



BALL STATE
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Ball State University Office *of* Charter Schools
Accountability Report 2005-2006





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Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community.

Ball State University holds serving as a public charter school authorizer for the state of Indiana as one of its greatest responsibilities. By enacting thorough reporting standards, as reflected herein, we strive to ensure that the schools authorized by the university are held accountable for providing a high-quality educational experience for all of the children they serve.

During the 2005-06 academic year, Ball State University was proud to sponsor 14 charter schools in nine Indiana counties and eleven cities. Nearly 3,400 students in grades K-12 (with many others remaining on waiting lists) joined hundreds of thousands of their peers attending some 3,800 charter schools launched nationwide since states began passing charter legislation in the 1990s. Clearly, demand for quality public school options remains strong.

Our Office of Charter Schools uses a rigorous accountability framework to monitor over time the academic achievement, organizational strength, and financial capacity of all of these community-building, enhanced-education projects. This report measures each of the schools authorized by the university against that frame work.

Achievement data has been analyzed in detail for the most recently completed school year, and we know that while real-time results may appear discouraging, general trends are very positive. For example, during the preceding school year, many students made academic gains that were comparable to national and state norms.

I invite you to inspect the Overview section at the beginning of this report in order to place certain data presented later in the appropriate context. Also regarding that preface, I would like to underscore that Ball State University takes seriously the responsibility of holding the schools we authorize accountable. The data presented in this report are an important tool to that end... just as they are an important tool for helping Indiana's schools themselves succeed.

Ball State University supports its charter schools as they seek to add value to local communities. I commend the many local community groups and partners that further boost those efforts.

Deserving of our recognition, too, are the many parents, administrators, teachers, staff, and volunteers who serve on school boards, assist in the classrooms, and otherwise advance these schools on behalf of their students.

After all, student learning and success are the ultimate measures of our commitment to charter schools.

Sincerely,



Roy A. Weaver
Dean, Teachers College

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Accountability Report 2005-06

Contents

Overview	4
Profile of BSU Charter Schools	
Demographics	7
Enrollment of Ball State University Charter Schools	8
Location of Ball State University Charter Schools	9
Accountability Framework for BSU Charter Schools	10
Performance of BSU Charter Schools	
Is the educational program a success?	12
Is the school organizationally sound?	22
Is the school financially viable?	28
Is the school providing conditions for academic success?	28
Comprehensive Synopsis of Continuing Schools	30
Campagna Academy Charter School	32
Charter School of the Dunes	42
Community Montessori	52
Irvington Community School	62
New Community School	72
Options Charter School - Carmel	82
Rural Community Academy	92
Thea Bowman Leadership Academy	102
Timothy L. Johnson Academy	112
Veritas Academy	122
Comprehensive Synopsis of First-Year Schools	
21st Century Charter School at Gary	132
East Chicago Urban Enterprise Academy	142
Galileo Charter School	150
Gary Lighthouse Charter School	158
Additional Information:	
Appendix A: Board Self Assessment Survey	166
Appendix B: Constituent Survey	170

The Ball State University Office of Charter Schools is pleased to provide this Accountability Report along with additional information regarding data summarized in this report on-line at: www.bsu.edu/teachers/charter.



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OVERVIEW *of* BSU Charter Schools

Ball State University is an established leader in the development and promotion of educational innovations and best practices for all public schools in Indiana. As a key aspect of its efforts to build better communities, the university demonstrates its commitment to redefining education by serving as Indiana's only post-secondary institution authorizing public charter schools.

As a public charter schools authorizer, Ball State does not manage the schools but reserves the right to rescind a charter if a school fails to meet performance standards. Ball State is committed to improving the quality and success of charter schools through high standards and clear accountability. The data presented in this report is critical to achieving both.

The 2005-06 Accountability Report measures the individual performance of schools granted a charter against the accountability criteria used by the Ball State University Office of Charter Schools. The university uses the criteria to review the schools, evaluate their performance, and gauge adherence to the charter school contract. The charter schools are encouraged to use the data themselves to provide the crucial feedback required in any new endeavor to illuminate areas of success and concern.

The primary role of Ball State as a charter school authorizer is to ensure accountability, and this annual review of performances provides much of the information needed to meet that responsibility.

There are four accountability areas that many charter school authorizers across the nation have adopted for evaluating schools. They are academic achievement, organizational management, financial stability, and appropriate environmental conditions surrounding academic success. Ball State applies a variety of rigorous methods related to these key areas of performance to take the measure of its sponsored schools in this report.

Standardized tests represent one of four key areas of evaluation. Because these measures receive a significant amount of public attention, it is important to place them in the appropriate context.

Overall performance on ISTEP+ for students attending Ball State charter schools for the 2005-06 academic year continued to improve, although the results trail state and regional averages. However, it should be remembered that one of the largest challenges (and greatest opportunities) for charter schools is that they often attract students who are performing below their peers on state accountability tests. Reversing this trend takes time, which understandably has been limited for new schools. It also has proven difficult to reverse this trend in the upper grades because academic performance is harder to influence as students grow older.

Looking at the aggregate percentage of students passing ISTEP+ at the school level provides one perspective of academic performance. Other important criteria to consider include the percentage of individual students showing academic improvement over time.

Data reviews completed by the Office of Charter School Research indicate that, generally, the longer students are in charter schools, the higher their academic performance on ISTEP+. For example, only 35 percent of third grade students at Irvington Community School achieved passing ISTEP+ scores in math in 2002. By the time those students reached the sixth grade at Irvington in 2005, the passing rate was 65 percent. This trend at the individual student level is true for most charter schools sponsored by Ball State University.

Half of the Ball State charter schools met the requirements of Annual Yearly Progress (AYP) – a particularly challenging standard of No Child Left Behind – within the first four years of charter operations in Indiana. This percentage is equal to that of all Indiana public schools

that made AYP in 2005-06, though most of those schools have much longer histories in operation.

Additional details pertaining to academic performance, as well as other important areas of charter school review, can be found in this report. The Ball State Office of Charter Schools relies on the data provided as it continues to work with its sponsored schools to enhance practices, strengthen goals, and raise expectations while providing quality educational options to all Hoosier students.

The university takes seriously its promise to hold charter schools accountable to the high standards they set for themselves, as well as those set before them by the appropriate state and federal agencies. The following data provide an important tool for fulfilling that promise.



Demographics

The students attending Ball State University charter schools represent a diverse group of Indiana school children. Figures 1 and 2 demonstrate that over two-thirds of the students are members of minority groups, and more than half qualify for free or reduced lunch programs. Over 12 percent of the students are identified as needing special education services. This is presented in Figure 3.

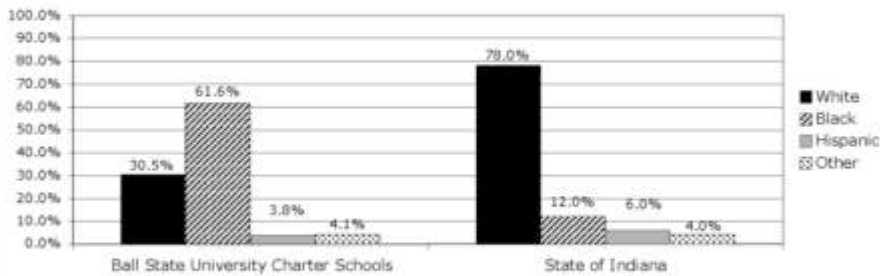


Figure 1:
Race/Ethnicity Percentages: 2005-06 shows the demographic composition (black, white, Hispanic and other) of Ball State University charter schools. The percentage of minority students served in Ball State Charter Schools is more than triple the percentage educated in other Indiana public schools.

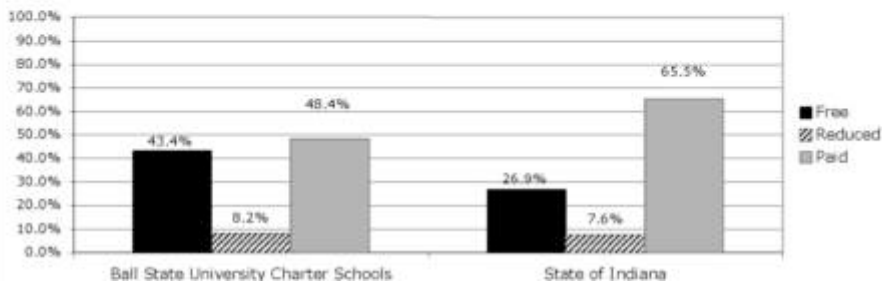


Figure 2:
Percentages of Students Qualifying for Free & Reduced Lunch: 2005-06 demonstrates free and reduced lunch percentages of all Ball State University charter schools operating during the 2005-2006 school year. The percentage of limited income students at Ball State charter schools is nearly 50 percent higher than the statewide average.

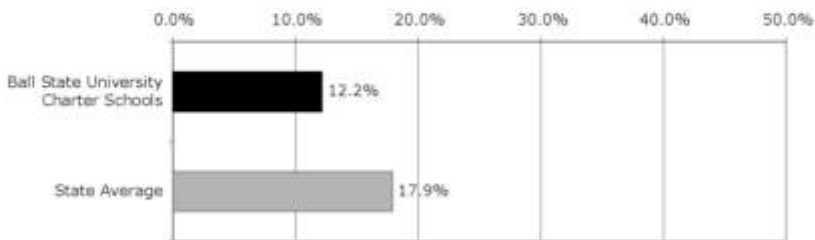


Figure 3:
Percentages of Students in Special Education: 2005-06 demonstrates the percentages of students identified for Special Education during the 2005-2006 school year. The percentage for Ball State charter schools is approximately one-third less than the state-wide average.



Enrollment

Ball State University authorized fourteen charter schools to be open in the fall of 2005. Seven Ball State charter schools opened in 2002-03, two were added in 2003-04, one in 2004-05, and four more in 2005-2006. The total enrollment of these schools was approximately two-thirds of their expected final capacity. Figure 4 shows the 2005-2006 enrollment and capacity enrollment for each Ball State charter school.

*Figure 4:
Enrollment & Enrollment Capacity
shows the 2005-06 enrollment and
capacity enrollment for all Ball State
University charter schools.*

School Name	Year Opened	Grades Served 2005-2006	Enrollment 2005-2006	Enrollment at Capacity (Grades served at capacity)
21st Century at Gary	2005-2006	4-9	265	420 (Grades K-12)
Campagna Academy	2002-2003	9-12	130	130 (Grades 9-12)
Charter School of the Dunes	2003-2004	K-7	514	675 (Grades K-8)
Community Montessori	2002-2003	K-7	286	450 (Grades K-12)
East Chicago Urban Enterprise Academy	2005-2006	K-4	205	444 (Grades K-8)
Galileo Charter School	2005-2006	K-4	147	288 (Grades K-7)
Gary Lighthouse Charter School	2005-2006	K-5	376	890 (Grades K-12)
Irvington Community School	2002-2003	K-8	362	814 (Grades K-12)
New Community School	2002-2003	K-7	63	84 (Grades K-8)
Options Charter School-Carmel	2002-2003	9-12	128	130 (Grades 9-12)
Rural Community Academy	2004-2005	K-7	99	180 (Grades K-8)
Thea Bowman Leadership Academy	2003-2004	K-8	494	475 (Grades K-8)
Timothy L. Johnson Academy	2002-2003	K-8	226	375 (Grades K-8)
Veritas Academy	2002-2003	K-7	143	149 (Grades K-8)
Total	N/A	N/A	3438	5504

Data Source: Ball State University Office of Charter Schools

Location

During the 2005-2006 school year, fourteen Ball State University charter schools in Indiana were in operation. Five more are scheduled to open in 2006-2007. Figure 5 shows the geographic distribution of all nineteen charter schools.

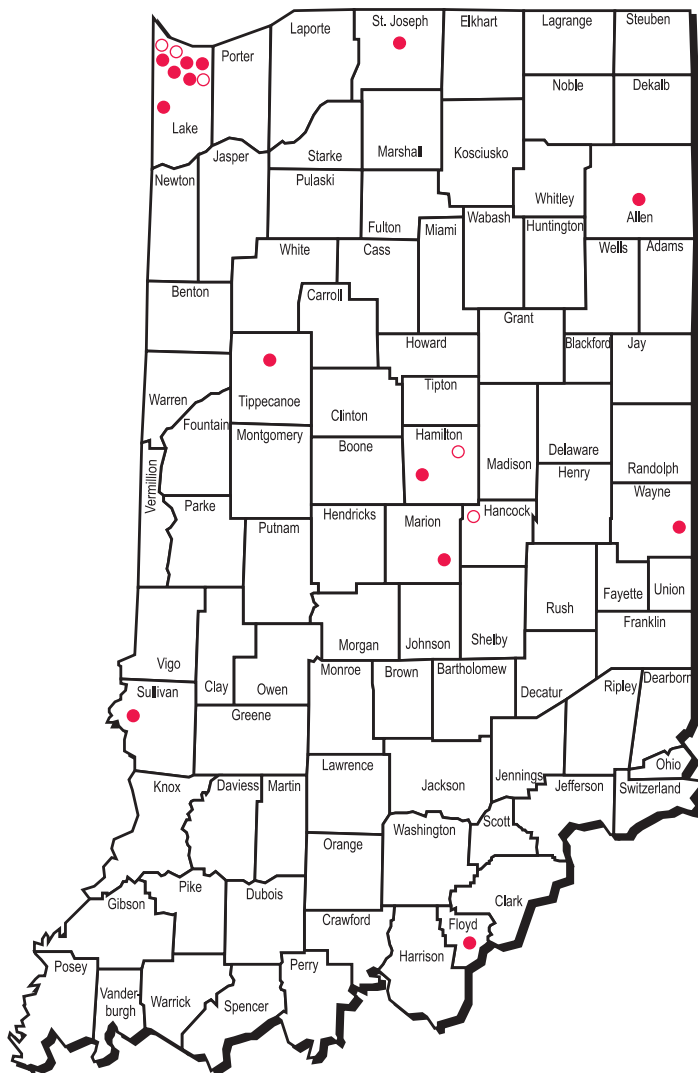


Figure 5:
Geographic Distribution
of BSU Charter Schools

- BSU Office of Charter Schools
Open 2005-2006
- BSU Office of Charter Schools
Open 2006-2007

ACCOUNTABILITY FRAMEWORK *of* BSU Charter Schools

Charter schools are independent public schools of choice. In exchange for increased autonomy, charter schools are held to high standards of accountability.

In 2001, Indiana passed the 38th charter school law in the country. Since that time, the demand for charter schools in Indiana has continued to increase. In 2005-2006, Indiana charter schools served over 6,500 students in 28 charter schools.

Given authority by the Indiana General Assembly to sponsor charter schools in Indiana, Ball State University seeks to sponsor schools that demonstrate exemplary education and management approaches that are tailored to the needs of a given community. In exchange for increased independence, Ball State charter schools are held accountable for results. These accountability measures are incorporated into each charter school's contract with Ball State University.

Each year, the Ball State University Office of Charter Schools publishes an accountability report indicating the charter schools' performance and adherence to the charter school contract and accountability process. This is the fourth annual accountability report.

As the accountability process continues to improve and expand, it is important to understand the organizing framework surrounding it. This organizing framework describes the core areas to which Ball State's charter schools are held accountable.

Ball State's Accountability Framework has been developed with the belief that the accountability process should be strategic and beneficial to schools as they strive for continuous improvement. Therefore, over the

life of the charter contract, accountability reviews are structured to help a school continue to improve and develop, and to highlight successes that can be expanded and replicated.

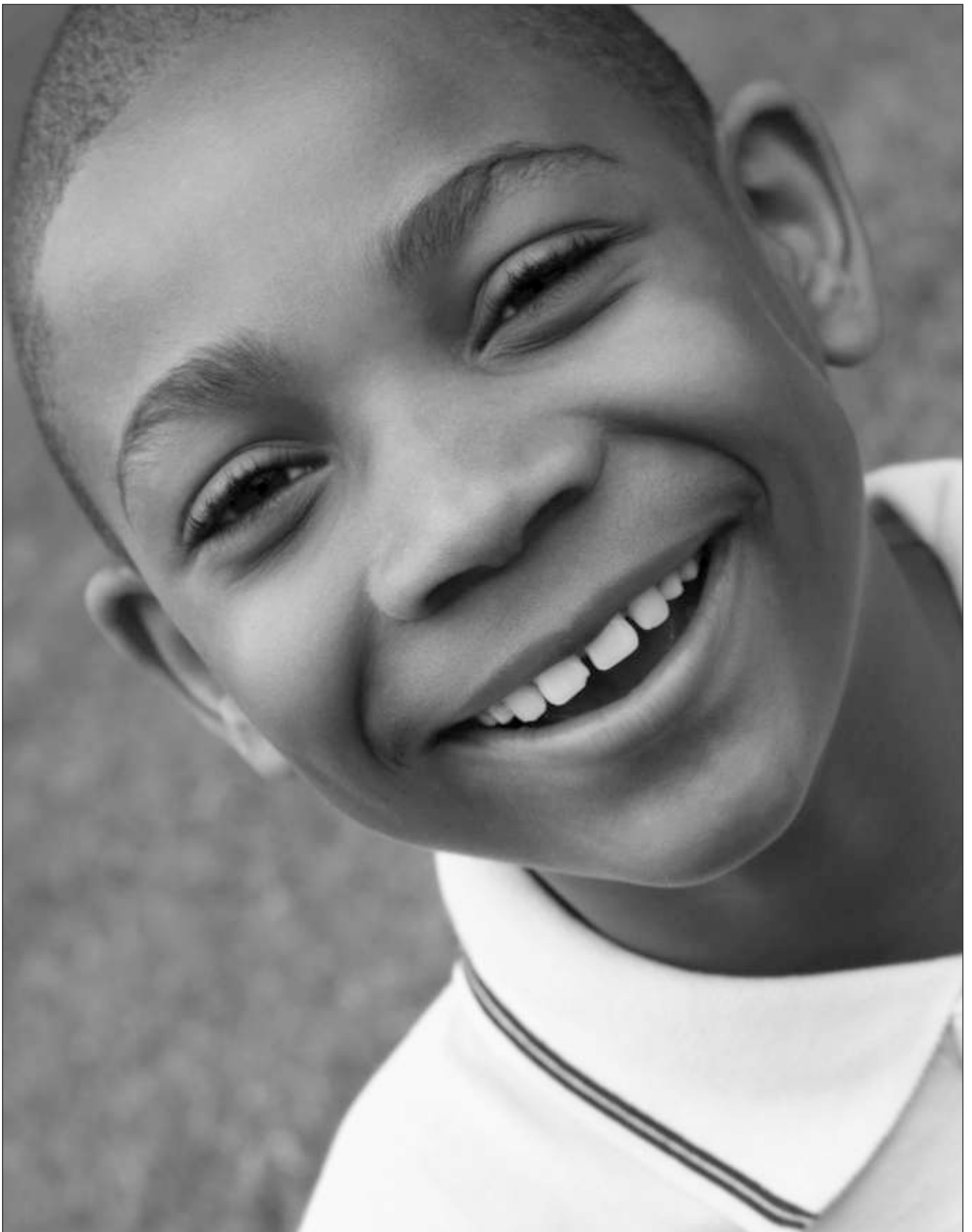
Academic achievement, organizational management, financial stability and appropriate environmental conditions are all measured as a part of the rigorous accountability program developed to evaluate Ball State's charter schools.

Annual reviews of each school are conducted using a variety of methods including site visits, classroom observations, evaluation of standardized tests and analyses of school-specific success measures. As part of these evaluations, the Ball State University Office of Charter Schools asks four evaluative questions that look at specific issues for analysis.

These questions are:

- 1. Is the educational program a success?**
- 2. Is the school organizationally sound?**
- 3. Is the school financially viable?**
- 4. Is the school providing conditions for academic success?**





PERFORMANCE *of* BSU Charter Schools

The Ball State University Office of Charter School's accountability program begins well before a school opens its doors and continues systematically through renewal decisions at the end of a contract. Continuous improvement is the ultimate goal. Results-oriented evaluations always center on the four key questions:

1. Is the educational program a success?

Attendance Rates

Nearly all schools in the state report an attendance rate that is near 95 percent, and the same is true for each of Ball State's charter schools. While attendance rates alone are not clear indicators of student academic progress and may vary significantly due to single outbreaks of

illness and due to varying reporting standards, these data are included in the report due to the reliance on this measure for some state accountability reports. Figure 6 summarizes the attendance rates for all Ball State charter schools.

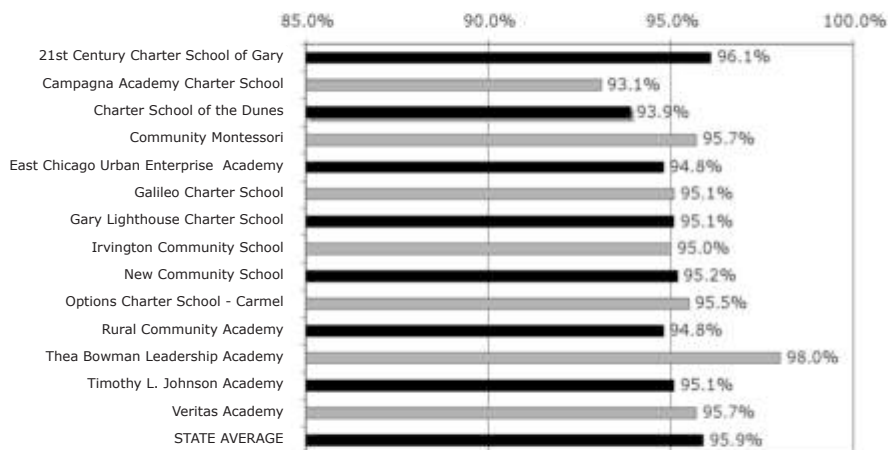


Figure 6:
Attendance Rates: 2005-06



Indiana Statewide Test of Educational Progress Plus [ISTEP+]

Charter schools often attract students who are performing well below their peers on state accountability tests. Ball State University charter schools are no exception. Figure 7a shows the percentage of students passing the Fall 2005 ISTEP+ for each Ball State charter school.

While the percentage of students passing both subjects on the ISTEP+ is generally increasing, the percentage of Ball State charter school students passing both subjects is still 50 percent or less at each grade level.

Figure 7a:
Percentage of Students
Passing ISTEP+

	# Students	English/LA		Math		Both English & Math	
		BSU	Indiana	BSU	Indiana	BSU	Indiana
3rd Grade							
2005	379	55%	75%	45%	73%	37%	65%
2004	206	49%	75%	40%	73%	33%	65%
2003	227	47%	74%	30%	71%	26%	63%
2002	65	49%	72%	45%	67%	38%	59%
4th Grade							
2005	336	51%	74%	52%	75%	43%	66%
2004	220	45%	73%	44%	73%	35%	64%
5th Grade							
2005	305	51%	73%	47%	76%	35%	66%
2004	200	52%	72%	38%	72%	33%	63%
6th Grade							
2005	266	62%	71%	59%	78%	50%	66%
2004	191	49%	70%	43%	75%	37%	63%
2003	101	45%	69%	40%	72%	31%	62%
2002	0	--	69%	--	67%	--	59%
7th Grade							
2005	212	47%	68%	52%	76%	36%	63%
2004	100	47%	68%	46%	73%	33%	61%
8th Grade							
2005	155	50%	68%	37%	72%	31%	61%
2004	0	--	67%	--	71%	--	61%
2003	0	--	65%	--	71%	--	59%
2002	0	--	64%	--	66%	--	59%
9th Grade							
2005	81	16%	67%	11%	70%	4%	60%
2004	19	32%	67%	42%	68%	32%	59%
10th Grade							
2005	68	28%	68%	18%	64%	13%	57%
2004	41	44%	68%	27%	64%	24%	57%
2003	23	22%	69%	22%	67%	9%	60%
2002	0	--	69%	--	68%	--	60%

Data Source: Ball State University Office of Charter Schools

1. Is the educational program a success?

The addition of state testing at grades 4, 5, 7 and 9, along with the implementation of student testing numbers, will help future analyses to consider patterns of improvement for both individual students and for school cohorts. In the meantime, these scores provide only a snapshot of academic performance. Some of the changes for an individual cohort, such as 2004 3rd grade performance to 2005 4th grade performance, are encouraging; but changes in the sizes and make-ups of these cohorts limit our ability to draw significant conclusions exclusively from these data.

An additional analysis demonstrates a consistent difference between returning students and new students at Ball State’s charter schools. Figure 7b shows that returning students outperform new students at every grade level in both language arts and mathematics. Since the scores for new students are based on a test given in the first few weeks of each school year, these figures make clear that Ball State’s charter schools are enrolling students whose performance levels start well below state averages and that those students are making consistent, grade-by-grade progress.

Grade	All Students Tested			1st Year/New Students Tested			Returning Students Tested		
	Passed Language Arts	Passed Math	Passed Both	Passed Language Arts	Passed Math	Passed Both	Passed Language Arts	Passed Math	Passed Both
3	55%	46%	37%	48%	37%	27%	63%	54%	46%
4	51%	53%	44%	48%	48%	40%	55%	57%	48%
5	52%	48%	36%	48%	44%	32%	55%	51%	39%
6	63%	59%	51%	58%	47%	42%	67%	69%	58%
7	49%	53%	37%	37%	38%	24%	58%	65%	48%
8	52%	38%	31%	46%	29%	22%	59%	49%	43%
9	16%	11%	4%	16%	11%	4%	n/a	n/a	n/a
10	28%	18%	13%	24%	16%	10%	41%	24%	24%
All	51%	47%	37%	44%	38%	29%	59%	57%	47%

Data Source: Ball State University Office of Charter Schools

*Figure 7b:
Passing Rates on ISTEP+ for
New & Returning Students*



Northwest Evaluation Association [NWEA]

Each Ball State charter school in Indiana has administered the Northwest Evaluation Association's Measure of Academic Progress (MAP) standardized test in the fall and the spring. The results provided by the Ball State University Office of Charter Schools Research presented in this report do not account for changes in individual testing cohorts nor do the state and national data

provide scientific samples for statistically accurate comparisons. Nonetheless, these data do provide another snapshot of student performance that is focused specifically on annual student growth. Figures 8a through 8c summarize the growth of each charter school, as compared to average growth for NWEA participants in Indiana and nationally.

1. Is the educational program a success?

Grade Level	STATE AVERAGE	NATIONAL AVERAGE	21st Century Charter School at Gary	Campagner Academy Charter School	Charter School of the Dunes	Community Montessori	East Chicago Urban Enterprise Academy	Galileo Charter School	Gary Lighthouse Charter School	Irrington Community School	New Community School	Ogden Charter School - Carmel	Rural Community Academy	Thea Bowman Leadership Academy	Timothy L. Johnson Academy	Veritas Academy
2	14.0	13.9		*	8.8	*	17.1	7.0	14.0	*		10.8	10.6	*		4.8
3	10.1	10.9		4.7	7.0	12.8	8.6	7.4	11.2	10.7		14.5	5.2	9.7		7.8
4	9.1	8.8	7.9	3.6	3.3	5.7	*	4.3	7.4	0.3		-1.4	4.4	1.7		4.4
5	8.9	8.7	*	6.1	4.6			8.4	7.3	3.6		7.5	5.8	5.1		6.1
6	7.2	7.2	*	*	1.3				4.8	4.4		-2.3	5.0	6.8		-1.0
7	6.0	6.0	*	-3.7	7.7				6.2	*		0.7	1.6	0.2		8.2
8	4.6	5.2	-2.0						0.0				2.2	1.2		*
9	2.9	3.2	4.4	-0.2							-1.1					
10	2.6	2.8		1.6								8.8				
11	*	*		4.5								11.9				
12	*	*		-11.2								8.7				

Figure 8a:
Average Growth on
NWEA Mathematics Test

Grade Level	STATE AVERAGE	NATIONAL AVERAGE	21st Century Charter School at Gary	Campagner Academy Charter School	Charter School of the Dunes	Community Montessori	East Chicago Urban Enterprise Academy	Galileo Charter School	Gary Lighthouse Charter School	Irrington Community School	New Community School	Ogden Charter School - Carmel	Rural Community Academy	Thea Bowman Leadership Academy	Timothy L. Johnson Academy	Veritas Academy
2	13.3	13.1		*	4.9	13.0	11.0	1.7	*	*		14.0	9.3	*		6.2
3	8.5	9.1		7.3	8.5	12.1	3.6	5.6	*	7.1		8.8	8.7	11.5		4.9
4	6.6	6.5	*	9.3	5.7	3.6	*	2.7	*	2.4		1.5	5.5	2.6		5.5
5	5.5	5.4	*	4.5	2.8			2.8	6.4	2.3		5.1	3.7	8.7		6.2
6	4.3	4.3	*	1.6	2.3				-0.4	4.2		-3.4	3.8	*	**	
7	3.1	3.4	*	4.9	1.1				1.9	11.5		5.2	2.9	0.3		5.7
8	2.8	3.2	0.9						-3.6				1.8	4.5		*
9	1.5	1.6	*	1.8								13.3				
10	0.6	0.8		4.4								0.9				
11	*	*		-2.3								0.4				
12	*	*		-4.9								9.3				

Figure 8b:
Average Growth on
NWEA Reading Test

Grade Level	STATE AVERAGE	NATIONAL AVERAGE	21st Century Charter School at Gary	Campagner Academy Charter School	Charter School of the Dunes	Community Montessori	East Chicago Urban Enterprise Academy	Galileo Charter School	Gary Lighthouse Charter School	Irrington Community School	New Community School	Ogden Charter School - Carmel	Rural Community Academy	Thea Bowman Leadership Academy	Timothy L. Johnson Academy	Veritas Academy
2	13.8	14.1		*	8.9	*	14.4	4.1	17.7	*		11.0	7.6	*		4.8
3	8.5	9.1		6.9	8.9	9.8	6.9	7.7	8.9	7.4		8.9	9.3	10.0		9.6
4	6.3	6.3	7.4	6.2	5.7	3.3	*	2.4	6.0	1.8		-4.1	7.3	0.7		3.6
5	5.1	5.2	2.5	5.1	5.5			3.3	3.9	1.1		6.8	1.7	8.4		1.2
6	3.9	4.0	3.7	1.6	4.8				0.8	4.0		-1.3	2.1	-1.7		-5.5
7	2.7	2.9	4.3	*	3.6				0.3	*		4.7	2.5	5.1		3.3
8	2.4	2.6	2.4						-0.1				4.1	1.0		5.5
9	1.4	1.4	1.5	-0.7								-2.1				
10	0.9	1.1		-0.7								3.2				
11				-6.0								8.8				
12				-1.0								6.7				

Figure 8c:
Average Growth on
NWEA Language Test

Data Source: Ball State University Office of Charter Schools Research
*An asterisk indicates that insufficient data were available for this subject and Grade.

Adequate Yearly Progress [AYP]

Under the federal No Child Left Behind Act, which requires schools to show annual improvements in academic achievement and attendance, the Indiana Department of Education (IDOE) has determined Adequate Yearly Progress (AYP) for all public schools, including charter schools. The IDOE determines AYP designations for each school based on the overall percentage of students passing the English and mathematics portions of ISTEP+, elementary and middle school attendance rates, and high school graduation rates. AYP is also determined for student subgroups within the population, including race/ethnicity, free/reduced price lunch eligibility, limited English proficiency and special education, provided that there are at least 30 students in each particular subgroup.

In 2005-2006, an Indiana school could meet AYP if at least 65.7 percent of each of the school’s eligible student subgroups passed the mathematics portion of the test and if at least 64.3 percent passed the language arts portion of the test. IDOE actually adjusts these targets by including a 99 percent “confidence interval” that allows any school to achieve AYP by coming within three standard deviations of the target. Schools can

also achieve AYP through a “safe harbor” provision if they close the gap between the target performance level and their past year’s performance by at least 10 percent. For example, if a school had only 45.7 percent of its students passing the mathematics portion of ISTEP+ (20 percentage points below the target), then they could still achieve “safe harbor” if they improved the passing rate by just two percent, from 45.7 percent to 47.7 percent.

AYP does not account for the migration of students moving in and out of individual student cohorts, which is typical in charter schools. It also provides a limited view of high schools since accountability decisions are based on only one year of growth and are highly dependent upon the starting points of the school’s students. Nonetheless, especially for elementary and middle schools, AYP does begin to put some focus on improvement measures. It also helps draw attention to the performance of individual subgroups at those schools, rather than grade- or school-wide averages. Figure 9 summarizes the AYP results for Ball State’s charter schools.

*Figure 9:
AYP Status of BSU
Charter Schools*

Made AYP	Did Not Make AYP	Did Not Make AYP (2nd Year)
<ul style="list-style-type: none"> • Community Montessori, Inc. • Irvington Community School • Rural Community Academy • Thea Bowman Leadership Academy • Veritas Academy 	<ul style="list-style-type: none"> • New Community School • Timothy L. Johnson Academy 	<ul style="list-style-type: none"> • Campagna Academy Charter School • Charter School of the Dunes • Options Charter School
(5 schools)	(2 schools)	(3 schools)

Data Source: Indiana Department of Education

1. Is the educational program a success?

Public Law 221 Indiana’s State Accountability Law [PL 221]

Beginning with the 2005-2006 school year, the Indiana Department of Education (IDOE) began publishing the results of a new state accountability system. Under the new law, schools must show progress on ISTEP+ passing rates for each “non-mobile” student cohort, those students who attended the school for at least 70 percent of the year (or 126 school days) and who have an ISTEP+ score from the previous school year. Performance under this new accountability system is judged by improvement, as the passing rates must improve for the same set of students as they progress from one grade level to another.

As is illustrated in Figure 10a, schools are placed in performance categories based on both their current passing rates and the improvement made by their non-mobile cohort of students. For example, a school with 63 percent of its students passing would be

labeled as “Exemplary Progress” if the current pass rate represents an improvement of four percentage points or more over the previous year, but would be labeled as only “Academic Watch” if the current pass rate represents improvement of less than two percentage points. No school can be placed higher than “Academic Progress” if it does not also meet Adequate Yearly Progress for two consecutive years under federal accountability expectations. Figure 10b indicates the category placements for each of Ball State’s charter schools that opened prior to 2005-2006. New schools are placed in categories at the end of their second year of operation. For this report, ten Ball State Charter Schools were in operation long enough to receive a Public Law 221 placement.

Current Passing Rate on ISTEP+	Improvement Over Previous Year				
> or = 90%	Exemplary School				
> or = 80%	> or + 1%	Commendable School			
> or = 70%	> or + 3%	> or + 2%	> or + 1%	< 1%	
> or = 60%	> or + 4%	> or + 3%	> or + 2%	< 2%	
> or = 50%	> or + 5%	> or + 4%	> or + 3%	< 3%	< 0%
> or = 40%	> or + 6%	> or + 5%	> or + 4%	< 4%	< 1%
<40%		> or + 6%	> or + 5%	> or + 3%	< 3%
Category Placement:	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch (Priority)	Academic Probation (High Priority)

Figure 10a:
Public Law 221
Performance Categories
for BSU Charter Schools

Data Source: Recreated from Indiana Department of Education



Public Law 221 Indiana's State Accountability Law [PL 221] - Cont'd

*Figure 10b:
Public Law 221
Category Placements
of BSU Charter Schools*

Current Passing Rate on ISTEP+		Improvement Over Previous Year			
> or = 90%					
> or = 80%					
> or = 70%	<ul style="list-style-type: none"> > or + 3% • Community Montessori • Veritas Academy 	<ul style="list-style-type: none"> > or + 2% • New Community School 		<ul style="list-style-type: none"> < 1% • Irvington Community School 	
> or = 60%	<ul style="list-style-type: none"> > or + 4% • Thea Bowman Leadership Academy 			<ul style="list-style-type: none"> < 2% • Rural Community Academy 	
> or = 50%					
> or = 40%					<ul style="list-style-type: none"> < 1% • Options Charter School - Carmel
<40%		<ul style="list-style-type: none"> > or + 6% • Charter School of the Dunes* • Timothy L. Johnson Academy* 			<ul style="list-style-type: none"> < 3% • Campagna Academy Charter School
Category Placement:	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch (Priority)	Academic Probation (High Priority)

Data Source: Recreated from Indiana Department of Education

* Final placement capped at "Academic Progress" because the school did not meet AYP.

1. Is the educational program a success?

Additional High School Performance Measures

For Ball State’s two charter high schools, Campagna Academy and Options Charter School-Carmel, this report includes a range of additional measures: graduation rates, Core 40 completion rates, Academic Honors Diplomas and percent of graduates pursuing post-

secondary education. Each of these benchmarks is a measure of the school’s ultimate goal of preparing students for life after high school, including post-secondary education. The data for these measures are summarized in Figures 11 through 14.

Academic Year	Campagna Academy	Options Charter School - Carmel	Indiana
2005-6	38%	59%	76%
2004-5	100%	69%	90%
2003-4	80%	54%	90%
2002-3	63%	76%	91%

Figure 11:
Graduation Rates

Academic Year	Campagna Academy	Options Charter School - Carmel	Indiana
2005-6	33%	46%	–
2004-5	29%	19%	67%
2003-4	25%	22%	65%
2002-3	40%	35%	62%

Figure 12:
Core 40 Completion Rates

Academic Year	Campagna Academy	Options Charter School - Carmel	Indiana
2005-6	0%	0%	–
2004-5	0%	19%	31%
2003-4	17%	0%	29%
2002-3	0%	0%	28%

Figure 13:
Academic Honors Diplomas

Academic Year	Campagna Academy	Options Charter School - Carmel	Indiana
2005-6	93%	57%	75%
2004-5	86%	71%	74%
2003-4	25%	48%	73%
2002-3	20%	45%	71%

Figure 14:
Percent of Graduates Pursuing Post-Secondary Education

Data Source: Indiana Department of Education



2. Is the school organizationally sound?

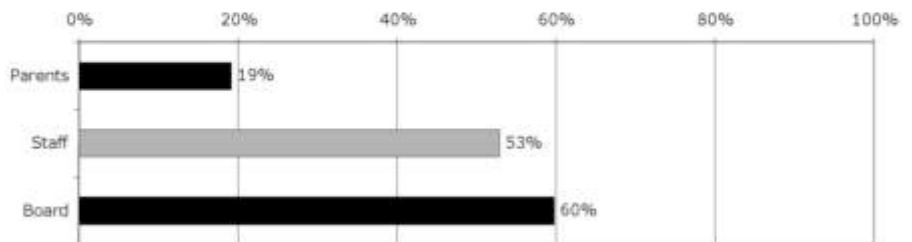
Constituent Surveys

Ball State University Office of Charter Schools teamed with the Kensington Group and Marketing Research Technologies to develop a survey of charter school constituents, including parents, staff and board members. The survey was designed to create an understanding of the factors that drive a successful charter school and determine how each constituent group feels their school is performing in the areas most critical to each school's success. These factors include understanding how to enhance school loyalty, understanding the

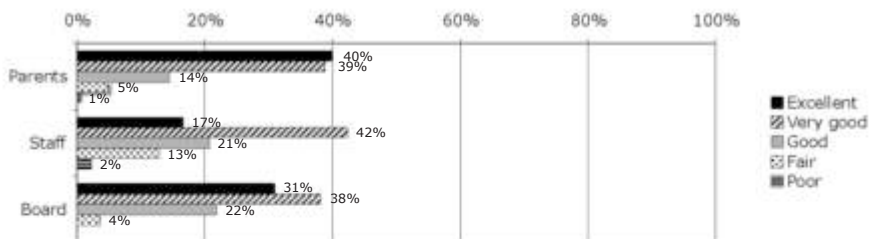
perceptions of education quality and performance, and understanding the image and attitudes constituents hold toward each school.

Over 900 staff members, board members and parents participated in this survey in this Spring 2006 survey. Summaries of the results are presented in the comprehensive synopsis of each individual school. Figures 15a through 15g summarize the results for all Ball State charter schools.

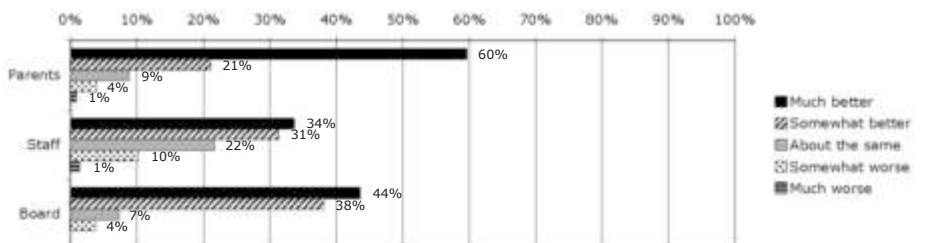
*Figure 15a:
Constituent Survey Response Rates*



*Figure 15b:
How would you rate the overall quality of education?*



*Figure 15c:
How would you compare the overall quality of education to that of other schools?*



2. Is the school organizationally sound?

Figure 15d:
How satisfied are you with the overall quality of parents, staff and the board?

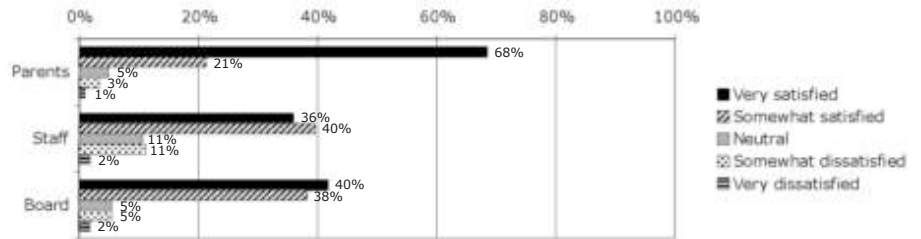


Figure 15e:
How likely are you to... Recommend the school to friends and colleagues?

