

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

## FLANNER HOUSE ELEMENTARY SCHOOL

March 1, 2009

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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 Flanner House Elementary School 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 June 2007 to examine Special Education files to provide more current information on legal compliance for Question 3.4.

Flanner House Elementary School submitted a *Charter School Renewal Application* on November 26, 2008 with additional evidence supporting the school's performance on the *Performance Framework* sub-questions 1.2, 2.2, 2.3, 2.5, 3.1, 3.4, 4.1, 4.2, and 4.5 (see page 3 for a listing of all the sub-questions). 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 Flanner House Elementary School in its *Charter School Renewal Application* 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 Flanner House Elementary School 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 this *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 indicators<sup>1</sup> 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 Flanner House Elementary School 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.

Flanner House Elementary School 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 3.5** This sub-question is not applicable to the school, because it does not have any Limited English Proficient students enrolled.

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<sup>1</sup> Rubric indicators are subject to revision by the Mayor's Office.

**Question 4.3** This sub-question is not applicable to the school, because it does not serve secondary students.

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# School Overview

**School Name: Flanner House Elementary School**

**School Address: 2424 Dr. Martin Luther King Jr. Street, Indianapolis, IN**

**Mission Statement:**

**The mission of Flanner House Elementary School is to develop its students to their highest potential. By educating the “whole person” through fostering critical thinking, problem-solving and character building skills that promote academic excellence. By building a solid foundation that provides positive motivation for lifelong learning.**

**School Leader/Principal: Ms. Frances Malone, Director of Education;  
Ms. Latika Warthaw, Principal**

**Chair, Board of Directors: Ms. Patricia Roe**

**Current Grades Served: Kindergarten through 6<sup>th</sup> Grade**

**Current Enrollment: 211 students**

**Socio-Demographic Data:**

**-100% African American**

**-87% Free or Reduced Lunch**

# **SECTION A: PERFORMANCE REVIEW**

## SUMMARY OF FINDINGS

### FLANNER HOUSE ELEMENTARY SCHOOL

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

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

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Approaching Standard	Approaching Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meets Standard	Meets Standard
4.7. Is the school climate conducive to student and staff success?	Meets Standard	Meets Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Meets Standard	Meets Standard

## FINDINGS, INDICATORS AND EVIDENCE

### FLANNER HOUSE ELEMENTARY SCHOOL

#### *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.
<b>Exceeds standard</b>	<b>School has exceeded the AYP target in all student subgroups in at least one of the last two years.</b>

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

Flanner House Elementary School achieved Adequate Yearly Progress (AYP) toward statewide academic goals set by the Indiana Department of Education (IDOE) in 2004, 2005, and 2006, but did not achieve AYP in 2007 by one-tenth of one percent in one student subgroup.

IDOE determined that Flanner House Elementary School made AYP on all 13 indicators it evaluated in 2006:

- 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 and students who qualify for free or reduced price lunch; and
- ISTEP+ participation rates school-wide and for each of the two subgroups.

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 2007, the school achieved AYP in 12 out of 13 indicators. Students who qualified for free or reduced price lunch passed the ISTEP+ English exam at a rate lower than the state's target by one-tenth of one percent (State Target: 51.7%; Flanner House Elementary Performance: 51.6%). The school achieved AYP in 13 out of 13, and 10 out of 10 categories in 2005 and 2004, respectively.

In summary, the schools performance examined over the last two years exceeds the IDOE's standard.

<b>1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?</b>	
Does not meet standard	Value-added analysis indicates that less than 50% of tested students made sufficient gains.
<b>Approaching standard</b>	<b>Value-added analysis indicates that 50%-74% of tested students made sufficient gains.</b>
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: Approaching Standard. Renewal Rating: Approaching Standard**

Analysis of data on fall-to-spring gains for five consecutive years revealed that a weighted average of 60.1% of students achieved sufficient gains to reach proficiency over time. This percentage is considered approaching 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	81.7%
2004-05	41.7%
2005-06	57.7%
2006-07	57.3%
2007-08	65.6%
<b>Average</b>	<b>60.1%</b>

In summary, Flanner House Elementary School’s five year average of 60.1% places the school in the Approaching Standard category.

<b>1.3. Is the school outperforming schools that the students would have been assigned to attend?</b>	
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.

<b>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? <sup>3</sup></b>	
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: Meets Standard**

Data provided by Indiana’s accountability system – Public Law 221<sup>4</sup> – revealed that Flanner House Elementary made significant improvement in student proficiency in 2007. It’s improvement in student proficiency meets the standard set by the Mayor’s Office.

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

In 2007, the Indiana Department of Education determined that 62.3% of students at Flanner House Elementary were proficient on ISTEP+. Further, the Department determined that 5.0% of students at Flanner House Elementary moved from not proficient to proficient on ISTEP+ in 2007. This improvement percentage meets the standard set by the Mayor’s Office.

In summary, based on the school’s performance and improvement in 2007, the school receives a rating of meets standard.

<b>1.5. Is the school meeting its school-specific educational goals?</b>	
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.

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<sup>4</sup> 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?**

<b>2.1. Is the school in sound fiscal health?</b>	
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**

Flanner House Elementary School 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. Two of the findings detailed in the July 2005 – June 2007 audit report were similar to comments that appeared in prior SBOA reports: that (1) the cash balance of the School Lunch Fund was overdrawn and (2) payments were made to certified employees for services that were not included in their labor contracts (e.g. summer school and before and after school programs) and for wages to noncertified employees that were not supported by salary schedules. The school has demonstrated a willingness to address the findings following each audit, yet these matters were not resolved in the intervening years.

