through eighth where applicable) and subjects (reading, math, and language). The percentage used for rating for the school according to the rubric for this performance indicator was a weighted average calculated across five years.

The methodology for determining sufficient gains changed three times over the five years – each time applying more stringent criteria – as the Mayor’s Office refined the analytical techniques for determining sufficient gains. In 2003-04, analysts determined whether students made sufficient gains to become proficient by the eighth grade. In subsequent years (2004-05 and 2005-06), the analysis determined whether students in grades 2-7 made sufficient gains to become proficient within two years or less, assuming a constant rate of growth. For school years 2006-07 and 2007-08, the analysis also includes grade 8 and allows for a percentage rate of growth in the first year, which NWEA analysts determined was normative growth. To avoid penalizing schools for changes in methodology, this report summarizes across the multiple methodologies – counting the gains reported for each school using the methodology in place at the time.

Because the methodologies changed the amount of time and targets needed for students to earn sufficient gains, changes across years in the percentage of students achieving sufficient gains do not necessarily indicate a change in school performance. A more detailed explanation of the methodologies for calculating sufficient gains appears in the Supplemental Reports of each year’s *Accountability Report on Mayor-Sponsored Schools*.

School Year	Average Sufficient Gain
2003-04	98.8%
2004-05	75.5%
2005-06	72.7%
2006-07	70.9%
2007-08	67.9%
Average	75.1%

In summary, Christel House Academy’s five year average of 75.1% places the school in the Meets Standard category.

1.3. Is the school outperforming schools that the students would have been assigned to attend?	
Does not meet standard	School’s overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in each of the last three years.
Approaching standard	School’s overall performance in terms of both proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in two of the last three years.
Meets standard	School’s overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.
Exceeds standard	School’s performance consistently outpaces that of the schools the students would otherwise have been assigned to attend.

Not Evaluated. The Mayor’s Office has not analyzed charter school student performance in comparison to the schools that students would have been assigned to attend.

1.4. Is the school performing at high levels academically, or substantially increasing student proficiency over time as measured by the Indiana Department of Education’s system of accountability?³	
Does not meet standard	For at least one of the last two years, the school has less than 60% of its students proficient or less than 4% of its students moved from not proficient to proficient over time.
Approaching standard	For at least one of the last two years, the school has 60%-69% of its students proficient or 4.1%-4.9% of its students moved from not proficient to proficient over time.
Meets standard	For at least one of the last two years, the school has 70%-80% of its students proficient or 5%-6.9% of its students moved from not proficient to proficient over time.
Exceeds standard	For at least one of the last two years, the school has 80% or more of its students proficient or at least 7% of its students moved from not proficient to proficient over time.

Fourth Year Rating: Not Applicable. Renewal Rating: Exceeds Standard

Data provided by Indiana’s accountability system – Public Law 221⁴ – revealed that Christel House Academy has made substantial improvement in student proficiency over time. It’s improvement in student proficiency exceeds the standard set by the Mayor’s Office.

³ This indicator is new to the performance framework and has not yet been ratified.

In 2006, the Indiana Department of Education determined that 72.8% of students at Christel House Academy were proficient on ISTEP+. Further, the Department determined that 9.4% of students at Christel House moved from not proficient to proficient on ISTEP+ in 2006. This improvement percentage exceeds the standard set by the Mayor’s Office. In 2007, 73.1% were proficient and 5.2% had improved to proficient status.

In summary, based on the school’s performance and improvement in 2006, the school receives a rating of exceeds standard.

1.5. Is the school meeting its school-specific educational goals?	
Does not meet standard	School has clearly not met its school-specific educational goal.
Approaching standard	School is making good progress toward meeting its school-specific educational goal.
Meets standard	School has clearly met its school-specific educational goal.
Exceeds standard	School has clearly exceeded its school-specific educational goal.

Not applicable. The school does not have school-specific educational goals to be evaluated.

⁴ Public Law 221 provides data on both overall performance and improvement on the ISTEP+. 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 most recent 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 previous school year and took the ISTEP+ at the school that year, and took the ISTEP+ at the school the following year are included in the improvement calculation (non-mobile cohort of students). For performance, the IDOE uses a school’s overall pass rate (averaged across subjects tested) on ISTEP+ and only includes students who attended the school the previous spring, regardless of which school the students attended when they took the most recent ISTEP+ exam.

Core Question 2: Is the organization effective and well-run?

2.1. Is the school in sound fiscal health?	
Does not meet standard	The school presents concerns in <u>three or more</u> of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.
Approaching standard	The school presents significant concerns in <u>one or two</u> of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.
Meets standard	The school presents significant concerns in no more than <u>one</u> of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by the Mayor’s Office.
Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

Christel House Academy has demonstrated strong fiscal health since it began operations in fall 2002. The school has been audited by the Indiana State Board of Accounts (SBOA) three times, covering the period from its founding through June 2007. Each report included an unqualified opinion from the SBOA that the school generally follows the required accounting rules appropriately and that the financial reports are an accurate representation of the school’s financial condition.

Each of the audit reports outlined several findings related to the school’s financial management and accounting systems, none of which were deemed significant. Following each audit, the school demonstrated a willingness to address the findings and continually improve its financial management systems.

The Fourth Year Charter Review determined that Christel House Academy had established adequate staffing and systems for managing the school’s finances. It reported that Christel House Academy had fulfilled its financial reporting requirements included in its charter, and regularly met its reporting deadlines in a timely and accurate manner.

The Mayor’s Office contracts with an independent accounting firm that completes an annual financial performance review of each school. The firm’s comprehensive report is delivered to the Mayor’s Office and the school’s leadership, and is posted on the City of Indianapolis website. In addition, Christel House Academy contracts with an independent, certified public accountant to produce audited financial statements each year in accordance with the standards established by the SBOA. Based on its review of the financial reports prepared since the Fourth Year Charter Review was completed, the Mayor’s Office has not identified any additional significant concerns with Christel House Academy’s financial management systems.

Christel House Academy has achieved a balanced budget across the last three years, increasing its cash balance from \$81,171 on June 30, 2004 to \$252,466 on June 30, 2007. The school balanced its budget in 2004-05 and 2006-07, although it experienced a budget deficit in 2005-06.