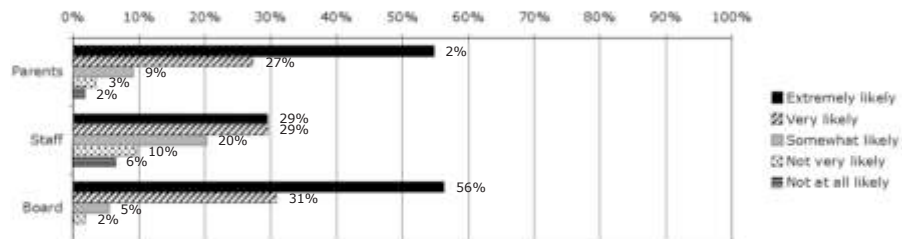


Figure 15f:
How likely are you to... Return to the school next year?

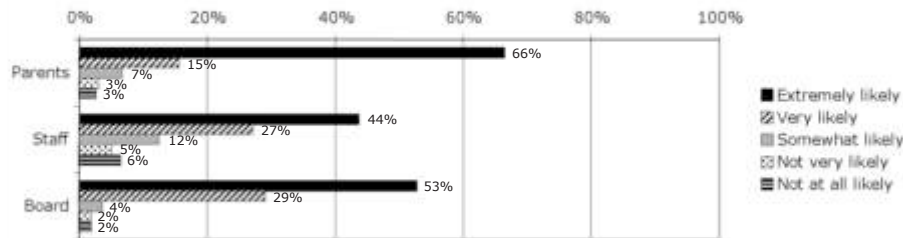
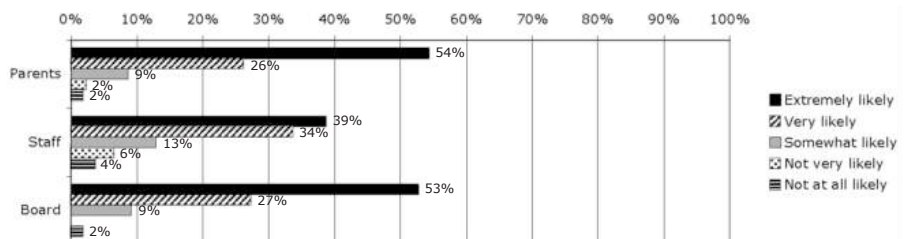


Figure 15g:
How likely are you to... Increase your support of the school?



Data Source: The Kensington Group

Board Self-Assessments

A charter school board plays a significant role in ensuring the school is developing the climate and culture necessary to achieve academic success. The Ball State University Office of Charter Schools has developed a board self-assessment survey to help each charter school board of directors evaluate its performance and identify areas of strength and areas in need of improvement.

Administered in the spring of the 2005-2006 school year, results are compiled for all the schools in Figures 16a through 16j. On a scale of one to five, with five being “strongly agree” and one being “strongly disagree”, board members were asked to rate themselves in nine areas related to board development. These nine areas ask a series of questions related to the following:

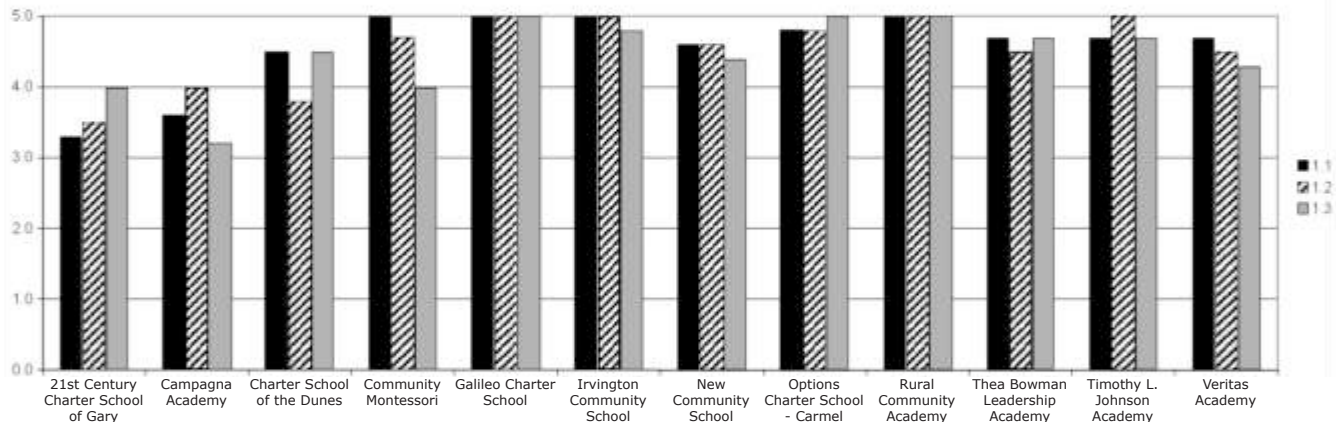
1. Academic success: mission-driven organization;
2. Organizational soundness: policy and strategic planning;
3. Academic success: programs and services;
4. Performance against success measures: communication and advocacy;
5. Financial viability: budget development and management;
6. Organizational soundness: risk

management; 7. Academic success: leadership development; 8. Organizational soundness: board development and education; 9. Organizational soundness: the board’s role; and 10. EMO relationship.

Ball State University Office of Charter Schools considers an average rating of four or above to indicate strong board performance, between three and four to be areas for improvement, and below three to be areas needing critical focus. Where areas of critical need were identified, ongoing conversations are held with the board and administration to understand the depth of issues and strategies for improvement. Ball State University Office of Charter Schools encourages each school to address areas of concern in strategic planning, as a part of accountability plans and in other continuous improvement activities.

Two schools did not complete the survey, Gary Lighthouse and East Chicago Urban Enterprise.

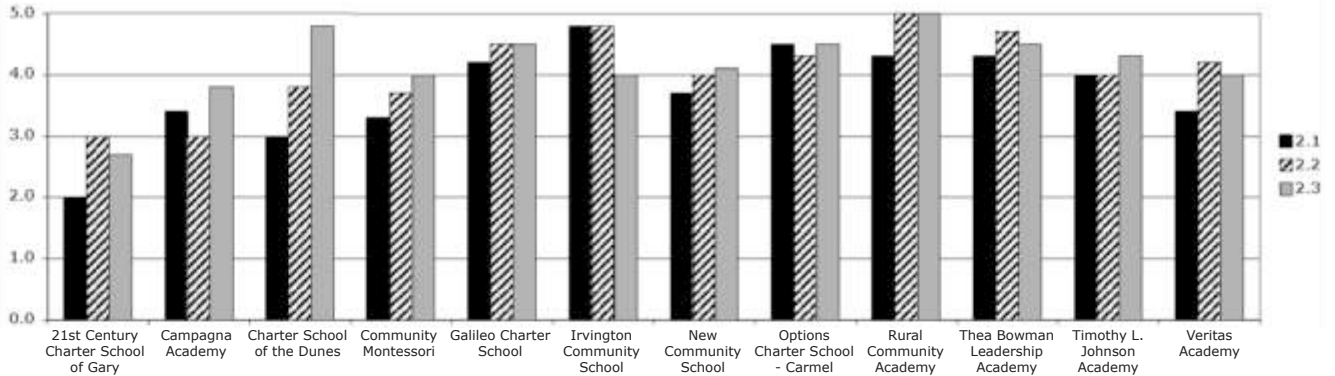
Figure 16a: Series One Questions. Academic success: mission-driven organization



*Series One questions ask the board to rate itself on three mission-related issues: (1.1) familiarity with the school’s mission, (1.2) the degree to which policy decisions reflect that mission, and finally, (1.3) its understanding and agreement of who should be served by the school.

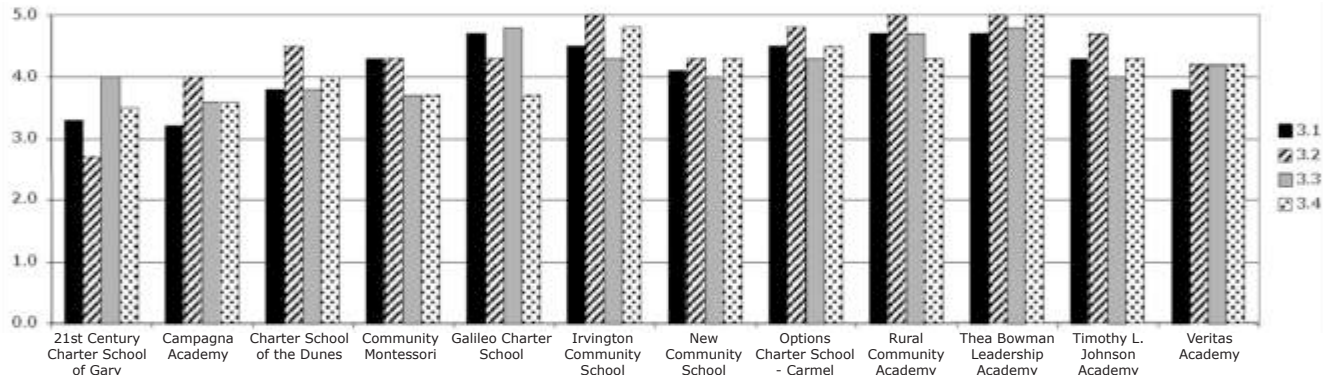
2. Is the school organizationally sound?

Figure 16b: Series Two Questions. Organizational soundness: policy and strategic planning



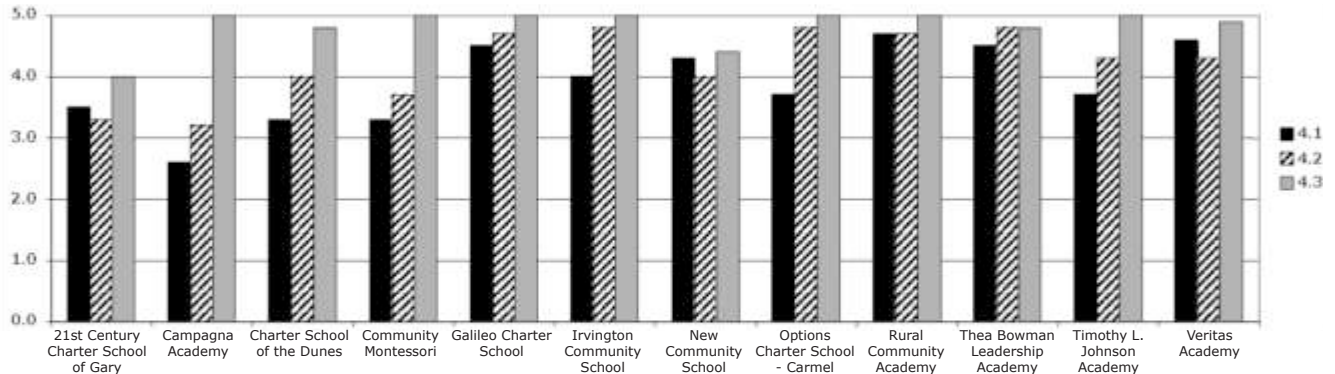
*Series Two questions ask the board the degree to which it: (2.1) focuses on long-term strategic issues vs. short-term administrative issues, (2.2) has a shared strategic vision for the school, and (2.3) feels that as a board it engages in periodic strategic planning based on sound evidence.

Figure 16c: Series Three Questions. Academic success: programs and services



*Series Three questions ask the board to rate itself on: (3.1) its familiarity with the school's accountability plan, (3.2) knowledge of programs and services, (3.3) the degree to which it evaluates those services for consistency with the school's mission, and finally, (3.4) the degree to which it works with the school leader to evaluate the effectiveness of these programs.

Figure 16d: Series Four Questions. Performance against success measures: communication and advocacy



*Series Four questions ask the board to rate itself on its communication and advocacy on behalf of the school focusing on: (4.1) development of a plan for communicating the school's purpose to the community, (4.2) ability of individual board members to communicate the school's mission and programs to the community, and (4.3) the degree to which individual members and the board as a whole are advocates for their students' education.

Board Self-Assessments - Cont'd

Figure 16e: Series Five Questions. Financial viability: budget development and management

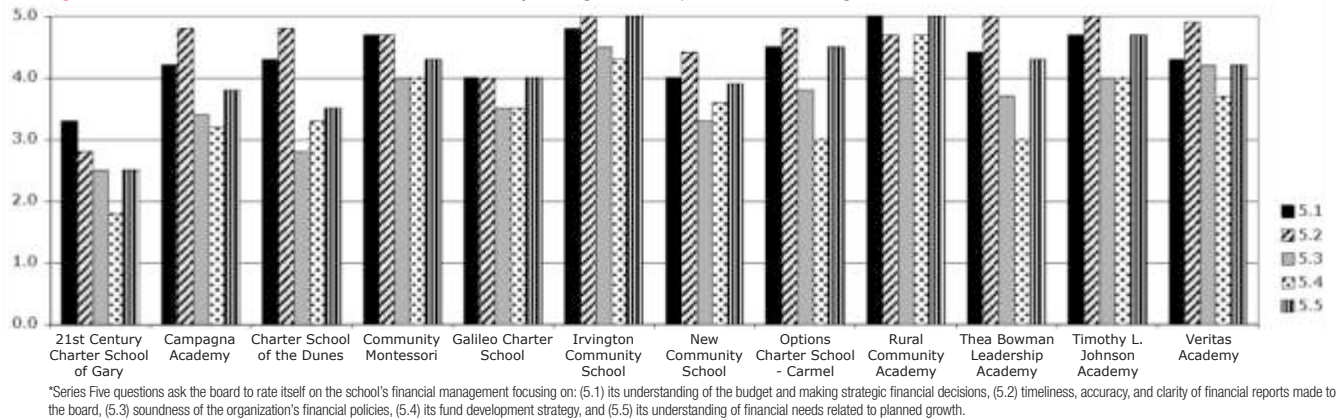


Figure 16f: Series Six Questions. Organizational soundness: risk management

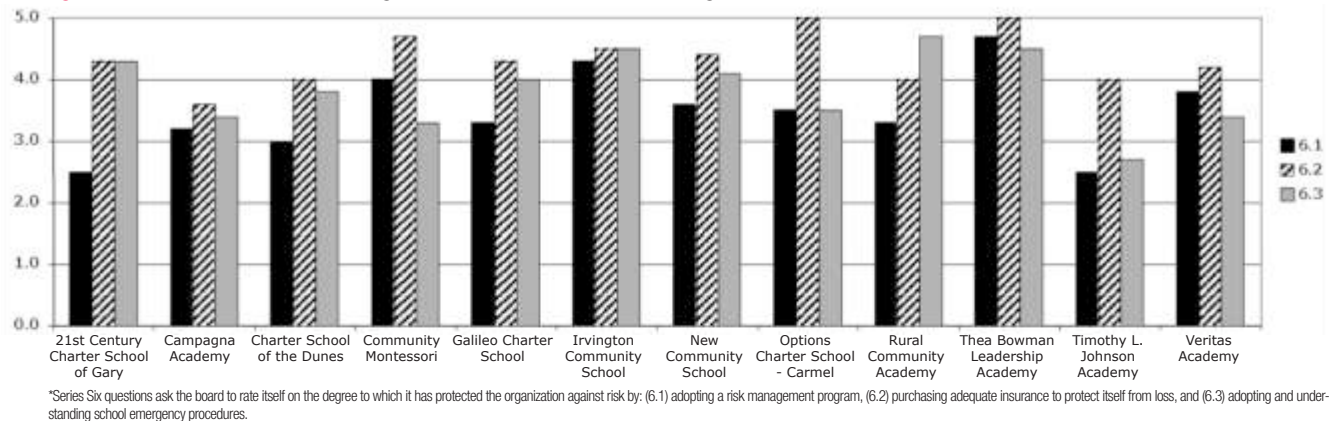
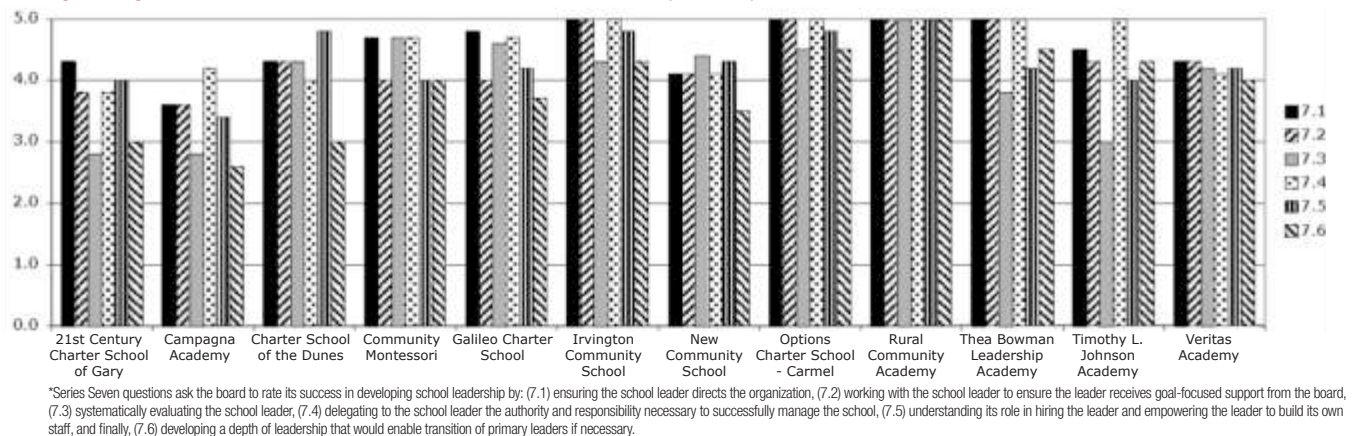


Figure 16g: Series Seven Questions. Academic success: leadership development



2. Is the school organizationally sound?

Figure 16h: Series Eight Questions. Organizational soundness: board development and education

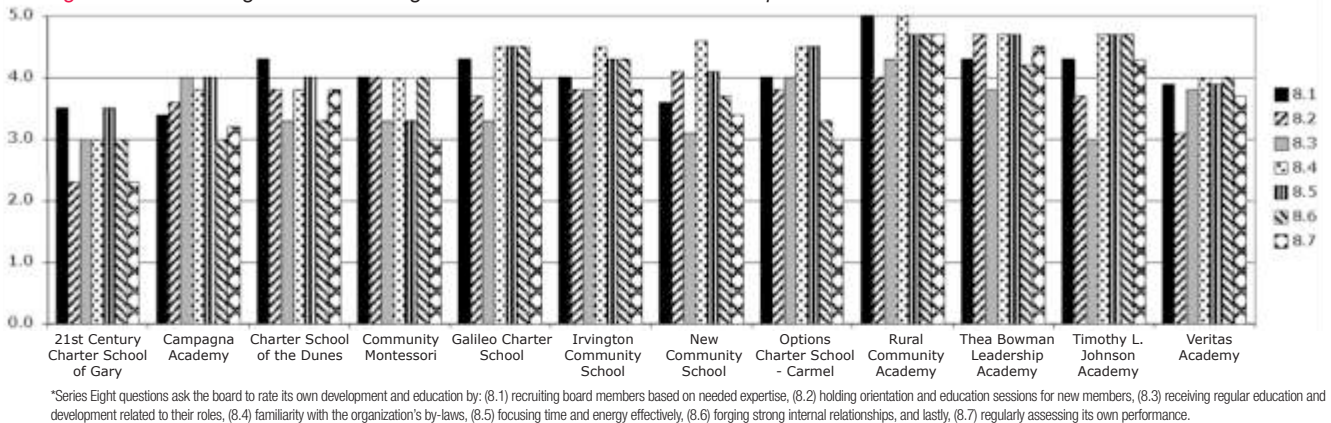


Figure 16i: Series Nine Questions. Organizational soundness: the board's role

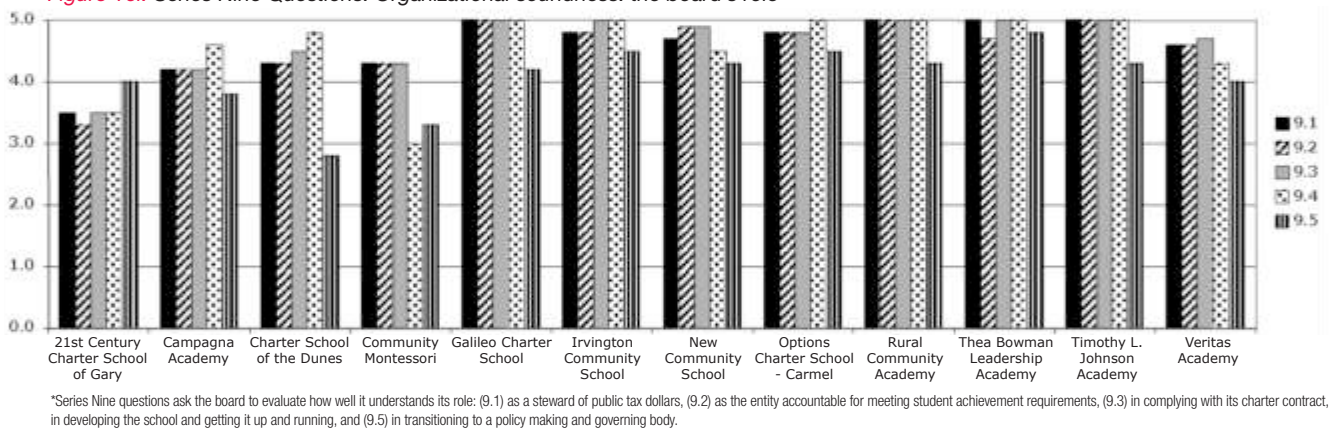
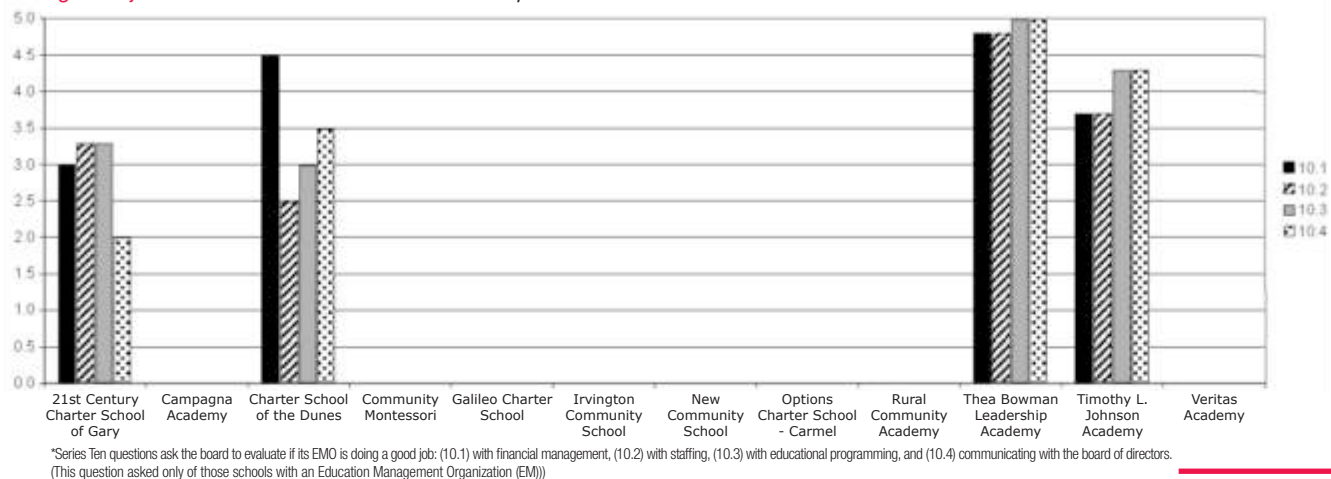


Figure 16j: Series Ten Questions. EMO Relationship



3. Is the school financially viable?

With limited funds and high start-up costs, the first few years of a charter school's existence are critical. Establishment of strong accounting and financial management practices is essential to success. Ball State University's Office of Charter Schools conducts a detailed review of each charter school's budget performance, financial status and future projections.

In addition, the university reviews each school's State Board of Accounts (SBOA) audit and monitors changes and improvements recommended in these reports. Summaries of the SBOA audit results for schools audited this fiscal year are included with the comprehensive synopsis of individual schools.

4. Is the school providing conditions for academic success?

Academic Walkthroughs

Two teams of education experts led by Dr. Marilyn Quick, Assistant Professor of Educational Leadership, and including Irene Eskridge, Jane Martin, Don Setterloff and Troy Watkins, conducted classroom observations at each of the Ball State charter schools in January 2006. Each walkthrough had a specific structure. Team members collected data on student engagement (time on task), curriculum focus and instructional processes. For example, classroom organization and management, questioning strategies and teacher-student interactions might be noted.

After multiple visits to individual classrooms and administrative interviews, team members processed the data. Global school patterns were compared to Indiana

standards, the standards of "best practice," and to the unique goals set forth in the school's charter. A debriefing to share strengths that had been observed by all team members and reflective questions proposed, took place at the end of each visit. The purpose of the reflective questions was to guide future planning and discussion for the school as the staff engages in continuous school improvement.

Summaries of each walkthrough are included with the comprehensive synopsis of individual schools.

2. Is the school providing conditions for academic success?

Extended Academic Walkthroughs

If it was deemed necessary, additional data were gathered during an extended academic walkthrough performed as a follow-up to the January 2006 walk-through. These extended academic walkthroughs were conducted to provide a more detailed picture of the school's successes and challenges and to offer specific recommendations for improvement. To support the accountability process, the schools were asked to respond in writing to the recommendations with details about how these recommendations have been or will be addressed.

The Ball State Office of Charter Schools conducted extended academic walkthroughs in February 2006 at: Charter School of the Dunes, Rural Community Academy, Timothy L. Johnson Academy and Veritas Academy. Summaries of these reviews appear in the comprehensive synopsis of individual schools.

Additional Accountability Measures

Pre-opening checklists and visits

University officials begin working with each school's organizers immediately upon approval of the charter school proposal to clearly define expectations and to help identify resources for success. The pre-opening checklist reviews key preparation issues and milestones in the areas of finance, facilities, enrollment, curriculum, professional development and communication. This document is reviewed with each organizer immediately after Ball State's president authorizes a school and is revisited on a regular basis in the months leading up to the school's opening.

Special education review

All charter schools, as public schools, are required to comply with federal laws that protect children with disabilities. Charter schools are not exempt from any federally mandated special education requirements. As the authorizer, Ball State University monitors individual school compliance with special education requirements. The Office of Charter Schools works closely with the Ball State University Virtual Special Education Cooperative to monitor provided services and to assure appropriate record keeping.

Accountability plans

Although much of Ball State University's Accountability Framework is centered on Indiana's charter school law and state and federal accountability standards, an equally important aspect of the accountability process is the accountability plan developed by individual schools. These aggressive plans, finalized during the first semesters of each school's second year of operation, are evaluated annually. These accountability plans build on goals contained in each school's original proposal and should be part of the school's larger strategic plan.

Accountability goals, developed in the areas of academics, student-focused non-academics and organizational management, are tools for a school to tell its story as it relates to its specific mission, vision, curriculum and student population. Measurable goals articulate how each school defines success over the life of the charter contract because each charter school has a very specific mission, curriculum and student population.



COMPREHENSIVE SYNOPSIS *of Individual BSU Charter Schools*

To accompany the information reported on Ball State charter schools as a whole, a comprehensive synopsis for each of the fourteen individual currently operating Ball State charter schools is presented on the following pages.

Each report contains profile information on the school's performance, along with location, summaries of the school's purpose and educational program, enrollment and demographics.

Detailed school performance information is organized according to the four accountability questions described in the previous section of this report. Those four questions are:

- These questions are:**
- 1. Is the educational program a success?**
 - 2. Is the school organizationally sound?**
 - 3. Is the school financially viable?**
 - 4. Is the school providing conditions for academic success?**

Continuing Schools

- Campagna Academy Charter School
- Charter School of the Dunes
- Community Montessori
- Irvington Community School
- New Community School
- Options Charter School - Carmel
- Rural Community Academy
- Thea Bowman Leadership Academy
- Timothy L. Johnson Academy
- Veritas Academy

First-Year Schools

- 21st Century Charter School at Gary
- East Chicago Urban Enterprise Academy
- Galileo Charter School
- Gary Lighthouse Charter School



CAMPAGNA ACADEMY CHARTER SCHOOL *of* BSU Charter Schools

“Restoring Hope and Building Dreams”



7403 Cline Avenue
Scherville, IN 46375
219.322.8614

www.campagnaacademy.org

Grades Served	9-12
2005-2006 Enrollment	130
2004-2005 Enrollment	70
2003-2004 Enrollment	44
2002-2003 Enrollment	13
Enrollment at capacity.	130

Year Opened: 2002-2003
Final Year in Current Contract: 2008-2009

Mission

The Campagna Academy Charter School (CACS) is an “alternative school of choice” located in Schereville, Indiana. The school provides partial-day, full-day and evening educational programs to serve grades 9-12. Many students attending CACS had poor performance or attendance in high school. Additionally, students may choose to attend Campagna Academy for a more structured education environment and smaller classes.

Educational Program

Campagna Academy offers instruction in Core 40 curriculum classes taught by qualified, Indiana certified teachers. Elective courses are offered to students to expand their knowledge base. Both advanced and remedial programs are available through computer-assisted instruction and independent study programs. The school requires the completion of an independent project in order to graduate and also requires either school involvement or community service as a part of graduation requirements.



Summary

Campagna Academy Charter School, now in its fifth year of a seven year contract, is serving a student population that is nearly three-quarters black. Over three-quarters of the students qualify for free/reduced lunch. These demographics are similar to nearby Gary and substantially more diverse than statewide averages (Figures A-1 and A-2). Campagna also serves a special education population that is slightly larger than state and local averages. (Figure A-3) ISTEP+ scores indicate that the school's students are performing at lower levels than the state average and somewhat lower than other students in Gary. (Figure A-7)

The school receives mixed reviews from parents, staff and board members. Parents and staff are mostly positive, but each group expressed some concerns. Most notable were the views of board members, which were very mixed on measures of both perceived quality and loyalty. (Figures A-15a through A-15g)

Board members' self-assessments were down from the previous year, with some concerns in nearly every area of the survey. Most notable were concerns about strategy, communications, school leadership and board relationships. (Figures A-16a through A-16j) Results of the academic walkthroughs were mostly positive, with student engagement, curriculum and instructional practices each rated near or above "average."

Financial reviews indicate that the school is in solid financial condition. A standard audit by the State Board of Accounts was expected in 2005, but a record of that audit was not provided for this report.

Academically, the limited information available from ISTEP+ suggest that student achievement is improving as students continue through the school; although, the

lack of statewide testing beyond the fall of 10th grade leaves no clear measure for three of the four grades served by Campagna. (Figure A-7) NWEA results are very mixed throughout the four years and may indicate some particular problems at the later grade levels. (Figures A-8a through A-8c)

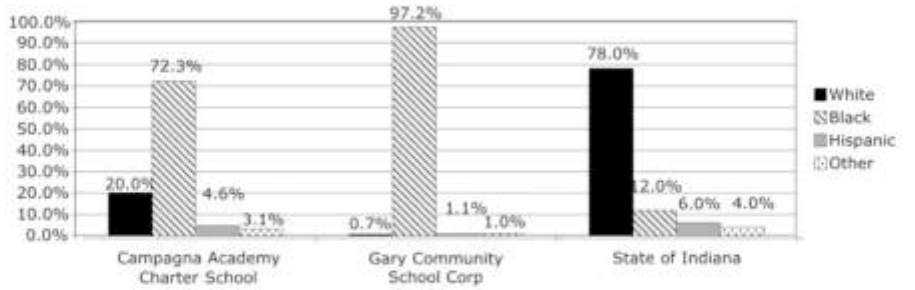
Both the state and federal accountability programs noted a lack of data from which to judge the school. So, even though Campagna did not fare well in these programs this may not be a complete picture of student academic progress. (Figures A-9 and A-10) Most other high school performance measures – including graduation rates (Figure A-11), Core 40 completion (Figure A-12) and Academic Honors Diplomas (Figure A-13) – remain below both local and statewide averages. An encouraging measure may be the matriculation rate by graduates to post-secondary education. (Figures A-14)

In summary, Campagna Academy has room for improvement. Each of the school's constituent groups offer mixed reviews on both quality and loyalty and the board's self-assessments indicate areas of concern. Available academic performance measures do not paint a clear picture of the improvement that Campagna's students may or may not be achieving. Given the lack of performance data, further examination is likely needed to determine objectively the school's academic success.

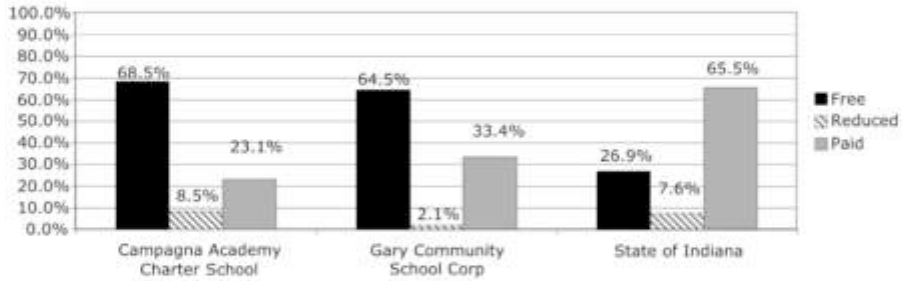


Student Demographics

*Figure A-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure A-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



Data Source: Indiana Department of Education

*Figure A-3:
Percentages of Students
in Special Education: 2005-2006*



1. Is the educational program a success?

Academic Year	Campagna Academy	Gary	Indiana
2005-6	93.1%	98%	95.9%

Figure A-6:
Attendance Rates

Data Source: Indiana Department of Education

	English/LA			Math			Both English & Math		
	Campagna	Gary	Indiana	Campagna	Gary	Indiana	Campagna	Gary	Indiana
9th Grade									
2005	9%	31%	67%	0%	23%	70%	0%	17%	60%
2004	0%	34%	67%	0%	24%	68%	0%	19%	59%
2003	**								
2002	**								
10th Grade									
2005	62%	71%	71%	7%	19%	64%	7%	16%	57%
2004	49%	70%	70%	0%	19%	64%	0%	16%	57%
2003	45%	69%	69%	22%	26%	69%	9%	21%	60%
2002	--	69%	69%	*	25%	68%	*	19%	60%

Figure A-7:
Percentage of Students
Passing ISTEP+

Data Source: Ball State University Office of Charter Schools

* Percentages not reported due to the small numbers of students taking the ISTEP+.

** No students tested in 9th Grade for 2002 and 2003.

Northwest Evaluation Association [NWEA]

Grade	Campagna Academy	State	National
9	-0.2	2.9	3.2
10	1.6	2.6	2.8
11	4.5	*	*
12	-11.2	*	*

Figure A-8a:
Average Math Growth Rate

Grade	Campagna Academy	State	National
9	-0.2	2.9	3.2
10	1.6	2.6	2.8
11	4.5	*	*
12	-11.2	*	*

Figure A-8b:
Average Reading Growth Rate

Grade	Campagna Academy	State	National
9	-0.2	2.9	3.2
10	1.6	2.6	2.8
11	4.5	*	*
12	-11.2	*	*

Figure A-8c:
Average Language Growth Rate

Data Source: Northwest Evaluation Association

* NWEA State and National Norm Data not available for 11th and 12th grade



Figure A-9:
Adequate Yearly Progress (AYP)

No (2nd consecutive year)
Overall participation rate on ISTEP+ was below 95%

Data Source: Indiana Department of Education

Figure A-10:
Public Law 221 - Indiana's State
Accountability Law (PL 221)

Academic Probation	
Current Performance: N/A*	Improvement: N/A*

Data Source: Indiana Department of Education
* Too few students to accurately count improvement

Figure A-11:
Graduation Rates*

Academic Year	Campagna Academy	Gary	Indiana
2005-6	93%	54%	76%
2004-5	38%	89%	90%
2003-4	100%	94%	90%
2002-3	80%	91%	91%

Data Source: Indiana Department of Education
*Indiana began using a new graduation rate calculation starting with the 2005-06 school year (Class of 2006).
Data for years prior to 2005-06 are not considered reliable.

Figure A-12:
Core 40 Completion Rates

Academic Year	Campagna Academy	Gary	Indiana
2005-6	33%	41%	
2004-5	29%	49%	67%
2003-4	25%	41%	65%
2002-3	40%	38%	62%

Data Source: Indiana Department of Education

Figure A-13:
Academic Honors Diplomas

Academic Year	Campagna Academy	Gary	Indiana
2005-6	0%	7%	
2004-5	0%	8%	31%
2003-4	17%	5%	29%
2002-3	0%	9%	28%

Data Source: Indiana Department of Education

Figure A-14:
Percent of Graduates Pursuing
Post-Secondary Education

Academic Year	Campagna Academy	Gary	Indiana
2005-6	93%	52%	75%
2004-5	86%	78%	74%
2003-4	25%	55%	73%
2002-3	20%	63%	71%

Data Source: Indiana Department of Education



2. Is the school organizationally sound?

Constituent Surveys

Figure A-15a:
Constituent Survey Response Rate

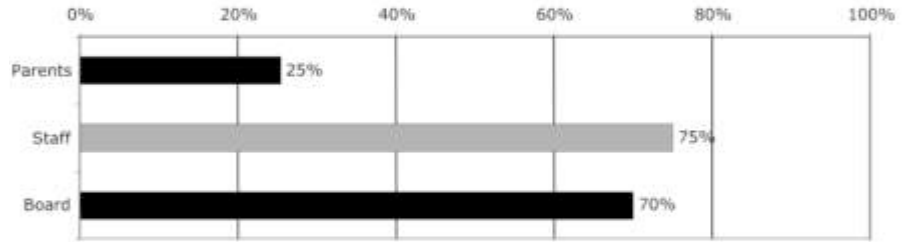


Figure A-15b:
How would you rate the overall quality of Parents, Staff and the Board?

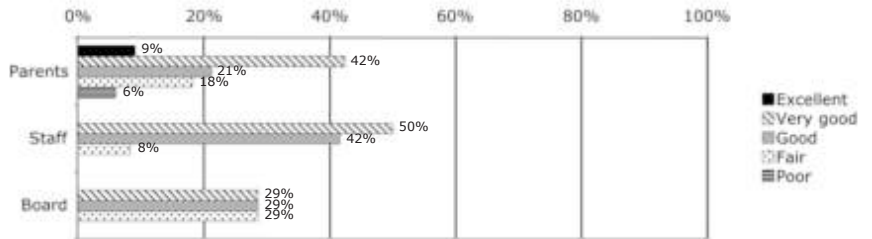


Figure A-15c:
How would you compare the overall quality of education to that of other schools?

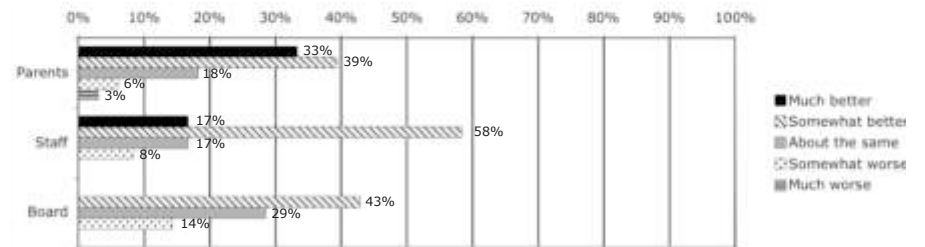
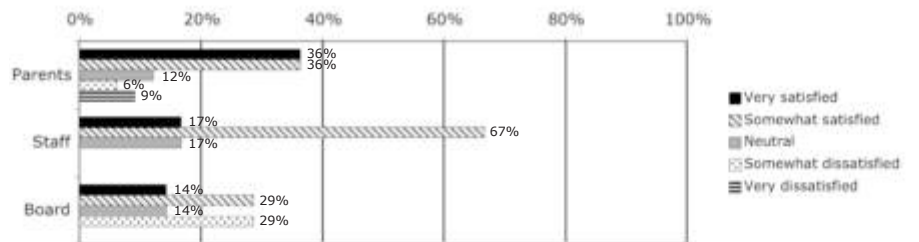


Figure A-15d:
How satisfied are you with the overall quality of education?