The Fourth Year Charter Review determined that Flanner House Elementary School had established adequate staffing and systems for managing the school’s finances. It reported that Flanner House Elementary 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, Flanner House Elementary School contracts with 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 Flanner House Elementary School’s financial management systems. Flanner House Elementary School has consistently ended each fiscal year with a positive cash balance, and increased this cash balance between 2005 and 2007 by achieving a balanced budget across these two years. Flanner House Elementary School’s cash balance (including investments) as of June 30, 2007, provided it with a comfortable operating reserve of 17.3% of the prior year’s total expenses.

In its Charter School Renewal Application, Flanner House Elementary School submitted a budget for the next five years of operation, including funding for facility construction, assuming that the school is able to enroll more students.

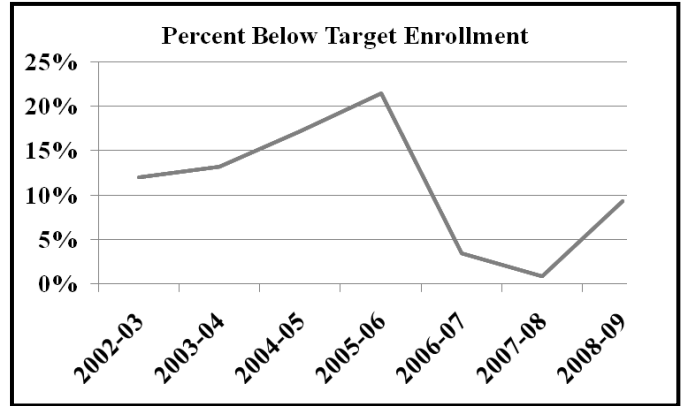
In summary, Flanner House Elementary School has had no significant findings in the three state financial audits completed to date; has had no significant problems with its financial staffing and systems; presents no significant concerns related to achieving a balanced budget; and fulfilled the financial reporting requirements under the charter agreement.

<b>2.2. Are the school’s student enrollment, attendance, and retention rates strong?</b>	
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: Approaching Standard**

The Fourth Year Charter Review found that Flanner House Elementary School’s actual enrollment was significantly below its target enrollment, defined as its annual maximum enrollment agreed to in the school’s charter agreement, which was amended in May 2004. Subsequent to the Fourth Year Charter Review (school years 2006-07 through 2008-09) the school reported a target enrollment of 235 to the Mayor’s Office, reflecting its intended student enrollment goals. In fall 2008, the school’s official enrollment was 22 students (9.4%) below target enrollment. The following table 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	150	132	12.0%
2003-04	190	165	13.2%
2004-05	244	202	17.2%
2005-06	284	223	21.5%
2006-07	235	227	3.4%
2007-08	235	233	0.9%
2008-09	235	214	8.9%

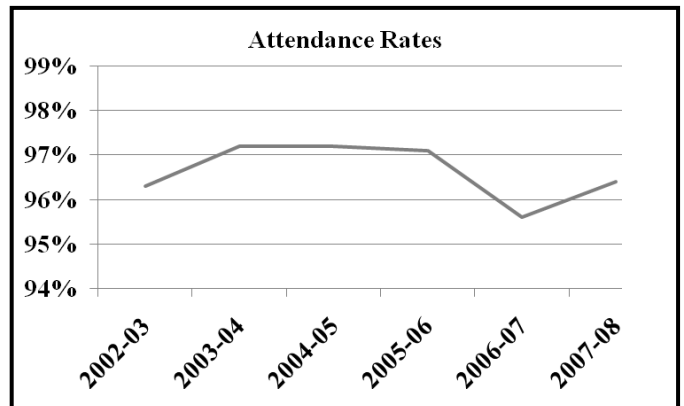


**Source:** Official fall enrollment figures from the IDOE. Note that fall enrollments differ from those reported in the Fourth Year Charter Review which used enrollment figures submitted by the school to IDOE, prior to the resolution of enrollment conflicts. Enrollment for 2008-09 is from enrollment figures submitted by the school to IDOE, and does not include resolution of enrollment conflicts. For school years 2002-03 through 2005-06 the target enrollment is the maximum capacity from the school’s charter agreement with the Mayor’s Office. For the 2006-07 through 2008-09 school years subsequent to the Fourth Year Charter Review, the school reported a target enrollment to the Mayor’s Office below its maximum capacity.

In its Charter School Renewal Application, Flanner House Elementary School described multiple strategies it has implemented to increase enrollment and continues to explore long-term solutions such as constructing a new facility.

Attendance rates at Flanner House Elementary School have been consistently above the IDOE’s target of 95% each year since it began operations.

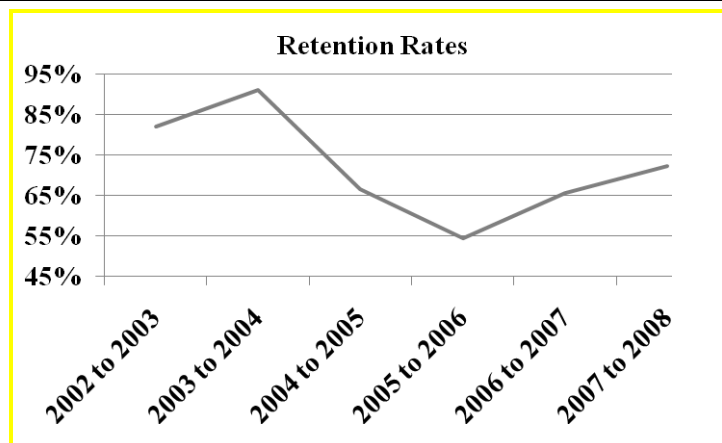
School Year	Attendance Rate
2002-03	96.3%
2003-04	97.2%
2004-05	97.2%
2005-06	97.1%
2006-07	95.6%
2007-08	96.4%



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

No targets have been established for student retention rates for Flanner House Elementary School. Five of six years, over two thirds of students re-enrolled at the school the following fall. Fall to fall retention rates dropped between Fall 2005 and 2006 to 54.5%, but improved each of the following years through to 72.2% in Fall 2008.