In its Charter School Renewal Application, Christel House Academy submitted a budget for the next five years of operation. While the budget includes what appear to be realistic revenue and expense projections, it continues to rely heavily on the financial support of Christel House International (CHI). CHI is an Indianapolis-based, not-for-profit charity currently supporting five schools and learning centers around the world. The school has benefited considerably from the operational and financial support provided by CHI since its founding. Direct annual financial support from CHI has ranged from approximately \$700,000 to \$1.1 million, which has represented a declining percent of total school revenue as the school’s operating budget has grown – from 29% in school year 2002-03 to 12% in 2008-09. The proposed five year budget includes an average of approximately \$925,000 in financial support from CHI, representing 16.5% of total school revenue. The school’s proposed budget also includes an annual average of approximately \$215,000 in in-kind consulting and staff support from CHI, bringing the average budget reliance on CHI support to 20.3%. In its Charter School Renewal Application, Christel House Academy provided audited financial statements for CHI, documenting approximately \$33 million in cash and investment assets. The school envisions continuing to receive financial support from CHI of at least 10% of total school revenue if the charter is renewed.

In summary, Christel House has had no significant findings in the three state financial audits completed to date; has had no significant problems with its financial staffing and systems; has achieved a balanced budget over the past three years; and fulfilled the financial reporting requirements under the charter agreement. While the proposed five year budget appears to have adequate projections of revenues and expenses, the Mayor’s Office remains concerned about the school’s reliance on a single source of private funds for such a large portion of operating requirements.

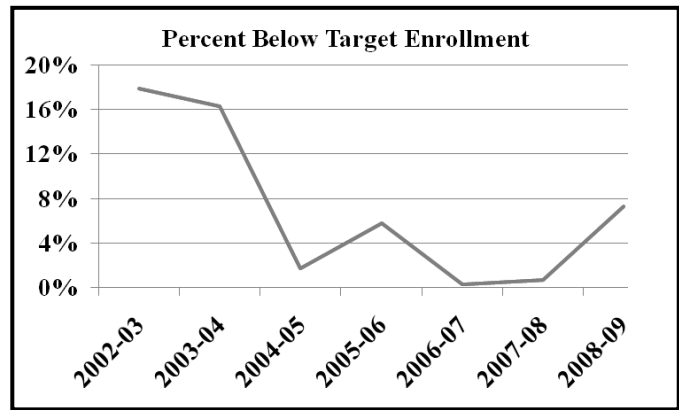
2.2. Are the school’s student enrollment, attendance, and retention rates strong?	
Does not meet standard	The school’s actual enrollment consistently falls short of target enrollment by <u>10% or more</u> . Student attendance and retention rates are consistently below the school’s agreed-upon target rates.
Approaching standard	The school’s actual enrollment consistently falls short of target enrollment by <u>1-9%</u> . Student attendance and retention rates are consistently below the school’s agreed-upon target rates.
Meets standard	The school is consistently fully enrolled. Student attendance and retention rates are generally at or above the school’s agreed-upon target rates.
Exceeds standard	The school is consistently fully enrolled. Student attendance and retention rates consistently exceed the school’s agreed-upon target rates.

Fourth Year Rating: Approaching Standard. Renewal Rating: Meets Standard

Christel House Academy was nearly fully enrolled during three of the five last school years, though fell considerably short of its target enrollment in its first two years of operations and fell below again in fall 2008. In 2004, Christel House Academy revised its school vision from a maximum school size at capacity of 860 students down to 450 students, and amended its charter agreement at that time. Since then official annual enrollment at Christel House Academy has been closer to target enrollment each year.

The following table and graph displays the target enrollment compared with the school’s official fall enrollment reported by the IDOE.

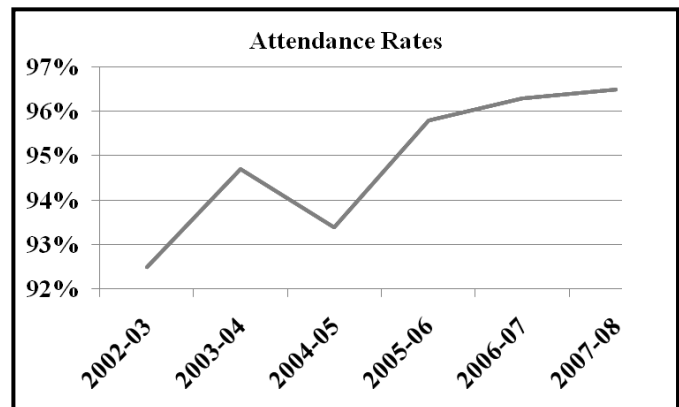
School Year	Target Enrollment	Fall Enrollment	Percent Below
2002-03	280	230	17.9%
2003-04	326	273	16.3%
2004-05	346	340	1.7%
2005-06	380	358	5.8%
2006-07	385	384	0.3%
2007-08	417	414	0.7%
2008-09	450	417	7.3%



Source: Official fall enrollment figures from the IDOE. Note that fall enrollments differ from those reported in the Fourth Year Charter Review which used enrollment figures submitted by the school to IDOE, prior to the resolution of enrollment conflicts. Enrollment for 2008-09 is from enrollment figures submitted by the school to IDOE, and does not include resolution of enrollment conflicts. Target enrollment is the maximum capacity from the school’s charter agreement with the Mayor’s Office.

Attendance rates at Christel House Academy have been consistently above the IDOE’s target of 95% over the last three years. The average daily attendance at Christel House Academy was below the IDOE’s target for the first three years of the school’s operations, but has risen consistently above the target since then.

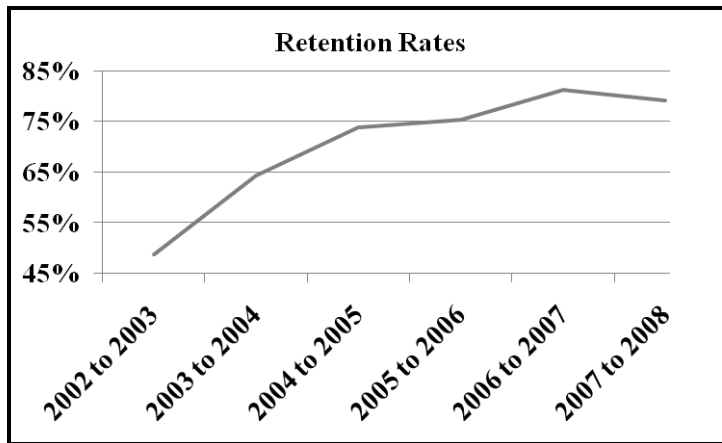
School Year	Attendance Rate
2002-03	92.5%
2003-04	94.7%
2004-05	93.4%
2005-06	95.8%
2006-07	96.3%
2007-08	96.5%



Source: IDOE. Data for 2007-08 is considered preliminary.