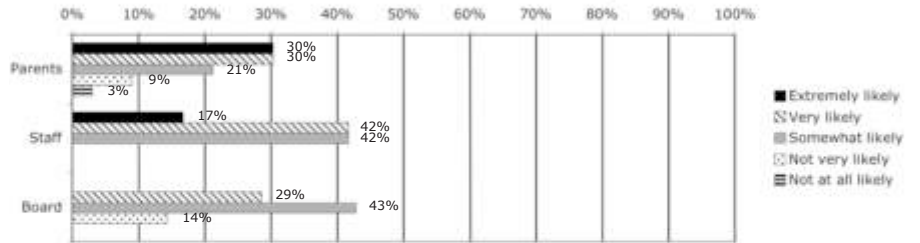


Data Source: The Kensington Group

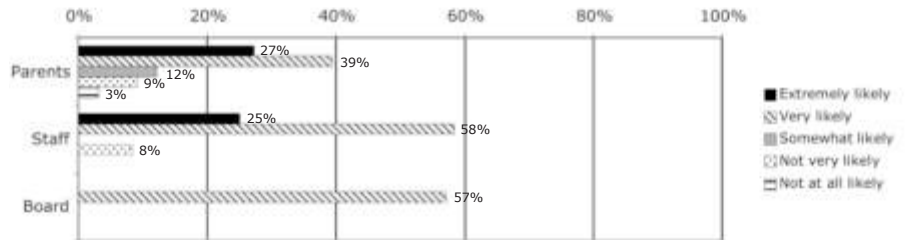


Constituent Surveys - Cont'd

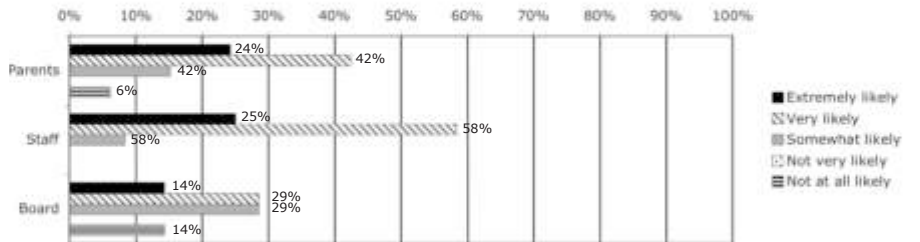
*Figure A-15e:
How likely are you to...
Recommend the school to friends
and colleagues?*



*Figure A-15f:
How likely are you to...
Return to the school next year?*



*Figure A-15g:
How likely are you to...
Increase your support of the school?*



Data Source: The Kensington Group



2. Is the school organizationally sound?

Board Self-Assessments

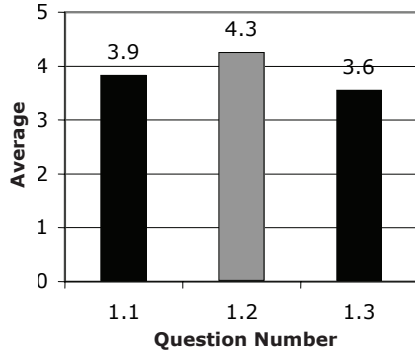


Figure A-16a:
Academic Success:
Mission-Driven Organization

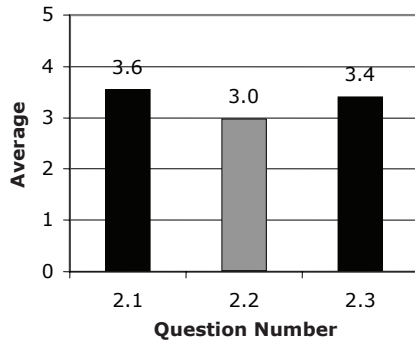


Figure A-16b:
Organizational Soundness:
Risk Management

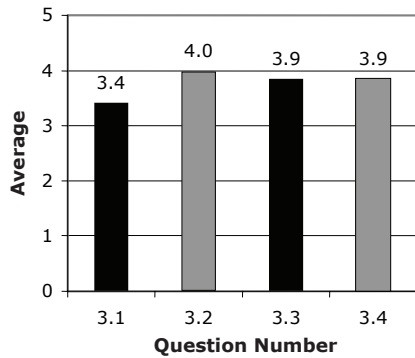


Figure A-16c:
Organizational Soundness:
Policy and Strategic Planning

Figure A-16f:
Performance Against
Success Measures:
Communication and Advocacy

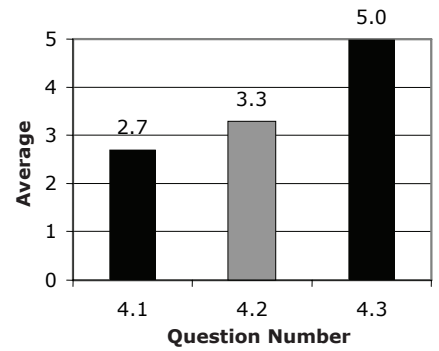


Figure A-16d:
Academic Success:
Mission-Driven Organization

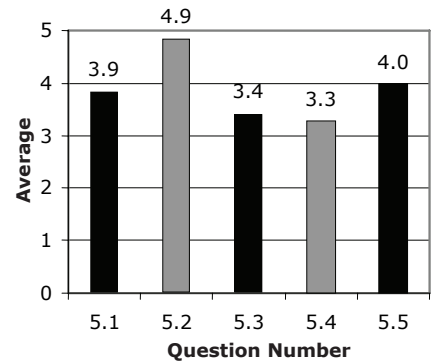
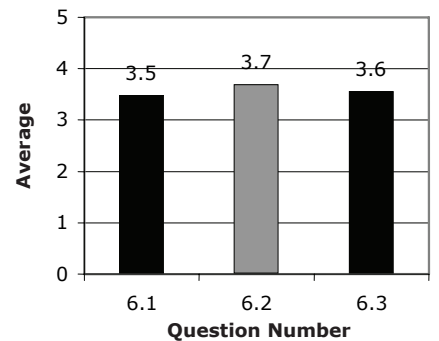


Figure A-16e:
Organizational Soundness:
Board Development
and Education



Board Self-Assessments - Cont'd

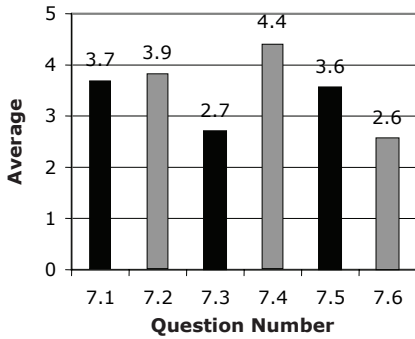


Figure A-16g:
Performance Against
Success Measures:
Communication and Advocacy

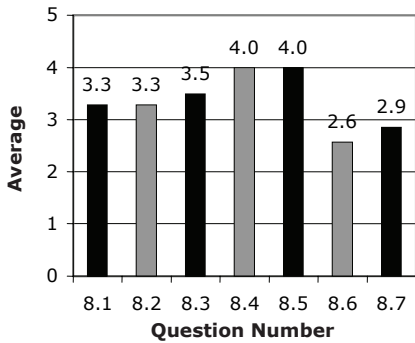


Figure A-16h:
Organizational Soundness:
The Board's Role

Figure A-16i:
Financial Viability:
Budget Development
and Management

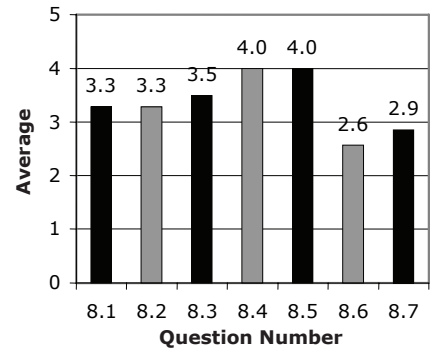
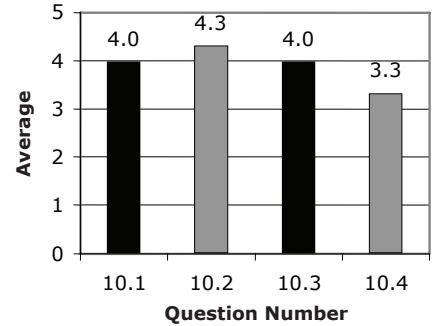


Figure A-16j:
EMO Relationship





3. Is the school financially viable?

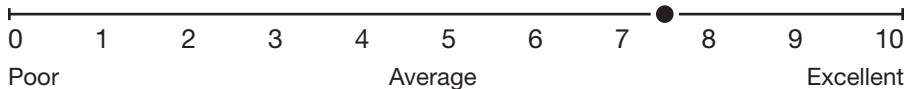
Campagna Academy appears to be in solid financial condition, based on the documents submitted. The strength of the budget is the General Fund. Also, the procurement of grant funds should be noted as a strength. Financial practices seem sound. The budgeted income was estimated a bit high, but expenses were budgeted soundly.

The biggest financial challenges would include School Lunch Fund, Textbook Fund, Scholarship Fund and not overspending grants. Normal adjustments would include development of additional object lines in accounts. The General Fund income exceeded expenses sufficiently to provide a positive net income for the year.

4. Is the school providing conditions for academic success?

Academic Walkthroughs

Student Engagement/On-Task Behavior



When data was averaged for all classroom walkthroughs, 50-100% of the students at Campagna Academy were engaged in the learning task. The average on-task engagement for the school was 75%.

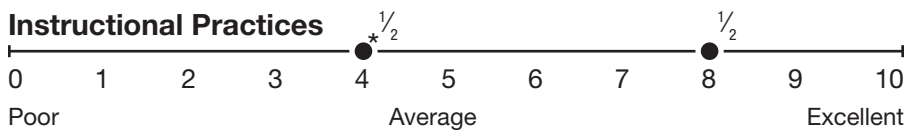
Curriculum



The cognitive levels of lessons were varied. They ranged from low to medium, with some classrooms engaged in higher-level activities.

* Need for manipulatives and hands-on curricular materials in some classes and assessment for prerequisite skills to place students at an appropriate level in the curriculum.

Instructional Practices



* Some classrooms did not consistently match "best practices" for instruction and lacked consistency in delivery based on the school's charter.

CHARTER SCHOOL OF THE DUNES *of* BSU Charter Schools

“A Tuition FREE Public School”



860 N. Lake Street
Gary, IN 46403
219.939.9690

www.csotd.org

Grades Served 9-12
2005-2006 Enrollment 514
2004-2005 Enrollment 442
2003-2004 Enrollment 436
Enrollment at capacity. 675

Year Opened: 2003-2004

Final Year in Current Contract: 2009-2010

Mission

Charter School of the Dunes is designed to inspire student success through an innovative curriculum and creative teaching. The school adheres to rigorous standards of academic achievement with the expectation that students will become lifelong learners. The school encourages development of solid character, citizenship, and environmental stewardship. Charter School of the Dunes embraces diversity in its students, adapts to special needs, and expects students to take responsibility for their education with the strong support systems of family, school, and community.

Educational Program

Charter School of the Dunes emphasizes the core skills of mathematics and language arts, reasoning and research, the interdisciplinary Paragon Curriculum integrated with technology, and intensive teacher training to deliver a well-rounded, quality education.

Summary

Charter School of the Dunes, now in its fourth year of a seven-year contract, is serving a nearly all-black student population that is very similar in racial makeup and socio-economic status to other schools in Gary. It is more diverse and more challenged socio-economically than statewide averages. (Figures B-1 and B-2) Charter School of the Dunes is serving a smaller than average special education population. (Figure B-3) ISTEP+ scores suggest that the school's students are performing at a lower level than other students in the area and much lower than statewide averages when they initially enroll; although, the lack of state testing in Grades K-2 leaves this issue somewhat unclear. (Figure B-7)

The school receives mixed reviews from parents and staff that were similar to mixed reviews from the previous year. (Only one board member responded to the survey, so that set of answers is not included in this report.) Parents were generally positive, but not as positive as parents at other Ball State charter schools. Staff, however, were not satisfied, even more so than in the previous year, about the quality of the school, their willingness to recommend the school and their willingness to return the following year. (Figures B-15a through B-15g)

Board members self assessments continue, as they have previously, to express a range of concerns about organizational structure. As was true in the previous year, board members expressed some concerns in nearly every area of the survey. Most notable were low marks given to the school's relationship with its EMO. (Figures B-16a through B-16j) The academic walkthroughs also produced mixed results, with student engagement receiving an above average rating, and curriculum and instructional practices receiving near-average ratings.

Overall, the school was found to be in solid financial condition and making progress in areas of previous concern. Financial reviews noted some continuing

attention being given to issues raised by a standard audit by the State Board of Accounts.

Academically, Charter School of the Dunes is showing mixed to moderate growth on ISTEP+ pass rates. As students progress through the school, they appear to be closing their initial gap with other students in Gary; but that growth has not been sufficient enough to date to close the gap with statewide averages. (Figure B-7) NWEA scores also show mixed results, with nearly all grades improving but at a slower rate than state and national averages. (Figure B-8a through B-8c)

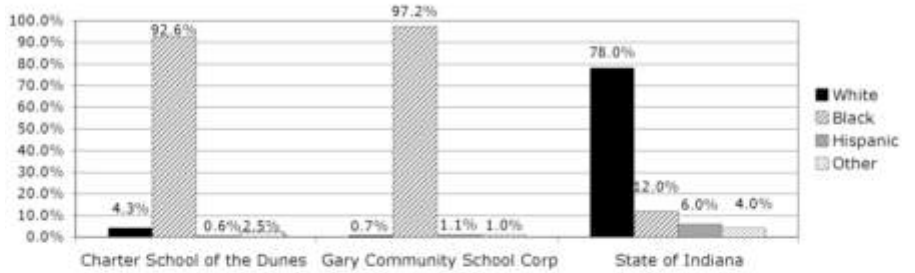
These mixed results are also evident in both the state and federal accountability programs. Indiana's accountability system awarded the school a rating of "Commendable Progress," based on overall improvement of over six percentage points in the passing rate of their students. (Figure B-9) Nonetheless, Charter School of the Dunes did not make "Adequate Yearly Progress" under the federal accountability program and, as a result, was capped at the "Academic Progress" rating under state accountability provisions. The federal accountability program noted several subgroups that did not make sufficient progress, along with two groups that did not meet the 95% participation rate on ISTEP, which is required by federal regulations. (Figure B-10)

In summary, Charter School of the Dunes appears to need continued monitoring. Constituent surveys suggest some major challenges for staff and student retention. Board assessments point to some continuing organizational concerns, especially involving their relationship with their EMO. Some students do appear to be making some academic gains; and given their very low starting points, those gains may need continued monitoring to assure long-term academic success.

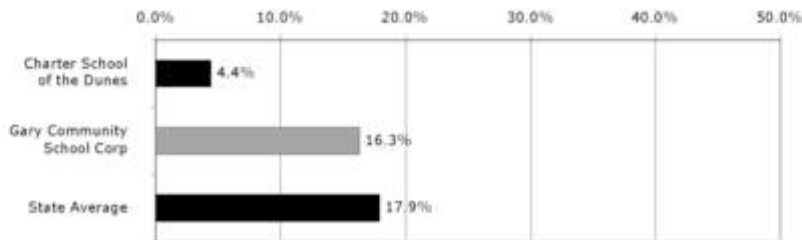
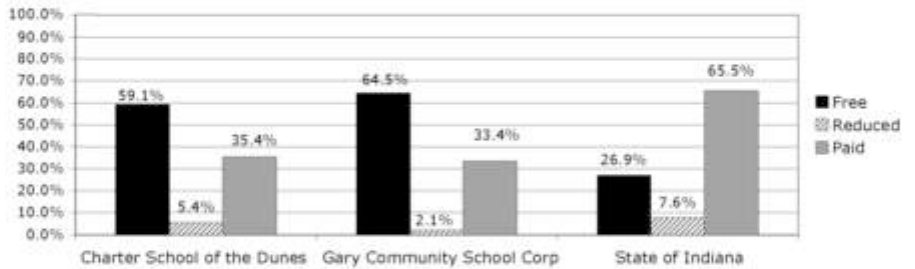


Student Demographics

*Figure B-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure B-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



Data Source: Indiana Department of Education

*Figure B-3:
Percentages of Students
in Special Education: 2005-2006*

1. Is the educational program a success?

Academic Year	Charter School of the Dunes	Gary	Indiana
2005-6	93.1%	98%	95.9%

Data Source: Indiana Department of Education

Figure B-6:
Attendance Rates

	English/LA			Math			Both English & Math		
	CS of the Dunes	Gary	Indiana	CS of the Dunes	Gary	Indiana	CS of the Dunes	Gary	Indiana
3rd Grade									
2005	49%	58%	75%	34%	54%	73%	26%	45%	65%
2004	21%	59%	75%	16%	55%	73%	12%	44%	65%
2003	41%	56%	74%	22%	57%	71%	20%	44%	63%
4th Grade									
2005	29%	48%	73%	31%	46%	75%	19%	37%	66%
2004	38%	45%	73%	28%	42%	73%	23%	33%	64%
2003	*								
5th Grade									
2005	44%	43%	73%	33%	45%	76%	28%	33%	66%
2004	42%	49%	72%	29%	43%	72%	22%	33%	63%
2003	*								
6th Grade									
2005	50%	46%	71%	46%	45%	78%	38%	35%	66%
2004	25%	43%	70%	26%	42%	75%	15%	30%	63%
2005	*								
7th Grade									
2005	30%	38%	68%	37%	41%	76%	19%	27%	63%

Data Source: Ball State University Office of Charter Schools

* Percentages not reported due to the small numbers of students taking the ISTEP+.

Figure B-7:
Percentage of Students
Passing ISTEP+



Northwest Evaluation Association [NWEA]

Figure B-8a:
Average Math Growth Rate

Grade	Charter School of the Dunes	State	National
2	*	14.0	13.9
3	4.7	10.1	10.9
4	3.6	9.1	8.8
5	6.1	8.9	8.7
6	*	7.2	7.2
7	-3.7	6.0	6.0

Figure B-8b:
Average Reading Growth Rate

Grade	Charter School of the Dunes	State	National
2	*	13.3	13.1
3	7.3	8.5	9.1
4	9.3	6.6	6.5
5	4.5	5.5	5.4
6	1.6	4.3	4.3
7	4.9	3.1	3.4

Figure B-8c:
Average Language Growth Rate

Grade	Charter School of the Dunes	State	National
2	*	13.8	14.1
3	6.9	8.5	9.1
4	6.2	6.3	6.3
5	5.1	5.1	5.2
6	1.6	3.9	4.0
7	*	2.7	2.9

Data Source: Northwest Evaluation Association
*An asterisk indicates that insufficient data were available for this subject and grade.

Figure B-9:
Adequate Yearly Progress (AYP)

No (2nd consecutive year)
Did not make sufficient progress in English or mathematics for all students, for black student subgroup and for free/reduced lunch subgroup. Also, participation rates on ISTEP+ were below 95% for black student subgroup and for free/reduced lunch student subgroup.

Data Source: Indiana Department of Education

Figure B-10:
Public Law 221 - Indiana's State
Accountability Law (PL 221)

Academic Probation
Current Performance: 38.7% Improvement: 9.8%

Data Source: Indiana Department of Education

2. Is the school organizationally sound?

Constituent Surveys

Figure B-15a:
Constituent Survey Response Rate



Figure B-15b:
How would you rate the overall quality of Parents, Staff and the Board?

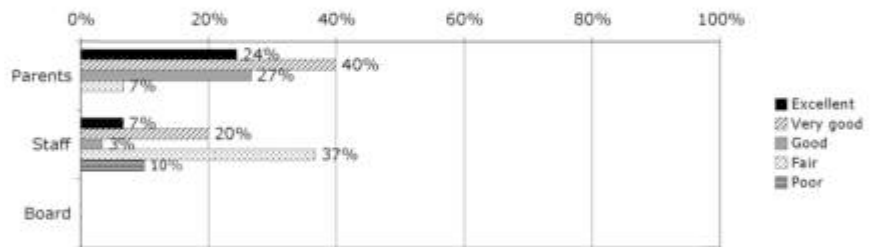


Figure B-15c:
How would you compare the overall quality of education to that of other schools?

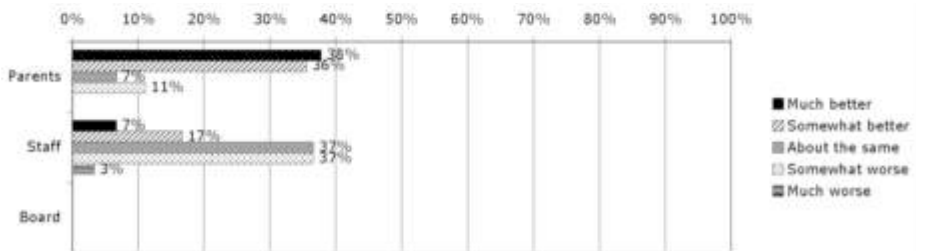


Figure B-15d:
How satisfied are you with the overall quality of education?

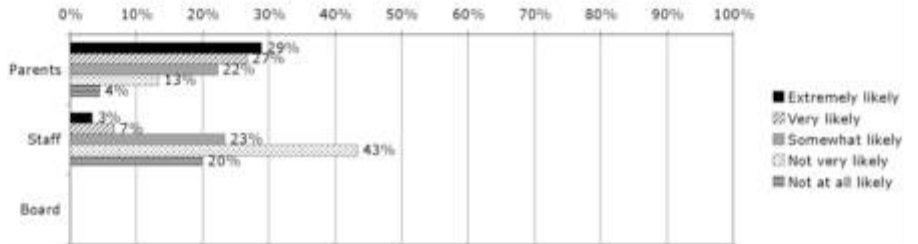


Data Source: The Kensington Group

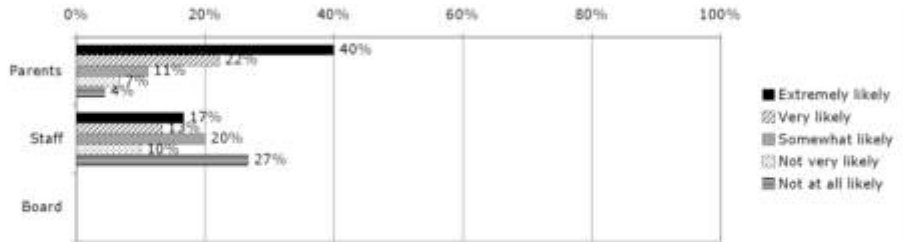


Constituent Surveys - Cont'd

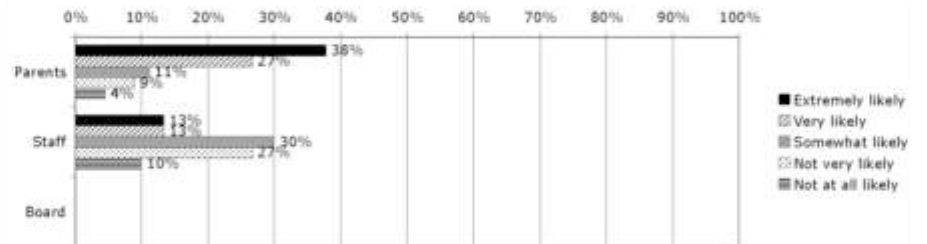
*Figure B-15e:
How likely are you to...
Recommend the school to friends
and colleagues?*



*Figure B-15f:
How likely are you to...
Return to the school next year?*



*Figure B-15g:
How likely are you to...
Increase your support of the school?*



Data Source: The Kensington Group

2. Is the school organizationally sound?

Board Self-Assessments

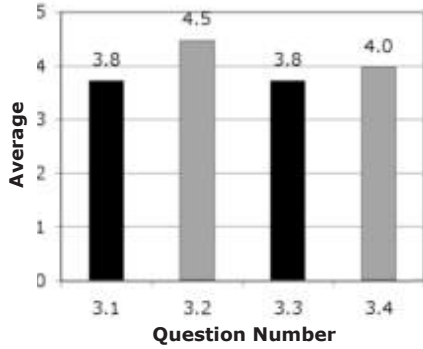


Figure B-16a:
Academic Success:
Mission-Driven Organization

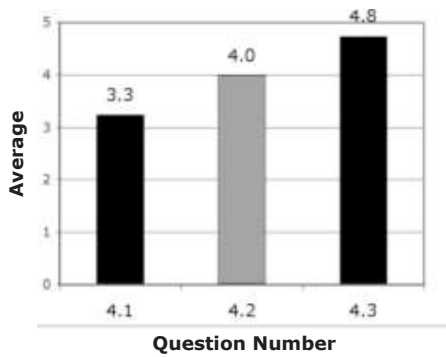


Figure B-16b:
Performance Against
Success Measures:
Communication and Advocacy

Figure B-16c:
Financial Viability:
Budget Development
and Management

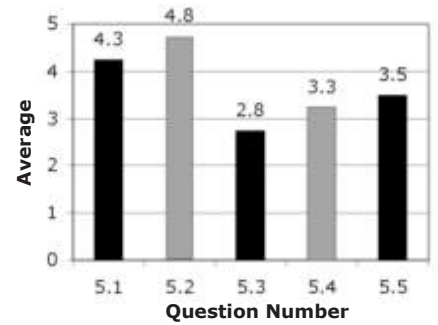
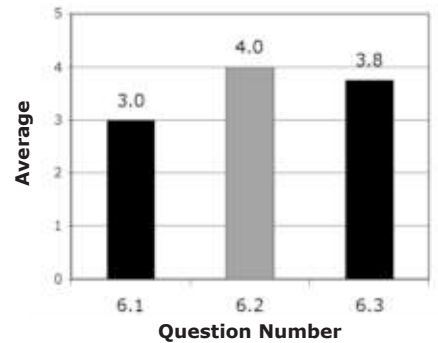


Figure B-16d:
Organizational Soundness:
Risk Management



Board Self-Assessments - Cont'd

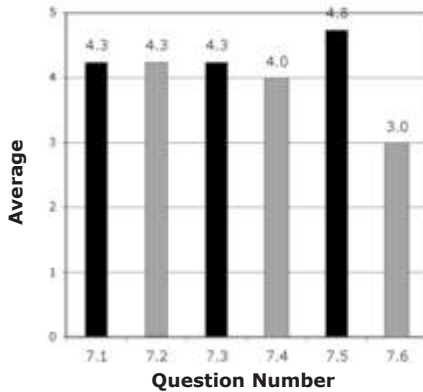


Figure B-16e:
Academic Success:
Leadership Development

Figure B-16g:
Organizational Soundness:
The Board's Role

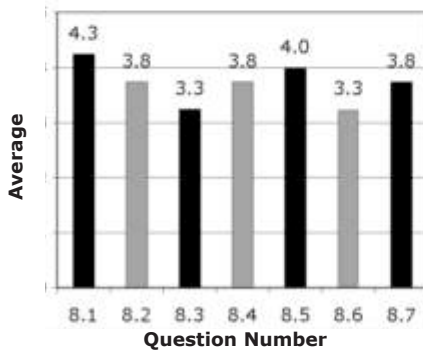
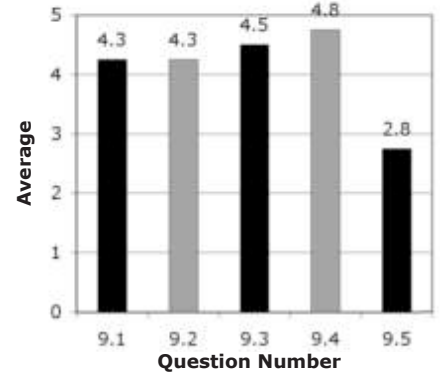
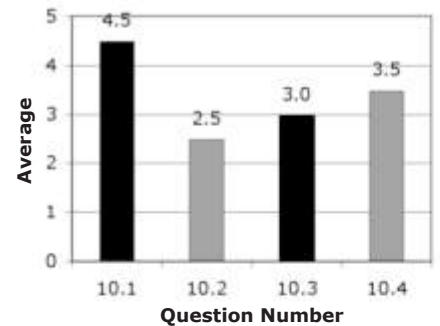


Figure B-16f:
Organizational Soundness:
Board Development
and Education

Figure B-16h:
EMO Relationship



3. Is the school financially viable?

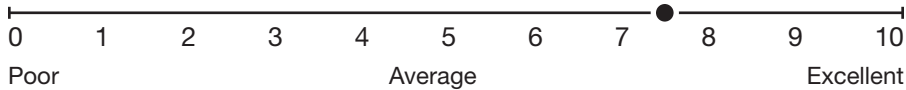
Revenue levels for fiscal year 2005-2006 did not meet the budgeted levels for Charter School of the Dunes. Expenditures were also less than budgeted, requiring cash carried over from the 2004-2005 fiscal year be used to balance cash flow.

Charter school of the Dunes is being audited by the State Board of Accounts following the 2005-2006 fiscal year.

4. Is the school providing conditions for academic success?

Academic Walkthroughs

Student Engagement/On-Task Behavior



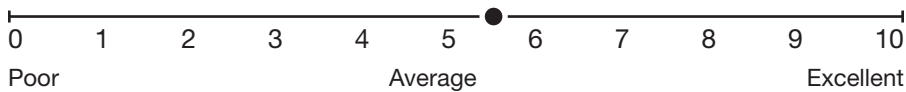
When data was averaged for all classroom walkthroughs, 70-100% of the students at the Charter School of the Dunes were engaged in the learning task. The average on-task engagement for the school was 75%.

Curriculum



The cognitive levels of lessons were varied. They ranged from low to medium, with most classrooms engaged in activities at lower levels of thinking.

Instructional Practices



Extended Academic Walkthrough

At the completion of the February, 2006, academic walkthrough by the Ball State University Office of Charter Schools, a follow-up independent audit was conducted to provide additional information for analysis and school improvement efforts.

The Ball State University Office of Charter Schools acknowledged the recent hiring of a new chief academic officer and encouraged patience to allow the new leader

to develop needed relationships. BSU also encouraged Charter School of the Dunes to address concerns about communication with staff, school-wide discipline, parent engagement and staff retention.

COMMUNITY MONTESSORI *of* BSU Charter Schools

“Education from within”



4102 St. Joseph Road
New Albany, IN 47150
812.948.1000

www.shiningminds.com

Grades Served	K-8
2005-2006 Enrollment	286
2004-2005 Enrollment	166
2003-2004 Enrollment	124
2002-2003 Enrollment	75
Enrollment at capacity.	450

Year Opened: 2002-2003
Final Year in Current Contract: 2008-2009

Mission

Respecting children. Engaging families. Encouraging thoughts. Embracing the community. Community Montessori gives children an environment that respects all people and ideas. We also give families a vehicle to learn cooperatively, have fun, and promote peace with their children. As a school family we continue to expand our minds and use this knowledge to make an impact on our community.

Educational Program

Community Montessori is a comprehensive educational approach with a focus of knowing each individual learner and partnering in his/her continued growth in connecting knowledge for lifelong learning. Under guidance, children in Community Montessori classrooms learn by making discoveries and cultivating concentration, motivation, self-discipline, and a love of learning.



Summary

Community Montessori Inc., now in its fifth year of a seven-year contract, is serving a nearly all-white student population that is less diverse and less disadvantaged than other schools in Floyd County, and the average statewide population. (Figures C-1 and C-2) The school is, however, serving a special education population that is slightly larger than both local and state averages. (Figure C-3) When they initially enroll, ISTEP+ scores suggest that the school's students are performing generally below both the local and statewide averages although, the lack of state testing in Grades K-2 leaves this issue unclear. This performance improves over time at the school. (Figure C-7)

The school receives positive reviews from parents, staff and board members. The reviews do provide some room for improvement for all three constituent groups; but the overall ratings rank among the strongest of all Ball State charter schools. (Figures C-15a through C-15g)

Board members' self-assessments indicate some continuing areas for needed review in "Policy and Strategic Planning," "Board Development and Education," and some aspects of board involvement. Generally, however, the reviews were either positive and/or showed improvement from previous reviews. (Figures C-16a through C-16j) Results of the academic walkthroughs were very positive, with student engagement, curriculum and instructional practices each rated near the "excellent" level.

Financial reviews indicate that the school is in solid financial condition. A standard audit by the State Board of Accounts was completed in March 2006.

Academically, Community Montessori is performing well above both local and state averages. More importantly, students are demonstrating both steady and substantial growth as they continue through later grade levels. (Figure C-7) Growth on the NWEA is lower than state and national averages at the earlier grades, but growth at the school surpasses those averages in several of the later grade levels. (Figures C-8a through C-8c)

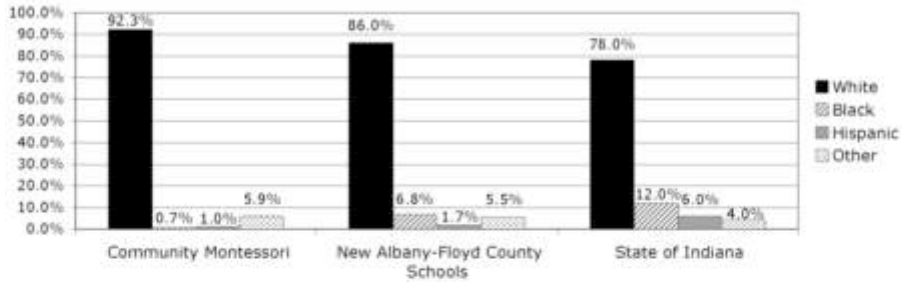
This growth is also noted by Indiana's accountability program, which gave the school its highest rating of "Exemplary Progress" due to continuing growth even beyond its current high performance levels. (Figure C-9) Community Montessori also achieved "Adequate Yearly Progress" under the federal accountability program. (Figures C-10)

In summary, Community Montessori is doing very well. Constituent groups are very supportive, and ISTEP+ pass rates are both high and improving. Finances are sound and the potential for continued academic growth appears solid; although, the school does have several organizational areas where continued improvement will be helpful. This school might not fit with charter schools that have earned accolades for stellar growth in tough urban settings; but Community Montessori is carving out its own notable status by proving that continuous and substantial improvement is achievable, even when current performance already ranks above both local and statewide averages.

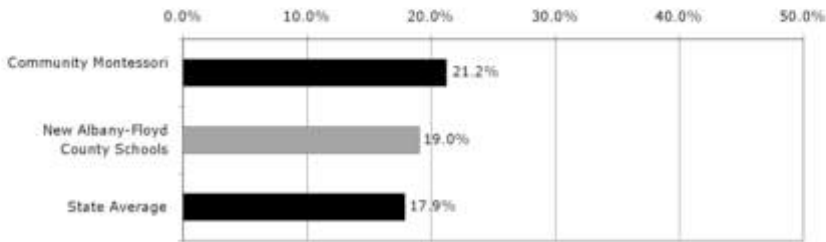
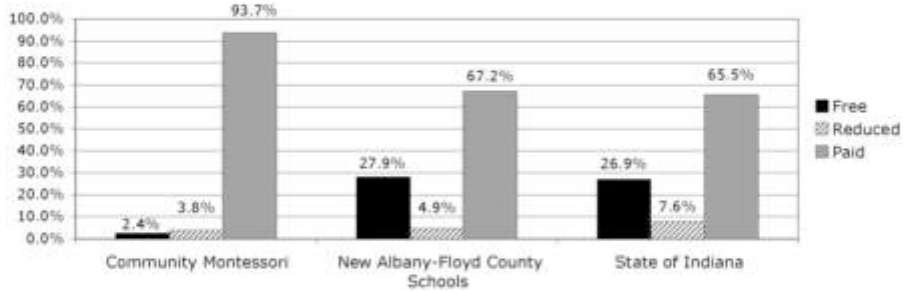


Student Demographics

*Figure C-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure C-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



Data Source: Indiana Department of Education

*Figure C-3:
Percentages of Students
in Special Education: 2005-2006*

1. Is the educational program a success?

Academic Year	Community Montessori	Clark County	Indiana
2005-6	95.7%	95.1%	95.9%

Figure C-6:
Attendance Rates

Data Source: Indiana Department of Education

	English/LA			Math			Both English & Math		
	Community Montessori	Clark Co.	Indiana	Community Montessori	Clark Co.	Indiana	Community Montessori	Clark Co.	Indiana
3rd Grade									
2005	51%	69%	75%	54%	68%	73%	36%	60%	65%
2004	73%	69%	75%	55%	66%	73%	55%	59%	65%
2003	82%	68%	75%	55%	67%	71%	55%	58%	63%
2002	82%	67%	74%	82%	62%	67%	73%	55%	59%
4th Grade									
2005	81%	71%		76%	70%	75%	71%	62%	66%
2004	69%	69%	73%	77%	68%	73%	62%	59%	64%
2003	*		73%						
2002	*								
5th Grade									
2005	77%	70%		100%	69%	76%	77%	59%	66%
2004	79%	69%	73%	86%	70%	72%	79%	60%	63%
2003	*		72%						
2002	*								
6th Grade									
2005	91%	65%		82%	68%	78%	82%	57%	66%
2004	80%	61%	71%	70%	68%	75%	70%	55%	63%
2003	*		70%						
2002	*								
7th Grade									
2005	100%	61%		100%	67%	76%	100%	55%	63%

Figure C-7:
Percentage of Students Passing ISTEP+

Data Source: Indiana Department of Education

* No students tested in 4th, 5th or 6th Grade for 2002 and 2003.



Northwest Evaluation Association [NWEA]

Figure C-8a:
Average Math Growth Rate

Grade	Community Montessori	State	National
2	8.8	14.0	13.9
3	7.0	10.1	10.9
4	3.3	9.1	8.8
5	4.6	8.9	8.7
6	1.3	7.2	7.2
7	7.7	6.0	6.0

Figure C-8b:
Average Reading Growth Rate

Grade	Community Montessori	State	National
2	4.9	13.3	13.1
3	8.5	8.5	9.1
4	5.7	6.6	6.5
5	2.8	5.5	5.4
6	2.3	4.3	4.3
7	1.1	3.1	3.4

Figure C-8c:
Average Language Growth Rate

Grade	Community Montessori	State	National
2	8.9	13.8	14.1
3	8.9	8.5	9.1
4	5.7	6.3	6.3
5	5.5	5.1	5.2
6	4.8	3.9	4.0
7	3.6	2.7	2.9

Data Source: Northwest Evaluation Association

Figure C-9:
Adequate Yearly Progress (AYP)

Yes

Data Source: Indiana Department of Education

Figure C-10:
Public Law 221 - Indiana's State
Accountability Law (PL 221)

Exemplary Progress	
Current Performance: 74.1%	Improvement: 12.9%

Data Source: Indiana Department of Education



2. Is the school organizationally sound?

Constituent Surveys

Figure C-15a:
Constituent Survey Response Rate

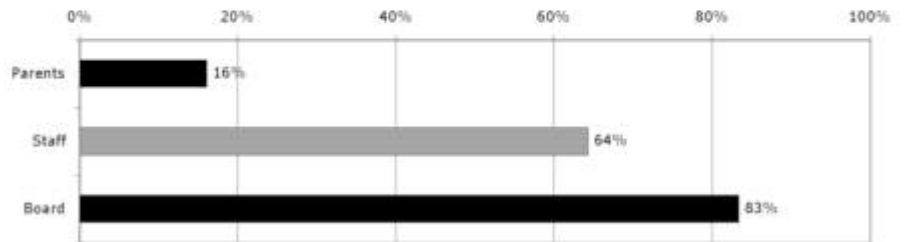


Figure C-15b:
How would you rate the overall quality of Parents, Staff and the Board?

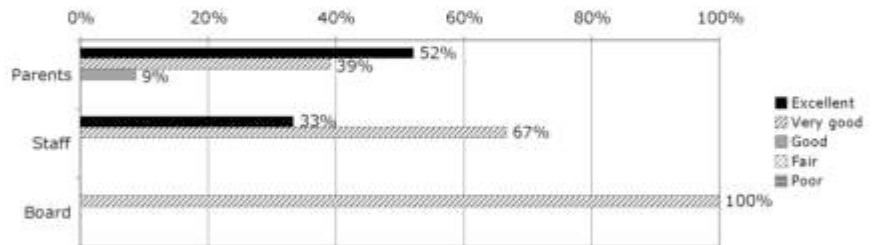


Figure C-15c:
How would you compare the overall quality of education to that of other schools?

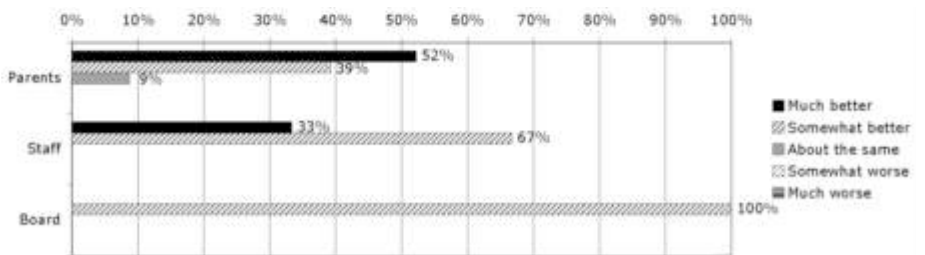
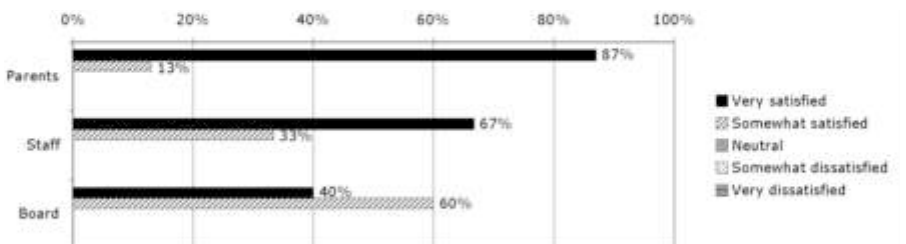


Figure C-15d:
How satisfied are you with the overall quality of education?