Years	Students Enrolled Initial Year	Students Re-enrolled Following Year	Retention Rate
Fall 2002 to Fall 2003	139	114	82.0%
Fall 2003 to Fall 2004	166	151	91.0%
Fall 2004 to Fall 2005	207	138	66.7%
Fall 2005 to Fall 2006	211	115	54.5%
Fall 2006 to Fall 2007	204	134	65.7%
Fall 2007 to Fall 2008	198	143	72.2%



**Source:** Mayor’s Office analysis of fall enrollment reports filed with the IDOE. Because the official report was not available for Fall 2002, the school provided a September 2002 attendance worksheet instead.

**Notes:** Students in 6<sup>th</sup> Grade graduating class excluded from analysis. In 2005-06 Flanner House Elementary School enrolled 7<sup>th</sup> grade students, but reconfigured to K-6 in 2006-07. Thus students in Grades 6 and 7 were excluded in 2005-06. Enrollment numbers differ from official IDOE enrollment figures due to this exclusion, as well as the use of the reports submitted by the school rather than the final official enrollment produced by IDOE after reconciliation.

In summary, Flanner House Elementary School has frequently enrolled considerably fewer students than its target enrollment and achieves consistently high rates of student attendance. Student retention has been inconsistent, ranging from 54.5% to 91.0%. Flanner House Elementary School received an Approaching Standard rating in the Fourth Year Charter Review for this performance indicator, and remains in that category due to enrollment rates below its target and inconsistent retention rates.

<b>2.3. Is the school’s Board active and competent in its oversight?</b>	
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: Approaching Standard. Renewal Rating: Meets Standard**

The Fourth Year Charter Review found that the Flanner House Elementary School Board membership had been stable since the school opened in 2002, represented a broad base of expertise, and were knowledgeable about the school and its need. After conducting a focus group with five of the nine school board members and reviewing Board minutes, the site visit team concluded that the Board had clear responsibilities and engaged in thoughtful discussions and made difficult strategic decisions to guide the school. At the time of the Fourth Year Charter Review, the leadership structure at Flanner House Elementary School had recently been reorganized and the Board began taking on greater responsibility for oversight of school operations. Based on evidence collected by the Mayor’s Office and provided in the Charter School Renewal Application, Flanner House Elementary School has engaged in greater oversight, stewardship, and support, particularly as it relates to overseeing school leadership and the development of a capital campaign to fund a new school facility. The Board has already retained experienced school architects to provide advice on facility needs.

The Mayor’s Office regularly attends Board meetings and examines minutes of meetings held by Flanner House Elementary School’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 Flanner House Elementary School’s Board.

Given the Board’s continued stability and engagement subsequent to the Fourth Year Charter Review, the school’s rating is Meets Standard on this performance indicator.

<b>2.4. Is there a high level of parent satisfaction with the school?</b>	
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.
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**Fourth Year Rating: Exceeds Standard. Renewal Rating: Exceeds Standard**

In the spring of each year, university researchers administered an anonymous survey to all parents and guardians of students enrolled at the school. Parents and guardians of students at Flanner House Elementary School have consistently indicated exceptionally high levels of satisfaction with the school.

School Year	Percent Satisfied
2002-03	97%
2003-04	94%
2004-05	93%
2005-06	88%
2006-07	93%
2007-08	85%
<b>Average</b>	<b>92%</b>

**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 received satisfaction rates above the Mayor’s standard of 80% in each its six years of operations, and surpassed the Mayor’s level of 90% for Exceeds Standard in four years. Since its initial year of operations, an average of 92% of parents surveyed indicated that they are satisfied overall with Flanner House Elementary School, placing the school in the Exceeds Standard category for this performance indicator.

<b>2.5. Is the school administration strong in its academic and organizational leadership?</b>	
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 Flanner House Elementary School has benefited from strong organizational and academic leadership by the Director of Education, who has led the school since its founding. The Director of Education successfully led the school through a major reorganization in 2006, bringing in-house those business and human resource management responsibilities previously provided by the school’s founding organization, Flanner House of Indianapolis. The Fourth Year Charter Review commended the school for its distributed leadership, with teachers analyzing data to inform instruction and participating in instructional planning.

Subsequent to the Four Year Charter Review, Flanner House Elementary School hired its first Principal to alleviate some of the many responsibilities shouldered by the Director of Education. The initial Principal moved out of state for family reasons, and her replacement is now in her second year at the school. According to the Charter School Renewal Application, the current Principal is in her first Principal position, but is benefiting from the mentoring of the Director of Education. This dual leader structure provides a measure of stability for the school, although some concerns remain regarding leadership sustainability as the Director of Education has been the linchpin of the school.

Monitoring and oversight conducted by the Mayor’s Office has not identified any significant concerns with the administration of Flanner House Elementary School 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.

<b>2.6. Is the school meeting its school-specific organizational and management performance goals?</b>	
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.** Flanner House Elementary School 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?**

<b>3.1. Has the school satisfactorily completed all of its organizational and governance obligations?</b>	
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 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. While the school had difficulty keeping up with the binder during the administrative transition periods in 2006 and 2008, the school successfully addressed the shortcomings.

The school previously completed local and state criminal history background checks for all Board members, but had not performed national background checks as required in the charter agreement. The school acted quickly when this oversight was brought to its attention, but to date the school had not verified that national background checks have been completed for all board members.