No targets have been established for student retention rates for Christel House Academy. Each of the last three years, over three quarters of students re-enrolled at the school the following fall. Fall to fall retention rates were less than half (48.8%) of the first class of students at Christel House Academy, but improved each of the following years through Fall 2007 to 81.3%. The most recent re-enrollment dipped slightly to 79.2%.

Years	Students Enrolled Initial Year	Students Re-enrolled Following Year	Retention Rate
Fall 2002 to Fall 2003	252	123	48.8%
Fall 2003 to Fall 2004	286	184	64.3%
Fall 2004 to Fall 2005	332	245	73.8%
Fall 2005 to Fall 2006	363	274	75.5%
Fall 2006 to Fall 2007	368	299	81.3%
Fall 2007 to Fall 2008	389	308	79.2%



Source: Mayor’s Office analysis of fall enrollment reports filed with IDOE. Since the official report was not available for Fall 2002, the school provided an electronic version instead.

Notes: Students in the 8th Grade graduating class excluded from analysis. Enrollment numbers differ from official IDOE enrollment figures due to this exclusion, as well as the use of the reports submitted by the school through Fall 2005 rather than the final official enrollment produced by IDOE after reconciliation.

In summary, Christel House Academy has improved its school enrollment, student attendance, and student re-enrollment over the last few years. It received an Approaching Standard rating in the Fourth Year Charter Review, but the additional results it has produced since then have consistently exceeded the Mayor’s standards. These results place the school in the Meets Standards category for this performance indicator.

2.3. Is the school’s Board active and competent in its oversight?	
Does not meet standard	The school appears to lack clear, consistent, and competent stewardship. The Board lacks the number of members specified in the by-laws; it is not well-balanced in member expertise; there has been consistently high turnover on the Board unrelated to the term limits stipulated in the Board’s by-laws; roles and responsibilities of the Board are not clear; it often fails to achieve a quorum.
Approaching standard	Board membership is not complete; there has been some unanticipated turnover on the Board unrelated to the term limits stipulated in the Board’s by-laws; it is reasonably well-balanced in member expertise; roles and responsibilities on the Board are reasonably clear; it is difficult to get a quorum; Board subcommittees are somewhat active; the Board is developing its ability to provide clear, consistent and competent stewardship.
Meets standard	The Board’s membership collectively contributes a broad skill set and fair representation of the community; Board members are knowledgeable about the school; roles and responsibilities of the Board are clearly delineated; Board meetings reflect thoughtful discussion and progress in the consideration of issues; overall, the Board provides consistent and competent stewardship of the school.
Exceeds standard	The Board meets the standard for this sub-question AND: displays exceptional expertise and stewardship, as evidenced by significant Board actions to enhance the school over time.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The Fourth Year Charter Review found that the Christel House Academy Board was active and competent in its oversight, noting that the Board has had a stable membership comprised of members who possessed a diverse range of professional expertise. The site visit team interviewed Board members and school leadership, and determined that the Board was knowledgeable about the school’s needs and has provided Christel House Academy with competent stewardship and oversight. At quarterly meetings, the Board consistently makes quorum and is updated on many aspects of the school, including general operations, student academic achievement and other business-related information. The Board has been actively involved in board-appropriate decisions such as contracting with, and ultimately terminating the contract of an Education Management Organization, and hiring and evaluation of the school’s principals. The Fourth Year Charter Review highlighted a concern related to the difficulty that the Board had in filling the position of and retaining school principals, with significant turnover in the first four years of operations. The Principal hired in 2006 has remained in place since his hire.

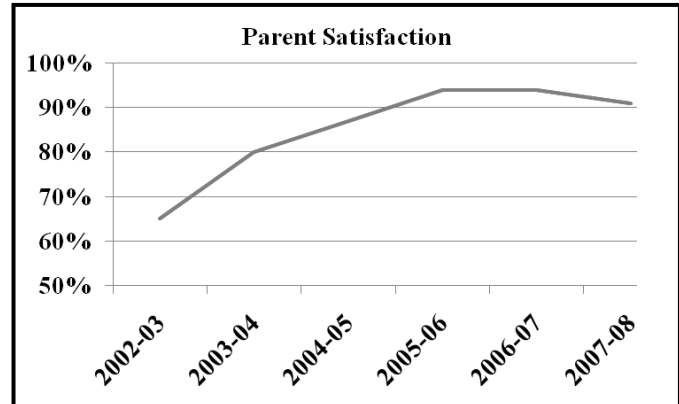
The Mayor’s Office regularly attends Board meetings and examines minutes of meetings held by Christel House Academy’s Board. Based on this oversight since the Fourth Year Charter Review was completed, the Mayor’s Office has not identified any significant concerns with the performance of Christel House Academy’s Board. Accordingly, the school maintains its rating of Meets Standard that it received on this performance indicator in the Fourth Year Charter Review.

2.4. Is there a high level of parent satisfaction with the school?	
Does not meet standard	Less than 70% of parents surveyed indicate that they are satisfied overall with the school.
Approaching standard	More than 70% but less than 80% of parents surveyed indicate that they are satisfied overall with the school.
Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.
Exceeds standard	At least 90% of parents surveyed indicate that they are satisfied overall with the school.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

In the spring of each year, university researchers administered an anonymous survey to all parents and guardians of students enrolled at the school. In Christel House Academy’s first year of operations, only 65% of parents reported being satisfied overall with the school. The percentage increased each year to 94% in 2005-06, before remaining steady in 2006-07 and dipping slightly in 2007-08.

School Year	Percent Satisfied
2002-03	65%
2003-04	80%
2004-05	87%
2005-06	94%
2006-07	94%
2007-08	91%
Average	85%



Note: “Percent Satisfied” includes “very satisfied” and “somewhat satisfied” responses which were on a five-point scale that also included “satisfied”, “somewhat dissatisfied”, and “very dissatisfied”.

Source: Confidential survey results administered by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis through school year 2006-07. Beginning in 2007-08 the survey was administered by the Center for Evaluation and Education Policy (CEEP) at Indiana University.

The school has consistently received satisfaction rates above the Mayor’s standard of 80% in all but its initial year of operations, and has surpassed the Mayor’s level of 90% for Exceeds Standard in the last three years. Since its initial year of operations, an average of 85% of parents surveyed indicated that they are satisfied overall with Christel House Academy, placing the school in the Meets Standard category for this performance indicator.