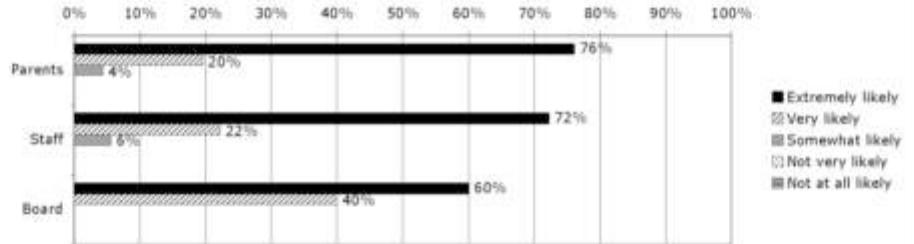


Data Source: The Kensington Group

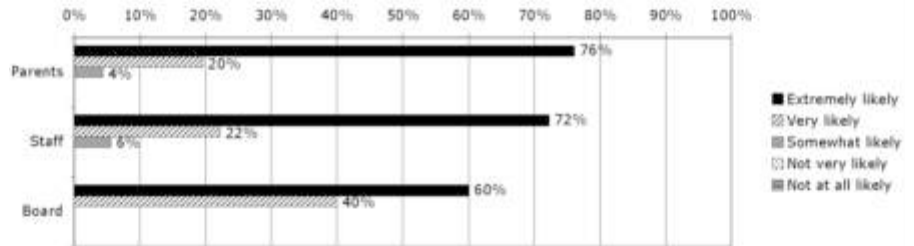


Constituent Surveys - Cont'd

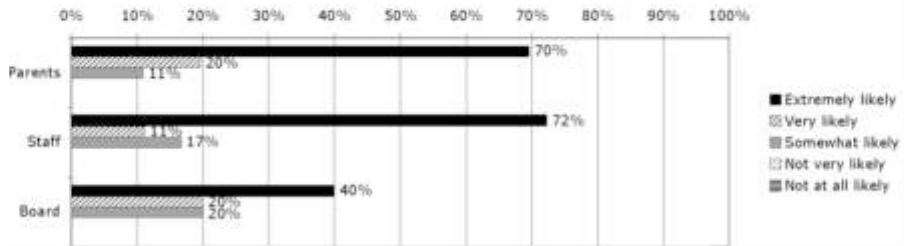
*Figure C-15e:
How likely are you to...
Recommend the school to friends
and colleagues?*



*Figure C-15f:
How likely are you to...
Return to the school next year?*



*Figure C-15g:
How likely are you to...
Increase your support of the school?*



Data Source: The Kensington Group



2. Is the school organizationally sound?

Board Self-Assessments

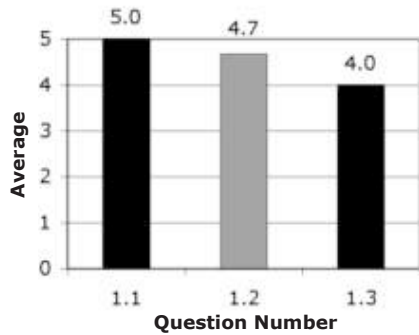


Figure C-16a:
Academic Success:
Mission-Driven Organization

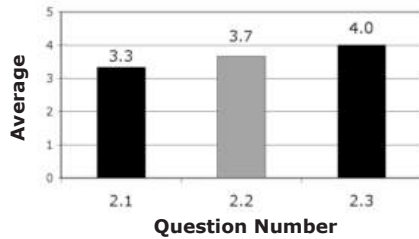


Figure C-16b:
Organizational Soundness:
Policy and Strategic Planning

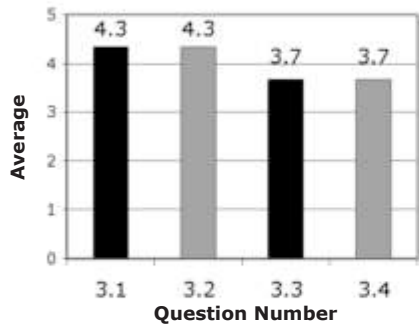


Figure C-16c:
Academic Success:
Mission-Driven Organization

Figure C-16f:
Organizational Soundness:
Risk Management

Figure C-16d:
Performance Against
Success Measures:
Communication and Advocacy

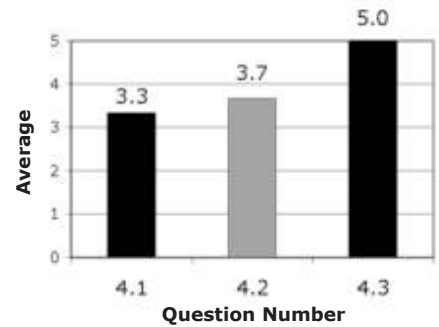
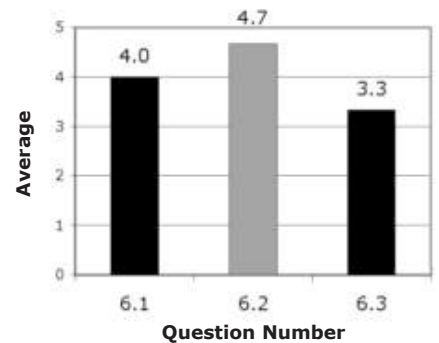
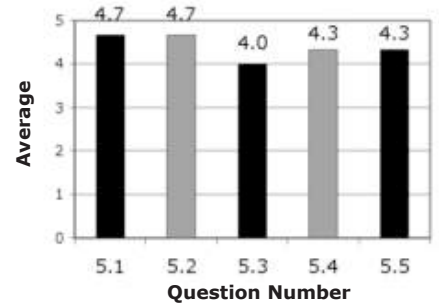


Figure C-16e:
Financial Viability:
Budget Development
and Management



Board Self-Assessments - Cont'd

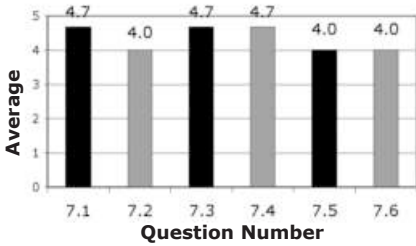


Figure C-16e:
Academic Success:
Leadership Development

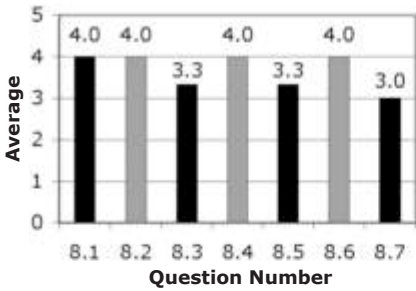
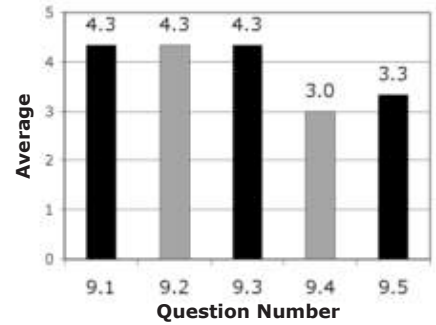


Figure C-16f:
Organizational Soundness:
Board Development
and Education

Figure C-16g:
Organizational Soundness:
The Board's Role





3. Is the school financially viable?

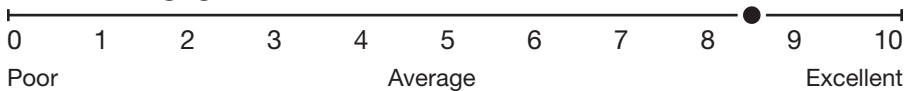
Community Montessori continues to demonstrate a solid financial position. Overall, revenue exceeded expenses and all expenses seemed appropriate. The school appears to be in solid financial shape and is likely to be able to maintain strong finances in the future.

The State Board of Accounts audit covering the years 2003-2005 identified four issues. All issues have been properly addressed and corrected by Community Montessori.

4. Is the school providing conditions for academic success?

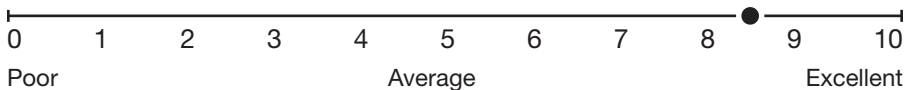
Academic Walkthroughs

Student Engagement/On-Task Behavior



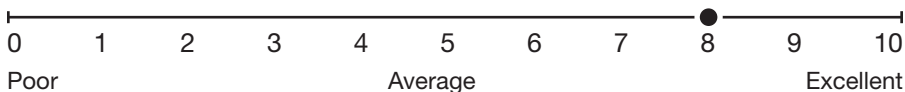
When data was averaged for all classroom walkthroughs, 85% of the students at Community Montessori were engaged in the learning task.

Curriculum



The cognitive levels of lessons were varied. They ranged from medium to high.

Instructional Practices



IRVINGTON COMMUNITY SCHOOL *of* BSU Charter Schools

“A Lighthouse for Learning”



6705 East Julian Avenue
Indianapolis, IN 46219
317.357.5359

www.ics-charter.org

Grades Served	K-8
2005-2006 Enrollment	362
2004-2005 Enrollment	219
2003-2004 Enrollment	129
2002-2003 Enrollment	118
Enrollment at capacity.	814

Year Opened: 2002-2003

Final Year in Current Contract: 2008-2009

Mission

Irvington Community School strives to educate children by providing a proven academic curriculum paired with an arts-and-music component within a safe environment. Irvington Community School emphasizes achievement and strong character education for its students. The school plans to grow to become an excellent K-12 school that will also serve as a resource center for the Irvington area. Irvington Community School works to bring together diverse community groups to strengthen the Irvington community.

Educational Program

Irvington Community School is built upon the premise that a well-conceived, liberal arts educational program with technologically delivered assessments can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective education in the 21st century. The educational program is designed to provide a comprehensive curriculum with high student expectations.

Summary

Irvington Community School, now in its fifth year of a seven-year contract, is serving a mostly all-white student population that is less diverse and less disadvantaged than the Indianapolis Public Schools system, although Irvington as a community is much less diverse than Indianapolis as a whole. Irvington's student population is also somewhat less diverse and somewhat less disadvantaged than the average statewide population. (Figures D-1 and D-2) Its special education percentage is nearly half both local and state averages. (Figure D-3) ISTEP+ scores suggest that the school's students are performing near or even above both the local and statewide averages when they initially enroll; although, the lack of state testing in Grades K-2 leaves this issue unclear. (Figure D-7)

The school receives positive reviews from parents. With a low response rate from staff, their reviews of the school were less positive than the reviews from parents. Board member surveys were not available for comparison. (Figures D-15a through D-15g)

Board members' self-assessments were very positive and improved somewhat from the previous year. While there remains some limited room for improvement around issues of "Board Development and Education," no area of the survey indicated any significant concerns. (Figures D-16a through D-16j) Results of the academic walkthroughs were also positive, with student engagement, curriculum and instructional practices each rated around or somewhat above "average."

Financial reviews indicate that the school is in solid financial condition. A standard audit by the State Board of Accounts was completed in July 2006.

Academically, Irvington is performing near or slightly above both local and state averages in grades 3-5. Students at those grade levels are also showing growth in ISTEP+ pass rates. Students in later grades are performing generally at or below both local and state averages. (Figure D-7) Growth patterns under NWEA, showed solid progress in the early grades but struggled or showed declines after grade 5. (Figures D-8a through D-8c)

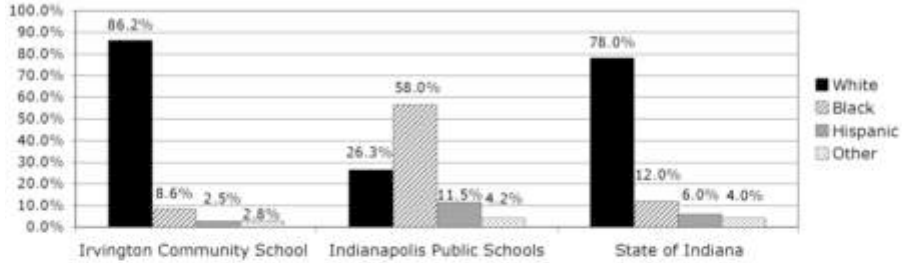
This mixed academic picture was noted by Indiana's state accountability program, which rated Irvington at "Academic Watch". While Irvington's overall pass rates on ISTEP+ were greater than 70%, the school received this mark for not producing additional gains. It should be noted however, that the low sampling number of students from Irvington could have produced results that impacted the school's ranking. (Figure D-9) Irvington did achieve "Adequate Yearly Progress" under the federal accountability program; a status it has achieved every year. (Figure D-10)

In summary, Irvington Community School appears to be doing well. The school's organizational structure appears solid, parents are generally supportive and ISTEP+ pass rates are generally high. Because of a larger increase of new students in the upper grades in the last two years. Irvington's central area to focus school improvement efforts should be on increasing academic gains for these upper grades.

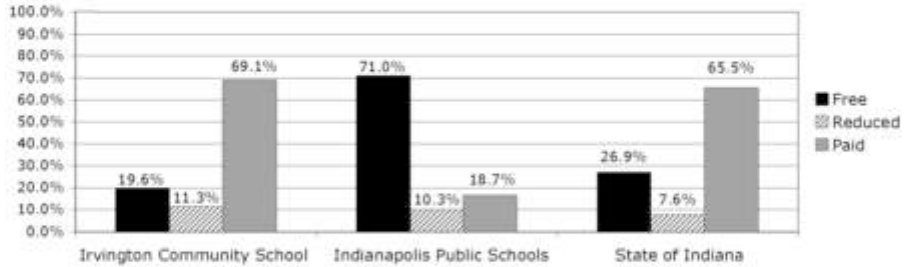


Student Demographics

*Figure D-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure D-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



Data Source: Indiana Department of Education

*Figure D-3:
Percentages of Students
in Special Education: 2005-2006*

1. Is the educational program a success?

Academic Year	Irvington Community	Indianapolis Public Schools (IPS)	Indiana
2005-6	93.1%	95.8%	95.9%

Data Source: Indiana Department of Education

Figure D-6:
Attendance Rates

	English/LA			Math			Both English & Math		
	Irvington Community	IPS	Indiana	Irvington Community	IPS	Indiana	Irvington Community	IPS	Indiana
3rd Grade									
2005	80%	66%	75%	76%	65%	73%	67%	53%	65%
2004	85%	64%	75%	70%	64%	73%	70%	52%	65%
2003	71%	62%	74%	65%	65%	71%	59%	52%	63%
2002	60%	58%	72%	35%	57%	67%	35%	44%	59%
4th Grade									
2005	87%	59%	73%	82%	64%	75%	80%	50%	66%
2004	71%	58%	73%	67%	62%	73%	62%	49%	64%
2003	*								
2002	**								
5th Grade									
2005	75%	62%	73%	75%	67%	76%	66%	53%	66%
2004	50%	57%	72%	35%	57%	72%	25%	57%	63%
2003	*								
2002	**								
6th Grade									
2005	69%	48%	71%	65%	59%	78%	52%	41%	66%
2004	81%	45%	70%	67%	49%	75%	67%	34%	63%
2003	67%	43%	69%	72%	44%	72%	61%	31%	62%
2002	**								
7th Grade									
2005	79%	44%	68%	58%	50%	76%	54%	34%	63%
2004	80%	39%	68%	70%	41%	73%	60%	28%	61%
2003	*								
2002	**								
8th Grade									
2005	67%	45%	68%	58%	42%	72%	54%	33%	61%

Figure D-7:
Percentage of Students
Passing ISTEP+

Data Source: Indiana Department of Education

* No students tested in 4th, 5th or 7th Grade for 2003.

** No students tested in 4th, 5th, 6th or 7th Grade for 2002.



Northwest Evaluation Association [NWEA]

Figure D-8a:
Average Math Growth Rate

Grade	Irvington Community School	State	National
2	14.0	14.0	13.9
3	11.2	10.1	10.9
4	7.4	9.1	8.8
5	7.3	8.9	8.7
6	4.8	7.2	7.2
7	6.2	6.0	6.0
8	0.0	4.6	5.2

Figure D-8b:
Average Reading Growth Rate

Grade	Irvington Community School	State	National
2	*	13.3	13.1
3	*	8.5	9.1
4	*	6.6	6.5
5	6.4	5.5	5.4
6	-0.4	4.3	4.3
7	1.9	3.1	3.4
8	-3.6	2.8	3.2

Figure D-8c:
Average Language Growth Rate

Grade	Irvington Community School	State	National
2	17.7	13.8	14.1
3	8.9	8.5	9.1
4	6.0	6.3	6.3
5	3.9	5.1	5.2
6	0.8	3.9	4.0
7	0.3	2.7	2.9
8	-0.1	2.4	2.6

Data Source: Northwest Evaluation Association
*An asterisk indicates that insufficient data were available for this subject and Grade.

Figure D-9:
Adequate Yearly Progress (AYP)

Yes

Data Source: Indiana Department of Education

Figure D-10:
Public Law 221 - Indiana's State
Accountability Law (PL 221)

Academic Watch	
Current Performance: 71.4%	Improvement: 0.0%

Data Source: Indiana Department of Education

2. Is the school organizationally sound?

Constituent Surveys

Figure D-15a:
Constituent Survey Response Rate

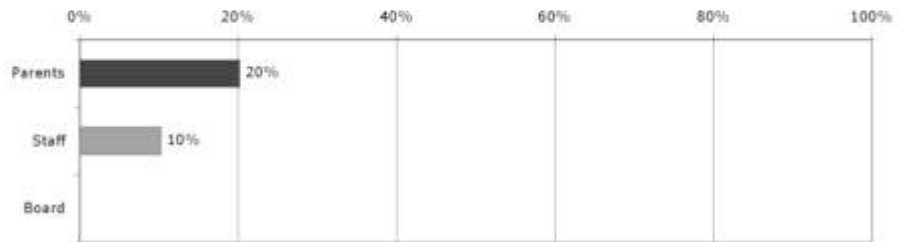


Figure D-15b:
How would you rate the overall quality of Parents, Staff and the Board?

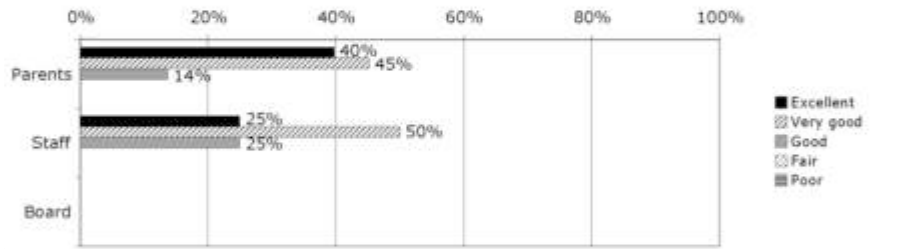


Figure D-15c:
How would you compare the overall quality of education to that of other schools?

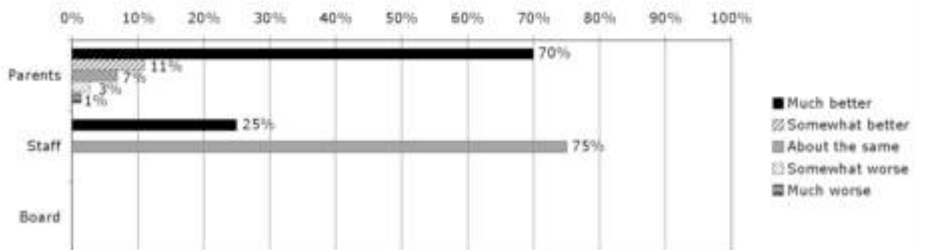
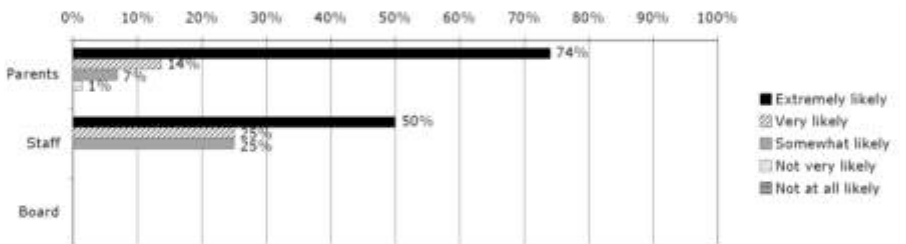


Figure D-15d:
How satisfied are you with the overall quality of education?



Data Source: The Kensington Group



Constituent Surveys - Cont'd

Figure D-15e:
How likely are you to...
Recommend the school to friends
and colleagues?

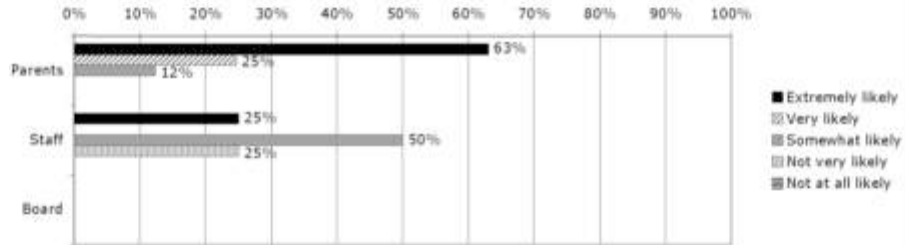


Figure D-15f:
How likely are you to...
Return to the school next year?

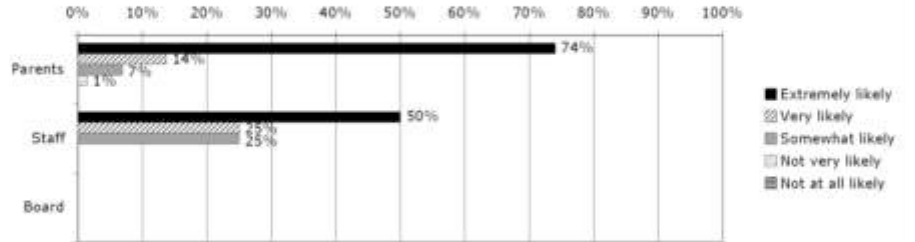
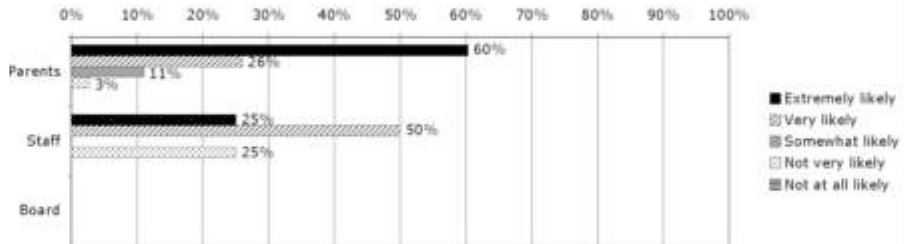


Figure D-15g:
How likely are you to...
Increase your support of the school?



Data Source: The Kensington Group

2. Is the school organizationally sound?

Board Self-Assessments

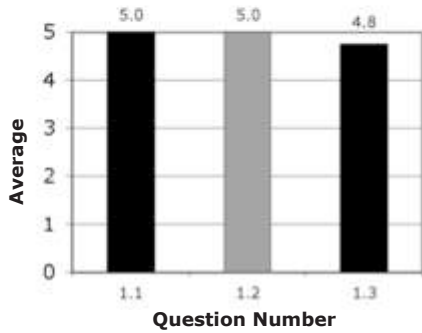


Figure D-16a:
Academic Success:
Mission-Driven Organization

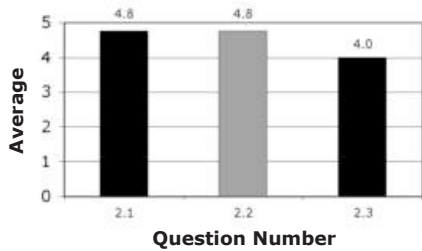


Figure D-16b:
Organizational Soundness:
Policy and Strategic Planning

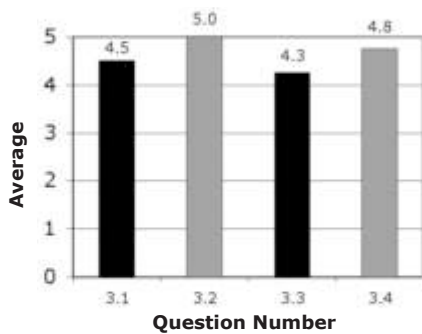


Figure D-16c:
Academic Success:
Mission-Driven Organization

Figure D-16f:
Organizational Soundness:
Risk Management

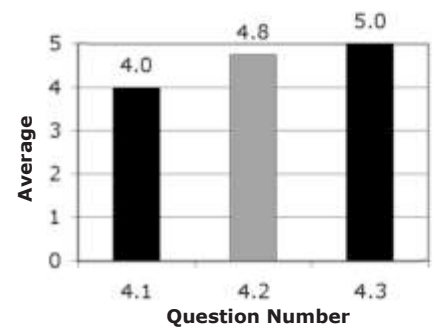


Figure D-16d:
Performance Against
Success Measures:
Communication and Advocacy

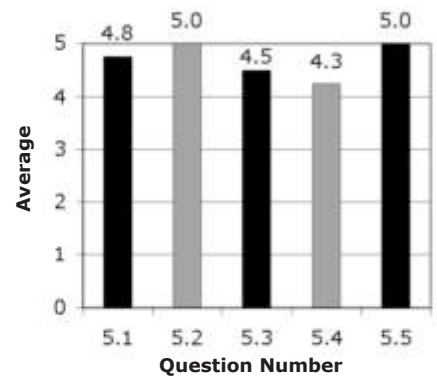
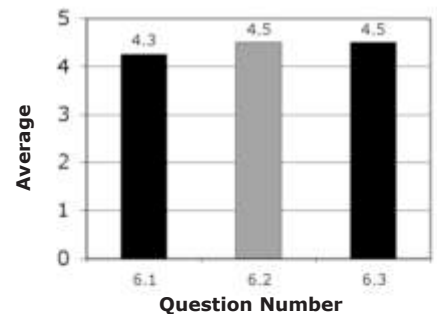


Figure D-16e:
Financial Viability:
Budget Development
and Management



Board Self-Assessments - Cont'd

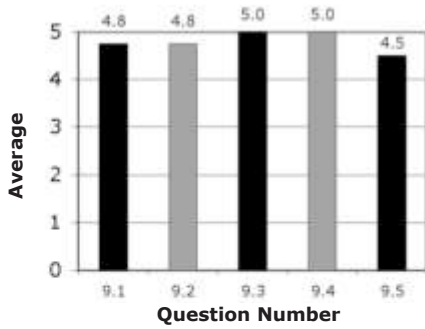


Figure D-16g:
Academic Success:
Leadership Development

Figure D-16i:
Organizational Soundness:
The Board's Role

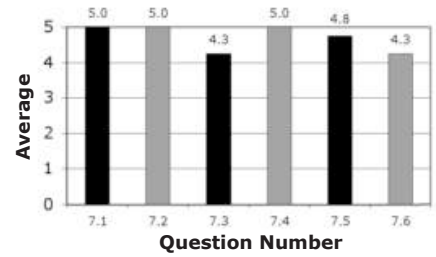
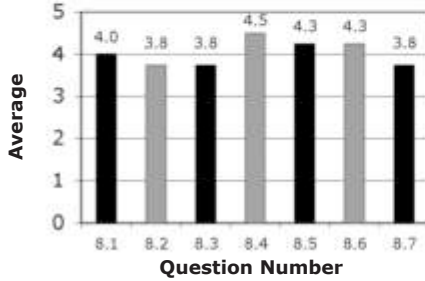


Figure D-16h:
Organizational Soundness:
Board Development
and Education



3. Is the school financially viable?

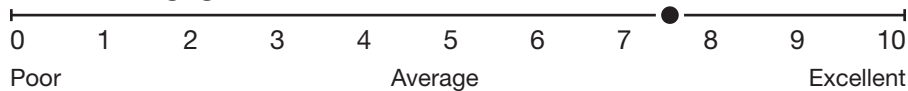
Irvington Community School had a net negative cash flow in the financial year 2005-2006. The budget for 2006-2007 indicates the school will rebound to a positive cash flow this year. Strong financial accounting is evident in Irvington's financial report. The State Board of

Accounts Audit covering the years 2003-2005 identified five issues. Four of issues have been totally addressed and corrected. The fifth issue, overdrawn balances in two funds, continues to be an outstanding item that is being addressed.

4. Is the school providing conditions for academic success?

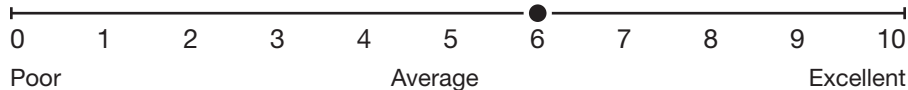
Academic Walkthroughs

Student Engagement/On-Task Behavior



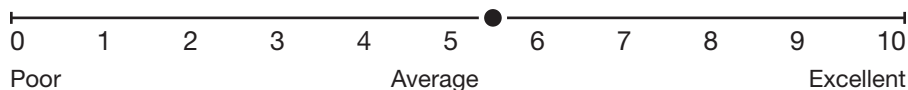
When data was averaged for all classroom walkthroughs, 50-100% of the students at Irvington Community School were engaged in the learning task. The average on-task engagement for the school was 75%.

Curriculum



The cognitive levels of lessons were varied. They ranged from low to high, with most classrooms engaged in low to medium activities.

Instructional Practices



NEW COMMUNITY SCHOOL *of* BSU Charter Schools

“Nurturing Confident, Creative, and Capable Students”



710 North Street
West Lafayette, IN 47901
765.420.9617

www.ncs.lafayette.in.us

Grades Served	K-7
2005-2006 Enrollment	63
2004-2005 Enrollment	60
2003-2004 Enrollment	46
2002-2003 Enrollment	38
Enrollment at capacity	84

Year Opened: 2002-2003
Final Year in Current Contract: 2008-2009

Mission

New Community School provides a progressive educational alternative for families in the Lafayette-West Lafayette community. New Community School’s mission is to promote each child’s emotional, social, and academic growth through creative and exploratory learning experiences. Parents, students, and staff actively share responsibility for the well being of the school and the growth of confident, creative, and capable students. New Community School offers small classes led by highly educated, caring teachers as well as a strong sense of community throughout the school. New Community School is a democratic environment in which real and worthwhile choices are available for children within the context of respect, safety, and self-discipline.

Educational Program

New Community School places an emphasis on integrated learning in order to build on the natural curiosity of children (teaching reading, writing, math, and social skills though all content areas such as science, literature, art, and social studies). There is also an emphasis on problem formation, critical thinking, and problem solving in order to foster independent thought. The teaching is flexible and responsive to each child’s strengths, needs, and style of learning. The school offers opportunities for many levels of parent involvement that range from teaching classes to numerous committee opportunities.



Summary

New Community School, now in its fifth year of a seven-year contract, is serving a nearly all-white student population that is less diverse and less disadvantaged than other schools in Lafayette. New Community's student population is also less diverse and less disadvantaged than the average statewide population. (Figures E-1 and E-2) The school is serving a special education population that is somewhat higher than the state average. (Figure E-3) Due to the small number of students participating in ISTEP+ and the lack of any statewide assessments in grades k-2, it is not possible to determine clearly how students are performing academically upon entering the school. (Figure E-7)

The school receives generally positive reviews from parents, staff and board members. A minority of staff and board members indicated that they were unlikely to return to the school the following year; yet, all groups gave generally high ratings on both quality and loyalty measures. (Figures E-15a through E-15g)

Board members' self-assessments were nearly identical to the previous year, with mostly positive reviews but some limited concerns continuing in the areas of financial management, risk management and board development. (Figures E-16-a through E-16i) Results of the academic walkthroughs were also mostly positive, with student engagement, curriculum and instructional practices each rated around or somewhat above "average."

Financial reviews indicate that the school is in solid financial condition. A standard audit by the State Board of Accounts was expected in 2005, but a record of that audit was not provided for this report.

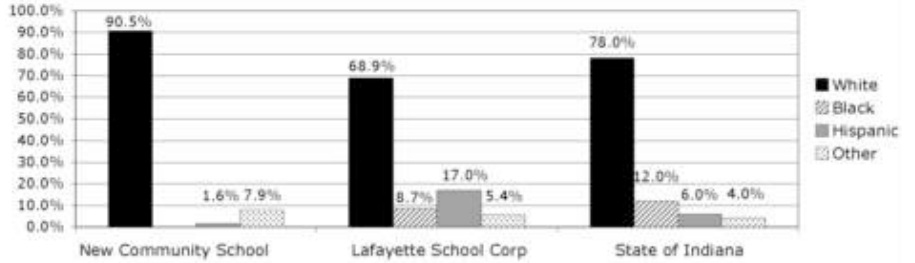
Academically, the low enrollment at New Community does not provide sufficient ISTEP+ data to judge student progress. The very limited data that are available indicate a wide range of performance levels. (Figure E-7) Results from NWEA paint a similarly mixed picture, with growth measures far exceeding state and national averages at some grades levels and falling short of averages at other grade levels. (Figures E-8a through E-8c)

In summary, New Community has earned strong loyalty among their various constituencies. The school appears to have a solid organizational structure, which remains consistent even through recent leadership changes and a change in physical location. Available academic performance measures do not; however, paint a clear picture of the improvement that New Community's students may or may not be achieving. Further examination is likely needed to determine objectively the school's academic success.

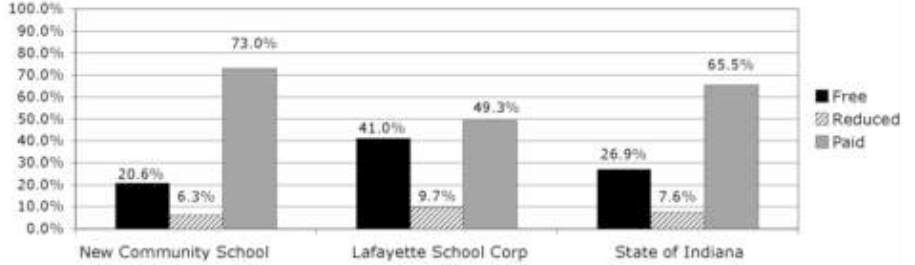


Student Demographics

*Figure E-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure E-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



Data Source: Indiana Department of Education

*Figure E-3:
Percentages of Students
in Special Education: 2005-2006*



1. Is the educational program a success?

New Community moved from the West Lafayette School District to the Lafayette School District at the start of the 2005-2006 school year; but for consistency and the likelihood that most students continued from the previous year, this report continues to use West Lafayette as the comparison district.

Academic Year	New Community	West Lafayette	Indiana
2005-6	94.2%	96.6%	95.9%

Data Source: Indiana Department of Education

Figure E-6:
Attendance Rates

	English/LA			Math			Both English & Math		
	New Community	West Lafayette	Indiana	New Community	West Lafayette	Indiana	New Community	West Lafayette	Indiana
3rd Grade									
2005	60%	93%	75%	60%	87%	73%	60%	83%	65%
2004	80%	93%	75%	60%	86%	73%	40%	84%	65%
2003	60%	96%	74%	40%	93%	71%	40%	90%	63%
2002	***			***			***		
4th Grade									
2005	***			***			***		
2004	50%	92%	73%	50%	94%	73%	50%	90%	64%
2003	*								
2002	**								
5th Grade									
2005	***			***			***		
2004	100%	94%	72%	40%	92%	72%	40%	91%	63%
2003	*								
2002	**								
6th Grade									
2005	***			***			***		
2004	100%	90%	70%	100%	90%	75%	100%	87%	63%
2003	75%	93%	69%	50%	93%	72%	50%	91%	62%
2002	**								
7th Grade									
2005	***			***			***		
2004	100%	94%	68%	67%	94%	73%	67%	92%	61%
2003	*								
2002	**								

Data Source: Indiana Department of Education

* No students tested in 4th, 5th or 7th Grade for 2003.

** No students tested in 4th, 5th, 6th or 7th Grade for 2002.

*** Percentages not reported due to the small number of students taking the ISTEP+.

Figure E-7:
Percentage of Students
Passing ISTEP+



Northwest Evaluation Association [NWEA]

Figure E-8a:
Average Math Growth Rate

Grade	New Community	State	National
2	*	14.0	13.9
3	10.7	10.1	10.9
4	0.3	9.1	8.8
5	3.6	8.9	8.7
6	4.4	7.2	7.2
7	*	6.0	6.0

Figure E-8b:
Average Reading Growth Rate

Grade	New Community	State	National
2	*	13.3	13.1
3	7.1	8.5	9.1
4	2.4	6.6	6.5
5	2.3	5.5	5.4
6	4.2	4.3	4.3
7	11.5	3.1	3.4

Figure E-8c:
Average Language Growth Rate

Grade	New Community	State	National
2	*	13.8	14.1
3	7.4	8.5	9.1
4	1.8	6.3	6.3
5	1.1	5.1	5.2
6	4.0	3.9	4.0
7	*	2.7	2.9

Data Source: Northwest Evaluation Association
*An asterisk indicates that insufficient data were available for this subject and Grade.

Figure E-9:
Adequate Yearly Progress (AYP)

No
Did not demonstrate sufficient student attendance rate

Data Source: Indiana Department of Education

Figure E-10:
Public Law 221 - Indiana's State
Accountability Law (PL 221)

Commendable Progress	
Current Performance: 72.9%	Improvement: 2.2%

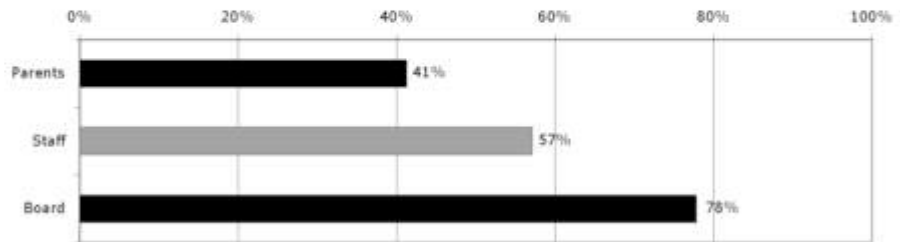
Data Source: Indiana Department of Education



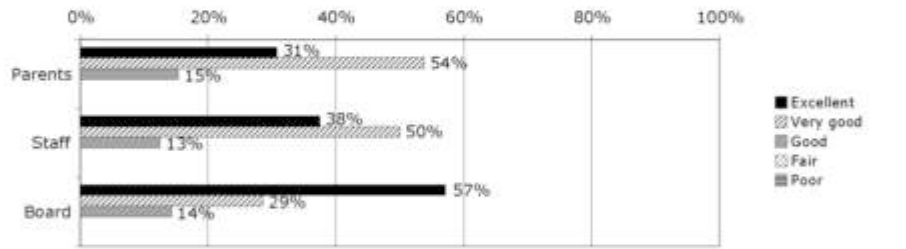
2. Is the school organizationally sound?

Constituent Surveys

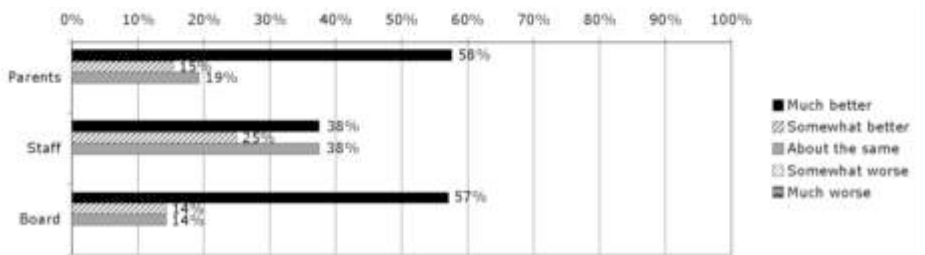
*Figure E-15a:
Constituent Survey Response Rate*



*Figure E-15b:
How would you rate the overall quality of Parents, Staff and the Board?*



*Figure E-15c:
How would you compare the overall quality of education to that of other schools?*



*Figure E-15d:
How satisfied are you with the overall quality of education?*

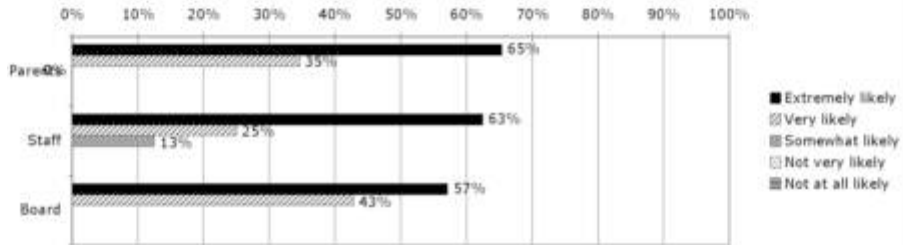


Data Source: The Kensington Group

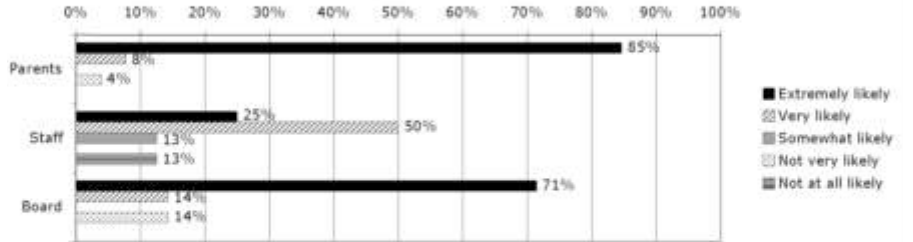


Constituent Surveys - Cont'd

*Figure E-15e:
How likely are you to...
Recommend the school to friends
and colleagues?*



*Figure E-15f:
How likely are you to...
Return to the school next year?*



*Figure E-15g:
How likely are you to...
Increase your support of the school?*



Data Source: The Kensington Group



2. Is the school organizationally sound?

Board Self-Assessments

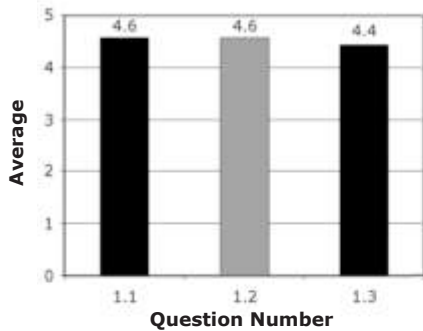


Figure E-16a:
Academic Success:
Mission-Driven Organization

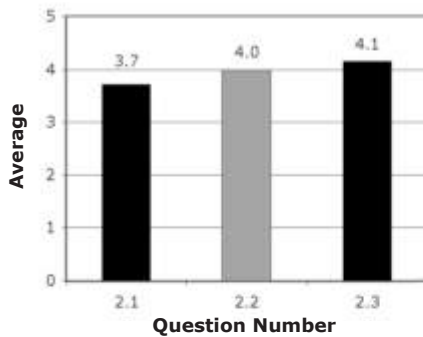


Figure E-16b:
Organizational Soundness:
Policy and Strategic Planning

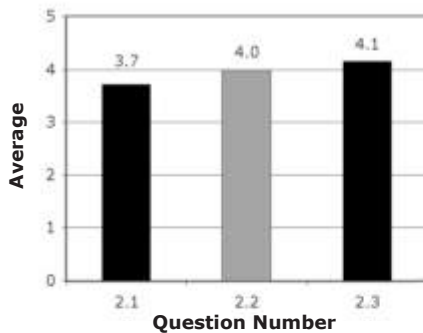


Figure E-16c:
Academic Success:
Mission-Driven Organization

Figure E-16d:
Performance Against
Success Measures:
Communication and Advocacy

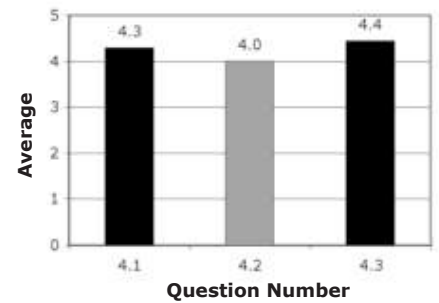
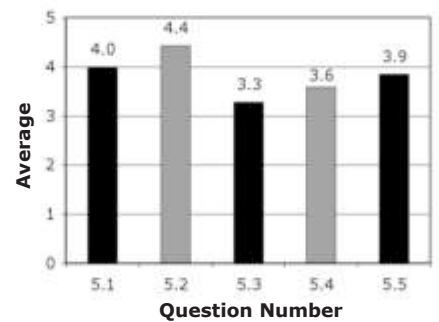


Figure E-16e:
Financial Viability:
Budget Development
and Management



Board Self-Assessments - Cont'd

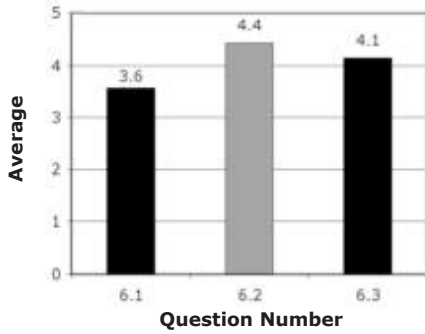


Figure E-16f:
Organizational Soundness:
Risk Management

Figure E-16h:
Organizational Soundness:
Board Development
and Education

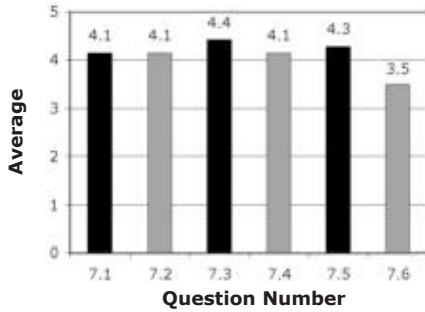
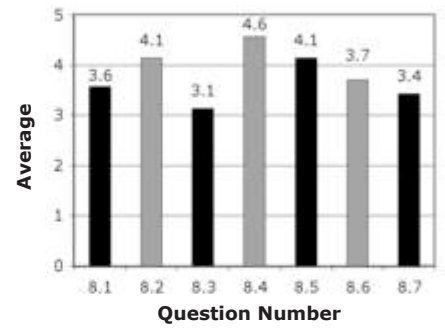
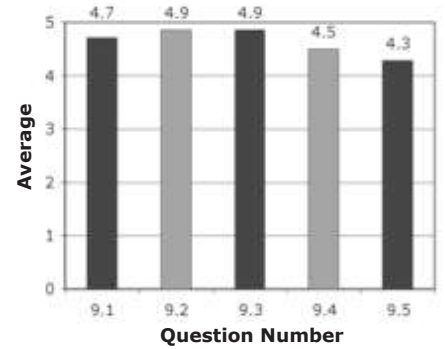


Figure E-16g:
Academic Success:
Leadership Development

Figure E-16i:
Organizational Soundness:
The Board's Role





3. Is the school financially viable?

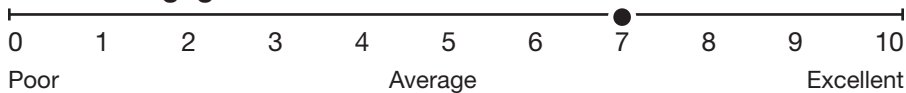
New Community School under ran the revenue budget for the fiscal year and over ran their expense budget. New Community School used their retained earnings from the previous year to maintain their cash flow.