The Mayor’s Office regularly attends Board meetings and examines minutes of meetings held by Flanner House Elementary School’s Board. The Board complies with public access and open door meeting laws by posting notices of board meetings. Minutes are properly kept and generally provide adequate detail about Board actions and discussion. However, the Mayor’s Office has noticed that minutes produced when the Board Secretary is absent do not provide adequate detail of Board actions and discussion. The Board must ensure that it keeps proper, high-quality minutes at every Board meeting.

Monitoring conducted by the Mayor’s Office subsequent to the Four Year Charter Review of Flanner House Elementary School’s compliance with applicable laws and regulations has not revealed any significant concerns related to these obligations that have not been addressed. Accordingly the school maintains the Meets Standards rating it received in the Fourth Year Charter Review.

<b>3.2. Is the school’s physical plant safe and conducive to learning?</b>	
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**

Flanner House Elementary School’s facility meets all health and safety code requirements, and provides a safe environment conducive to learning. While a significant part of the school’s facility requires students to be educated in modular units, the design, size, maintenance, security, equipment and furniture are all adequate to meet the school’s needs at this time. The facility is small, but the school’s Board made a strategic decision to reduce the number of grade levels offered so that the space would be adequate to serve the students appropriately. The Mayor’s Office monitoring of Flanner House Elementary School’s compliance with health and safety code requirements has not revealed any significant concerns related to these obligations.

<b>3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?</b>	
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**

Flanner House Elementary School’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 citywide.

In Spring 2006, a researcher at the Center of Excellence in Leadership in Learning (CELL) at the University of Indianapolis interviewed the school’s Director of Education about the school’s enrollment and lottery practices. The policies and CELL’s observations showed that Flanner House Elementary School conducted a fair and appropriate enrollment process that year. The school advertises openings through radio and TV public service announcements that reach the entire city, and distributes flyers at neighborhood events and local community organizations.

In years when the number of students who submitted applications exceeded the number of open seats at the school, Flanner House Elementary School held admissions lotteries. The lotteries were open the public and all applicants were invited to attend. The Mayor’s Office annually reviews copies of Flanner House Elementary School’s enrollment policies and marketing plans, and frequently monitors lottery proceedings. The school received a Meets Standard rating in the Fourth Year Charter Review, and the Mayor’s Office has identified no significant concerns with Flanner House Elementary School’s pupil enrollment procedures in the intervening years.

<b>3.4. Is the school properly maintaining special education files for its special needs students?</b>	
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: Does Not Meet Standard. Renewal Rating: Approaching 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 June 2007 of Flanner House Elementary 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 (Article 7) governing special education changed significantly in June of 2008.

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 concluded that Flanner House Elementary School was not yet fully maintaining special education students’ files. The 2006 review found none of the 15 student files to be in complete compliance with legal requirements and the followup review in 2007 found only one of twenty student files to be in complete compliance. Some files had inconsistent dates or information about the type of conference review, and some lacked copies of current Individualized Education Plans (IEPs). Paperwork was added to several files without a signature on the log sheet identifying who added the information to the file, and numerous files were missing initial documentation or showed that that initial case conferences were not held within the required 60 day time frame. The reviewers also noted missing content of the students’ IEPs, including math goals and the appropriate types of testing accommodations to be provided to the student.

The 2007 review recommended that Flanner House Elementary School should continue to review all special education files and IEPs in order to bring files into compliance and ensure that all students in need of special education services have clear and appropriate goals and accommodations.

In its Charter School Renewal Application, the school reported implementing new systems, including sign in/out sheets on each folder and monthly compliance review of a randomly-selected file. Subsequent to the Fourth Year Charter Review, Flanner House Elementary School terminated its contract with the Virtual Special Education Cooperative in response to concerns about the quality of services. The school currently contracts with the Institute of Excellence for special education services.

The school received a rating of Does Not Meet Standard for this performance indicator in the Fourth Year Charter Review, and the followup file review in July 2007 provided evidence that the school was still having some difficulty meeting its legal obligations. While Flanner House Elementary School still needs to improve to fully achieve this standard, it is considered to be Approaching Standards for this performance indicator due to the steps taken by the school in the last year.

<b>3.5. Is the school fulfilling its legal obligations related to access and services to English as a Second Language (ESL) students?</b>	
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.
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**Not Applicable.** This sub-question is not applicable to the school, because it does not have any Limited English Proficient students enrolled.

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

<b>4.1. Does the school have a high-quality curriculum and supporting materials for each grade?</b>	
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: Approaching 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 thirteen classrooms to see how the curriculum was used in the classroom. The site visit team reported that the school utilizes curriculum guides aligned with state standards that were developed by the school’s Director and colleagues. Teachers interviewed by the site visit team uniformly reported referencing state standards in their lesson plans and checking with the standards to ensure that all required content and skills are taught.

At the time of the Fourth Year Charter Review, Flanner House Elementary School used the *Open Court* series for English/Language arts and the SRA program for mathematics. In every classroom observed by the site visit team, there was evidence that textbooks and materials were sufficient to support effective instruction. School leadership and teachers identified the need for a new mathematics program because they were dissatisfied with student achievement results on the mathematics portion of the ISTEP+.

Although individual teachers reported that they identified gaps in the school’s curriculum by checking alignment with the standards, the site visit team noted that Flanner House Elementary School had not conducted a school-wide systematic review of the curriculum to identify potential gaps.

Because Flanner House Elementary School had not conducted a systematic review of its curriculum, the school received an Approaching Standard rating for this performance indicator in its Fourth Year Charter Review. In its Charter School Renewal Application, the school provided evidence that it had reviewed the major components of its curriculum and adopted new curricula for mathematics (*Saxon Math*) as well as

for science and social studies. Completing this review and curriculum adoption in response to the identified performance gaps in mathematics places Flanner House Elementary School in the Meets Standard category.