2.5. Is the school administration strong in its academic and organizational leadership?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the Board are generally unclear; d) the school’s leadership does not appear to actively engage in a process of continuous improvement; it has made few mid-course corrections in response to problems.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the Board are generally unclear; d) the school’s leadership does not appear to actively engage in a process of continuous improvement; it has made few mid-course corrections in response to problems.
Meets standard	The school’s leadership a) has sufficient academic and/or business expertise; b) has been sufficiently stable over time; c) has clearly defined roles and responsibilities among leaders and between leaders and the Board; d) actively engages in a process of continuous improvement which has led to some mid-course corrections.
Exceeds standard	The leadership displays exceptional academic and business expertise. Leadership turnover has been manageable and appropriate. Roles and responsibilities among leaders and between leaders and the Board are clear. The leadership has established exemplary processes to engage in continuous improvement which have led to significant enhancements to the school over time.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The Fourth Year Charter Review found that the administration at Christel House Academy was strong in its academic and business expertise, with clearly defined roles and responsibilities. The review noted that the school had significant turnover in the Principal position in the first four years of operations, but benefited from the stability provided by the Director of Global Programs of Christel House International who served the school as its Superintendent until 2006. The school kept the Principal position vacant for a while, relying on the continuity that the Superintendent provided. This arrangement allowed the Board to devote considerable time and effort to a selective recruitment process in order to secure a skilled and talented Principal. The current Principal was hired in 2006 and has helped maintain an environment of high standards and support for both staff and students. The Principal successfully oversaw the school’s return to self-management at the end of its contract with an Education Management Organization.

The Fourth Year Charter Review noted that the school’s leadership responsibilities were shared by a Compliance Manager and two teaching staff members, or “leaders in training.” These individuals assume leadership at the school when the Principal is off site. The Review also commended the school for its ongoing planning efforts for school improvement. Monitoring and oversight conducted by the Mayor’s Office has not identified any significant concerns with the administration of Christel House Academy in the last two years. Accordingly, the school maintains its rating of Meets Standard that it received on this performance indicator in the Fourth Year Charter Review.

2.6. Is the school meeting its school-specific organizational and management performance goals?	
Does not meet standard	School has clearly not met its school-specific organizational goal.
Approaching standard	School is making good progress toward meeting its school-specific organizational goal.
Meets standard	School has clearly met its school-specific organizational goal.
Exceeds standard	School has clearly exceeded its school-specific organizational goal.

Not applicable. Christel House Academy did not have school-specific organizational and management performance goals that were evaluated for the Charter School Renewal Report.

Core Question 3: Is the school meeting its operations and access obligations?

3.1. Has the school satisfactorily completed all of its organizational and governance obligations?	
Does not meet standard	School presents significant concerns in two or more of its organizational and governance obligations as specified in the Compliance and Governance Handbook, with no evidence of a credible plan to address them: a) maintenance of adequate “compliance and governance binder” containing all required documents; b) completion of criminal background checks on all Board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate Board minutes.
Approaching standard	School presents significant concerns in one of its organizational and governance obligations as specified in the Compliance and Governance Handbook, with no evidence of a credible plan to address it: a) maintenance of adequate “compliance and governance binder” containing all required documents; b) completion of criminal background checks on all Board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate Board minutes
Meets standard	School has substantially completed all of its organizational and governance obligations as specified in the Compliance and Governance Handbook, including: a) maintenance of adequate “compliance and governance binder” containing all required documents; b) completion of criminal background checks on all Board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate Board minutes. Any concerns are minor and the school presents a credible plan to address them.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

With only a few exceptions, the school adequately maintains its compliance binder and fulfills its reporting requirements to the Mayor’s Office and the Indiana Department of Education. The school documents in a timely manner that background checks are conducted for all board members. The Board complies with public access and open door meeting laws by posting notices of board meetings. Minutes are properly kept and provide adequate detail as to board actions and discussions. Monitoring conducted by the Mayor’s Office subsequent to the Four Year Charter Review of Christel House Academy’s compliance with applicable laws and regulations has not revealed any significant concerns related to these obligations.

3.2. Is the school’s physical plant safe and conducive to learning?	
Does not meet standard	The facility requires <u>much</u> improvement in order to provide a safe environment that is conducive to learning. Significant health and safety code requirements have not been met AND/OR the school <u>lacks</u> many conditions such as the following: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; adequate maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
Approaching standard	Significant health and safety code requirements are being met, but the facility needs <u>some</u> improvement in order to provide a safe environment that is conducive to learning. It <u>partially</u> – but not fully – provides conditions such as the following: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
Meets standard	Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The Christel House Academy facility meets all health and safety code requirements, and provides a safe environment conducive to learning. The facility’s design, size, maintenance, security, equipment and furniture are all adequate to meet the school’s needs. The Mayor’s Office monitoring of Christel House Academy’s compliance with health and safety code requirements has not revealed any significant concerns related to these obligations.

3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	
Does not meet standard	The school’s enrollment process does not comply with applicable law AND/OR the school exhibits one or both of the following deficiencies a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.
Approaching standard	The school’s enrollment process complies with applicable law but exhibits one or both the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.
Meets standard	The school’s enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriately; AND the school has engaged in outreach to students throughout the community.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

Christel House Academy’s admissions and enrollment practices and procedures meet the requirements of Indiana’s charter school law. The Mayor’s Office has received no complaints from parents regarding the school’s enrollment practices, and the school conducts outreach to parents throughout the community.

In Spring 2006, a researcher at the Center of Excellence in Leadership in Learning (CELL) at the University of Indianapolis interviewed the Principal of the school about the school’s enrollment and lottery practices and a researcher from Vanderbilt University attended the school’s admissions lottery. The policies and CELL and Vanderbilt’s observations showed that Christel House Academy conducted a fair and appropriate enrollment process that year. The school advertises openings through the school’s website, advertisements in local neighborhood and Spanish-language newspapers, and through flyers left at local community centers, day care centers, and churches.

Each year, Christel House Academy has held an admissions lottery as the number of applications received exceeded the number of open seats at the school. The lotteries were open the public and all applicants were invited to attend. Staff from the Mayor’s Office frequently attend lotteries and the Mayor’s Office annually reviews copies of Christel House Academy’s enrollment policies and marketing plans.