New Community School's budget for 2006-2007 indicates they will have a substantial positive cash flow in the current year.

4. Is the school providing conditions for academic success?

Academic Walkthroughs

Student Engagement/On-Task Behavior



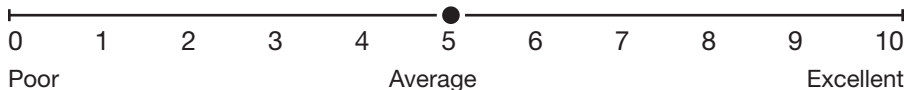
When data was averaged for all classroom walkthroughs, 70% of the students at New Community School were engaged in the learning task.

Curriculum



The cognitive levels of lessons were varied. They ranged from low to medium levels of thinking.

Instructional Practices



OPTIONS CHARTER SCHOOL - CARMEL *of* BSU Charter Schools

“Belong-Believe-Achieve”



340 Ridgepoint Drive
Carmel, IN 46032
317.815.2098

www.optionsined.org

Grades Served	9-12
2005-2006 Enrollment	128
2004-2005 Enrollment	130
2003-2004 Enrollment	104*
2002-2003 Enrollment	104*
Enrollment at capacity.	130

Year Opened: 2002-2003*

Final Year in Current Contract: 2010-2011

*Options Charter School was authorized by the Carmel-Clay School District during the 02-03 and 03-04 school years.

Mission

The purpose of Options Charter School - Carmel is to provide a caring community for those students who are seeking an alternative to traditional high school programs. They offer educational services specifically for students who are not achieving in the traditional schools of Hamilton County and northern Marion County. Their focus is on the educational success and the health and wellness of each student. Options’ goal is to develop responsible individuals who are skilled problem solvers and caring, productive citizens.

Educational Program

The purpose of Options Charter School - Carmel is accomplished through an educational program that meets the Indiana Academic Standards for a Core 40 diploma. Teachers in this small learning environment are able to focus on the students’ learning styles, talents, developmental levels, and emotional needs. It is a place where those students who have disengaged from the learning process can re-engage, and those students who need a non-traditional approach to learning can flourish. The curriculum, developed by the teachers with input from students, parents, and the business community, is based on 12 exit standards that have been developed by the state.



Summary

Options Charter School - Carmel, now in its fifth year of operation and in its third year of a seven-year contract with Ball State, is serving a nearly all-white and slightly disadvantaged student population that is nearly identical to other students in Carmel. Option - Carmel's students are slightly more racially homogeneous and substantially less financially disadvantaged than the statewide average. (Figures F-1 and F-2) A 40.8% special education rate is more than twice the state average and more than three times the local average. (Figure F-3) ISTEP+ scores indicate that the school's students are performing at lower levels than the state average and much lower than other students in Carmel. (Figure F-7)

The school receives generally positive reviews from parents and staff. (Board member surveys were not available.) A small percentage of both parents and staff express concerns about the school's quality. Meanwhile, both groups are strongly loyal to the school and are readily willing both to return to the school and to recommend the school to others. (Figures F-15a through F-15g)

Board members' self-assessments were nearly identical to the previous year, with mostly positive reviews but some limited concerns over budget development, risk management and board functions. (Figures F-16a through F-16i) Results of the academic walkthroughs were also mostly positive, with student engagement, curriculum and instructional practices each rated around or somewhat above "average."

Financial reviews indicate that the school is in solid financial condition. A standard audit by the State Board of Accounts also confirmed a solid financial condition.

Academically, the limited information available from ISTEP+ suggest that student achievement is improving as students continue through the school; although, the lack of statewide testing beyond the fall of 10th grade leaves no clear measure for three of the four Grades served by Options Charter School - Carmel. (Figure F-7) NWEA results are extremely mixed at the 9th grade but appear solid to exemplary at later grade levels. (Figures F-8a through F-8c)

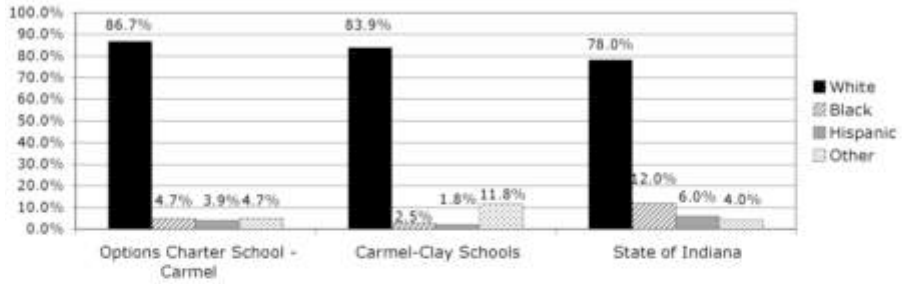
Options - Carmel did not fare well in either the state or federal accountability programs. In both cases, the programs noted low academic starting points and insufficient improvement. (Figures F-9 and F-10) Other high school performance measures – including graduation rates (Figures F-11), Core 40 completion (Figure F-12), Academic Honors Diplomas (Figure F-13) and post-secondary matriculation (Figure F-14) – remain below both local and statewide averages.

In summary, Options Charter School - Carmel is serving a uniquely challenged set of students in a district that is highly rated. The school's efforts have earned them strong loyalty among their various constituencies. Available academic performance measures do not, however, paint a clear picture of the improvement that Options' students may or may not be achieving. Further examination is likely needed to determine objectively the school's academic success.

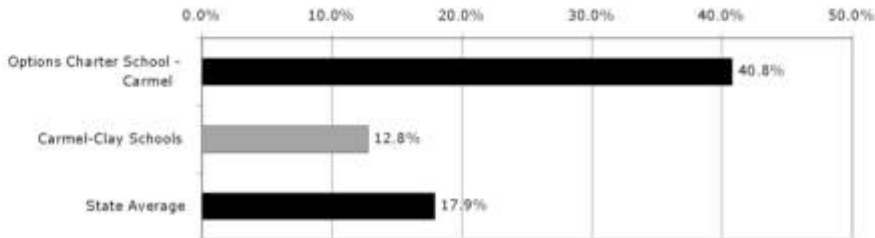
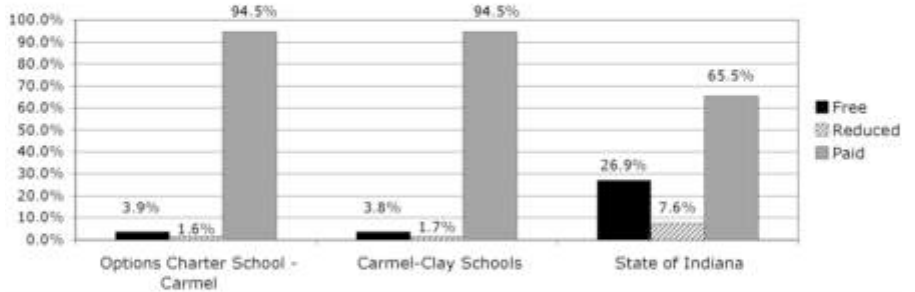


Student Demographics

*Figure F-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure F-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



Data Source: Indiana Department of Education

*Figure F-3:
Percentages of Students
in Special Education: 2005-2006*



1. Is the educational program a success?

Academic Year	Options - Carmel	Carmel Clay	Indiana
2005-6	98%	97%	95.9%

Figure F-6:
Attendance Rates

Data Source: Indiana Department of Education

	English/LA			Math			Both English & Math		
	Options	Carmel Clay	Indiana	Options	Carmel Clay	Indiana	Options	Carmel Clay	Indiana
9th Grade									
2005	23%	92%	67%	31%	93%	70%	8%	88%	60%
2004	46%	92%	67%	62%	94%	68%	46%	90%	59%
2003	*								
2002	**								
10th Grade									
2005	46%	89%	68%	38%	93%	64%	25%	87%	57%
2004	59%	94%	68%	38%	95%	64%	34%	92%	57%
2003	*								
2002	**								

Figure F-7:
Percentage of Students
Passing ISTEP+

Data Source: Indiana Department of Education

* No students tested in 9th or 10th Grade for 2003.
** No students tested in 9th or 10th Grade for 2002.

Northwest Evaluation Association [NWEA]

Grade	Options - Carmel	State	National
9	-1.1	2.9	3.2
10	8.8	2.6	2.8
11	11.9	*	*
12	8.7	*	*

Figure F-8a:
Average Math Growth Rate

Grade	Options - Carmel	State	National
9	13.3	1.5	1.6
10	0.9	0.6	0.8
11	0.4	*	*
12	9.3	*	*

Figure F-8b:
Average Reading Growth Rate

Grade	Options - Carmel	State	National
9	-2.1	1.4	1.4
10	3.2	0.9	1.1
11	8.8	*	*
12	6.7	*	*

Figure F-8c:
Average Language Growth Rate

Data Source: Northwest Evaluation Association

* NWEA State and National Norm Data not available for the 11th and 12th grade.



OPTIONS CHARTER SCHOOL - CARMEL of BSU Charter Schools

Figure F-9:
Adequate Yearly Progress (AYP)

No (2nd consecutive year)
Did not make sufficient progress in English for all students

Data Source: Indiana Department of Education

Figure F-10:
Public Law 221 - Indiana's State
Accountability Law (PL 221)

Academic Probation	
Current Performance: 40.0%	Improvement: -27.6%

Data Source: Indiana Department of Education

Figure F-11:
Graduation Rates*

Academic Year	Options - Carmel	Carmel	Indiana
2005-6	59%	91%	76%
2004-5	69%	97%	90%
2003-4	54%	98%	90%
2002-3	76%	99%	91%

Data Source: Indiana Department of Education

*Indiana began using a new graduation rate calculation starting with the 2005-06 school year (Class of 2006).

Date for years prior to 2005-06 are not considered reliable.

Figure F-12:
Core 40 Completion Rates*

Academic Year	Options - Carmel	Carmel	Indiana
2005-6	0%	48%	
2004-5	19%	48%	31%
2003-4	0%	48%	29%
2002-3	0%	44%	28%

Data Source: Indiana Department of Education

*Includes students completing the Academic Honors Diploma

Figure F-13:
Academic Honors Diplomas

Academic Year	Options - Carmel	Carmel	Indiana
2005-6	59%	7%	
2004-5	0%	8%	31%
2003-4	17%	5%	29%
2002-3	0%	9%	28%

Data Source: Indiana Department of Education

Figure F-14:
Percent of Graduates Pursuing
Post-Secondary Education

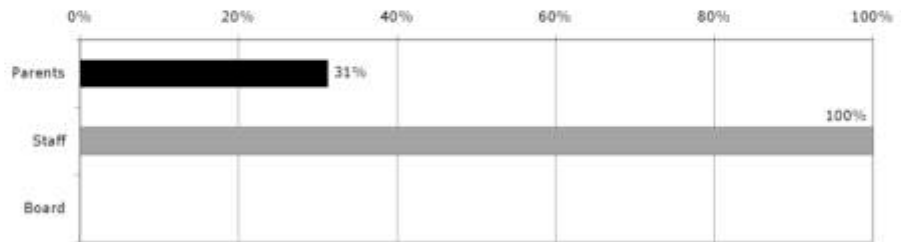
Academic Year	Options - Carmel	Carmel	Indiana
2005-6	57%	92%	75%
2004-5	71%	92%	74%
2003-4	48%	93%	74%
2002-3	45%	91%	71%

Data Source: Indiana Department of Education

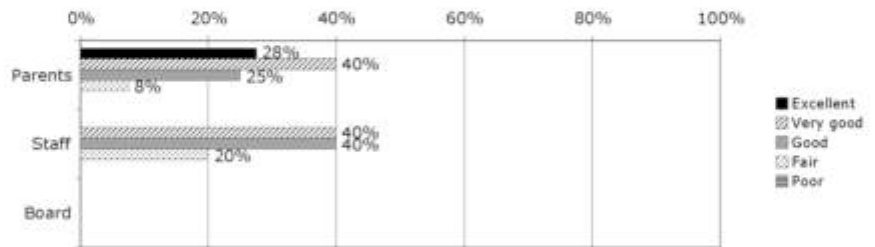
2. Is the school organizationally sound?

Constituent Surveys

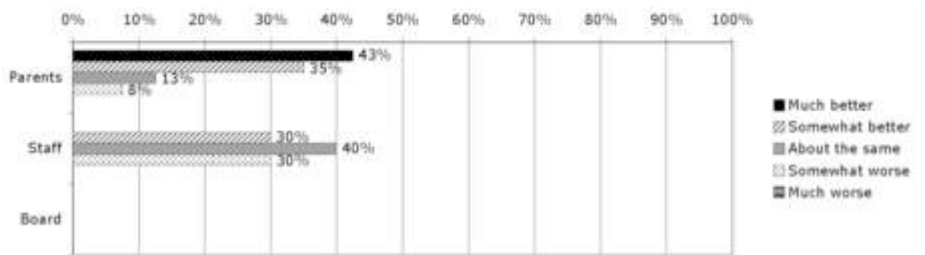
*Figure F-15a:
Constituent Survey Response Rate*



*Figure F-15b:
How would you rate the overall quality of Parents, Staff and the Board?*



*Figure F-15c:
How would you compare the overall quality of education to that of other schools?*



*Figure F-15d:
How satisfied are you with the overall quality of education?*

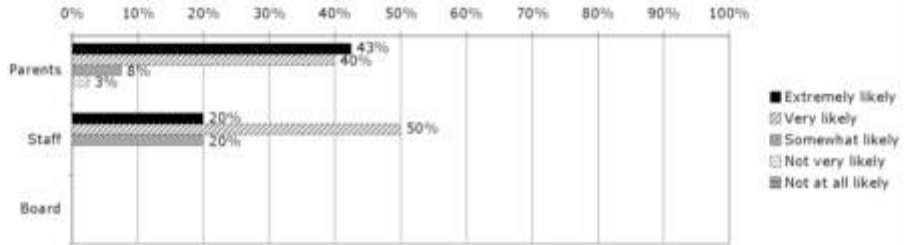


Data Source: The Kensington Group

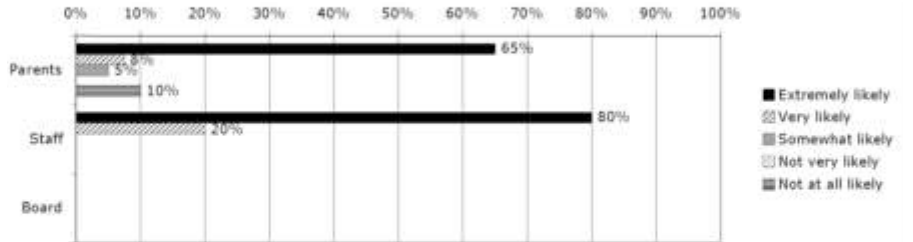


Constituent Surveys - Cont'd

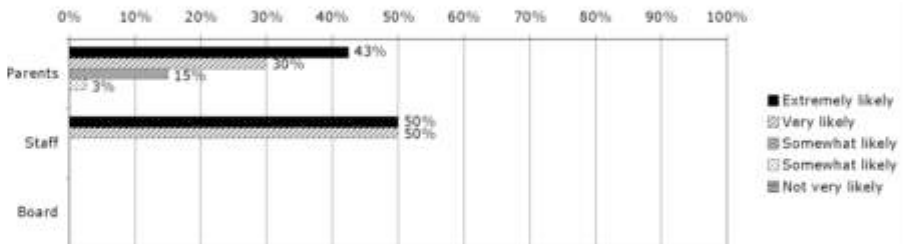
*Figure F-15e:
How likely are you to...
Recommend the school to friends
and colleagues?*



*Figure F-15f:
How likely are you to...
Return to the school next year?*



*Figure F-15g:
How likely are you to...
Increase your support of the school?*



Data Source: The Kensington Group



2. Is the school organizationally sound?

Board Self-Assessments

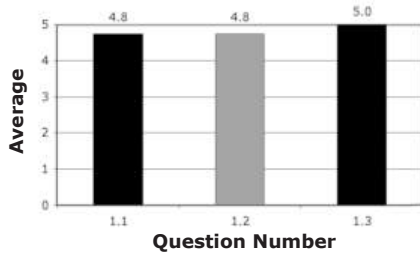


Figure F-16a:
Academic Success:
Mission-Driven Organization

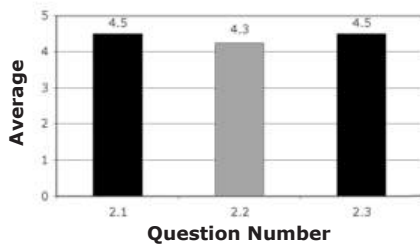


Figure F-16b:
Organizational Soundness:
Policy and
Strategic Planning

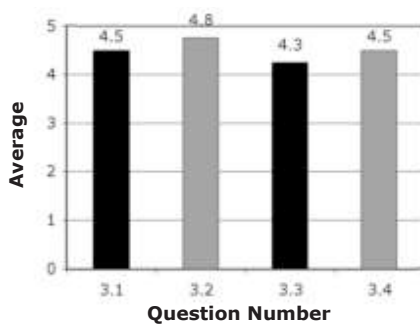


Figure F-16c:
Academic Success:
Mission-Driven Organization

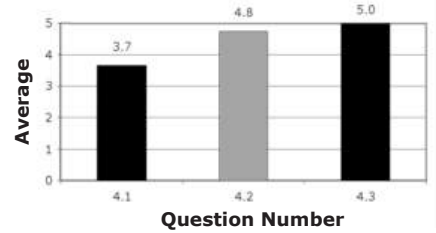


Figure F-16d:
Performance Against
Success Planning:
Communication and Advocacy

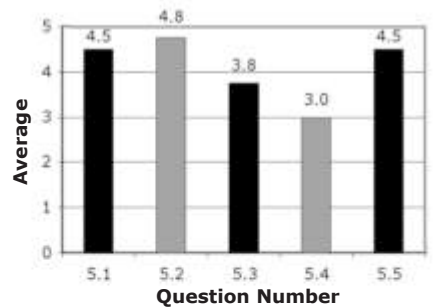


Figure F-16e:
Financial Viability:
Budget Development
and Management



Board Self-Assessments - Cont'd

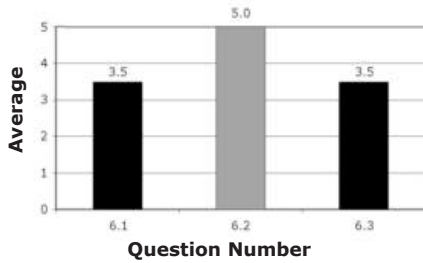


Figure F-16f:
Organizational Soundness:
Risk Management

Figure F-16h:
Organizational Soundness:
Board Development
and Education

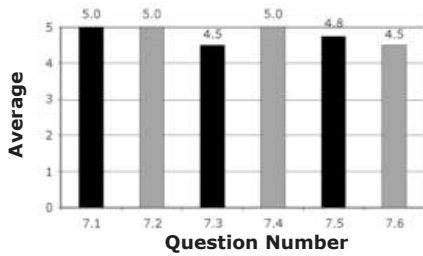
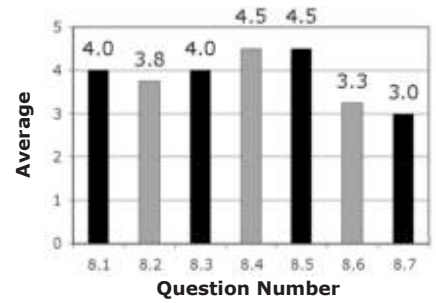
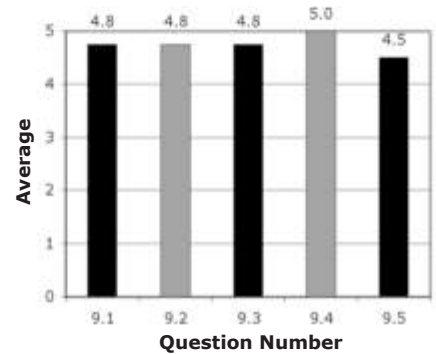


Figure F-16g:
Academic Success:
Leadership Development

Figure A-16i:
Organizational Soundness:
The Board's Role



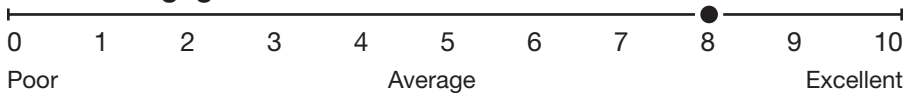
3. Is the school financially viable?

Options Charter School-Carmel achieved budgeted levels with a positive cash flow in 2005-2006. Their 2006-2007 budget shows they intend to maintain their positive cash flow.

4. Is the school providing conditions for academic success?

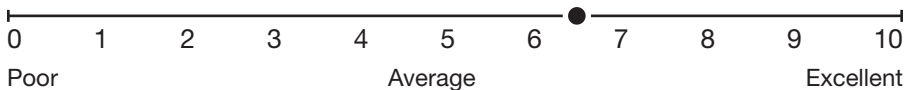
Academic Walkthroughs

Student Engagement/On-Task Behavior



When data was averaged for all classroom walkthroughs, 70-100% of the students at Options Charter School were engaged in the learning task. The average on-task engagement for the school was 80%.

Curriculum



The cognitive levels of lessons were varied. They ranged from low to medium.

Instructional Practices



RURAL COMMUNITY ACADEMY *of* BSU Charter Schools

“A Public School Where Every Child Soars”



P. O. Box 85
Graysville, IN 47852
812.382.4500

www.rcsi.k12.in.us

Grades Served K-7
2005-2006 Enrollment 99
2004-2005 Enrollment 91
Enrollment at capacity. 180

Year Opened: 2004-2005
Final Year in Current Contract: 2010-2011

Mission

The purpose of the Rural Community Academy is to provide rural students with a top-quality educational program using a place-based approach. With careful attention to the social dynamics and cultural values of the rural setting, the Rural Community Academy seeks to instill students with self-confidence, practical skills, pride of place, and excellent academic abilities through differentiated instruction, strong parental support, and continuous interaction with the local community. Students will be equipped to excel in their academic, personal, and social lives long after their attendance at this school.

Educational Program

The educational program of Rural Community Academy will use local community resources, both people and places, textbooks, and computer-aided learning tools to meet state standards. All students will have the advantage of small class sizes, individualized lessons, and differentiated instruction in order to succeed and contribute back to the community.



Summary

Rural Community Academy, now in the third year of a seven-year contract, is serving an all white student population that is similar racially and socio-economically to other schools in the area. Rural Community's students are somewhat more racially homogeneous than the statewide average but is similar socio-economically to the statewide average. (Figures G-1 and G-2) The school is serving a special education population that is higher than local averages and nearly twice the state averages. (Figures G-3) ISTEP+ scores suggest that the school's students are performing similarly to or slightly lower than other students in the area, who are similar or slightly lower than statewide averages, when they initially enroll; although, the lack of state testing in grades K-2 leaves this issue somewhat unclear. (Figure G-7)

The school receives extremely positive reviews from parents and board members. (Staff surveys were not available.) These high marks represent a slight improvement among parents and very strong improvement among board members, who had rated the school very low in its first year of operation. (Figures G-15a through G-15g)

Board members' self-assessments also improved over Year One. Some limited concerns remain in the area of risk management, but earlier concerns appear to be substantially resolved. (Figures G-16a through G-16g) Results of the academic walkthroughs continue to be somewhat mixed, with an "excellent" rating for student engagement and "average" ratings for curriculum and instructional practices.

Financial reviews indicate that the school is in solid financial condition, which is a notable accomplishment for an Indiana charter school in only its second year of operation. A standard audit by the State Board of Accounts was completed in February 2006.

Academically, Rural Community Academy is witnessing mixed results, with students surpassing both local and state averages on the grade 4 ISTEP+, falling far short of both local and state averages on the grade 5 ISTEP+, and performing near local and state averages on the grades 3, 6 & 7 ISTEP+. (Figure G-7) NWEA results are similarly mixed with grades 2, 3, 5 & 7 showing solid growth and grades 4 & 6 showing some consistent declines. (Figure G-8)

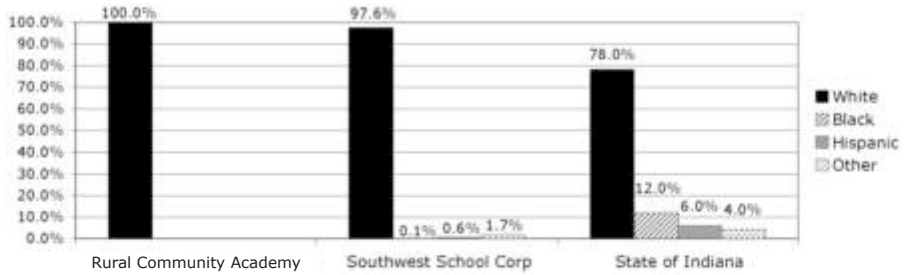
The school achieved "Adequate Yearly Progress" under federal accountability provisions but was rated by the state at "Academic Watch," because pass rates did not show sufficient improvement. (Figures G-9 and G-10)

In summary, Rural Community Academy has made substantial improvements in its organizational structure and has also made substantial strides in winning the loyalty and approval of its parents and board members. Overall student achievement is remaining on par with other students in the area; although, some specific grade levels are cause for concern.

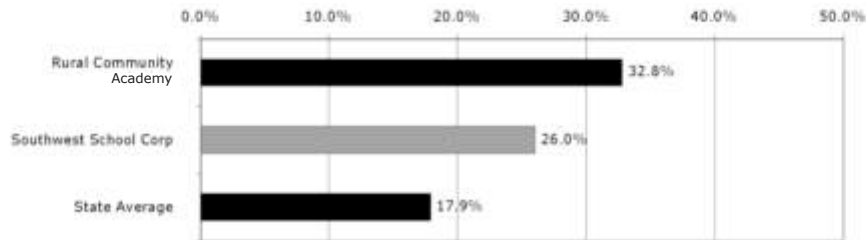
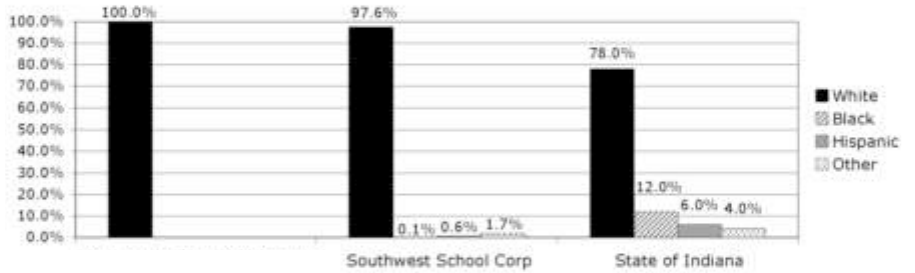


Student Demographics

*Figure G-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure G-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



*Figure G-3:
Percentages of Students
in Special Education: 2005-2006*

Data Source: Indiana Department of Education

1. Is the educational program a success?

Academic Year	Rural Community	Southwest Schools	Indiana
2005-6	94.8%	94.6%	95.9%

Figure G-6:
Attendance Rates

Data Source: Indiana Department of Education

	English/LA			Math			Both English & Math		
	Rural Community	SW Schools	Indiana	Rural Community	SW Schools	Indiana	Rural Community	SW Schools	Indiana
3rd Grade									
2005	***			***		73%	***		
2004	71%	61%	75%	71%	70%	73%	57%	55%	65%
2003	*					71%			
2002	**								
4th Grade									
2005	77%	70%	73%	85%	61%	75%	77%	54%	66%
2004	57%	70%	73%	57%	71%	73%	50%	61%	64%
2003	*								
2002	**								
5th Grade									
2005	38%	79%	73%	46%	72%	76%	38%	68%	66%
2004	64%	68%	72%	64%	68%	72%	57%	56%	63%
2003	*								
2002	**								
6th Grade									
2005	57%	69%	71%	64%	73%	78%	57%	62%	66%
2004	64%	63%	70%	71%	65%	75%	57%	53%	63%
2003	*								
2002	**								
7th Grade									
2005	47%	63%	68%	87%	68%	76%	47%	56%	63%

Figure G-7:
Percentage of Students
Passing ISTEP+

Data Source: Indiana Department of Education

* No students tested in 3rd, 4th, 5th or 6th Grade for 2003.

** No students tested in 3rd, 4th, 5th or 6th Grade for 2002.

*** Percentages not reported due to the small number of students taking the ISTEP+.



Northwest Evaluation Association [NWEA]

Figure G-8a:
Average Math Growth Rate

Grade	Rural Community Academy	State	National
2	10.8	14.0	13.9
3	14.5	10.1	10.9
4	-1.4	9.1	8.8
5	7.5	8.9	8.7
6	-2.3	7.2	7.2
7	0.7	6.0	6.0

Figure G-8b:
Average Reading Growth Rate

Grade	Rural Community Academy	State	National
2	14.0	13.3	13.1
3	8.8	8.5	9.1
4	1.5	6.6	6.5
5	5.1	5.5	5.4
6	-3.4	4.3	4.3
7	5.2	3.1	3.4

Figure G-8c:
Average Language Growth Rate

Grade	Rural Community Academy	State	National
2	11.0	13.8	14.1
3	8.9	8.5	9.1
4	-4.1	6.3	6.3
5	6.8	5.1	5.2
6	-1.3	3.9	4.0
7	4.7	2.7	2.9

Data Source: Northwest Evaluation Association

Figure G-9:
Adequate Yearly Progress (AYP)

Yes

Data Source: Indiana Department of Education

Figure G-10:
Public Law 221 - Indiana's State
Accountability Law (PL 221)

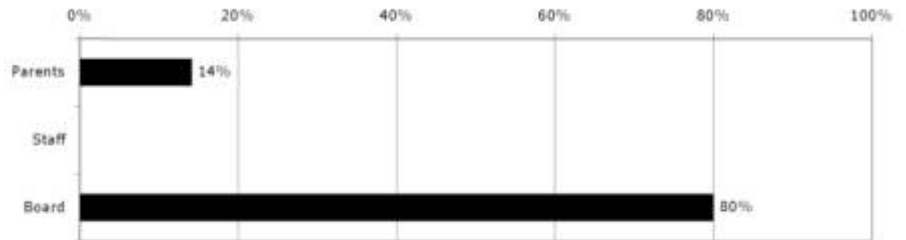
Academic Watch	
Current Performance: 65.6%	Improvement: 1.3%

Data Source: Indiana Department of Education

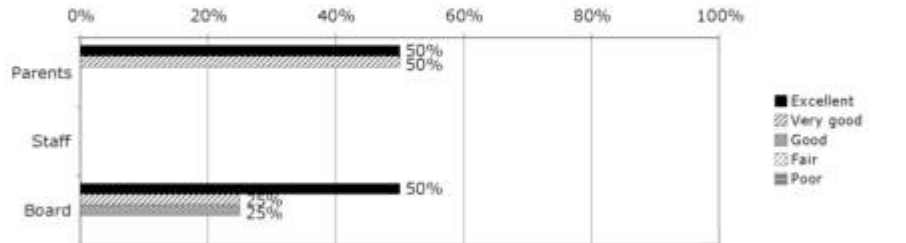
2. Is the school organizationally sound?

Constituent Surveys

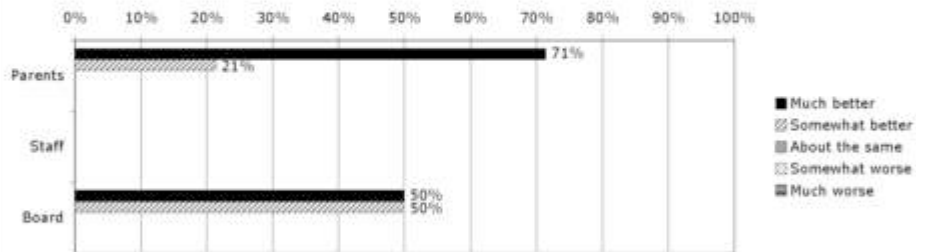
*Figure G-15a:
Constituent Survey Response Rate*



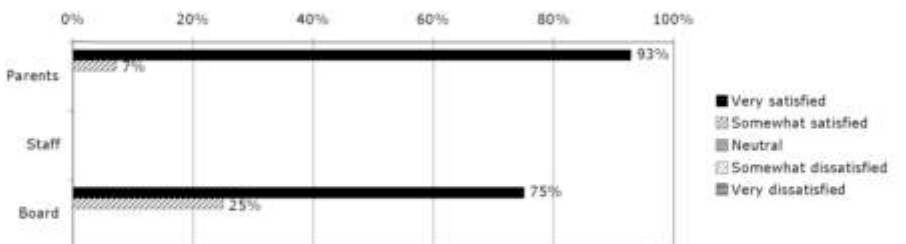
*Figure G-15b:
How would you rate the overall quality of Parents, Staff and the Board?*



*Figure G-15c:
How would you compare the overall quality of education to that of other schools?*



*Figure G-15d:
How satisfied are you with the overall quality of education?*



Data Source: The Kensington Group



Constituent Surveys - Cont'd

Figure G-15e:
How likely are you to...
Recommend the school to friends
and colleagues?

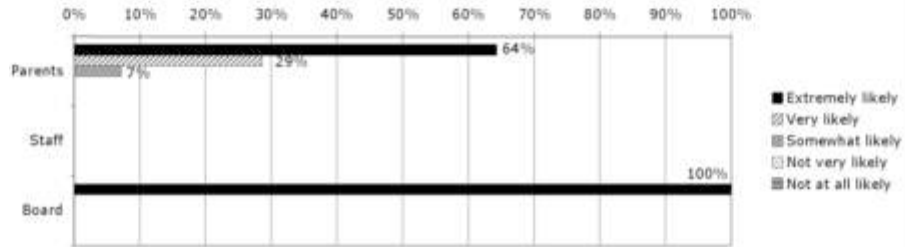


Figure G-15f:
How likely are you to...
Return to the school next year?



Figure G-15g:
How likely are you to...
Increase your support of the school?



Data Source: The Kensington Group

2. Is the school organizationally sound?

Board Self-Assessments

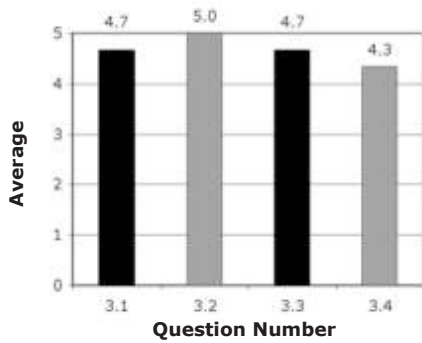


Figure G-16a:
Academic Success:
Mission-Driven Organization

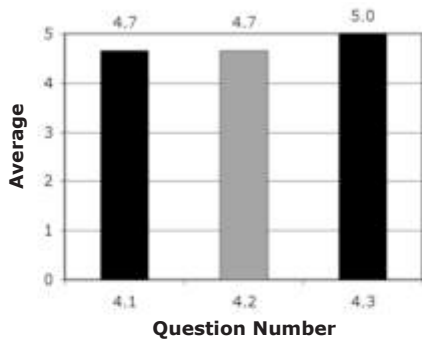


Figure G-16b:
Performance Against
Success Measures:
Communication and Advocacy

Figure G-16c:
Financial Viability:
Budget Development
and Management

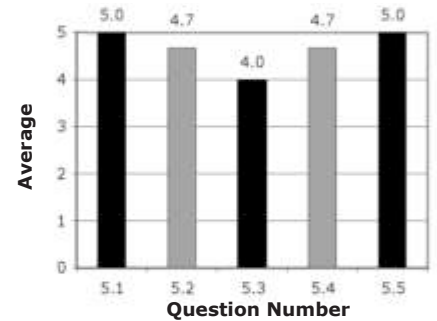
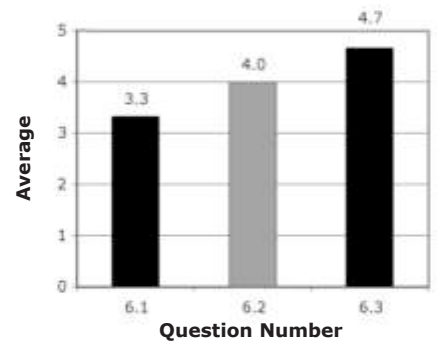
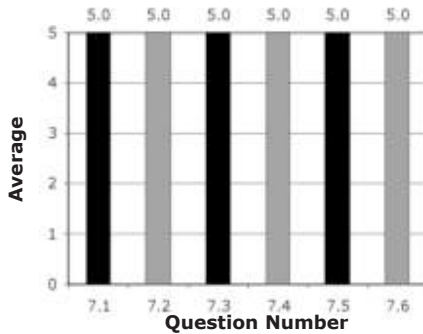


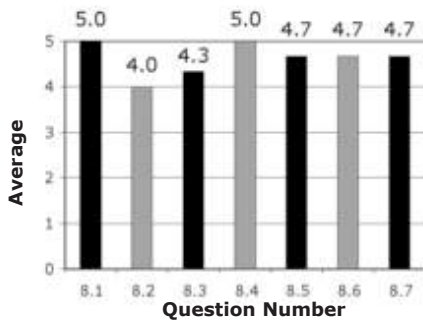
Figure G-16d:
Organizational Soundness:
Risk Management



Board Self-Assessments - Cont'd

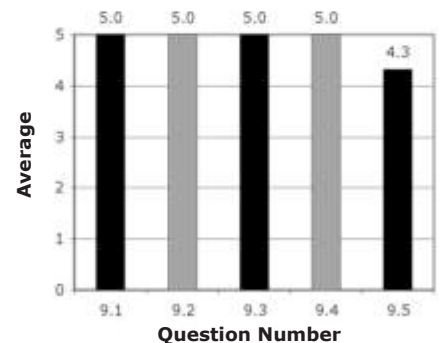


*Figure G-16e:
Academic Success:
Leadership Development*



*Figure G-16f:
Organizational Soundness:
Board Development
and Education*

*Figure G-16g:
Organizational Soundness:
The Board's Role*



3. Is the school financially viable?

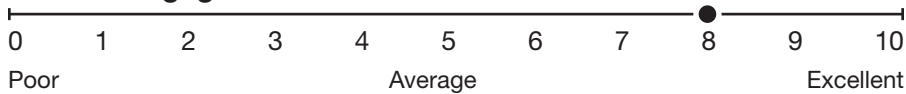
Rural Community Academy's revenue exceeded budget in 2005-2006 and their expenses under ran their budget. Thus, their projected deficit for the year was less than budgeted. Although Rural Community's balance sheet is strong, the 2006-2007 budget continues to show another deficit. The finances of this school will

be closely monitored by the Office of Charter Schools. The State Board of Accounts Audit covering the years 2003-2005 identified five minor issues. All issues have properly addressed and corrected by Rural Community Academy.