<b>4.2. Are the teaching processes (pedagogies) consistent with the school’s mission?</b>	
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: Approaching Standard. Renewal Rating: Meets Standard**

Classroom observations and a review of lesson plans conducted by the Fourth Year Charter Review site visit team indicated that teachers deliver the curriculum in a manner consistent with the state standards. The Director of Education indicated to the site visit team that teachers have flexibility in implementing classroom lessons, “as long as they are meeting the standards.” The site visit team noted that classroom activities were clearly designed around and focused on core learning objectives.

The Fourth Year Charter Review noted that the rigor and pace of instruction was appropriate in most Flanner House Elementary School classrooms, and that teachers at the school employed a variety of learning activities, teaching strategies and methods of delivering instruction to ensure that the learning needs of all students were met. In addition, the Review noted Flanner House Elementary School’s use of cross-disciplinary lessons and project-based learning as evidence that the school successfully engaged student and parental interest in varied learning activities to increase the depth of learning at the school.

The Review noted that teachers receive some feedback on classroom practices, but highlighted the absence of a systematic process in place to oversee and monitor the quality of instruction. The site visit team recognized that each new teacher received a formal evaluation at the end of the school year and more experienced teachers at least every other year. Teachers reported that the Director of Education and the Special Education Coordinator visited classrooms on a frequent basis and provided informal feedback to teachers, but that it most often focused on student behavior, engagement or other aspects of the learning culture. The Review recommended that the school adopt a more rigorous system of instructional oversight

with feedback on targeted areas for instructional improvement to enhance teaching practices and to further improve student performance.

The Charter School Renewal Application submitted by Flanner House Elementary School describes a new system of classroom observation and teacher evaluation conducted by the Principal, who was hired subsequent to the Fourth Year Charter Review. The Principal uses a standard form to give immediate feedback to teachers about lessons after regular informal classroom visits and observations. With this new system of instructional feedback in place, the school is now in the Meets Standard category for this performance indicator.

<b>4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?</b>	
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 Flanner House Elementary School, as the school does not serve secondary students.

<b>4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?</b>	
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 Flanner House Elementary School effectively used learning standards and assessments to inform and improve instruction.

The school uses the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), TerraNova and ISTEP+ assessments to measure student performance. While teachers did not report widespread use of data from standardized tests, they were knowledgeable about the performance of students in their classrooms and a teacher-led analysis of student performance on the mathematics section of the ISTEP+ caused the school to seek out a new mathematics program.

For classroom assessment, teachers use their own teacher-developed assessments or assessments that are included with the instructional programs in each subject area. Teachers reported using data from classroom assessments to determine if students had mastered skills or concepts, to ability group students for instructional and enrichment activities, and to modify the pace and content of lessons.

The site visit team also found that the school uses teacher-developed written benchmarks and quarterly report cards based on the Indiana state academic standards to measure student mastery of content and to monitor class progress. Flanner House Elementary School 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.

<b>4.5. Has the school developed adequate human resource systems and deployed its staff effectively?</b>	
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: Approaching Standard. Renewal Rating: Approaching Standard**

The Fourth Year Charter Review commended Flanner House Elementary School for its rigorous teacher hiring process, the employment of teachers with appropriate certifications and licenses, its clear teacher evaluation criteria and procedures, and its professional development partnership with the Indianapolis Symphony Orchestra for character education programs and to integrate fine arts into all areas of the curriculum.

The site visit team reported that teachers and students participate in the teacher hiring process, which includes a demonstration classroom lesson conducted by candidates. At the time of the Fourth Year Charter Review, the entire teaching staff at Flanner House Elementary School met state certification guidelines. In the intervening two years, oversight performed by the Mayor’s Office revealed some concerns with teacher licensing and credentialing, as the school has not provided evidence of licensure in a timely manner. To date, the school has not produced teacher licenses for all teachers. Flanner House Elementary School’s Charter School Renewal Application noted that some teachers and paraprofessionals are not yet highly qualified as defined by No Child Left Behind, but the school is taking steps to address these deficiencies.

The Fourth Year Charter Review noted that regular formal teacher evaluations are performed by the Director of Education for all teaching staff, using a form that reports information about Personal Characteristics, Personal Qualifications, Classroom Management and Human Relations, as well as a space for goals jointly selected by the teacher and the Director of Education.

The one area of significant concern highlighted by the Fourth Year Charter Review was the absence of professional development based on an analysis of teaching and learning needs. A teacher professional development committee makes recommendations for training activities, which at that time had recently included: understanding different student learning styles, the use of manipulatives and cross-disciplinary lessons, working with students from disadvantaged and/or culturally diverse backgrounds, *Open Court* training, and the use of student assessment information to guide instructional decisions.

The school received an Approaching Standard rating on the Fourth Year Charter Review due to the lack of systematic analysis of professional development needs. In its Charter School Renewal Application, the school identified additional workshops that staff have attending, on the topics of data analysis, reading and writing strategies, and Response to Intervention. Absent evidence that the school has systematically analyzed teachers’ needs and implemented professional development to address those needs, the school remains in the Approaching Standard category for this performance indicator.

<b>4.6. Is the school’s mission clearly understood by all stakeholders?</b>	
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 Flanner House Elementary School was acknowledged and shared by all stakeholders. Board members, teachers, parents and students interviewed by the site visit team echoed the mission’s emphasis on teaching the “whole person.” The Review commended Flanner House Elementary School for many initiatives at the school that furthered the mission of teaching the whole child, including: a daily pledge incorporating the schools values, a partnership with the Indianapolis Symphony Orchestra, the integration of curriculum through multidisciplinary lessons, and a project-based learning requirement in which each child works with their parents or guardians to complete four out-of-school projects during the school year. The site visit team noted that the school’s emphasis on teaching the whole person was reflected in both the student report card and teacher evaluation form.