3.4. Is the school properly maintaining special education files for its special needs students?	
Does not meet standard	The school is not fulfilling its legal obligations regarding proper maintenance of special needs students’ files, and requires substantial improvement in order to achieve compliance such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences. A school does not meet the standard if any individual education plans have not been updated within the appropriate timeframe.
Approaching standard	The school is not yet completely fulfilling all of its legal obligations proper maintenance of special-needs students’ files, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences.
Meets standard	The school is fulfilling its legal obligations regarding special-needs students, as indicated by conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

In order to evaluate this question, outside teams of experts trained by the Indiana Department of Education (IDOE) conducted **file reviews** in September 2006 and October 2008 of the school’s special education files. The review was designed to assess whether the files contained all required documentation. It is important to note that the State Board of Education’s regulations governing special education changed significantly in June of 2008 (Article 7). All schools in Indiana are working to gain an understanding of the changes in special education practice necessitated by changes to Article 7.

The review teams did not interview parents or evaluate the school’s provision of special education services beyond the information included in the special education students’ files.

Both reviews found that Christel House Academy has an overall effective system for reviewing and ensuring compliance with special education file compliance. The 2006 review found a number of files where the school had not completely fulfilled all of its legal obligations to the student, particularly in providing proper notice of all case conferences. Most files were missing the notification documents, and at times indicated the school did not provide the required reasonable notice to parents. Some files were missing parent signatures on relevant forms. The documentation in the Individualized Education Plans (IEP’s) was also found to be poorly designed, as it was difficult to find compliance information.

The majority of special education files at Christel House Academy were found to be up-to-date, with reevaluations having been completed within the required time periods. The 2006 review also found that all files that had been transferred from paper into the state’s online system were in complete compliance. The Charter School Renewal Application prepared by the school reported that special education compliance is now fully tracked using the state’s online system.

The 2008 review found evidence that the school was properly maintaining special education files. The reviewers found that IEP’s were up-to-date, student evaluations or re-evaluations occurred within the appropriate timeframe, and that files contained the relevant required information, such as, file log sheet, relevant components of the IEP, and the parent consent form. The reviewers did identify inconsistencies in the school’s documentation of case conference notification to parents, though noted that there was no evidence suggesting the school had failed to follow the required notification procedures. The review noted that the documentation problems stemmed from the school’s changeover in fall 2008 to a new online system of managing IEP’s managed by the Indiana Department of Education. The school has an awareness of these issues and is working toward creating a documentation process that will ensure all files demonstrate compliance with special education regulations.

In summary, the two reviews have found that Christel House Academy has an effective system in place for properly maintaining its special education files. With only one outstanding need to improve documentation practice, the evidence demonstrates that the school Meets Standards for this performance indicator.

3.5. Is the school fulfilling its legal obligations related to access and services to English as a Second Language (ESL) students?	
Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is <u>not yet completely</u> fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply

with law and regulation.

Fourth Year Rating: Approaching Standard. Renewal Rating: Meets Standard

Christel House Academy is fulfilling its legal obligations regarding Limited English Proficient (LEP) students, and has created a positive learning environment for LEP students who are welcomed and valued in the school community.

In its first two years of operations, a bilingual teacher at Christel House Academy offered pull-out LEP instruction to the handful of LEP students enrolled in the school. Since the fall of 2004-05, when the LEP student population grew to more than 40 students, the school has employed a full-time, dedicated English Language Learner (ELL) Coordinator. The current ELL Coordinator has held the position since the 2005-06 school year.

A staff member of the Indiana Department of Education (IDOE)'s Language Minority and Migrant Programs conducted a site visit of Christel House Academy in October 2006, reporting that the school had "proactive administrative leadership in implementing English language development services and policies." The Site Visitation Summary Report noted that the school administers the required state language assessment test to determine student English proficiency. It documented that LEP students received regular English language development instruction from the ELL teacher in small group settings. Students are pulled out of their classrooms by grade level on a regular schedule for this instruction, and Spanish language support is provided as needed. The report noted frequent communication about students between the ELL Coordinator and other teachers, and Spanish language communication with parents.

The Report recommended that the school hire an instructional assistant to provide additional support to the growing population of LEP students at the school. It also recommended that the school provide professional development to mainstream classroom teachers to help them better understand second language acquisition and instructional approaches. In its Charter School Renewal Application, the school reported working with the Indiana Department of Education to ensure all staff develop skills and learn tools for working with LEP students. The school also reports using a Reading First grant to acquire instructional resources for LEP students and using Title I funds to support involvement by Spanish-speaking parents.

The school received an Approaching Standard rating in the Fourth Year Charter Review as the ELL teacher did not have the appropriate teaching license in the 2005-06 school year. The school applied for and received an emergency permit for her in August 2006, and she received her Initial Practitioner license in March 2008. Under IDOE professional standards, this licensure is appropriate for ELL teachers. In summary, Christel House Academy has resolved the prior compliance issue and the IDOE Site Visitation Summary Report documents the presence of staff who are knowledgeable about LEP programs and obligations. The evidence supports a rating of Meets Standard for this performance indicator.

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

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Meets standard	The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

For the Fourth Year Charter Review, the site visit team interviewed teachers, reviewed curriculum and supporting instructional materials, and observed twenty classrooms to see how the curriculum was used in the classroom. The site visit team reported that 100% of classrooms had sufficient textbooks and supplemental resources, a wide range of materials were used to guide and support instruction, teachers demonstrated high levels of understanding the curriculum, and teachers aligned lessons with the Indiana state academic standards. Since the Fourth Year Charter Review was completed, the school terminated its management contract with Edison Schools, and thus no longer utilizes Edison’s curriculum binders with sample lesson plans and supporting materials. At the time the school transitioned to self-management, Christel House Academy’s leadership reviewed the curriculum used by Edison and chose to continue using the two primary math curricula: *Everyday Math* for the Lower Academy grades (K-5) and *Prentice Hall Mathematics* in the Junior Academy (6-8). The school also retained the *Step-Up Writing* program for teaching writing strategies, the *Full Option Science System* for science instruction, and *Social Studies Alive!* and *History Alive!* as its social studies curriculum. The school switched its English/Language Arts curriculum, choosing McGraw-Hill’s *Treasures* reading curriculum for the Lower Academy, supplemented by *Waterford English* in grades K-2. *Glencoe Literature*, a language-arts curriculum using classical and contemporary literature texts is used for the Junior Academy. Christel House Academy received a Meets Standards rating for this performance indicator in its Fourth Year Charter Review, and the Mayor’s Office has not identified any significant curriculum concerns in the intervening two years.