4. Is the school providing conditions for academic success?

Academic Walkthroughs

Student Engagement/On-Task Behavior



When data was averaged for all classroom walkthroughs, 40-100% of the students at Rural Community Academy were engaged in the learning task. The average on-task engagement for the school was 80%.

Curriculum



The cognitive levels of lessons were varied. They ranged from low to medium.

Instructional Practices



Extended Academic Walkthrough

At the completion of the February, 2006, academic walk-through by the Ball State University Office of Charter Schools, a follow-up independent audit was conducted to provide additional information for analysis and school improvement efforts.

The Ball State University Office of Charter Schools acknowledged a common vision for the future of the school and widespread support for a new administrative team.

BSU also encouraged Rural Community Academy to develop clear goals for academic improvement, to better integrate technology, to provide more staff planning and communication time, and to investigate various curricular additions.

THEA BOWMAN LEADERSHIP ACADEMY *of* BSU Charter Schools

“One Who Learns, Leads”



975 West 6th Avenue
Gary, IN 46402
219.883.4826

www.bowmancharterschool.org

Grades Served K-8
2005-2006 Enrollment 494
2004-2005 Enrollment 441
2003-2004 Enrollment 387
Enrollment at capacity. 475

Year Opened: 2003-2004

Final Year in Current Contract: 2009-2010

Mission

Thea Bowman Leadership Academy strives to provide Gary parents and children a high-quality academic option within the public schools. The school is based on a rigorous curriculum that will allow children to succeed in high school and beyond. Thea Bowman Leadership Academy’s mission is to create a pre-high school college preparatory program that combines academic achievement with leadership skills and opportunities.

Educational Program

Thea Bowman utilizes the Core Knowledge curriculum as the instructional foundation based on Indiana standards. SRA’s Open Court reading is used to teach reading and writing simultaneously, and Saxon Math is the core mathematics curriculum. Students are also taught character education, multicultural information and appreciation, civic leadership, and economic justice through business, entrepreneurial leadership, and professional leadership.



Summary

Thea Bowman Leadership Academy, now in the fourth year of a seven-year contract, is serving a nearly all-black and financially disadvantaged student population that is very similar to other students in Gary. (Figures H-1 and H-2) The school's special education percentage is almost one-third of both local and state averages. (Figure H-3) ISTEP+ scores suggest that the school's students are performing similarly to other students in the area, which perform lower than statewide averages, when they initially enroll; although, the lack of state testing in grades K-2 leaves this issue somewhat unclear. (Figure H-7)

The school receives very positive reviews from parents, staff and board members. Staff reviews are down from previous reviews and are lower than those of parents and board members; although, a solid majority remains very positive about the school. (Figures H-15a through H-15g)

Board members continue, as they have previously, to view the organizational structure as strong, including very positive reviews of their relationship with their educational management organization (EMO). There are some continuing concerns from board members about some financial issues. (Figures H-16a through H-16j) The academic walkthroughs revealed positive reviews of student engagement, curriculum and instructional practices.

Financial reviews indicate that the school is in solid financial condition. They note that while the school is not yet strong financially, there is evidence of financial growth and steps toward financial stability.

Academically, Thea Bowman Academy is doing fairly well. ISTEP+ pass rates are mostly improving and, in some cases, have surpassed those of other students in the area. (Figure H-7) NWEA also indicates steady progress at all grade levels and all subject areas; although, the amount of growth generally falls a bit short on state and national averages. (Figures H-8a through H-8c)

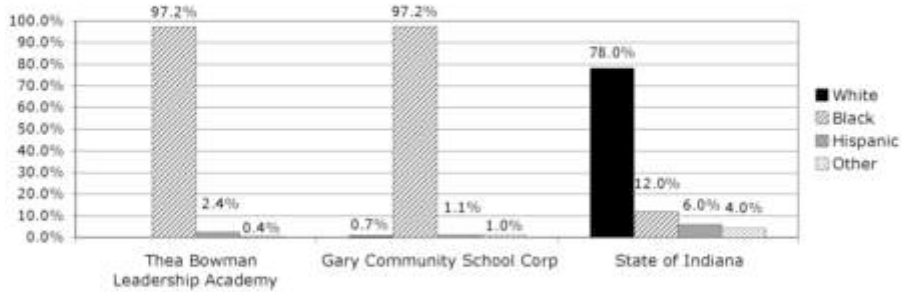
This improvement was noted especially in Indiana's state accountability system, which awarded Thea Bowman a rating of "Exemplary Progress", the state's highest possible rating. (Figure H-9) The school also achieved "Adequate Yearly Progress" under federal accountability provisions. (Figure H-10)

In summary, Thea Bowman Academy is demonstrating substantial and steady opportunities for a challenging student population. Thea Bowman is doing a noteworthy job of stopping the decline that is typical of the area and of helping its students catch and even surpass local norms. These successes suggest that, with a bit more progress, Thea Bowman could some day rank among the best and most promising urban schools.

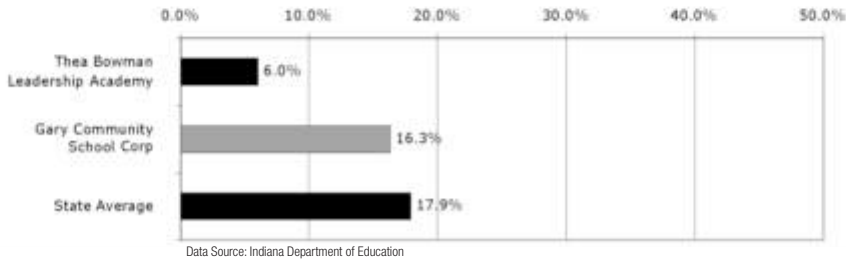
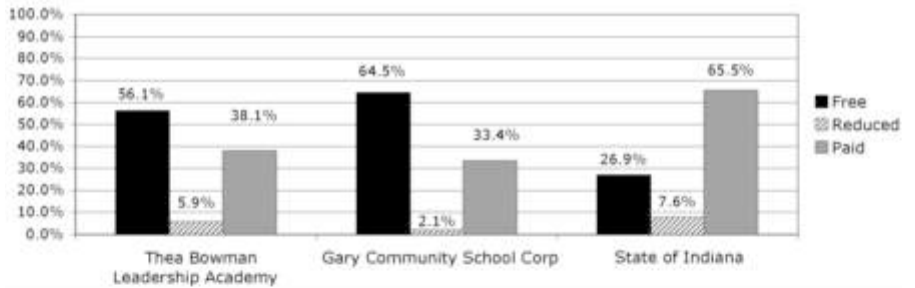


Student Demographics

*Figure H-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure H-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



*Figure H-3:
Percentages of Students
in Special Education: 2005-2006*

1. Is the educational program a success?

Academic Year	Thea Bowman Leadership Acad.	Gary	Indiana
2005-6	98.0%	98.0%	95.9%

Data Source: Indiana Department of Education

Figure H-6:
Attendance Rates

	English/LA			Math			Both English & Math		
	Thea Bowman	Gary	Indiana	Thea Bowman	Gary	Indiana	Thea Bowman	Gary	Indiana
3rd Grade									
2005	76%	58%	75%	61%	54%	73%	53%	45%	65%
2004	57%	59%	75%	45%	55%	73%	35%	44%	65%
2003	48%	72%	74%	22%	57%	71%	18%	44%	63%
2002	**								
4th Grade									
2005	50%	48%	73%	54%	46%	75%	43%	37%	66%
2004	37%	45%	73%	35%	42%	73%	28%	33%	64%
2003	*								
2002	**								
5th Grade									
2005	53%	43%	73%	40%	45%	76%	23%	33%	66%
2004	58%	49%	72%	33%	43%	72%	33%	33%	63%
2003	*								
2002	**								
6th Grade									
2005	71%	46%	71%	90%	45%	78%	67%	35%	66%
2004	59%	43%	70%	43%	42%	75%	41%	30%	63%
2003	46%	61%	69%	33%	37%	72%	28%	28%	62%
2002	**								
7th Grade									
2005	59%	38%	68%	70%	41%	76%	50%	27%	63%
2004	44%	39%	68%	39%	33%	73%	28%	24%	61%
2003	*								
2002	**								
8th Grade									
2005	58%	38%	68%	42%	29%	72%	35%	23%	61%

Data Source: Indiana Department of Education

* No students tested in 4th, 5th or 7th Grade for 2003.

** No students tested in 3rd, 4th, 5th, 6th or 7th Grade for 2002.

Figure H-7:
Percentage of Students
Passing ISTEP+

Northwest Evaluation Association [NWEA]

Figure H-8a:
Average Math Growth Rate

Grade	Thea Bowman Leadership Academy	State	National
2	10.6	14.0	13.9
3	5.2	10.1	10.9
4	4.4	9.1	8.8
5	5.8	8.9	8.7
6	5.0	7.2	7.2
7	1.6	6.0	6.0
8	2.2	4.6	5.2

Figure H-8b:
Average Reading Growth Rate

Grade	Thea Bowman Leadership Academy	State	National
2	9.3	13.3	13.1
3	8.7	8.5	9.1
4	5.5	6.6	6.5
5	3.7	5.5	5.4
6	3.8	4.3	4.3
7	2.9	3.1	3.4
8	1.8	2.8	3.2

Figure H-8c:
Average Language Growth Rate

Grade	Thea Bowman Leadership Academy	State	National
2	7.6	13.8	14.1
3	9.3	8.5	9.1
4	7.3	6.3	6.3
5	1.7	5.1	5.2
6	2.1	3.9	4.0
7	2.5	2.7	2.9
8	4.1	2.4	2.6

Data Source: Northwest Evaluation Association
*An asterisk indicates that insufficient data were available for this subject and Grade.

Figure H-9:
Adequate Yearly Progress (AYP)

Yes

Data Source: Indiana Department of Education

Figure H-10:
Public Law 221 - Indiana's State
Accountability Law (PL 221)

Exemplary Progress	
Current Performance: 61.6%	Improvement: 15.0%

Data Source: Indiana Department of Education



2. Is the school organizationally sound?

Constituent Surveys

Figure H-15a:
Constituent Survey Response Rate

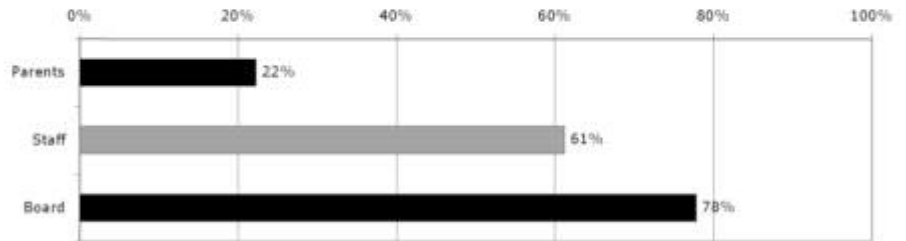


Figure H-15b:
How would you rate the overall quality of Parents, Staff and the Board?

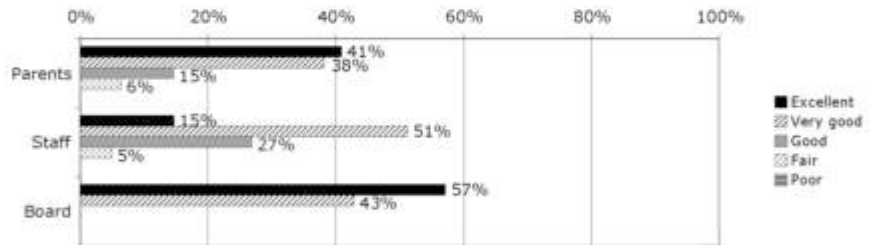


Figure H-15c:
How would you compare the overall quality of education to that of other schools?

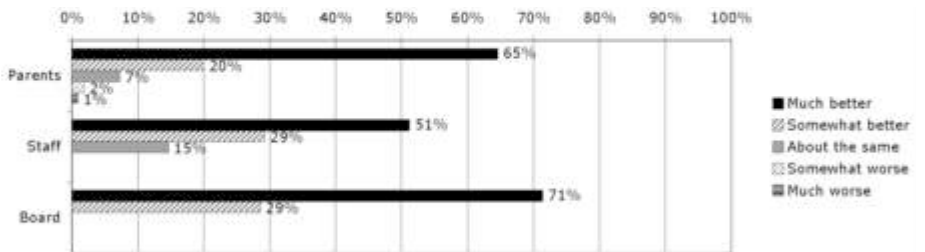
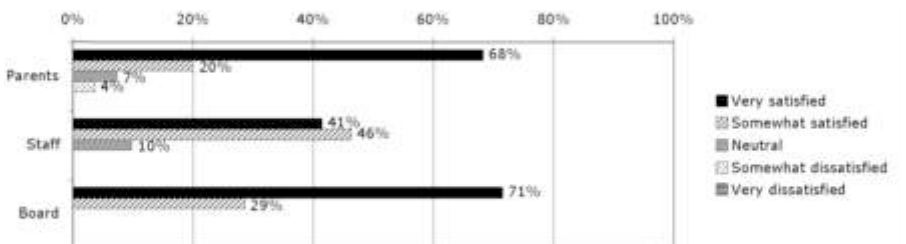


Figure H-15d:
How satisfied are you with the overall quality of education?

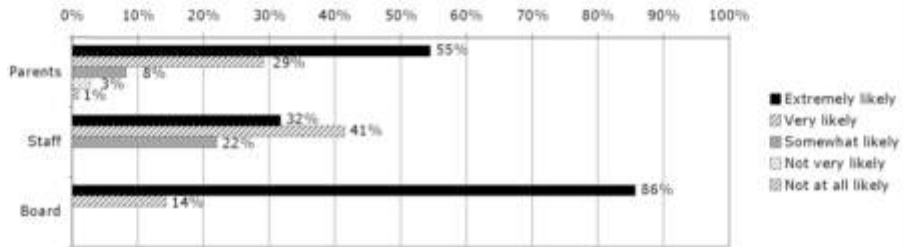


Data Source: The Kensington Group

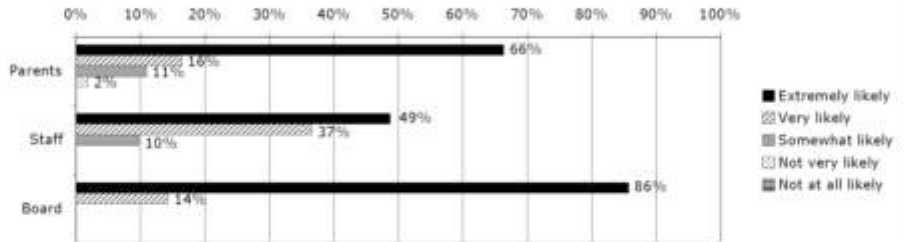


Constituent Surveys - Cont'd

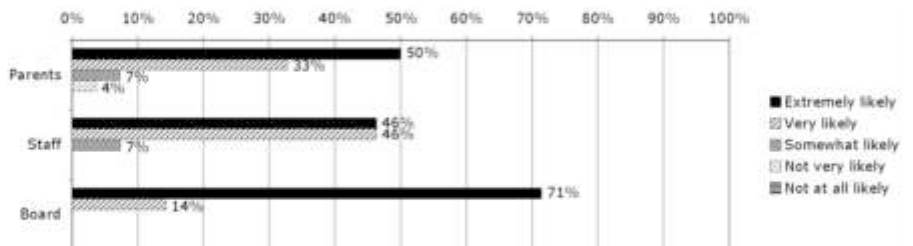
*Figure H-15e:
How likely are you to...
Recommend the school to friends
and colleagues?*



*Figure H-15f:
How likely are you to...
Return to the school next year?*



*Figure H-15g:
How likely are you to...
Increase your support of the school?*



Data Source: The Kensington Group

2. Is the school organizationally sound?

Board Self-Assessments

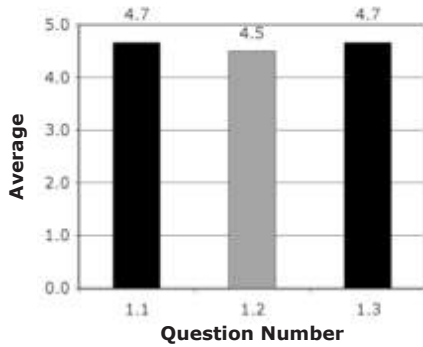


Figure H-16a:
Academic Success:
Mission-Driven

Figure H-16d:
Performance Against
Success Measures:
Communication and Advocacy

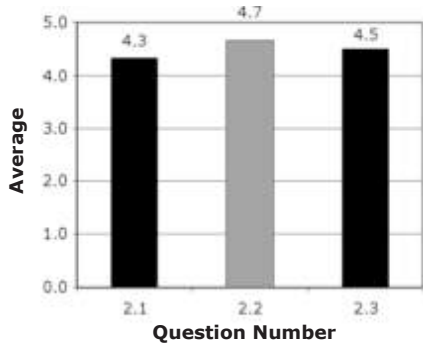
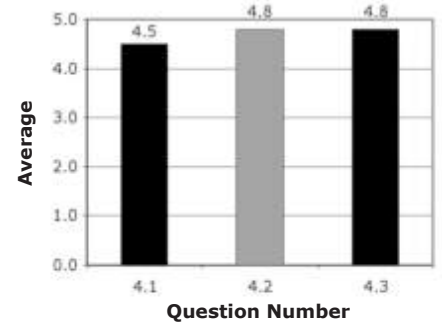


Figure H-16b:
Organizational Soundness:
Policy and Strategic Planning

Figure H-16e:
Financial Viability:
Budget Development
and Management

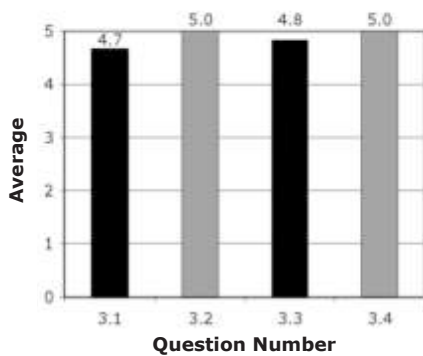
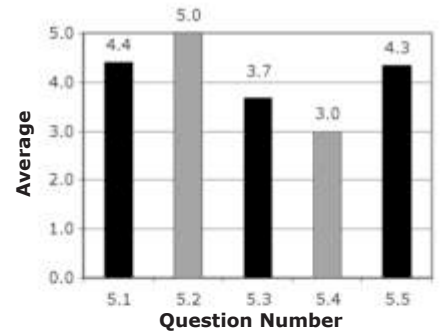


Figure H-16c:
Academic Success:
Mission-Driven Organization



Board Self-Assessments - Cont'd

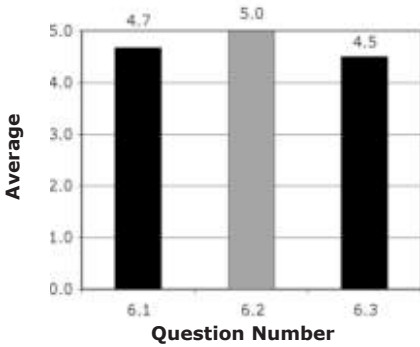


Figure H-16f:
Organizational Soundness:
Risk Management

Figure H-16i:
Organizational Soundness:
The Board's Role

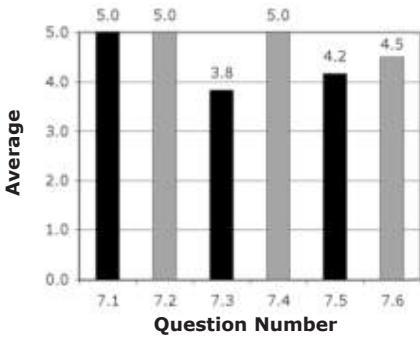
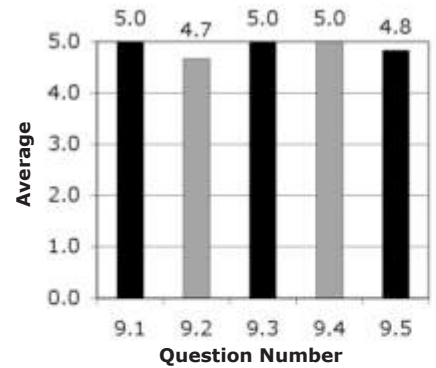


Figure H-16g:
Academic Success:
Leadership Development

Figure H-16j:
EMO Relationship

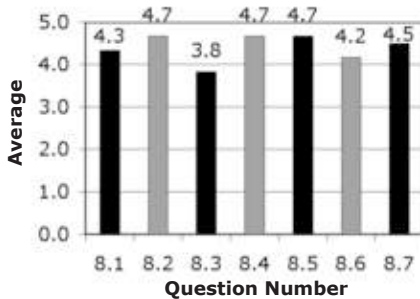
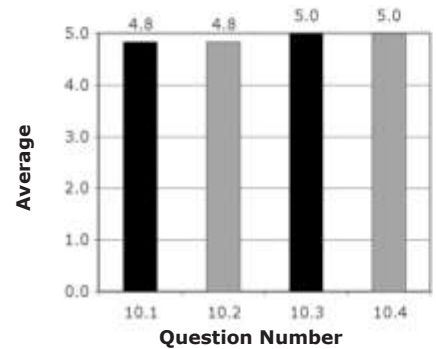


Figure H-16h:
Organizational Soundness:
Board Development
and Education



3. Is the school financially viable?

Thea Bowman Leadership Academy began the year with a negative fund balance. The school exceeded their excess of revenue to expense budget for the year, overcame their deficit from the previous year, and ended the year with a positive fund balance. The General Fund presented a healthy picture with a net gain. Thea

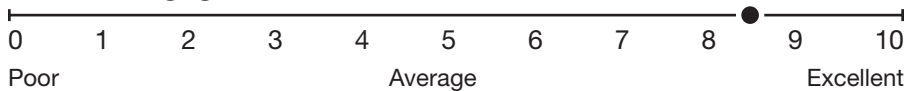
Bowman Leadership Academy's accounting was strong with complete accounting and complete reports.

Thea Bowman is being audited by the State Board of Accounts following the 2005-2006 fiscal year.

4. Is the school providing conditions for academic success?

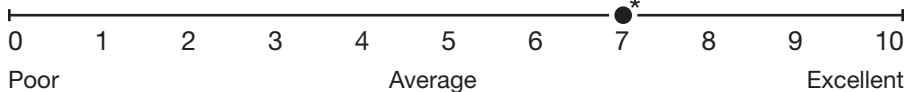
Academic Walkthroughs

Student Engagement/On-Task Behavior



When data was averaged for all classroom walkthroughs, 50-100% of the students at Thea Bowman Leadership Academy were engaged in the learning task. The average on-task engagement for the school was 85%.

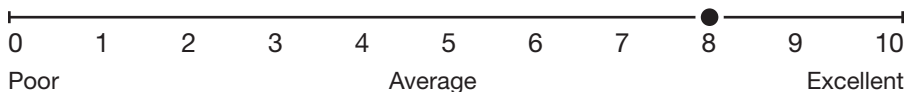
Curriculum



The cognitive levels of lessons were varied. They ranged from medium to high.

*Some evidence that weaker aspects of the textbook curriculum have been appropriately supplemented.

Instructional Practices



TIMOTHY L. JOHNSON ACADEMY *of* BSU Charter Schools

“A Different Kind of Public School”



7908 South Anthony Boulevard
Fort Wayne, IN 46816
260.441.8727

Grades Served	K-8
2005-2006 Enrollment	226
2004-2005 Enrollment	277
2003-2004 Enrollment	218
2003-2004 Enrollment	174
Enrollment at capacity.	375

Year Opened: 2002-2003
Final Year in Current Contract: 2006-2007

Mission

Timothy L. Johnson Academy was established to serve students who are at risk due to economic, educational, or social disadvantage. The academy provides a choice in the array of public education alternatives available to parents and children to better suit their individual needs. The academy provides a safe, secure, and welcoming environment that has teachers with expertise in specific subject areas dedicated to helping students master the core curriculum. The program provides students with experience-based, hands-on curriculum, an all-day kindergarten, and a focus on the fine and performing arts.

Educational Program

Timothy L. Johnson Academy’s curriculum is designed to encourage teachers to work in subject areas in which they are particularly well qualified. Teachers work collaboratively to design and map a sequence of instruction that correlates the content of the four core subject areas throughout the school year. The educational program emphasizes the performing arts as a way of addressing the needs of the whole child. Music, art, and drama are provided as a part of the regular curriculum.



Summary

Timothy L. Johnson Academy, now in the last year of a five-year contract, is serving a nearly all-black student population that is substantially more disadvantaged than other students in Fort Wayne. (Figures I-1 and I-2) The school's special education percentages are somewhat lower than state averages and also lower than local averages. (Figure I-3) ISTEP+ scores suggest that the school's students are performing at a much lower level than other students in the area and much lower than statewide averages when they initially enroll; although, the lack of testing in grades K-2 leave this issue somewhat unclear. (Figure I-7)

The school receives very positive reviews from parents, staff and board members. These reviews represent substantial improvements from previous reviews, which had indicated only moderate support from parents and poor support from staff. (Figures I-15a through I-15g)

Board members continue, as they have previously, to view the organizational structure as strong, including mostly positive reviews of their relationship with their educational management organization (EMO). However, there were notable declines in their reviews of risk management issues, assessment plans for the school leader and board development. (Figures I-16a through I-16j) The academic walkthroughs also revealed some concerns about curriculum and instructional practices.

Overall, the school was found to be in solid financial condition. The financial reviews did identify some minor question and concerns. A standard audit by the State Board of Accounts was expected in 2005-2006, but a record of that audit was not provided for this report.

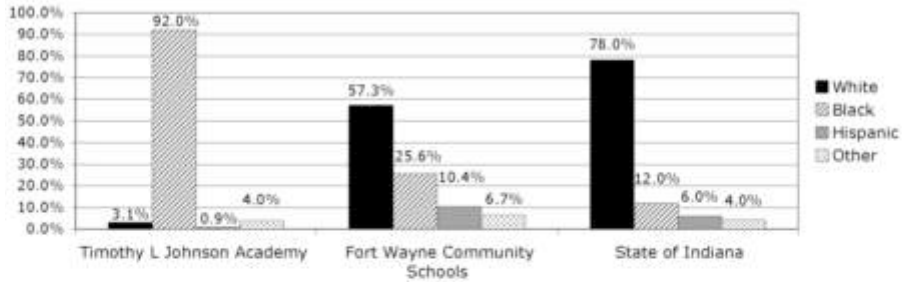
Academically, Timothy L. Johnson Academy is showing mixed results. While ISTEP+ pass rates are improving for students, the rate of improvement may not be enough to reach their peers. (Figure I-7) The results on NWEA support this claim; although, the amount of student growth is sporadic from one grade level to the next and from one subject area to the next. (Figure I-8) These results decline in the upper Grades.

The school's improvement was noted especially in Indiana's state accountability system, which would have given TLJ a rating of "commendable progress", the state's second highest rating, due to the school's substantial improvement on ISTEP+. However, the school's rating was capped at "Academic Progress," one rating lower, because it did not meet federal accountability requirements. (Figures I-9 and I-10)

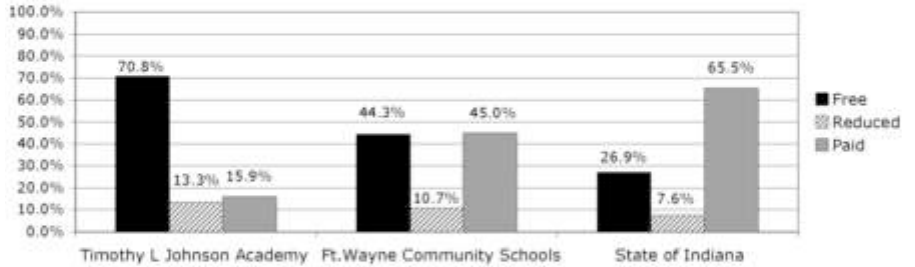
In summary, Timothy L. Johnson Academy has earned support from its various constituencies. With only some very limited exceptions, the organizational structure appears sound. A challenging student population is experiencing sporadic, academic growth.

Student Demographics

*Figure I-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure I-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



Data Source: Indiana Department of Education

*Figure I-3:
Percentages of Students
in Special Education: 2005-2006*

1. Is the educational program a success?

Academic Year	Timothy L. Johnson	Ft. Wayne	Indiana
2005-6	95.1%	95.2%	95.9%

Figure I-6:
Attendance Rates

Data Source: Indiana Department of Education

	English/LA			Math			Both English & Math		
	Timothy L. Johnson	Fort Wayne	Indiana	Timothy L. Johnson	Fort Wayne	Indiana	Timothy L. Johnson	Fort Wayne	Indiana
3rd Grade									
2005	14%	66%	75%	10%	71%	73%	5%	59%	65%
2004	24%	66%	75%	14%	72%	73%	5%	59%	65%
2003	37%	69%	74%	37%	76%	71%	26%	64%	63%
2002	10%	65%	72%	14%	75%	67%	10%	60%	59%
4th Grade									
2005	29%	63%	73%	41%	70%	75%	29%	58%	66%
2004	31%	66%	73%	46%	71%	73%	23%	59%	64%
2003	15%	60%	69%	30%	67%	72%	10%	54%	62%
2002	**								
5th Grade									
2005	43%	65%	73%	43%	71%	76%	26%	58%	66%
2004	12%	64%	72%	8%	69%	72%	4%	56%	63%
2003	*								
2002	**								
6th Grade									
2005	27%	59%	71%	18%	72%	78%	18%	55%	66%
2004	8%	60%	70%	13%	70%	75%	4%	54%	63%
2003	*								
2002	**								
7th Grade									
2005	27%	57%	68%	18%	70%	76%	18%	52%	63%
2004	11%	59%	68%	37%	67%	73%	11%	54%	61%
2003	*								
2002	**								
8th Grade									
2005	29%	58%	68%	24%	63%	72%	12%	51%	61%

Figure I-7:
Percentage of Students
Passing ISTEP+

Data Source: Indiana Department of Education

* No students tested in 5th, 6th or 7th Grade for 2003.

** No students tested in 4th, 5th, 6th or 7th Grade for 2002.



Northwest Evaluation Association [NWEA]

Figure I-8a:
Average Math Growth Rate

Grade	Timothy L. Johnson	State	National
2	*	14.0	13.9
3	9.7	10.1	10.9
4	1.7	9.1	8.8
5	5.1	8.9	8.7
6	6.8	7.2	7.2
7	0.2	6.0	6.0
8	1.2	4.6	5.2

Figure I-8b:
Average Reading Growth Rate

Grade	Timothy L. Johnson	State	National
2	*	13.3	13.1
3	11.5	8.5	9.1
4	2.6	6.6	6.5
5	8.7	5.5	5.4
6	3.4	4.3	4.3
7	0.3	3.1	3.4
8	4.5	2.8	3.2

Figure I-8c:
Average Language Growth Rate

Grade	Timothy L. Johnson	State	National
2	*	13.8	14.1
3	10.0	8.5	9.1
4	0.7	6.3	6.3
5	8.4	5.1	5.2
6	-1.7	3.9	4.0
7	5.1	2.7	2.9
8	1.0	2.4	2.6

Data Source: Northwest Evaluation Association
*An asterisk indicates that insufficient data were available for this subject and grade.

Figure I-9:
Adequate Yearly Progress (AYP)

No
Did not make sufficient progress in English for all students or for black student subgroup. Did not make sufficient progress in English for all students, for black student subgroup or for free/reduced lunch student subgroup.

Data Source: Indiana Department of Education

Figure I-10:
Public Law 221 - Indiana's State
Accountability Law (PL 221)

Academic Progress	
Current Performance: 26.2%	Improvement: 7.0%

Data Source: Indiana Department of Education



2. Is the school organizationally sound?

Constituent Surveys

Figure I-15a:
Constituent Survey Response Rate



Figure I-15b:
How would you rate the overall quality of Parents, Staff and the Board?

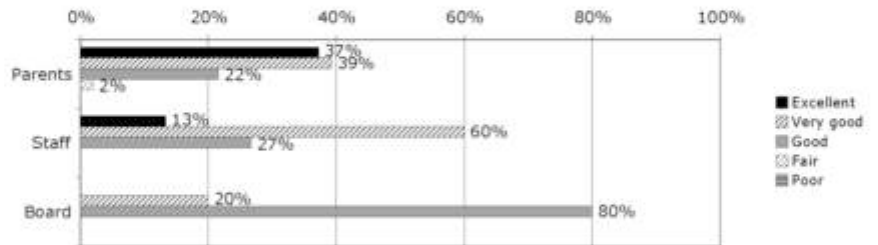


Figure I-15c:
How would you compare the overall quality of education to that of other schools?

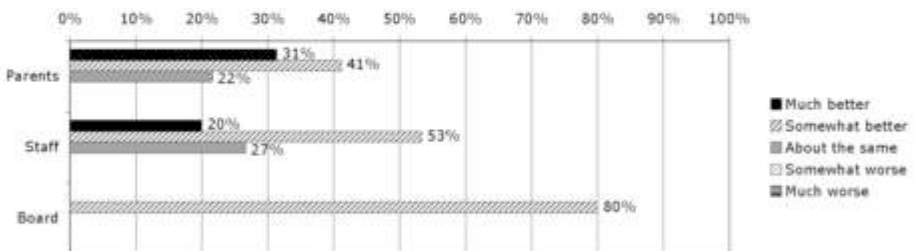
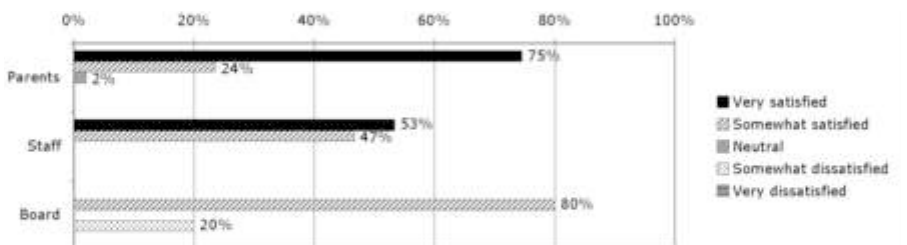


Figure I-15d:
How satisfied are you with the overall quality of education?

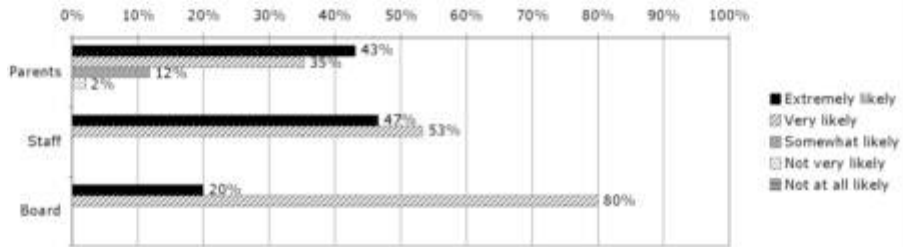


Data Source: The Kensington Group

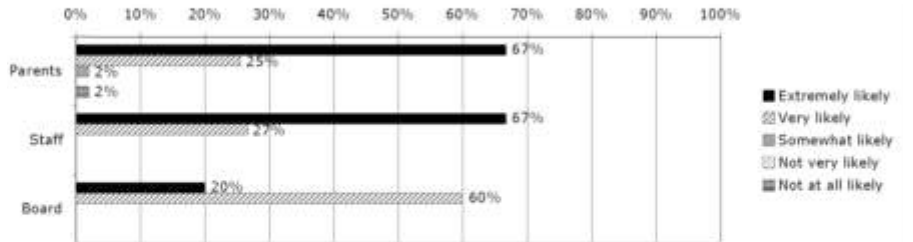


Constituent Surveys - Cont'd

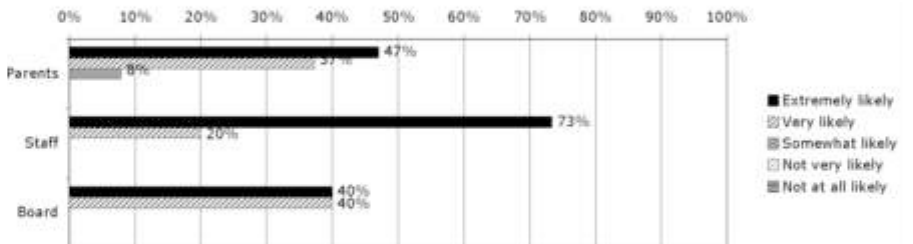
*Figure I-15e:
How likely are you to...
Recommend the school to friends
and colleagues?*



*Figure I-15f:
How likely are you to...
Return to the school next year?*



*Figure I-15g:
How likely are you to...
Increase your support of the school?*



Data Source: The Kensington Group

2. Is the school organizationally sound?

Board Self-Assessments

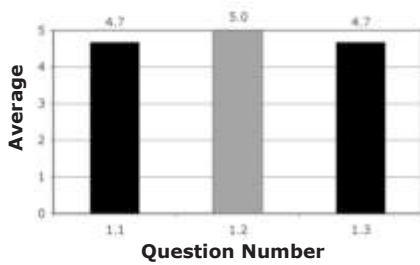


Figure I-16a:
Academic Success:
Mission-Driven

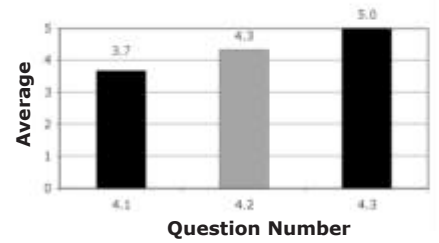


Figure I-16d:
Performance Against
Success Measures:
Communication and Advocacy

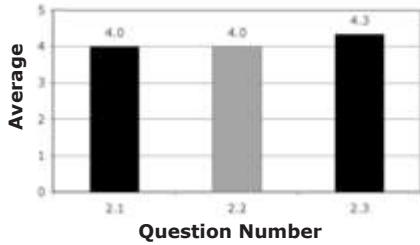


Figure I-16b:
Organizational Soundness:
Policy and Strategic Planning

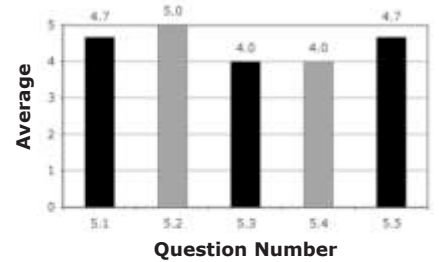


Figure I-16e:
Financial Viability:
Budget Development
and Management

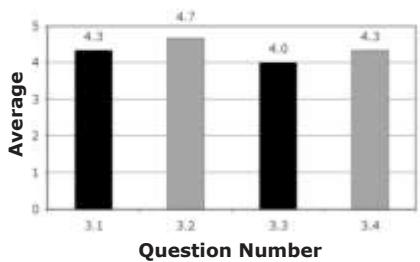
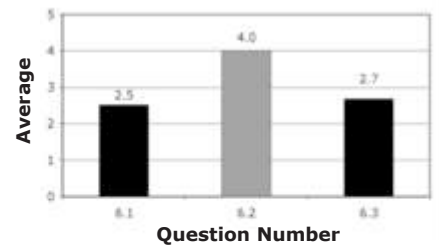


Figure I-16c:
Academic Success:
Mission-Driven Organization

Figure I-16f:
Organizational Soundness:
Risk Management



Board Self-Assessments - Cont'd

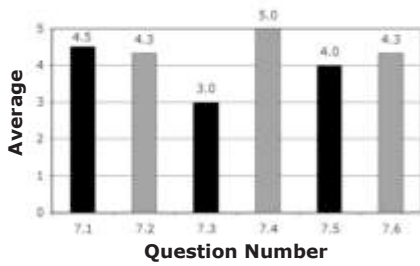


Figure I-16g:
Academic Success:
Leadership Development

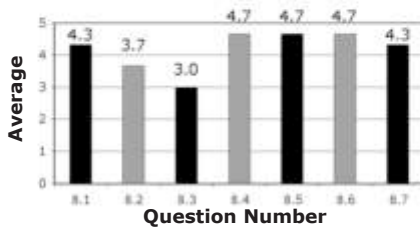


Figure I-16h:
Organizational Soundness:
Board Development
and Education

Figure I-16i:
Organizational Soundness:
The Board's Role

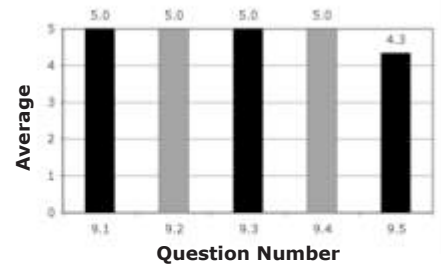
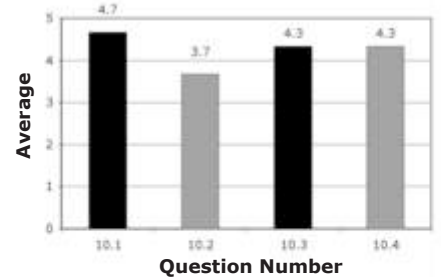


Figure I-16j:
EMO Relationship



3. Is the school financially viable?

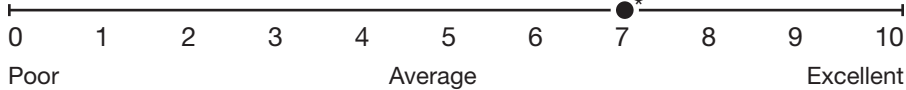
Timothy L. Johnson Academy's revenues exceeded budget and expenses under ran the budget. Fund balances increased from previous year's levels. The school is financially strong.



4. Is the school providing conditions for academic success?

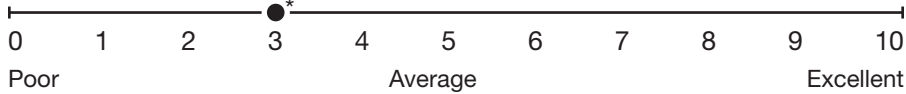
Academic Walkthroughs

Student Engagement/On-Task Behavior



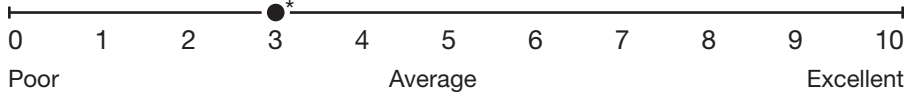
* 70% engaged, but relatively passive engagement

Curriculum



* On rubric: IN standards are in average range, but the context of learning and the cognitive level are below average.