Flanner House Elementary School 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.

<b>4.7. Is the school climate conducive to student and staff success?</b>	
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 Flanner House Elementary School was conducive to student and staff success. The Review noted that the school purposefully designed a climate and culture for learning, which was evident in many of the school’s programs and initiatives.

Each morning, students and staff at Flanner House Elementary School recite a school pledge to remind students of the importance of high expectations and character. Teacher reward positive student behaviors are rewarded with PRIDE tickets, and a randomly-selected subset of students who received PRIDE tickets during the week are awarded a prize and certificate during the weekly assembly.

The Review also commended the school for its extensive parent participation in the school’s learning activities, including the quarterly projects that they complete with their children. Flanner House Elementary School also has a requirement that parents volunteer 20 hour per semester, with parents interviewed by the site visit team reporting with pride about the volunteer efforts in which they had been involved. All stakeholders interviewed by the site visit team noted the absence of student discipline problems.

Flanner House Elementary School 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.

<b>4.8. Is ongoing communication with students and parents clear and helpful?</b>	
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 the culture of Flanner House Elementary School supports ongoing, meaningful communication, with almost daily communication between parents and teachers. Although not required, nearly all parents choose to pick up and drop off their children at school. Teachers send home weekly folders with student achievement information and classroom updates. Parents are required to sign and return folders to ensure that they have received and understand the information. Parents are required to attend quarterly conferences at the school in order to receive their child’s report card, with teachers reporting 100% attendance at the quarterly conferences.

Flanner House Elementary School 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.

### A. The Governing Board

Most charter schools can instantly describe the success stories of their school. Flanner House Elementary School is no different from many in this area. Part of the discussion would center on the support the school receives from the board of directors. While this is true, if we look back on the accountability report it shows that improvement is necessary. The current board president and the director of education have implemented a timeline for success and sustainability of FHES Governing Board.

<b>Task</b>	<b>Activity</b>	<b>Beginning</b>	<b>Complete</b>	<b>Responsible</b>
1 FOLLOW BYLAWS IN REGARDS TO TERM LIMITS	STUDY BYLAWS AND MAKE SUGGESTED AMENDMENTS.	IMMEDIATE	ON-GOING	BOARD PRESIDENT AND BOARD OF DIRECTORS
2 FILL VACANT BOARD SEATS.	BEGIN SEARCH	WHENEVER VACANCY OCCURS	ON-GOING	CURRENT BOARD MEMBERS AND ADMINISTRATIVE STAFF
3. INCREASE NUMBER OF BOARD MEMBERS	REVIEWING /CHANGING OF BYLAWS	JANUARY 2009	ON GOING	BOARD SEARCH COMMITTEE
4 ANNUAL SCHOOL BUDGET	PREPARED AND APPROVED	APRIL OF EVERY YEAR	JUNE 15, EVERY YEAR	FINANCE COMMITTEE
5 STRATEGIC PLAN	COMPLETION	IMMEDIATE	JUNE 2009	BOARD CHAIR
6. NEW BUILDING AND CAPITAL CAMPAIGN	COMPLETION	CURRENT	2010	BOARD PARENTS STAFF AND COMMUNITY
7. STUDENT ACADEMIC SUCCESS	REVIEWING AND INPUT OF TEST SCORES	IMMEDIATE	ON GOING	CURRICULUM COMMITTEE

## **B. The Leadership Team**

There is uniqueness to the leadership team at Flanner House Elementary School. Although to some this is very positive, it can also be interpreted by some as a very negative feature of the school. There is a great wealth of experience within the leadership team. The Director of Education has thirty-eight years of experience at Flanner House Inc. Being the Director of Flanner House of Indianapolis, Inc. Child Development Center, for more than thirty years this can and has created a problem at times.

However, the current board chair is very intuitive and recognized this was a situation that needed immediate attention. The board has given permission for the Director of Education to be very creative. The use of flextime, setting up computer and working from home, this was necessary for the growth of the school as well as assisting the new principal in establishing her authority. The position at this time is more of the role of mentor, and advisor. In the future parents will have developed the confidence necessary to assist and encourage others to come to FHE. The relationship between the school Principal and the Director of the Child Development Center have been encouraged. This is crucial for school to remain a success. When the elementary completes its build and moves out of Flanner House Inc's building this partnership is crucial to future plans of the elementary school. There is a possibility the elementary school would pursue a prekindergarten program in 2010.

The leadership team is committed to raising test scores and investigating other avenues to increase and stabilize the enrollment. The future is very promising for FHES.

## **C. The Teaching Staff**

Schools of the same size and nearly the same makeup of the student body as Flanner House Elementary often experience high staff turnover along with disgruntled staff. However, the staff at FHES enjoys the well disciplined students and the tremendous amount of parental participation. The staff has many years of experience however continuous staff development is a requirement. Professional development keeps staff aware of new trends in education. Thus this allows for improvement and growth in the school. Highly qualified staff will be considered for employment at FHES. It is a mandate of "No Child Left Behind" for teachers, and paraprofessionals to be highly qualified. Flanner House Elementary follows this guideline. Currently there are staffs working to become highly qualified. The school has given notice and deadlines to staff holding Emergency Permits. Title I stipulates that a percentage of the contract dollars must be used to assist Title I staff in becoming highly qualified. A tuition reimbursement plan was set up for Title I staff.

Future school growth will make it necessary for the hiring of teachers all of whom will be highly qualified. Future plans are to offer foreign language and a choice of music or art. Thus meeting a part of the school’s mission statement to develop “the whole child”. As well as making the school more competitive for student choice.