4.2. Are the teaching processes (pedagogies) consistent with the school’s mission?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The Fourth Year Charter Review site visit team observed teaching in twenty classrooms across grade levels and subject areas for approximately 30 minutes each. The Review commended the school on its consistent use of varied types of instruction, offering students a range of opportunities to learn content and skills. The site visit team observed teachers using higher-order questioning techniques; posting of the content standards to be addressed each week; systems to provide teachers with feedback on instruction; mentoring of new staff; coaching and support for struggling teachers; and daily team meetings in each House (multi-grade level teams). Christel House Academy received a Meets Standards rating for this performance indicator in its Fourth Year Charter Review, and the Mayor’s Office has not identified any significant pedagogical concerns in the intervening two years.

4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the school’s academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the school’s academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Meets standard	The school: a) has challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) has high expectations to motivate and prepare students for post-secondary academic opportunities; c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) meets or exceeds Indiana Core 40 graduation standard requirements.

Not Applicable. This sub-question is not applicable to Christel House Academy, as the school does not serve high school students.

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: a) standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) assessment results are received by classroom teachers in a timely and useful manner to influence instructional decisions; c) assessments have sufficient variety to guide instruction for a wide range of student learning abilities; d) there is sufficient frequency or use of assessments to inform instructional decisions effectively; e) assessment results are used to guide instruction or make adjustments to curriculum.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The Fourth Year Charter Review site visit team found that Christel House Academy effectively used learning standards and assessments to evaluate incoming students, and to inform and improve instruction. The reviewers found that the school had an abundance of information on student performance derived from a variety of standardized tests and formative assessments administered throughout the school year. Teachers utilized assessments to guide and make adjustments to instruction. Christel House Academy received a Meets Standards rating for this performance indicator in its Fourth Year Charter Review, and the Mayor’s Office has not identified any significant concerns with student assessment in the intervening two years.

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Meets standard	The school exhibits the following characteristics: a) hiring processes are organized and used to support the success of new staff members; b) the school deploys sufficient number of faculty and staff to maximize instructional time and capacity; c) faculty and staff are certified/trained in areas to which they are assigned; d) professional development (PD) is related to demonstrated needs for instructional improvement; e) PD opportunities are determined through analyses of student attainment and improvement; f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The Fourth Year Charter Review site visit team found that Christel House Academy deployed staff effectively and had an adequate human resource system. The Review noted that the school provided a wide range of professional development opportunities and consistently implemented teacher evaluation procedures based on clear criteria. It also noted that the structure of the school day featured regular opportunities for staff to meet with other teachers, including daily “House” (multi-grade level teams) meetings based on a school-wide schedule of discussion topics (e.g. student achievement, family and student supports, reading). Each House had a lead teacher who also serves on the school’s leadership team, ensuring constant communication between staff and the school’s administration. Christel House Academy received a Meets Standards rating in its Fourth Year Charter Review for an adequate human resource system. Regular oversight by the Mayor’s Office has not revealed any faculty and staff who are not state licensed and certified in areas to which they are assigned, nor any significant concerns with Christel House Academy’s human resource systems in the intervening two years.

4.6. Is the school’s mission clearly understood by all stakeholders?	
Does not meet standard	The school presents significant concerns in <u>both</u> of the following areas: a) significant disagreements exist among stakeholders about the school’s mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school’s mission.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) significant disagreements exist among stakeholders about the school’s mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school’s mission.
Meets standard	The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school’s mission.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The Fourth Year Charter Review reported that the mission of Christel House Academy was widely and clearly understood by all stakeholders. Interviews and focus groups with Christel House Academy staff indicated school-wide awareness of the mission and the core values of the school. The site visit team also identified a range of initiatives and activities at the school that support the mission, including a poster of the core values at the school’s entrance and recognition of exemplary student performance. Christel House Academy received a Meets Standards rating for this performance indicator in its Fourth Year Charter Review, and the Mayor’s Office has not identified any significant concerns regarding the school’s mission in the intervening two years.

4.7. Is the school climate conducive to student and staff success?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school’s discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school’s discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school’s discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The Fourth Year Charter Review site visit team determined that the school climate at Christel House Academy was conducive to student and staff success. The Review noted that the school had high expectations for student behavior, with clear rules and rewards for student conduct and systems to support students with behavioral difficulties. The site visit team reported that interactions between students, staff and leadership were supportive and professional.

Christel House Academy begins each school year with an intensive two week program designed to teach students the school’s routines and standards for behavior. Students who exhibit positive student behavior receive awards, as do classrooms that meet school-wide goals. The school employs a full-time School Support Manager to address the behavioral needs of students, and the school offers group and individual counseling to students, as well as conflict mediation. When a student has academic and/or behavioral difficulty in school that has not responded to teacher interventions, the school assembles a Family and Student Support Team that also includes the student, parents and the School Support Manager. Classroom observations by the site visit team noted high levels of student engagement and positive classroom behavior. Christel House Academy received a Meets Standards rating for this performance indicator in its Fourth Year Charter Review, and the Mayor’s Office has not identified any significant concerns regarding the school’s climate in the intervening two years.

4.8. Is ongoing communication with students and parents clear and helpful?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school’s communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents’ native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school’s communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents’ native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Meets standard	The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school’s communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents’ native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The Fourth Year Charter Review reported that there was active communication between the school, parents and students that is timely, relevant and considers diverse needs. Teachers interviewed by the site visit team reported daily communications on-site with a majority of parents, as well frequent phone calls and e-mail communications with parents. This was corroborated by parents, who indicated that responses are “immediate” and that “they [teachers] are always available.” The school sends out a weekly newsletter, the “Friday Flyer,” to update parents on school activities and upcoming programs. The school’s leadership reported that some written information is translated into Spanish by one of the many full-time staff members who are fluent in Spanish. Bilingual staff is also used regularly as translators, when needed, for parent meetings. Christel House Academy received a Meets Standards rating for this performance indicator in its Fourth Year Charter Review, and the Mayor’s Office has not identified any significant concerns regarding the school’s communications in the intervening two years.

SECTION B: SUSTAINABILITY & IMPROVEMENT

As part of the school's renewal petition, the school submitted its plans for sustaining and continuing to build academic, organizational and operational success over the next charter term, including its plans for building and achieving long-term sustainability in its leadership and plans for continued improvement. That section of the school's renewal petition is included below.