Instructional Practices



* Instruction did not seem to align with either the school's goals or with "best practices."

When data was averaged for all classroom walkthroughs, 40-85% of the students at Timothy L. Johnson Academy were engaged in the learning task. Although 70% of the students on the average appeared to be on task, primarily students were passively engaged.

The cognitive levels of lessons were varied. They ranged from low to high, with most classrooms engaged in lower-level, rote activities.

Extended Academic Walkthrough

At the completion of the February, 2006, academic walkthrough by the Ball State University Office of Charter Schools, a follow-up independent audit was conducted to provide additional information for analysis and school improvement efforts.

The Ball State University Office of Charter Schools acknowledged a range of improvements at the school but also recommended that Timothy L. Johnson Academy

review the vision and mission of the school and consider changes, as may be needed; that the school focus on staff stability; that communications be improved; that staff roles be reviewed and evaluated; and that the school focus on staff and student morale.

VERITAS ACADEMY *of* BSU Charter Schools

“A Classical Education for Today’s Child”



814 E. LaSalle Avenue
South Bend, IN 46617
574.287.3220

www.veritas-academy.net

Grades Served	K-7
2005-2006 Enrollment	143
2004-2005 Enrollment	120
2003-2004 Enrollment	84
2003-2004 Enrollment	63
Enrollment at capacity	149

Year Opened: 2002-2003
Final Year in Current Contract: 2006-2007

Mission

Veritas Academy teaches children to think clearly, speak eloquently, write persuasively, and calculate accurately. The curriculum offers a traditional, well-balanced core of subjects that are challenging and effective. In addition, a character development focus is integrated throughout the instructional program to help students develop into caring, responsible citizens. Veritas Academy provides a learning environment designed to develop each child’s search for knowledge, to encourage each child’s curiosity, and to foster each child’s creativity. A central focus of Veritas Academy is the creation of an inclusive community where students, parents, staff, and community members are partners in the educational process and achievement of all children.

Educational Program

The educational curriculum of Veritas closely follows the Core Knowledge Sequence developed by E.D. Hirsch, a national leader in educational reform. It involves teaching core content in highly specified yearly sequences so that children have a coherent, cumulative, solid foundation of knowledge and competencies. The basic premise of Core Knowledge is that children expand their learning by building on what they already know.

Summary

Veritas Academy, now in the last year of a five-year contract, is serving a student population that is less diverse and less disadvantaged than the student population in South Bend. (Figures J-1 and J-2) The school's special education percentage is somewhat less than state averages and substantially less than local averages. (Figure J-3) ISTEP+ scores suggest that the school's students are performing at or near the statewide averages when they initially enroll; although, the lack of state testing in grades K-2 leave this issue unclear. (Figure J-7)

The school continues to receive good reviews from parents. Staff and board members are less positive, with staff expressing particular reluctance towards recommending the school to friends and colleagues. Nonetheless, a majority of both groups view the school positively and better than other schools. (Figures J-15a through J-15g)

Board members had expressed significant concerns previously about governance, operations and management; but those concerns have improved in all areas of the board self-assessments. Some concerns remain over board roles, accountability planning, communication to the community, fund development, two areas of risk management and multiple areas of board development and education. (Figures J-16a through J-16j) The academic walkthroughs also continue to show substantial concerns about the school's curriculum and instructional practices.

Veritas continues to experience some serious financial problems. Following the last review, board members developed a Corrective Action Plan that Ball State officials continue to monitor and, as a result, a full review of the school's finances was not conducted in 2005-2006. Meanwhile, the State Board of Accounts attempted a standard audit of the school but was unable to complete the review due to incomplete financial records.

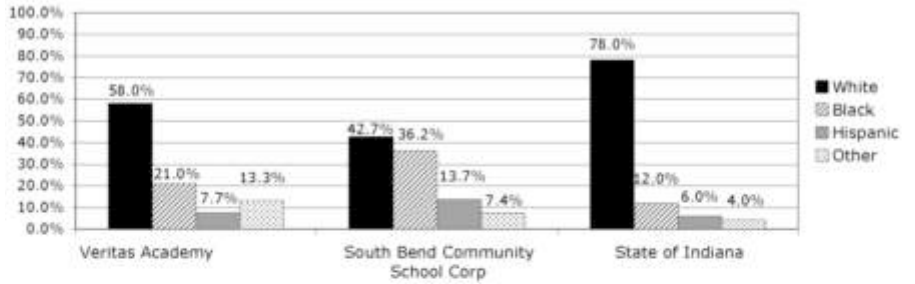
Academically, Veritas is doing well, as most students are performing above local students and also above state averages, which are higher than local averages. (Figure J-7) NWEA results also indicate mostly positive, but mixed, levels of growth. (Figure J-8) The school also scored very well on the state and federal accountability programs, both of which indicate that the school is producing strong academic growth. (Figures J-9 and J-10)

In summary, Veritas is showing some improvements in its governance structure; although, several areas, including financial management, continue to be serious concerns. These problems and other concerns from the academic walkthroughs do not appear, however, to be impacting the academic achievement of their students, who are mostly excelling.

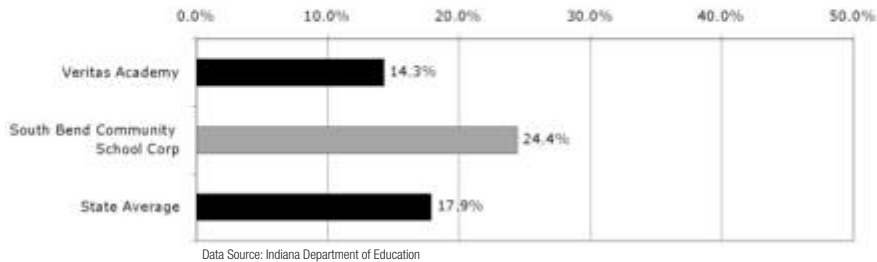
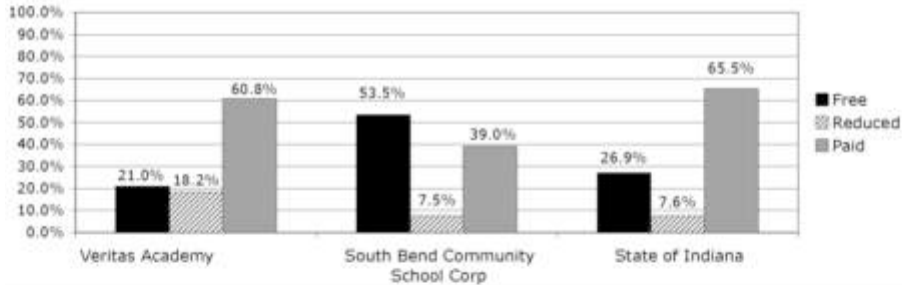


Student Demographics

*Figure J-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure J-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



*Figure J-3:
Percentages of Students
in Special Education: 2005-2006*

1. Is the educational program a success?

Academic Year	Veritas Academy	South Bend	Indiana
2005-6	95.7%	92.9%	95.9%

Figure J-6:
Attendance Rates

Data Source: Indiana Department of Education

	English/LA			Math			Both English & Math		
	Veritas	South Bend	Indiana	Veritas	South Bend	Indiana	Veritas	South Bend	Indiana
3rd Grade									
2005	58%	63%	75%	76%	57%	73%	76%	50%	65%
2004	57%	63%	75%	64%	56%	73%	43%	48%	65%
2003	62%	52%	74%	31%	52%	71%	31%	39%	63%
2002	58%	55%	72%	67%	53%	67%	58%	41%	59%
4th Grade									
2005	59%	59%	74%	71%	61%	75%	41%	49%	66%
2004	62%	55%	73%	62%	56%	73%	62%	45%	64%
2003	*								
2002	**								
5th Grade									
2005	82%	54%	73%	65%	58%	76%	65%	44%	66%
2004	80%	56%	72%	73%	57%	73%	67%	45%	63%
2003	*								
2002	**								
6th Grade									
2005	93%	55%	71%	87%	66%	78%	87%	50%	66%
2004	70%	55%	70%	60%	63%	75%	50%	48%	63%
2003	40%	60%	69%	20%	53%	72%	20%	46%	62%
2002	**								
7th Grade									
2005	***			***			***		
2004	50%	55%	68%	50%	61%	73%	50%	47%	61%
2003	*								
2002	**								

Figure J-7:
Percentage of Students
Passing ISTEP+

Data Source: Indiana Department of Education

* No students tested in 4th, 5th or 7th Grade for 2003.

** No students tested in 4th, 5th, 6th or 7th Grade for 2002.

*** Percentages not reported due to the small number of students taking the ISTEP+.



Northwest Evaluation Association [NWEA]

Figure J-8a:
Average Math Growth Rate

Grade	Veritas Academy	State	National
2	4.8	14.0	13.9
3	7.8	10.1	10.9
4	4.4	9.1	8.8
5	6.1	8.9	8.7
6	-1.0	7.2	7.2
7	8.2	6.0	6.0
8	*	4.6	5.2

Figure J-8b:
Average Reading Growth Rate

Grade	Veritas Academy	State	National
2	6.2	13.3	13.1
3	4.9	8.5	9.1
4	5.5	6.6	6.5
5	6.2	5.5	5.4
6	*	4.3	4.3
7	5.7	3.1	3.4
8	*	2.8	3.2

Figure J-8c:
Average Language Growth Rate

Grade	Veritas Academy	State	National
2	4.8	13.8	14.1
3	9.6	8.5	9.1
4	3.6	6.3	6.3
5	1.2	5.1	5.2
6	-5.5	3.9	4.0
7	3.3	2.7	2.9
8	5.5	2.4	2.6

Data Source: Northwest Evaluation Association

*An asterisk indicates that insufficient data were available for this subject and Grade.

** Scores not included due to substantial number of students taking different versions of NWEA assessment in Fall 2005 and Spring 2006.

Figure J-9:
Adequate Yearly Progress (AYP)

Yes

Data Source: Indiana Department of Education

Figure J-10:
Public Law 221 - Indiana's State
Accountability Law (PL 221)

Exemplary Progress	
Current Performance: 77.0%	Improvement: 15.9%

Data Source: Indiana Department of Education

2. Is the school organizationally sound?

Constituent Surveys

Figure J-15a:
Constituent Survey Response Rate

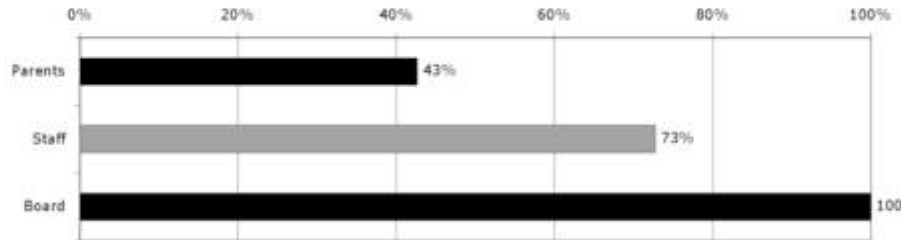


Figure J-15b:
How would you rate the overall quality of Parents, Staff and the Board?

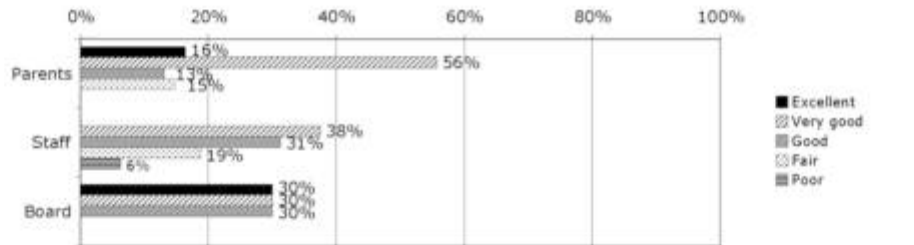


Figure J-15c:
How would you compare the overall quality of education to that of other schools?

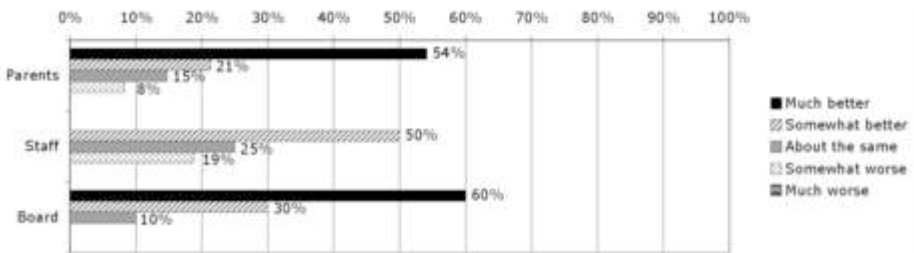
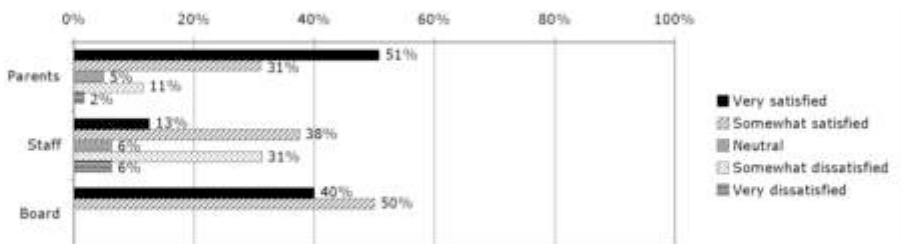


Figure J-15d:
How satisfied are you with the overall quality of education?

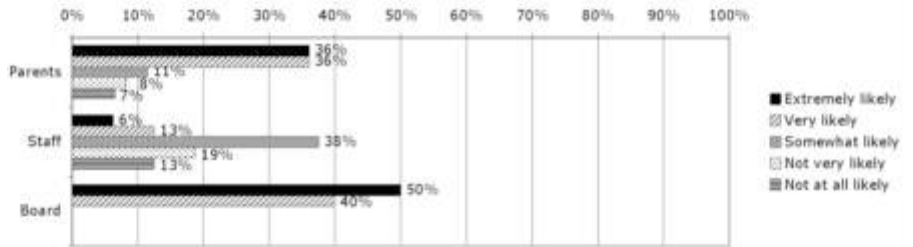


Data Source: The Kensington Group

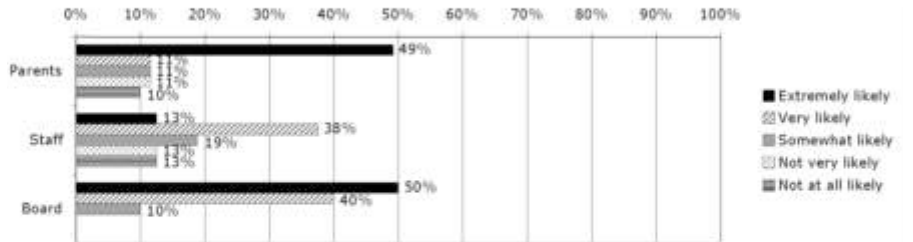


Constituent Surveys - Cont'd

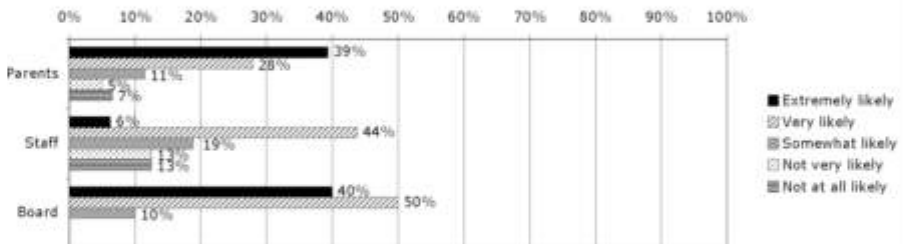
*Figure J-15e:
How likely are you to...
Recommend the school to friends
and colleagues?*



*Figure J-15f:
How likely are you to...
Return to the school next year?*



*Figure J-15g:
How likely are you to...
Increase your support of the school?*



Data Source: The Kensington Group

2. Is the school organizationally sound?

Board Self-Assessments

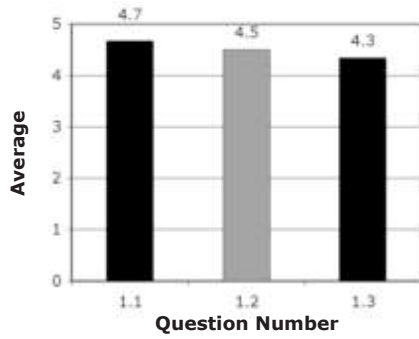


Figure J-16a:
Academic Success:
Mission-Driven

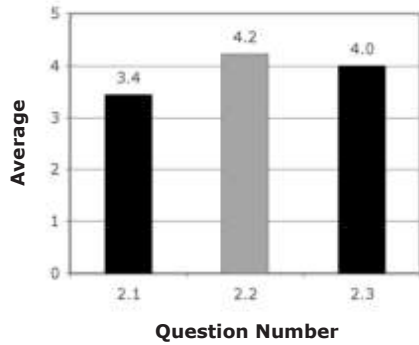


Figure J-16b:
Organizational Soundness:
Policy and Strategic Planning

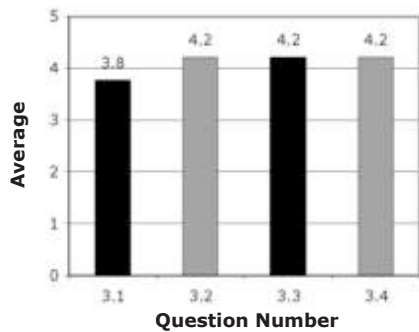
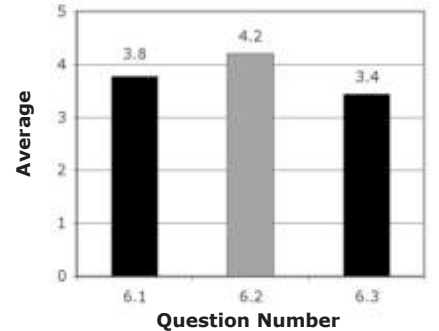
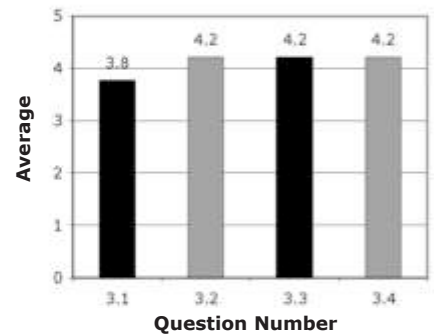
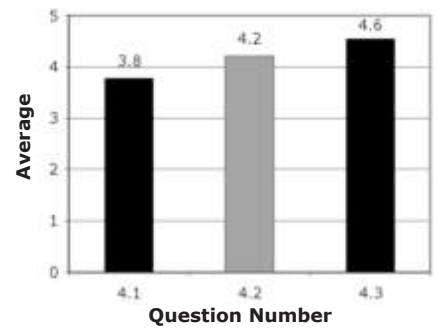


Figure J-16c:
Academic Success:
Mission-Driven Organization

Figure J-16f:
Organizational Soundness:
Risk Management

Figure J-16d:
Performance Against
Success Measures:
Communication and Advocacy



Board Self-Assessments - Cont'd

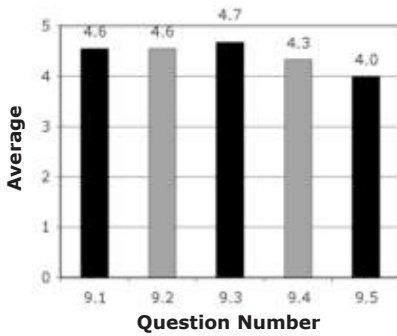


Figure J-16e:
Academic Success:
Leadership Development

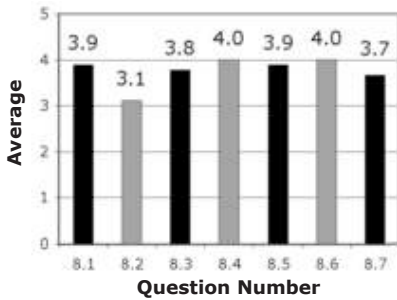
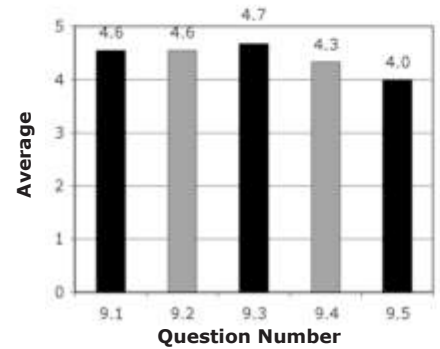


Figure J-16f:
Organizational Soundness:
Board Development
and Education

Figure J-16g:
Organizational Soundness:
The Board's Role



3. Is the school financially viable?

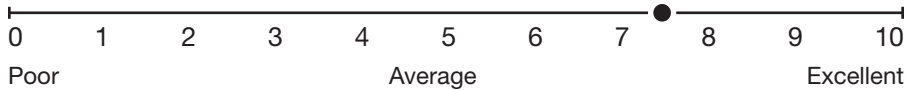
Veritas Academy is struggling financially with a negative cash flow and is not currently meeting their liabilities nor paying all their bills on a timely basis. The school is in the final stages of a State Board of Accounts audit. Veritas Academy is preparing a plan to make good on

their obligations and maintain the financial integrity of the institution. The Office of Charter Schools is working closely with Veritas Academy to verify that the plan they implement is satisfactory.

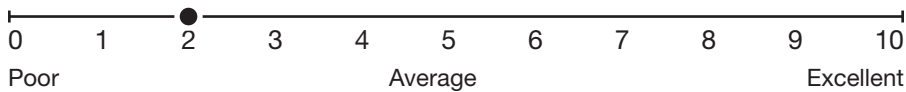
4. Is the school providing conditions for academic success?

Academic Walkthroughs

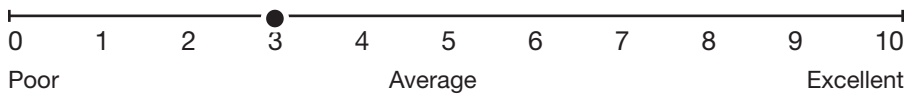
Student Engagement/On-Task Behavior



Curriculum



Instructional Practices



When data was averaged for all classroom walkthroughs, 10-100% of the students at Veritas Academy were engaged in the learning task. The average on-task engagement for the school was 75% (although the highest engagement occurred during activities like a spelling test).

The cognitive levels of lessons were varied. The majority of classroom activities required low-level thinking, with a few instances of medium- and higher-order thinking classrooms noted.

Extended Academic Walkthrough

At the completion of the February, 2006, academic walkthrough by the Ball State University Office of Charter Schools, a follow-up independent audit was conducted to provide additional information for analysis and school improvement efforts.

The Ball State University Office of Charter Schools acknowledged that a new Director had just been hired and, consequently, many adjustments were still underway.

BSU also noted that concerns about turnover and an unclear vision among staff. BSU recommended that Veritas Academy give increased attention to communications, staff development and school-wide discipline.

21st CENTURY CHARTER SCHOOL AT GARY *of* BSU Charter Schools

“GEO 21st Century Model”



556 Washington Street
Gary, IN 46402
219.886.9339

www.21ccharter.org

Grades Served 4-9
2005-2006 Enrollment 265
Enrollment at capacity. 420

Year Opened: 2005-2006
Final Year in Current Contract: 2011-2012

Mission

The educational philosophy of the 21st Century Charter School at Gary is to teach according to the needs of the individual while maintaining a commitment to standards achievement. Using technology as a management and delivery tool, as well as off-computer activities emphasizing hands-on learning, students will proceed through the standards. All students will be given a variety of continuous assessments to make sure that skills are mastered.

Educational Program

The curriculum proposed will be woven through the following seven components of instruction: **1.** core values and character education; **2.** Indiana Standards and GQE requirements; **3.** standards basic skills application sequential and measured, fostering life-long learning and life skills; **4.** project-based learning aligned with student interests and standards mentoring, internships, employment and community outsourcing opportunities; **5.** Spanish language instruction, beginning at age five; **6.** Fine Arts instruction; and **7.** physical wellness and conditioning.



Summary

21st Century Charter School at Gary, now in its second year of a seven-year contract, is serving a nearly all-black and financially disadvantaged student population that is very similar to other students in Gary. (Figures K-1 and K-2) The school's special education percentage is about one-third less than both local and state averages. (Figure K-3) ISTEP+ scores indicate that the school's students are performing at lower levels than other students in the area, which perform much lower than statewide averages, when they initially enroll. (Figure K-7)

The school receives mostly positive reviews from parents, staff and board members. Small minorities of each Constituent group expressed concerns about the new school, with staff expressing the most concerns over quality of the school. (Figures K-15a through K-15g)

Board members indicate several areas for improvement in nearly every area of the board self-assessment. Particularly notable were concerns about policy, mission, financial management, risk management and board development, which may be typical of a start-up organization; nonetheless, they point to concerns that could prove critical as the organization continues to grow. Board members also expressed concerns about the relationship with their educational management organization (EMO). (Figures K-16a through K-16j) The academic walkthroughs ranked student engagement above average, but curriculum and instructional practices ranked below average, which may be another concern.

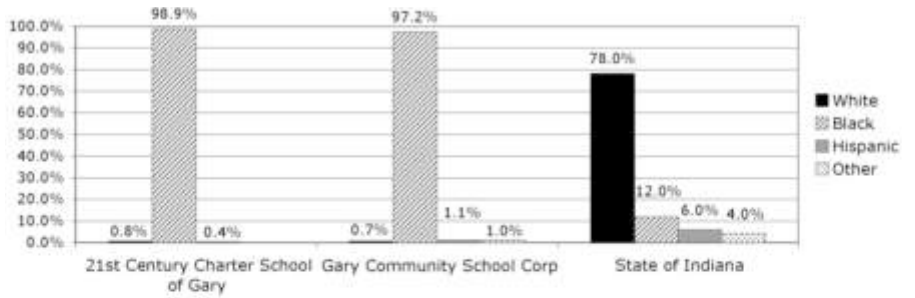
Financial reviews are mostly positive and indicate only typical concerns of a start-up charter school in Indiana.

For first-year schools like 21st Century, ISTEP+ scores provide only baseline numbers for their students and do not provide an indication of academic progress. On NWEA, 21st Century demonstrated some good progress in language, considering the school's student demographics and the challenges of a start-up year. Unfortunately, we cannot draw any solid conclusions on math or reading growth since too many students took different versions of those NWEA tests in the fall and spring of the school year. (Figures K-8a through K-8c)

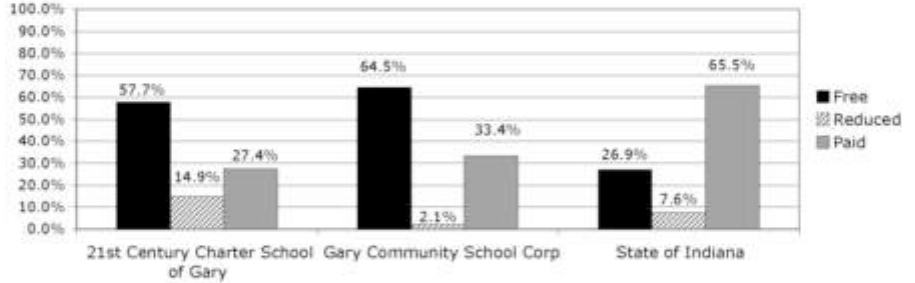
In summary, 21st Century Charter School at Gary is demonstrating a range of challenges in its first year of operation. Constituent and board surveys are not where they need to be to assure continuing growth, improving operations and retention of students and staff. Student demographics offer substantial room for growth; but early indications of academic progress are incomplete. Given the range of areas needing to improve, another year of operation should provide a much clearer picture of 21st Century's potential.

Student Demographics

*Figure K-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure K-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



Data Source: Indiana Department of Education

*Figure K-3:
Percentages of Students
in Special Education: 2005-2006*



1. Is the educational program a success?

Academic Year	21st Century CS at Gary	Gary	Indiana
2005-6	96.1%	98.0%	95.9%

Data Source: Indiana Department of Education

Figure K-6:
Attendance Rates

	English/LA			Math			Both English & Math		
	21st Century	Gary	Indiana	21st Century	Gary	Indiana	21st Century	Gary	Indiana
4th Grade 2005	38%	48%	73%	31%	46%	75%	23%	37%	66%
5th Grade 2005	32%	43%	73%	25%	45%	76%	18%	33%	66%
6th Grade 2005	46%	46%	71%	27%	45%	78%	25%	35%	66%
7th Grade 2005	28%	38%	68%	30%	41%	76%	17%	27%	63%
8th Grade 2005	42%	38%	68%	28%	29%	72%	23%	23%	61%
9th Grade 2005	18%	31%	67%	11%	23%	70%	4%	17%	60%

Data Source: Indiana Department of Education

Figure K-7:
Percentage of Students Passing ISTEP+



Northwest Evaluation Association [NWEA]

Figure K-8a:
Average Math Growth Rate

Grade	21st Century CS at Gary	State	National
4	7.9	9.1	8.8
5	*	8.9	8.7
6	*	7.2	7.2
7	*	6.0	6.0
8	-2.0	4.6	5.2
9	4.4	2.9	3.2

Figure K-8b:
Average Reading Growth Rate

Grade	21st Century CS at Gary	State	National
4	*	6.6	6.5
5	*	5.5	5.4
6	*	4.3	4.3
7	*	3.1	3.4
8	0.9	2.8	3.2
9	*	1.5	1.6

Figure K-8c:
Average Language Growth Rate

Grade	21st Century CS at Gary	State	National
4	7.4	6.3	6.3
5	2.5	5.1	5.2
6	3.7	3.9	4.0
7	4.3	2.7	2.9
8	2.4	2.4	2.6
9	1.5	1.4	1.4

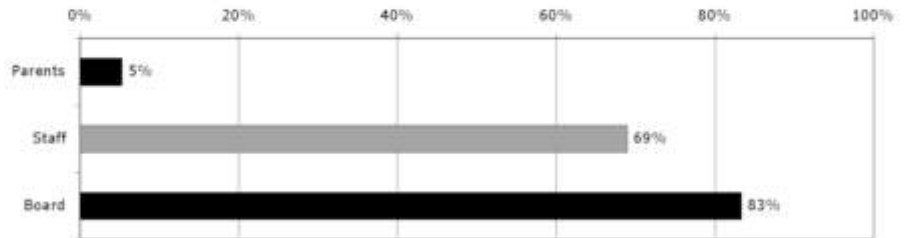
Data Source: Northwest Evaluation Association
* An asterisk indicates that insufficient data was available for this subject and grade.



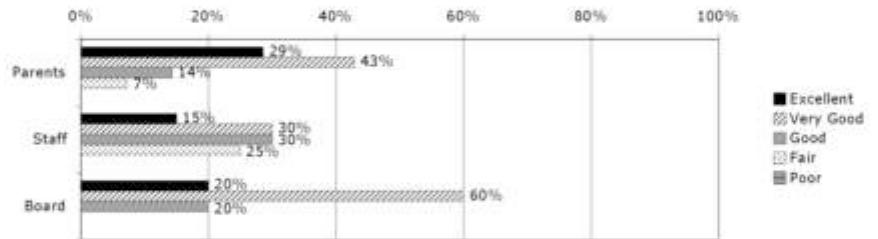
2. Is the school organizationally sound?

Constituent Surveys

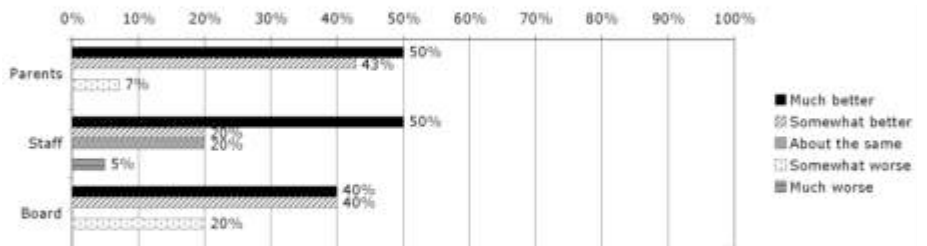
*Figure K-15a:
Constituent Survey Response Rate*



*Figure K-15b:
How would you rate the overall quality of Parents, Staff and the Board?*



*Figure K-15c:
How would you compare the overall quality of education to that of other schools?*



*Figure K-15d:
How satisfied are you with the overall quality of education?*

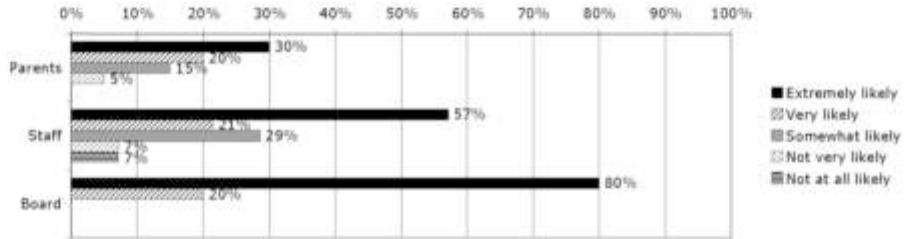


Data Source: The Kensington Group

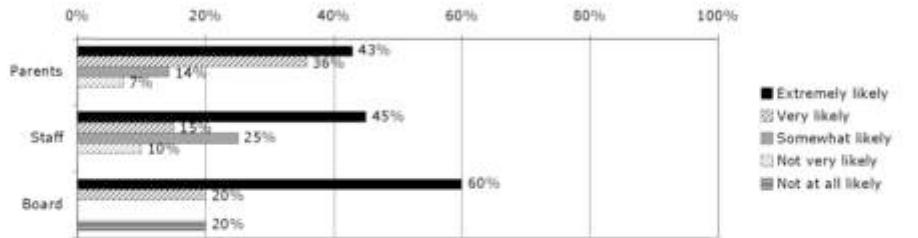


Constituent Surveys - Cont'd

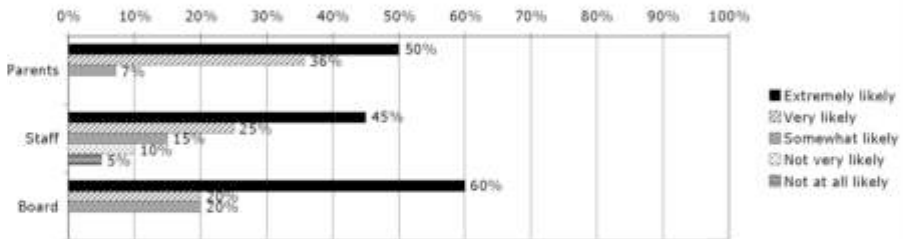
*Figure K-15e:
How likely are you to...
Recommend the school to friends
and colleagues?*



*Figure K-15f:
How likely are you to...
Return to the school next year?*



*Figure K-15g:
How likely are you to...
Increase your support of the school?*



Data Source: The Kensington Group



2. Is the school organizationally sound?

Board Self-Assessments

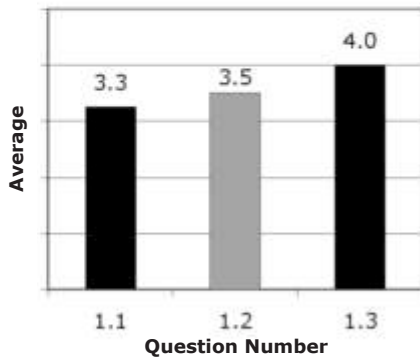


Figure K-16a:
Academic Success:
Mission-Driven Organization

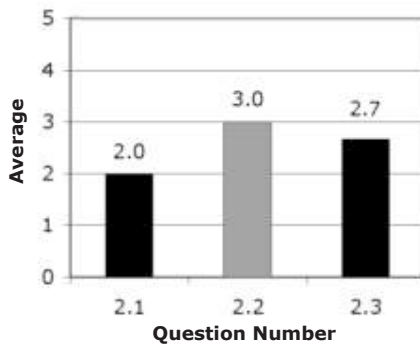


Figure K-16b:
Organizational Soundness:
Policy and Strategic Planning

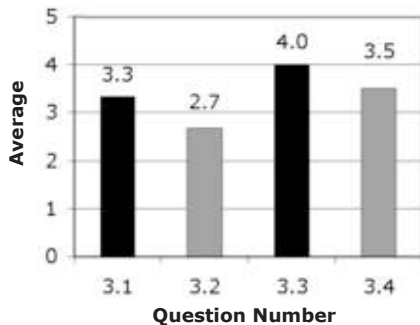
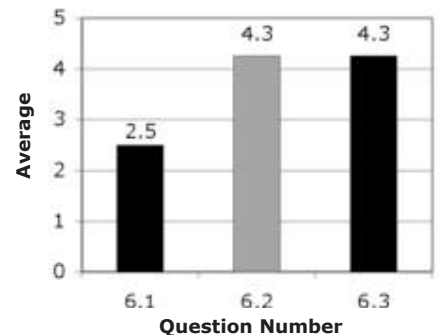
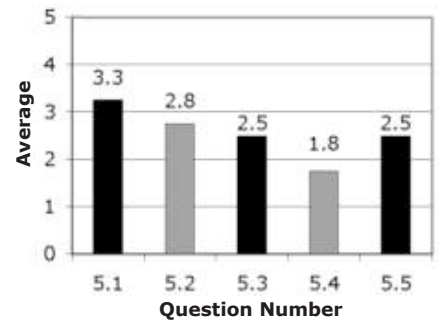
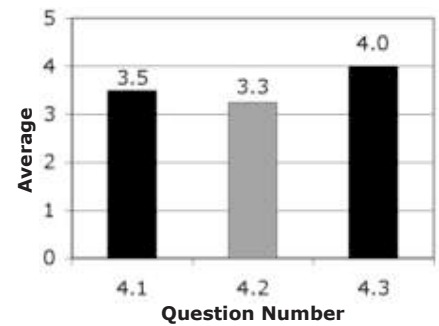


Figure K-16c:
Academic Success:
Mission-Driven Organization

Figure K-16f:
Organizational Soundness:
Risk Management

Figure K-16d:
Performance Against
Success Measures:
Communication and Advocacy



Board Self-Assessments - Cont'd

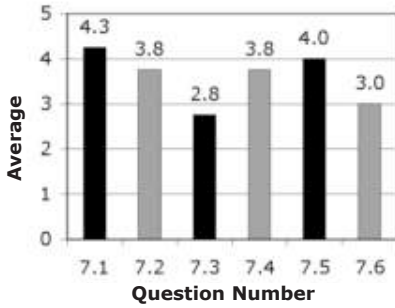


Figure K-16g:
Academic Success:
Leadership Development

Figure K-16i:
Organizational Soundness:
The Board's Role

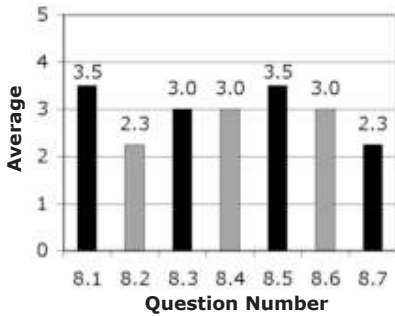
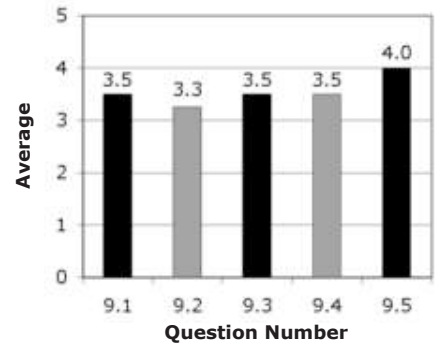
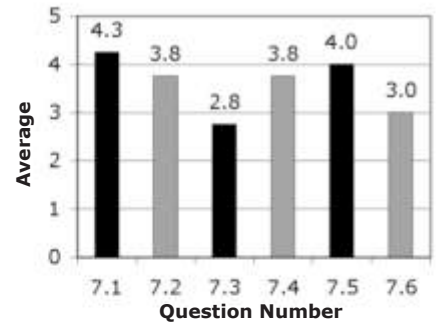


Figure K-16h:
Organizational Soundness:
Board Development
and Education

Figure K-16j:
EMO Relationship





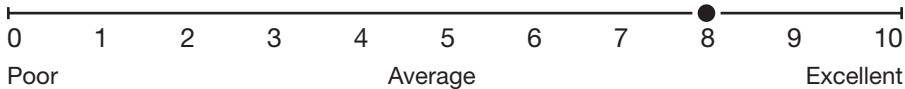
3. Is the school financially viable?

21st Century at Gary Charter School opened in 2005. The actual revenues exceeded budget and the budgeted expenses were in line with actual expenses. The school is scheduled to be audited by the State Board of Accounts following the 2005-2006 fiscal year.

4. Is the school providing conditions for academic success?

Academic Walkthroughs

Student Engagement/On-Task Behavior



When data was averaged for all classroom walkthroughs, 65-100% of the students at 21st Century Charter School were engaged in the learning task. The average on-task engagement for the school was 80%.

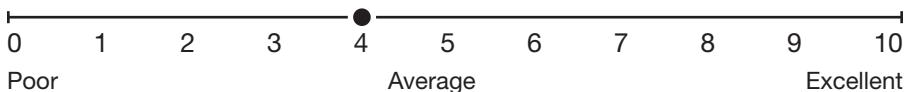
Curriculum



The cognitive levels of lessons were varied. They ranged from low to medium, with most classrooms engaged in lower-level, rote activities.

*Mastery was the goal, but the curriculum lacked richness and typically focused on lower-level skills.