• **2 Ongoing Improvement**

As stated throughout this document FHES realizes that ongoing improvement is needed to maintain high quality education. It is the purpose of the school to provide a curriculum for all children to realize success. This is accomplished through differentiation in teaching. Staff or professional development has to be taken seriously. Flanner House Elementary cannot and will not let their students become part of a negative statistic. On the other hand the students will become a part of a positive statistic, that being the successes they can achieve when they have motivated caring teachers and involved parents. The curriculum meets the state’s academic standards and the need of every child. FHES obligation to students, parents, community, and the Mayor’s Office is to offer an educational program where children realize success and are given the tools necessary for lifelong learning. The following table is an outline of ongoing school improvement efforts.

<b>TASK</b>	<b>ACTIVITY</b>	<b>BEGINNING</b>	<b>COMPLETION</b>	<b>RESPONSIBLE</b>
1 CONTINUE MONITORING ALIGNMENT OF THE CURRICULUM WITH STATE AND LOCAL STANDARDS	HIRE CONSULTANT TO COME TO SCHOOL TO WORK WITH TEACHERS ON EFFECTIVE TEACHING PRACTICES FOR STUDENT SUCCESS.	IMMEDIATE	2010	DIRECTOR OF EDUCATION, PRINCIPAL
2 PROVIDE ACCESS TO TECHNOLOGY OPPORTUNITIES FOR STUDENTS AND STAFF.	SEEK FUNDING FOR STUDENT TAKE HOME LAP TOP COMPUTERS.  USE OF INNOVATIVE TECHNOIOGY PROJECTS	DECEMBER 2008  JANUARY 2009	SEPTEMBER 2009 ON-GOING.	BOARD, CERTIFIED STAFF, AND PARENTS
3 INCREASE THE NUMBER OR PERCENTAGE OF STUDENTS MAKING 75% OR BETTER ON	LNTEGRALING READING AND WRITING  USE OF REPETITIVE/PATTERN BOOKS AND POEMS	IMMEDIATE  IMMEDIATE	ON-GOING  ON-GOING	PRINCIPAL, TEACHING STAFF, PARENTS.

<p>THE STATE ISTEPAS WELL AS NWEA IN LANGUAGE ARTS, READING</p>	<p>(KINDERGARTEN)                  WHOLE GROUP READING                  ONE-ON-ONE READING WITH CROSS-GRADE BUDDIES                  STUDENTS WILL PARTICIPATE IN "READ TO SUCCEED" CHALLENGES.</p>	<p>IMMEDIATE                  IMMEDIATE                  DECEMBER 2008                  JANUARY 2009</p>	<p>ON-GOING                  ON GOING                  ON-GOING</p>	<p>PRINCIPAL, TEACHING STAFF, PARENTS.                  HIGHLY QUALIFIED STAFF. CERTIFIED                  HIGHLY QUALIFIED STAFF. CERTIFIED                  HIGHLY QUALIFIED STAFF. CERTIFIED</p>
<p>4 IDENTIFY GAPS IN CURRENT CURRICULUM.</p>				<p>HIGHLY QUALIFIED STAFF. CERTIFIED ADMINISTRATORS</p>
<p>5 SPECIAL EDUCATION WILL REALIZE 100% OF IEPS COMPLETED AND ACCEPTED ON TIME.</p>	<p>CASE CONFERENCES HELD ON TIME BEFORE THE 45 DAY LIMIT. DEADLINE OF 45 DAYS IS A NEW REGULATION FOR FHES</p>	<p>JANUARY 2009</p>	<p>ONGOING</p>	<p>PRINCIPAL, RESOURCE TEACHER SPECIAL ED. TEACHERS INSTRUCTIONAL</p>
<p>6 SPECIAL EDUCATION, AND OTHER STUDENT GROUPS WITH ENRICHMENT PROGRAMS IN THE ARTS.</p>			<p>ONGOING</p>	<p>PRINCIPAL CERTIFIED STAFF</p>
<p>7. MATH SCORES 75% SHOWING INCREASES IN STUDENT ACHIEVEMENT</p>	<p>PROVIDE A FAMILY MATH NIGHT.</p>	<p>JANUARY 2009</p>	<p>ONGOING</p>	<p>PRINCIPAL CERTIFIED STAFF PARENTS, AND STUDENTS</p>

<p>8.                  MAINTAIN                  CERTIFIED                  STAFF</p>	<p>LOCAL MONEY,                  GRANTS, AND                  PRIVATE FUNDS</p>	<p>MARCH 2009</p>	<p>ON-GOING</p>	<p>BOARD OF                  DIRECTORS                  DIRECTOR OF                  EDUCATION</p>
<p>9.                  INDIANAPOLIS                  SYMPHONY                  SPONSORED                  PROGRAM                  WITH                  VARIETY OF                  CHARACTER                  EDUCATION                  PROGRAMS,                  NOT                  LIMITED TO,                  BUT                  INCLUDING                  CHARACTER                  COUNTS!                  LIFE-BUILDING                  VIOLENCE                  PREVENTION,                  LEARNING FOR                  LIFE, AND KIDS                  CONNECT                  CONNECTION.</p>	<p>CONTINUED                  PARTNERSHIP WITH                  INDIANAPOLIS                  SYMPHONY</p>	<p>JANUARY                  2009                  CONTINUE                  FOR 7 YEARS</p>	<p>JUNE 2009                  JUNE 2016</p>	<p>PRINCIPAL                  STAFF OF BOTH                  ORGANIZATIONS                  ISO</p>
<p>10.                  INCREASE                  OPPORTUNITIES                  FOR STUDENTS                  TO                  PARTICIPATE IN                  COMMUNITY                  SERVICE                  LEARNING                  PROJECTS.                  EXAMPLES:                  4THGRADE                  BOOK CLUB                  WITH SENIOR                  CITIZENS. FHES                  FREEDOM                  SINGERS</p>	<p>4THGRADE                  BOOK CLUB WITH                  SENIOR CITIZENS.                   FHES FREEDOM                  SINGERS                  PERFORMING FOR                  LOCAL CHILDREN'S                  HOSPITAL.</p>	<p>JANUARY                  2009                   APRIL 2009</p>	<p>ONGOING                  BECOME PART                  OF SCHOOL                  CURRICULUM                  AND CULTURE                   ONGOING                  BECOME PART                  OF SCHOOL                  CURRICULUM                  AND CULTURE</p>	<p>DIRECTOR OF                  EDUCATION(GRANT)                  PRINCIPAL                  CERTIFIED STAFF</p>