Section B

Demonstration of Sustainability

How will Christel House Academy sustain success?

Governing Board

Christel House Academy's Board of Directors is committed to ensuring representation from a diverse group of individuals who bring unique and valuable perspectives to the governance of the school.

Christel House Academy has a unique relationship with Christel House International, an international charity that supports learning centers in Mexico, Venezuela, India and South Africa. Because of this relationship, the Board is given additional oversight and support for the Academy's operations. This relationship greatly assists the Board in maintaining a high degree of effectiveness and efficiency, without overburdening its members.

With the support of Christel House International, significant effort and energy goes into the recruitment and selection of Board members. Board members are appointed based on the value their experience can bring to the Academy. Board members are elected to three-year terms, and attention is given to regularly recruiting new talent to the Board. Presently, the Board consists of 11 members:

Christel DeHaan, *International Philanthropist*

Anne Ryder Okeefe, *Journalist*

Cheryl Wendling, *VP Christel House International*

Robert Hasty, *Public High School Teacher*

Sandi Bittner, *Senior Manager at Clifton Gunderson*

Alan Levin, *Managing Attorney at Barnes & Thornburg*

Dr. Lorraine Blackman, *Professor of Social Work at IUPUI*

Dr. Alfonso Alanis, *CEO of Anaclim*

Thomas Kegley, *President of Kegley and Associates*

Murvin Enders, *Executive Director , 100 Black Men of Indianapolis*

April Jones, *Parent*

The Academy's Principal, Carey Dahncke, serves as a nonvoting, ex-officio member on the Board of Directors.

Board meetings are set a year in advance and occur quarterly. Between sessions, the Academy's administration and Board utilize electronic forms of communication to stay abreast on issues of governance.

Meetings occur at the Academy and are open to the public, with community input and comments encouraged.

Leadership Team

The Academy utilizes a tiered leadership approach.

- The Academy's Principal, Carey Dahncke, acts as the organization's Executive Director and is responsible for all aspects of the organization.
- The Principal is supported by an Assistant School Leader, Carlos Sanchez, who assumes shared responsibility for instructional and curricular oversight, student discipline and minority outreach.
- The Principal receives administrative support from an Administrative Assistant.
- The Academy's fiscal affairs and facility matters are managed by the Business Manager, Carlos Alexander. The Business Manager receives support for fiscal management through BookKeeping+, a contracted service provider, and Christel House International.
- The Information Technology Manager, John Riner, is responsible for all computer, data and communication systems in the school.
- The School Secretary, Monica Lewis, supports the administrative staff and acts as a primary liaison with parents and the community.

- At key developmental stages throughout the school, teachers are grouped into teams called Houses. Each House is led by a Lead Teacher who coordinates activities and provides guidance to the instructional staff.

The school's lead teachers are-

Libby Duggan, House 1
Debby Nauta, House 2
Michelle Trout, House 3
Rachel Kovacs, JA
Diana Szelei, Special House

- A Reading Coach, Deb Strate, leads the Academy's Reading First Program and acts as a champion for all reading activities in the school.
- The School Social Worker, Jen Brown, acts as the primary contact for the school's wellness team. The team consists of a Student Advisor, a School Nurse and Cummins Mental Health provider. The Social Worker also acts as the Academy's Attendance Officer.
- A Special Education Coordinator, Susan Oaks, acts as the lead special education teacher and primary liaison with the Ball State Virtual Special Education Cooperative.

- In math, science, and social studies, a teacher is designated to be the subject coordinator and facilitates the school-wide activities pertaining to these subjects.

Teaching Staff

Over time, the teaching staff has stabilized and has developed considerable capacity and institutional knowledge.

Strategic partnerships and relationships with Indiana Wesleyan's Transition To Teaching Program and the Indianapolis New Teacher Project, have helped to ensure properly licensed teachers are available, even in areas of shortage.

To develop further capacity with the instructional staff, the Dyslexia Institute of Indiana conducts specialized trainings with key staff members.

In addition to these established partners, the school is working to solidify relationships with Marian College and Teach for America. A key strategy the Academy employs is to develop strategic partnerships of mutual benefit with local organizations. This strategy assists the school in developing increased capacity at all levels.

Presently, of the 27 licensed instructional teachers, 11 hold advanced graduate degrees. Staff regularly take part in trainings offered by the Department of Education and other education based agencies. A number of staff members are currently enrolled in graduate level work at various local universities.

Workshop, coursework and conference opportunities are provided to teachers through the following organizations: Charter School Service Center, 21st Century Learning Centers, National Reading First, Marian College, Indiana Wesleyan University, IUPUI, University of Indianapolis, IASP, CIESC and IHEC.

Others

Christel House Academy's relationship with Christel House International, Christel House Mexico, Christel House India, Christel House South Africa and Christel House Venezuela offers:

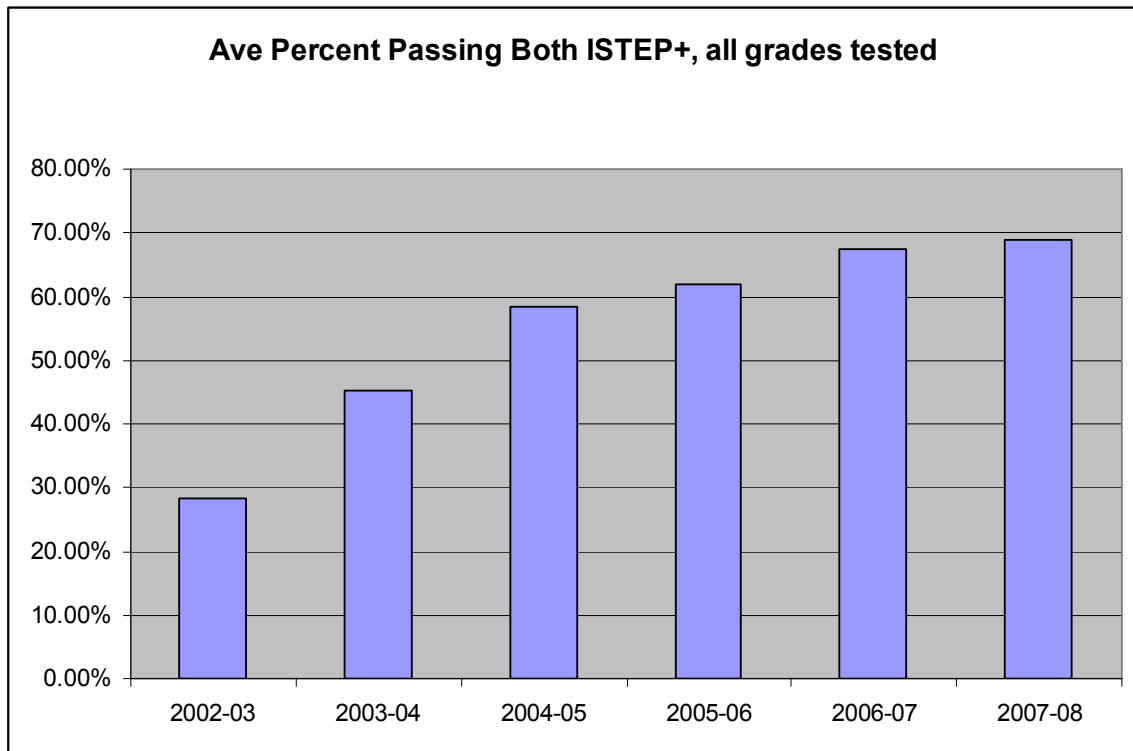
- opportunity for a career-enhancing experiences which allows teachers to gain new perspectives and be exposed to new teaching methods from around the world
- opportunity to develop lifelong friendships, professional relationships and to become a member of an "international community of teachers"
- increased global awareness