<p>PERFORMING FOR LOCAL CHILDREN'S HOSPITAL.</p>				
<p>11 STUDENTS CURRENTLY READING BELOW GRADE LEVEL</p>	<p>ADDITIONAL READING INSTRUCTION WILL BE GIVEN THROUGH TITLE I PULL OUT AND AFTER SCHOOL PROGRAM</p>	<p>CURRENT</p>	<p>ONGOING FOR SCHOOL SUCCESS</p>	<p>PRINCIPAL TITLE I COORDINATOR</p>
<p>12. LEADERSHIP WILL CONTINUE TO EXAMINE STUDENT'S PERFORMANCE DATA REGULARLY. TO MONITOR AND EVALUATE GOALS AND OBJECTIVES OF STUDENT LEARNING TO SUSTAIN CONTINUOUS IMPROVEMENT.</p>	<p>THE REFINEMENT OF GOALS AND OBJECTIVES WILL OCCUR TO MEET THE ACADEMIC NEEDS OF ALL STUDENTS.</p>	<p>JANUARY 2009</p>	<p>JUNE @))( AND ONGOING</p>	<p>BOARD OF DIRECTORS DIRECTOR OF EDUCATION  PRINCIPAL  PARENTS</p>

Through this document we have tried to explain why we will accept only success now and in the future. The hopes and vision for FHES is to continue to walk forward in the legacy, principles, and foundations on which was built. The following table displays the projections for the future growth of FHE

TASK	ACTIVITY	BEGINNING	ENDING	RESPONSIBILITY
IMPLEMENT DEVELOP AND DESIGN PROGRAM FOR TEACHERS IN AREAS OF IDENTIFIED WEAKNESSES	SET UP A TIME SCHEDULED WHERE THIS CAN BE ACCOMPLISHED DURING WORKDAY	JANUARY 2009	ON GOING	PRINCIPAL
COMMIT TO DATA DRIVEN INSTRUCTION		IMMEDIATE	ONGOING	PRINCIPAL AND CERTIFIED STAFF
SCHOOL WIDE WRITING PROMPTS	WEEKLY PARAGRAPH WRITING	IMMEDIATE	ONGOING	PRINCIPAL AND CERTIFIED STAFF
CELEBRATE STUDENT MATH AND SCIENCE ACCOMPLISHMENT	WEEKLY ASSEMBLY CELEBRATE MASTERS OF SCIENCE AND MATH	IMMEDIATE	ONGOING	TEACHERS AND PRINCIPLE
BEGIN STUDENT SCHOOL NEWS LETTER				
BUILDING OF COMMUNITY PARTNERSHIPS Ex. CENTER FOR LEADERSHIP DEVELOPMENT, PEERLESS PUMP COMPANY	MEETING WITH BUSINESS NEIGHBORS	DECEMBER 2008	ONGOING	DIRECTOR OF EDUCATION, PRINCIPAL BOARD CHAIR
BUILD A RELATIONSHIP WITH FUNDERS	MEETING WITH AND ATTENDING MORE FUNCTIONS IN COMMUNITY.	IMMEDIATE AND ONGOING	ONGOING	MAJOR SCHOOL LEADERSHIP
BUILD A STRONG	BEGIN			

RELATIONSHIP WITH OTHER CHARTER SCHOOLS-MIDDLE AND HIGH SCHOOL TO MAINSTREAM THE STUDENTS OF FHES. THUS RELIEVING STRESS FROM PARENTS AND STUDENTS.	DISCUSSION WITH AT LEAST THREE SCHOOLS WITHIN THE CHARTER SCHOOL NETWORK	IMMEDIATE	ONGOING	LEADERSHIP TEAM
BUILDING COMPLETION	CAPITAL CAMPAIGN	JANUARY 2009	JUNE 2009	BOARD OF DIRECTORS DIR. OF EDUCATION COMMUNITY
ENHANCE THE COLLEGE VISITATION PROGRAM.	SEEK SPONSORS	SPRING 2008	ONGOING	DIRECTOR OF EDUCATION PRINCIPAL 6 <sup>TH</sup> GRADE TEACHER
ENHANCE STRATEGIES THAT PROMOTE A SAFE AND SECURE LEARNING ENVIRONMENT	DEVELOP SMALL GROUPS TO BE EDUCATED IN PROCESS	SUMMER 2009	ONGOING	TEACHERS PRINCIPAL

The school will continue to develop a plan to increase the enrollment of Flanner House Elementary school. The plans are to have an intense enrollment campaign and to investigate and implement a program to diversify the student population. The school will continue to make learning exciting for children and to develop students who have the ability to attain academic proficiency. FHES will promote great character building skills in students. FHES will continue to maintain a relationship with parents where they realize and understand we are partners in the education of their child.

# **SECTION C: SCHOOL RESPONSE TO RENEWAL REPORT FINDINGS**

Flanner House Elementary School chose not to submit a formal response to the school’s renewal report. Thus, there is no Section C for Flanner House Elementary School.