- increased knowledge and international awareness on the part of professional colleagues through interactions with international teachers and students
- opportunity for increased awareness of diversity of ideas, values, world views, and ways of life.

How will Christel House Academy ensure ongoing improvement?

Christel House Academy has demonstrated significant academic success and improvement over the first chartering period.

The chart below depicts the growth in ISTEP+ scores over the school's first 6 years of operation.



The school has received an Honorable Mention two years in a row through the Panasonic National Change Award. In 2008, the school was designated as a High Achieving Title I school in the State of Indiana and a Healthy Hoosier School, sponsored by the Indiana Department of Education, the Indiana Dairy & Nutrition Council and Clarian Health Partners.

Moving forward, the school is working on several key areas to ensure continued success:

1) Increasing Student Engagement

Students who are engaged and motivated, do better in school. Making learning relevant to students and to future expectations in the workplace is important to ensuring the success of our students.

Through the use of technology and developmentally appropriate project and problem based learning, students will become more engaged and responsible learners.

- a) Through staff development opportunities, programs such as AIMS (Activities that Integrate Math and Science) will be more tightly integrated into the school day.
 - a. The Principal is responsible for coordination of these activities. The AIMS Foundation will work to implement staff development with teachers of mathematics.
 - b. The Media Specialist and IT Manager, coordinate technology based resources to assist teachers in developing highly engaging lessons using computers and information technology resources.
 - c. Funding support comes from formulary grants and competitive grants. The Development team at CHI provides grant writing support to the Academy to assist in acquisition of additional materials, equipment, training and programming.
- b) Development of innovative teaching practices will assist in the development of authentic student engagement.
 - a. The Principal organizes yearly whole school book study. Book studies will clearly target issues of student engagement and authentic student work.
 - b. The Reading Coach will assist in acquiring literature and intervention materials that facilitate a high level of engagement.
 - c. The Math, Science, Social Studies Coordinators will target staff development materials that promote problem based learning.

2) Increasing Student Attainment in Math

Responding to findings identified by the National Mathematics Advisory Panel, formed by the President of the United States and the Secretary of Education, the school will organize curricular and instructional reform in the area of mathematics education.

Using resources and strategies identified by the National Council of Teachers of Mathematics (NCTM), enhanced curricular and instructional programs will be used to increase the number of students attaining a Pass+ in Math on ISTEP+ and the number of students attaining a passing score on

the Algebra I ECA in 8th grade. The following strategies are being undertaken:

- a) Implement Every Day Counts program in each elementary grade level to provide daily exposure to critical math concepts such as place value, mental math, measurement, time, money, geometry, estimation, patterns and algebraic thinking, graphing, and statistics.
 - a. The Principal is responsible for ensuring all staff is trained and has the proper materials to implement this program.
 - b. The Assistant School Leader is responsible for follow-up and compliance issues surrounding this program.
- b) Develop a Professional Learning Community relationship with a university to offer opportunities of professional exchange and dialogue around mathematics reform and current schools of thought regarding mathematic instruction.
 - a. The Principal and Assistant School Leader are responsible for the cultivation and implementation of this program.
 - b. The Math Coordinator is responsible for the follow up and material distribution.
- c) Develop early benchmarks for beginning numeracy skills in the primary grades and offer systematic interventions for struggling students before significant learning gaps develop.
 - a. Primary Teachers are responsible for utilization of the Wireless Generation Math tool.
 - b. The House 1 and House 2 Lead Teachers are responsible for data collection and internal PD surrounding this project.

3) Further Promote Artistic Appreciation and Development

The arts promote the development of cognitive and creative abilities that are essential for improving academic achievement, motivating students to learn, promoting positive social development, and promoting civic involvement and participation in the community. With this in mind, strategic partnerships with community based artistic organizations continue to be a key area of further development.

- a) Using organizations such as Art with a Heart and the Indianapolis Symphony Orchestra, the school's artistic capacity can be substantially expanded in ways that the staff alone cannot achieve. These strategic partnerships allow for programming options like the development of a Chamber Orchestra for Junior Academy students and an after-school Honors Art program.
 - a. The CHI Development team and CDFD Director assist the Principal in cultivation of these relationships.
 - b. The Special House Lead Teacher is responsible for implementation of these programs.

- b) Using resources through Christel House International, additional funding and partnership will be established to allow for further artistic endeavors.
 - a. The Principal is responsible for the coordination and follow up of these partnerships.
- c) Through the continued partnership with Young Audiences, artist-in-residence programs and visiting artists will further enhance student access to the arts and allow for academic connections with the fine arts in meaningful ways.
 - a. The Principal is responsible for the scheduling and organization of this program.
- d) Development of new partnerships with local museums and art organizations will allow students to access community-based art resources.
 - a. The Principal and selected teachers will spearhead these programs.

SECTION C: SCHOOL RESPONSE TO RENEWAL REPORT FINDINGS

Christel House Academy chose not to submit a formal response to the school's renewal report. Thus, there is no Section C for Christel House Academy.