Instructional Practices



EAST CHICAGO URBAN ENTERPRISE ACADEMY *of* BSU Charter Schools

“A Different Kind of Public School”



1402 E. Chicago Avenue
East Chicago, IN 46312
219.392.3650

www.ecueacademy.org

Grades Served 4-9
2005-2006 Enrollment 265
Enrollment at capacity. 420

Year Opened: 2005-2006
Final Year in Current Contract: 2011-2012

Mission

To create a K-8 school that offers a rigorous academic program, provides a safe and supportive environment for learning and encourages the involvement of its families and the community.

Educational Program

East Chicago Urban Enterprise Academy utilizes Core Knowledge curriculum as the instructional foundation based on Indiana Standards. SRA's Open Court Reading and Saxon Math are used as base curriculum. This curriculum has been used with success by American Quality Schools, the not-for-profit EMO, partnered with East Chicago Urban Enterprise for student success. Character education is an additional portion of the school curriculum. The Academy recognizes that the ethical and moral development of its students is a critical and essential part of each child's education. Character Education will not be taught as a separate class in the early Grades, but will permeate the classrooms and affect the entire school culture.



Summary

East Chicago Urban Enterprise Academy (ECUEA), now in its second year of a seven-year contract, is serving a diverse student population that is nearly two-thirds black and nearly one-third Hispanic, similar to other students in East Chicago but far more diverse than statewide averages. (Figures L-1) Nearly all ECUEA's students qualify for free and reduced lunch, a percentage that is somewhat more than other local schools and more than statewide averages. (Figure L-2) However, the school's special education percentage is much smaller than local and state averages. (Figure L-3) When they initially enroll, ISTEP+ scores indicate that the school's students are performing at slightly lower levels than other students in the area, which perform much lower than statewide averages. (Figure L-7)

The school receives very high reviews from parents, staff and board members. In nearly all areas, a strong majority of each constituency group gave the highest ratings possible. The school also generated some of the highest response rates for each constituency group among all Ball State charter schools. (Figures L-15a through L-15g)

Board members were also very positive on their board self-assessments. ECUEA received nearly the highest marks possible in most areas; although, there were some notable concerns regarding fund development, risk management and some aspects of board development. Board members were also very positive about the relationship with their educational management organization (EMO). (Figures L-16a through L-16j) The academic walkthroughs were also quite positive, with student engagement, curriculum and instructional practices each ranking above or even well above average.

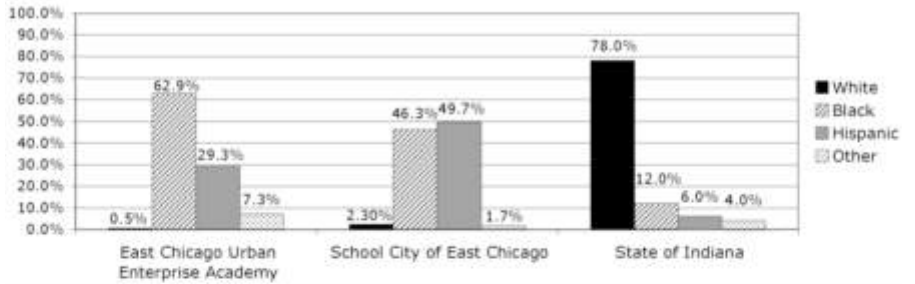
Financial reviews are mostly positive and indicate only typical concerns of a start-up charter school in Indiana.

For first-year schools like ECUEA, ISTEP+ scores provide only baseline numbers for their students and do not provide an indication of academic progress. On the NWEA, ECUEA demonstrated some encouraging progress in each subject area. (Figures L-8a through L-8c)

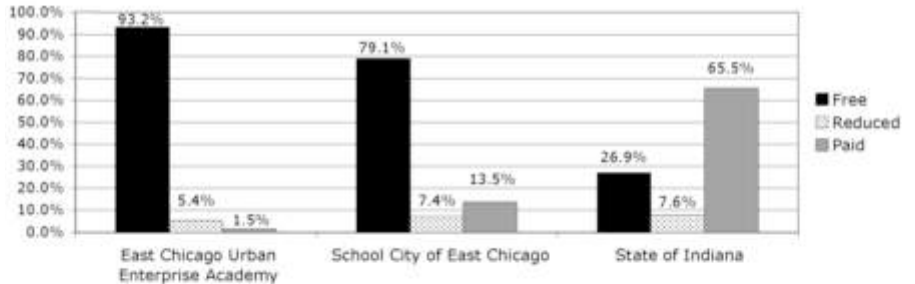
In summary, East Chicago Urban Enterprise Academy is showing some strong promise for the future. Constituency and board surveys are mostly positive and suggest excellent opportunities for continuing growth, improving operations and retention of students and staff. Student demographics offer substantial room for growth and early indications suggest that the school is reaching for those opportunities.

Student Demographics

*Figure L-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure L-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



Data Source: Indiana Department of Education

*Figure L-3:
Percentages of Students
in Special Education: 2005-2006*

1. Is the educational program a success?

Academic Year	East Chicago Urban Enterprise Acad.	East Chicago	Indiana
2005-6	94.8%	94.9%	95.9%

Data Source: Indiana Department of Education

Figure L-6:
Attendance Rates

	English/LA			Math			Both English & Math		
	ECUEA	East Chicago	Indiana	ECUEA	East Chicago	Indiana	ECUEA	East Chicago	Indiana
3rd Grade 2005	53%	57%	75%	45%	59%	76%	30%	44%	65%
4th Grade 2005	51%	57%	73%	58%	59%	73%	44%	46%	66%

Data Source: Indiana Department of Education

Figure L-7:
Percentage of Students Passing ISTEP+

Northwest Evaluation Association [NWEA]

Grade	East Chicago Urban Enterprise Acad.	State	National
2	*	14.0	13.9
3	12.8	10.1	10.9
4	5.7	9.1	8.8

Figure L-8a:
Average Math Growth Rate

Grade	East Chicago Urban Enterprise Acad.	State	National
2	13	13.3	13.1
3	12.1	8.5	9.1
4	3.6	6.6	6.5

Figure L-8b:
Average Reading Growth Rate

Grade	East Chicago Urban Enterprise Acad.	State	National
2	*	13.8	14.1
3	9.8	8.5	9.1
4	3.3	6.3	6.3

Figure L-8c:
Average Language Growth Rate

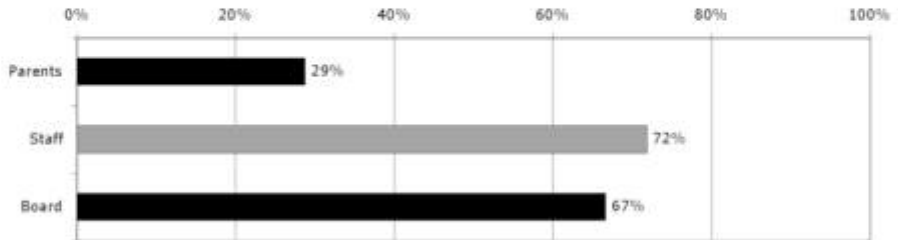
Data Source: Northwest Evaluation Association

*An asterisk indicates that insufficient data were available for this subject and Grade.

2. Is the school organizationally sound?

Constituent Surveys

*Figure L-15a:
Constituent Survey Response Rate*



*Figure L-15b:
How would you rate the overall quality of Parents, Staff and the Board?*



*Figure L-15c:
How would you compare the overall quality of education to that of other schools?*



*Figure L-15d:
How satisfied are you with the overall quality of education?*



Data Source: The Kensington Group



Figure L-15e:
How likely are you to...
Recommend the school to friends
and colleagues?



Figure L-15f:
How likely are you to...
Return to the school next year?

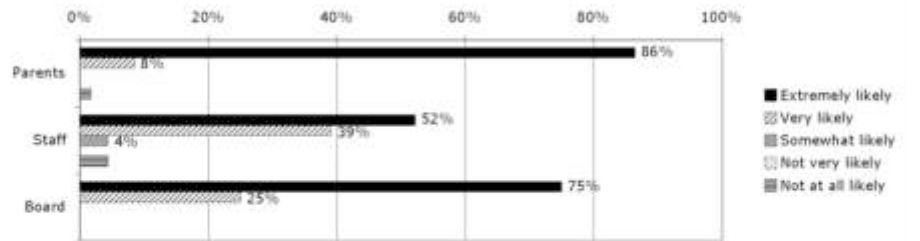


Figure L-15g:
How likely are you to...
Increase your support of the school?



Data Source: The Kensington Group

Board Self-Assessments

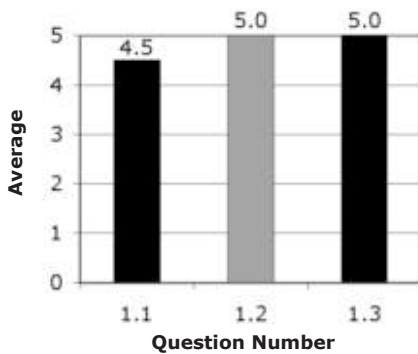
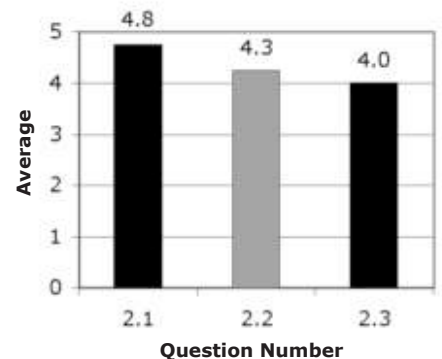


Figure L-16a:
Academic Success:
Mission-Driven Organization

Figure L-16b:
Organizational Soundness:
Policy and Strategic Planning



Board Self-Assessments - Cont'd

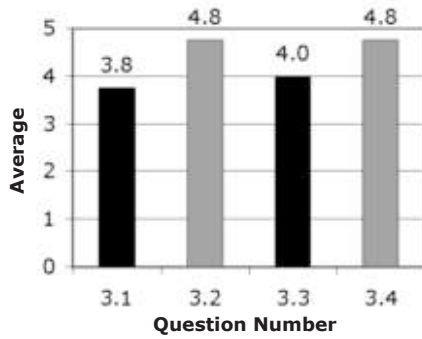


Figure L-16c:
Academic Success:
Mission-Driven Organization

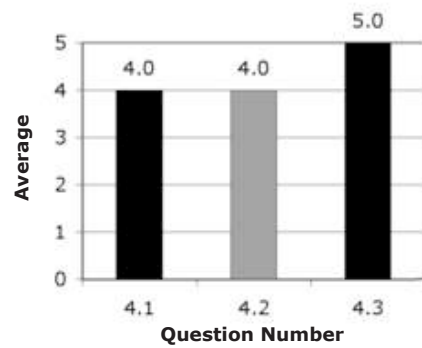


Figure L-16d:
Performance Against
Success Measures:
Communication and Advocacy

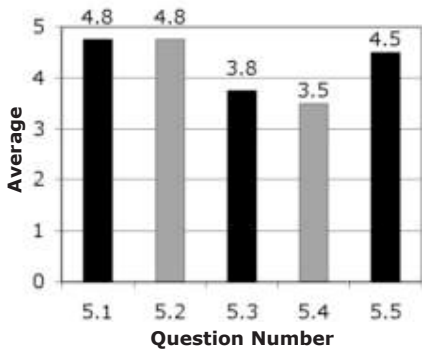


Figure L-16e:
Financial Viability:
Budget Development
and Management

Figure L-16f:
Organizational Soundness:
Risk Management

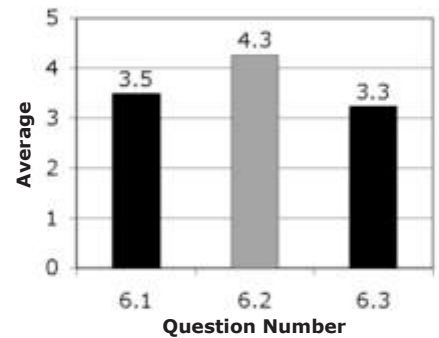


Figure L-16g:
Academic Success:
Leadership Development

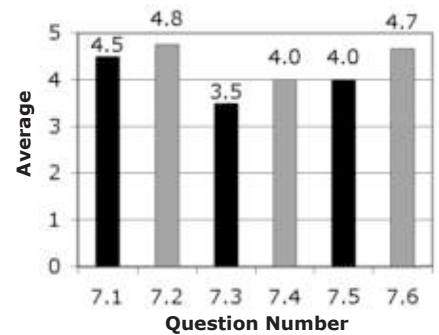
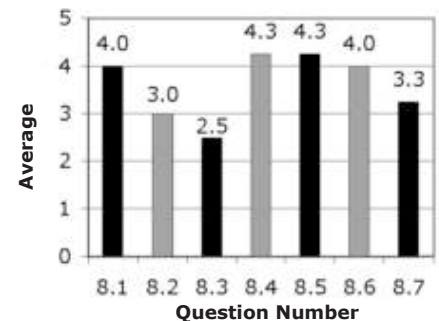


Figure L-16h:
Organizational Soundness:
Board Development
and Education



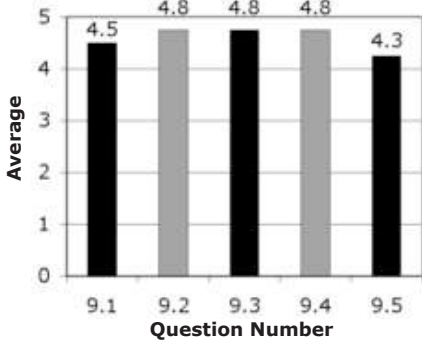
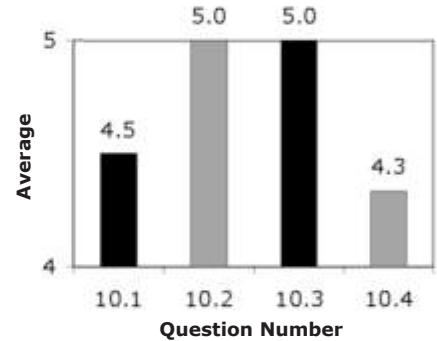


Figure L-16i:
Organizational Soundness:
The Board's Role

Figure L-16j:
EMO Relationship



3. Is the school financially viable?

East Chicago Urban Enterprise Academy opened in 2005. The actual revenues exceeded budget and the budgeted expense levels were under run. The result was a favorable fund balance at year-end. The balance

sheet is strong for a first-year school. The institution is scheduled to be audited by the State Board of Accounts following the 2005-2006 fiscal year.

4. Is the school providing conditions for academic success?

Academic Walkthroughs

Student Engagement/On-Task Behavior



When data was averaged for all classroom walkthroughs, 50-100% of the students at East Chicago Urban Enterprise Academy were engaged in the learning task. The average on-task engagement for the school was 85%.

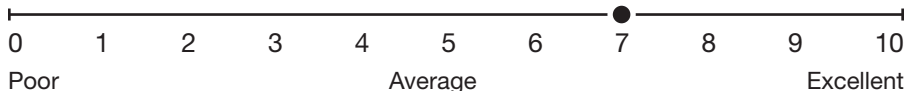
Curriculum



*The school's core curriculum had to be consistently supplemented and adapted to align with IN standards and "best practice."

The cognitive levels of lessons were varied. They ranged from low to high, with most classrooms engaged in medium-to-high level thinking activities.

Instructional Practices



GALILEO CHARTER SCHOOL *of* BSU Charter Schools

“For these are all our children and we will either benefit them or pay the consequences for whom they become.” -James Baldwin



855 North 12th Street
Richmond, IN 47374
765.983.3709

www.galileocharterschool.org

Grades Served K-4
2005-2006 Enrollment 147
Enrollment at capacity. 266

Year Opened: 2005-2006
Final Year in Current Contract: 2011-2012

Mission

Using the cornerstones of literacy character development & self esteem, the Galileo Charter School will educate children in a community of mutual respect, inspire a life-long love of learning, and develop contributing members of our global communications.

Educational Program

Galileo Charter School will use a scientifically based research-validated curriculum. Literacy will be emphasized and supported through early identification, prevention, and intervention strategies. Galileo Charter School will utilize Open Court Reading for Language Arts and Reading instruction as well as support multiple approaches for assessment and intervention. Uniquely, every teacher at Galileo has been trained in the Lindamood Bell “Lips” and “Visualizing and Verbalizing” program, which is utilized for preventative and remedial instruction.



Summary

Galileo Charter School, now in its second year of a seven-year contract, is serving a student population that is more diverse and has a higher percentage of students that qualify for free and reduced lunch than either Richmond Community Schools or statewide averages. (Figures M-1 and M-2) The school is also serving a special education percentage that is above statewide averages and only slightly below Richmond Community Schools. (Figure M-3) Based on ISTEP+ scores the school's students, at initial enrollment, are performing at lower levels than other students in the community, who are already performing below statewide averages. (Figure M-7)

The school receives mostly high reviews from parents. Staff reviews are more mixed, with more members providing lower responses to questions on both quality and loyalty. (Board members did not respond to the Constituent survey.) (Figures M-15a through M-15g)

Board members were very positive on their board self-assessments. Galileo received high marks in most areas, with only some limited concerns about risk management. (Figures M-16a through M-16j) The academic walkthroughs were also positive, with student engagement, curriculum and instructional practices each ranking near or above average.

Financial reviews are mostly positive and indicate only typical concerns of a start-up charter school in Indiana.

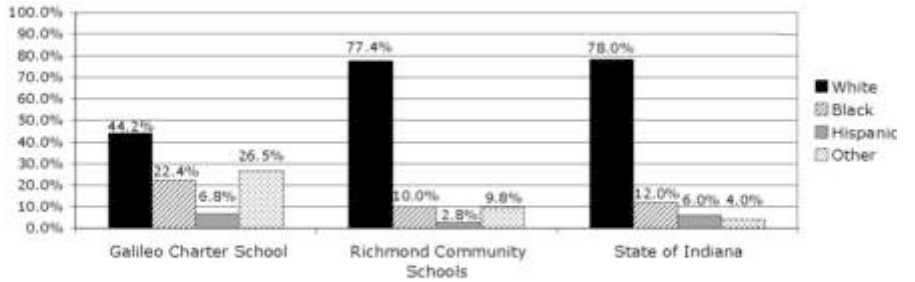
For first-year schools like Galileo Charter School, ISTEP+ scores provide only baseline numbers for students and do not provide an indication of academic progress. On the NWEA, Galileo demonstrated some mixed but mostly encouraging progress in each subject area. (Figures M-8a through M-8c)

In summary, Galileo Charter School is showing some strong promise for the future. Constituent and board surveys are very positive and suggest excellent opportunities for continuing growth, improving operations and retention of students and staff. Student test scores offer substantial room for growth and early indications suggest that the school is reaching for those opportunities.

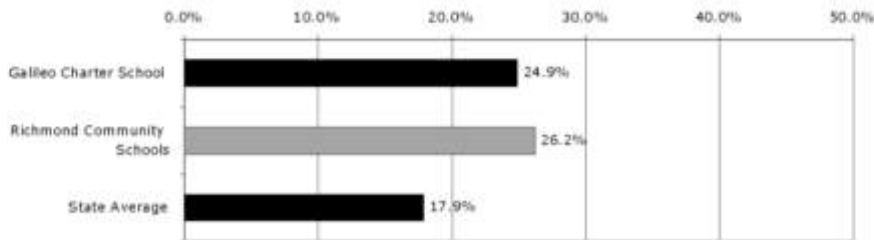
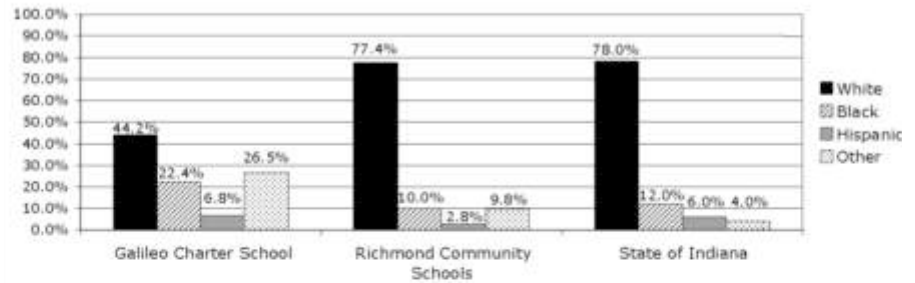


Student Demographics

*Figure M-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure M-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



Data Source: Indiana Department of Education

*Figure M-3:
Percentages of Students
in Special Education: 2005-2006*



1. Is the educational program a success?

Academic Year	Galileo Charter School	Richmond	Indiana
2005-6	95.1%	94.6%	95.9%

Data Source: Indiana Department of Education

Figure M-6:
Attendance Rates

	English/LA			Math			Both English & Math		
	Galileo	Richmond	Indiana	Galileo	Richmond	Indiana	Galileo	Richmond	Indiana
3rd Grade 2005	41%	67%	75%	38%	69%	73%	24%	58%	65%

Data Source: Indiana Department of Education

Figure M-7:
Percentage of Students Passing ISTEP+

Northwest Evaluation Association [NWEA]

Grade	Galileo Charter School	State	National
2	17.1	14.0	13.9
3	8.6	10.1	10.9
4	*	9.1	8.8

Figure M-8a:
Average Math Growth Rate

Grade	Galileo Charter School	State	National
2	11	13.3	13.1
3	3.6	8.5	9.1
4	*	6.6	6.5

Figure M-8b:
Average Reading Growth Rate

Grade	Galileo Charter School	State	National
2	14.4	13.8	14.1
3	6.9	8.5	9.1
4	*	6.3	6.3

Figure M-8c:
Average Language Growth Rate

Data Source: Northwest Evaluation Association

*An asterisk indicates that insufficient data were available for this subject and Grade.



2. Is the school organizationally sound?

Constituent Surveys

Figure M-15a:
Constituent Survey Response Rate

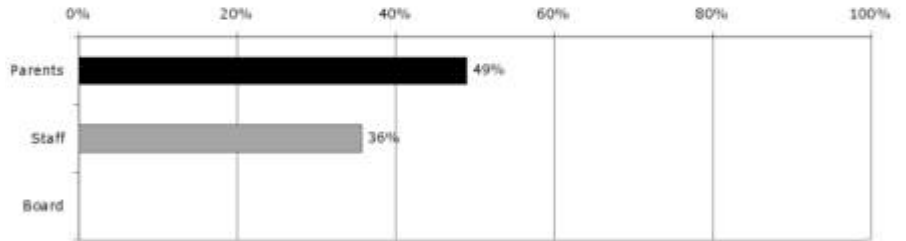


Figure M-15b:
How would you rate the overall quality of Parents, Staff and the Board?

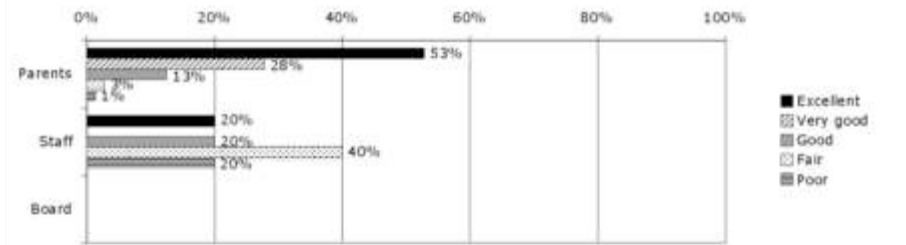


Figure M-15c:
How would you compare the overall quality of education to that of other schools?

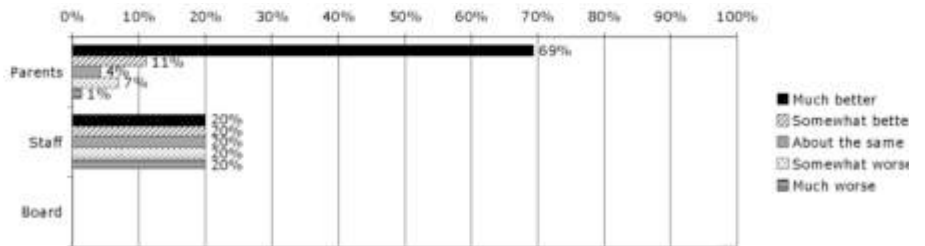
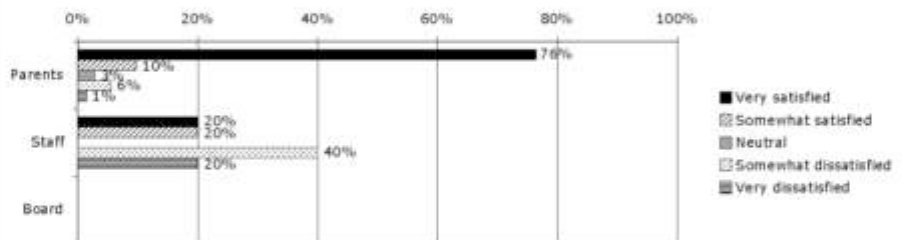


Figure M-15d:
How satisfied are you with the overall quality of education?



Data Source: The Kensington Group



Figure M-15e:
How likely are you to...
Recommend the school to friends
and colleagues?

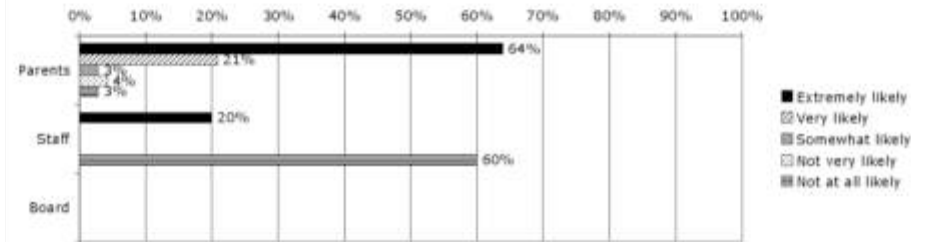


Figure M-15f:
How likely are you to...
Return to the school next year?

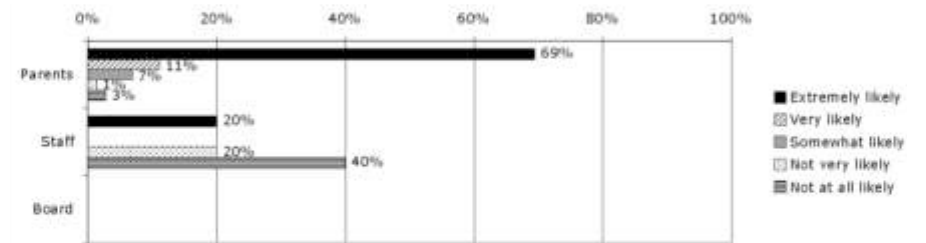
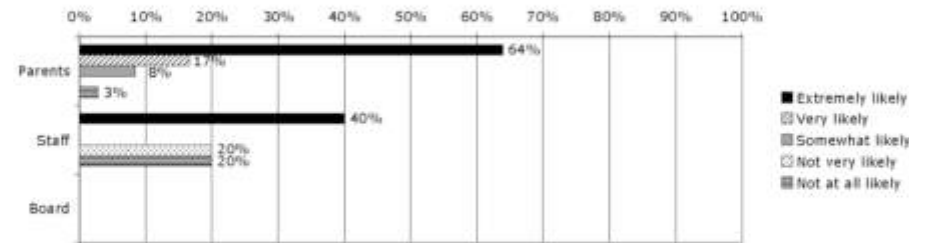


Figure M-15g:
How likely are you to...
Increase your support of the school?



Data Source: The Kensington Group

Board Self-Assessments

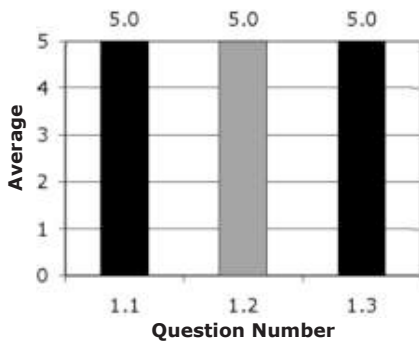
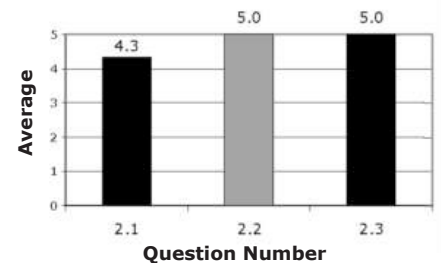


Figure M-16a:
Academic Success:
Mission-Driven

Figure M-16b:
Organizational Soundness:
Policy and Strategic Planning



Board Self-Assessments - Cont'd

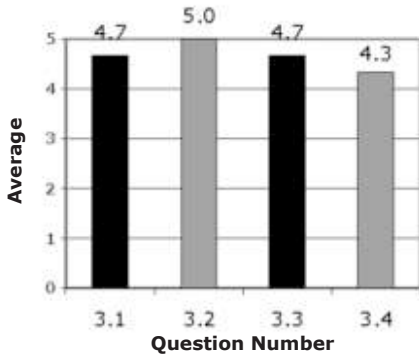


Figure M-16c:
Academic Success:
Mission-Driven Organization

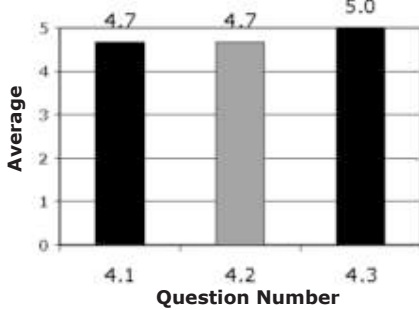


Figure M-16d:
Performance Against
Success Measures:
Communication and Advocacy

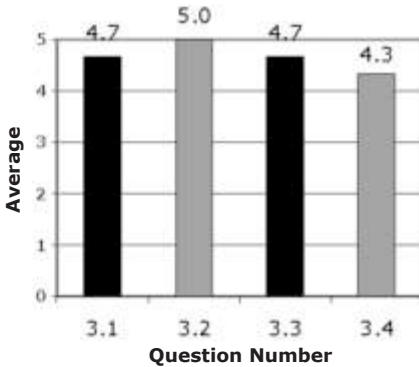


Figure M-16e:
Financial Viability:
Budget Development
and Management

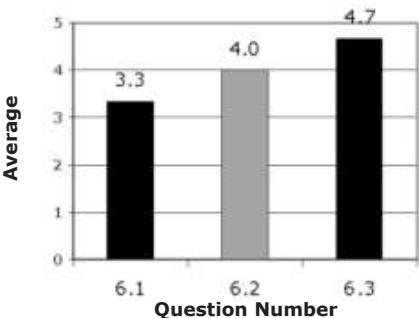


Figure M-16f:
Organizational Soundness:
Risk Management

Figure M-16g:
Academic Success:
Leadership Development

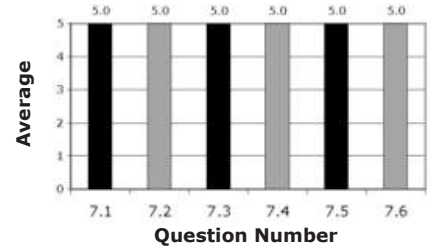


Figure M-16h:
Organizational Soundness:
Board Development
and Education

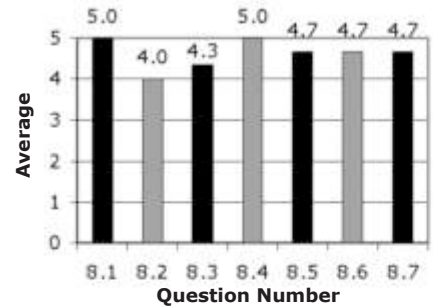
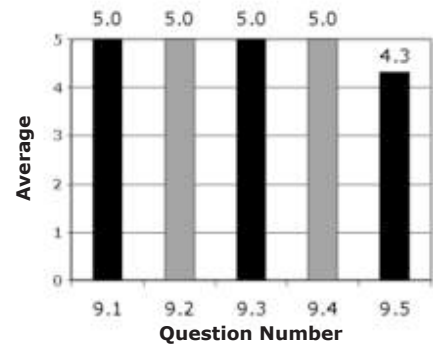


Figure M-16i:
Organizational Soundness:
The Board's Role





3. Is the school financially viable?

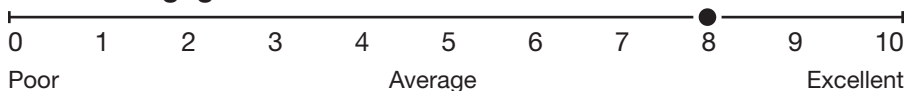
Galileo Charter School opened in 2005. The actual revenues under ran the budget by 12%. Actual expenses under ran the budget by 13%, resulting in a favorable net income variance to the budget. The balance sheet

is strong for a first year school. The institution is scheduled to be audited by the State Board of Accounts following the 2005-2006 fiscal year.

4. Is the school providing conditions for academic success?

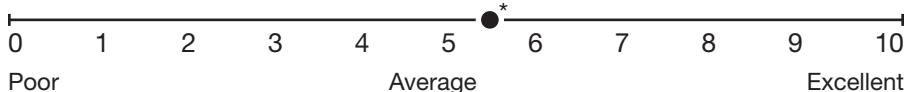
Academic Walkthroughs

Student Engagement/On-Task Behavior



When data were averaged for all classroom walkthroughs, 60-90 % of the students at Galileo Charter School were engaged in the learning task. The average on-task engagement for the school was 80%, although what the students were being asked to do could be questioned in some cases.

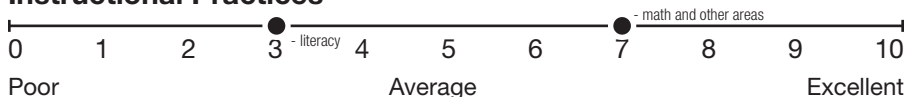
Curriculum



The cognitive levels of lessons were varied. They ranged from low to medium, with higher levels in mathematics instruction than in the lower-level literacy work.

* The context of learning was varied and above average. The literacy portion of the curriculum was below average. Math curriculum was generally stronger.

Instructional Practices



GARY LIGHTHOUSE CHARTER SCHOOL *of* BSU Charter Schools

“We prepare students for college through a rigorous arts-infused program”



Primary:

1775 West 41st Avenue
Gary, IN 46408
219.880.1762

Secondary:

3201 Pierce Street
Gary, IN 46408
219.882.2407

www.lighthouse-academies.org/Gary

Grades Served K-5
2005-2006 Enrollment 147
Enrollment at capacity. 266

Year Opened: 2005-2006

Final Year in Current Contract: 2011-2012

Mission

The purpose of Gary Lighthouse Charter School (GLCS) is to prepare students for college through a rigorous arts infused curriculum. To accomplish this, students will be expected to master all appropriate standards and understand all sequenced content each year through an arts-infused curriculum. Overall, Gary Lighthouse Charter School is committed to seeing every student succeed, and the school and instruction are designed to reflect that commitment.

Educational Program

Gary Lighthouse Charter School will offer students an arts-infused education program that includes disciplines such as painting, performance, and computer-assisted design. The scope and sequence of each grade level will reflect Indiana’s Academic Standards, and the Lighthouse Exit Standards as indicated in the Lighthouse Instructional Pacing Guides. Underlying this engaging pedagogy will be a solid base in key skills. Students will learn to read, write, perform mathematical operations, and solve problems. A variety of programs that have been tested by careful research will be used to master a rich body of standards.



Summary

Gary Lighthouse Charter School, now in its second year of a seven-year contract, is serving a nearly all-black and financially disadvantaged student population that is very similar to other students in Gary. (Figures N-1 and N-2) However, the school's special education percentage (Figure N-3) is less than one-half both local and state averages. When they initially enroll ISTEP+ scores indicate that the school's students are performing at lower levels than other students in the area, which perform much lower than statewide averages. (Figure N-7)

The school receives mixed reviews from staff, with a quarter to one-third giving negative responses to each question. Parent reviews are much more positive, but the response rate for parents was negligible. (Figures N-15a through N-15c) (Board members did not respond to the Constituent survey.)

The board self-assessments were mostly positive, with some concerns about risk management issues. Board members also indicated some limited concerns about leadership development and board development. (Figures N-16a through N-16j) The academic walkthroughs were also mixed, with student engagement ranking above average, and curriculum and instructional practices each ranking slightly below average.

Financial reviews are mostly positive and indicate only typical concerns of a start-up charter school in Indiana.

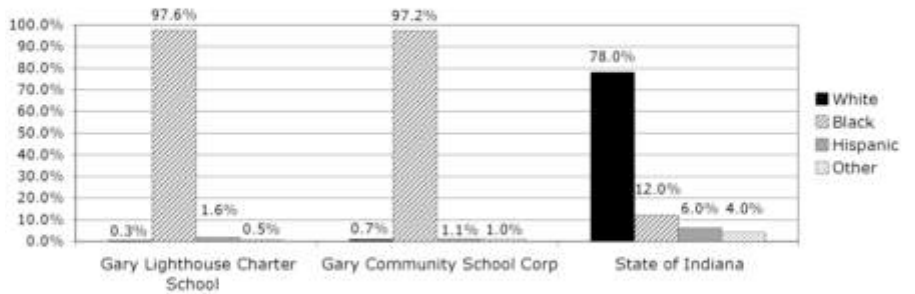
For first-year schools like Gary Lighthouse, ISTEP+ scores provide only baseline numbers for their students and do not provide an indication of academic progress. On the NWEA, Gary Lighthouse demonstrated mostly positive news in each subject area. (Figures N-8a through N-8c)

In summary, Gary Lighthouse Charter School is showing a mostly positive picture for the future. Another year of operation should provide a much clearer picture of the school's potential.

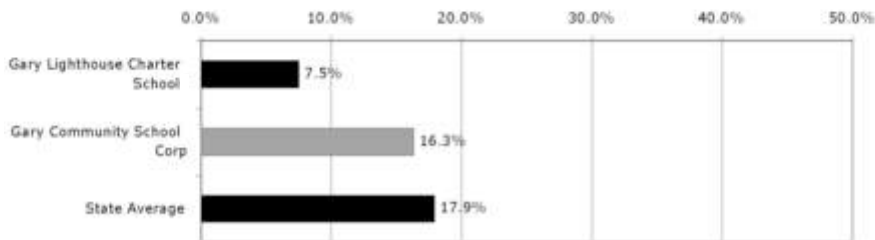
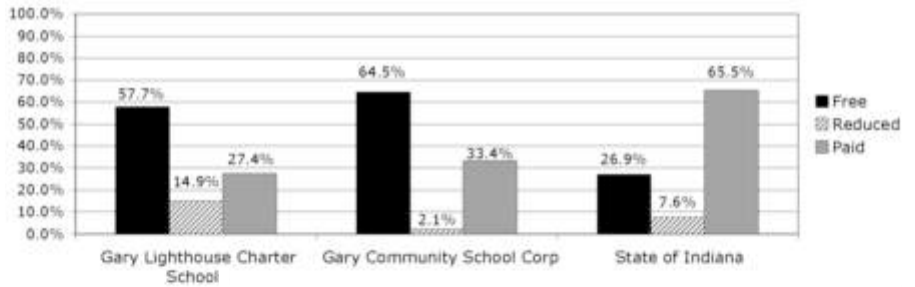


Student Demographics

*Figure N-1:
Race/Ethnicity
Percentages: 2005-2006*



*Figure N-2:
Percentages of Students Qualifying
for Free & Reduced Lunch: 2005-2006*



Data Source: Indiana Department of Education

*Figure N-3:
Percentages of Students
in Special Education: 2005-2006*

1. Is the educational program a success?

Academic Year	Gary Lighthouse	Gary	Indiana
2005-6	95.1%	98.0%	95.9%

Data Source: Indiana Department of Education

Figure N-6:
Attendance Rates

	English/LA			Math			Both English & Math		
	Gary Lighthouse	Gary	Indiana	Gary Lighthouse	Gary	Indiana	Gary Lighthouse	Gary	Indiana
3rd Grade	38%	58%	75%	18%	54%	73%	16%	45%	65%
4th Grade	31%	48%	73%	31%	46%	75%	25%	37%	66%
5th Grade	38%	43%	73%	40%	45%	76%	24%	33%	66%

Data Source: Indiana Department of Education

Figure N-7:
Percentage of Students
Passing ISTEP+

Northwest Evaluation Association [NWEA]

Grade	Gary Lighthouse	State	National
2	7.0	14.0	13.9
3	7.4	10.1	10.9
4	4.3	9.1	8.8
5	8.4	8.9	8.7

Figure N-8a:
Average Math Growth Rate

Grade	Gary Lighthouse	State	National
2	1.7	13.3	13.1
3	5.6	8.5	9.1
4	2.7	6.6	6.5
5	2.8	5.5	5.4

Figure N-8b:
Average Reading Growth Rate

Grade	Gary Lighthouse	State	National
2	4.1	13.8	14.1
3	7.7	8.5	9.1
4	2.4	6.3	6.3
5	3.3	5.1	5.2

Figure N-8c:
Average Language Growth Rate

Data Source: Northwest Evaluation Association



2. Is the school organizationally sound?

Constituent Surveys

Figure N-15a:
Constituent Survey Response Rate

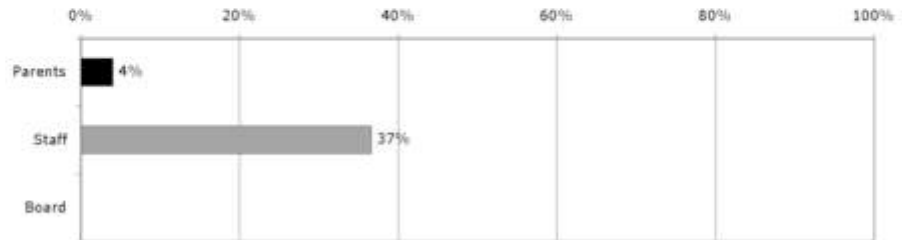


Figure N-15b:
How would you rate the overall quality of Parents, Staff and the Board?



Figure N-15c:
How would you compare the overall quality of education to that of other schools?

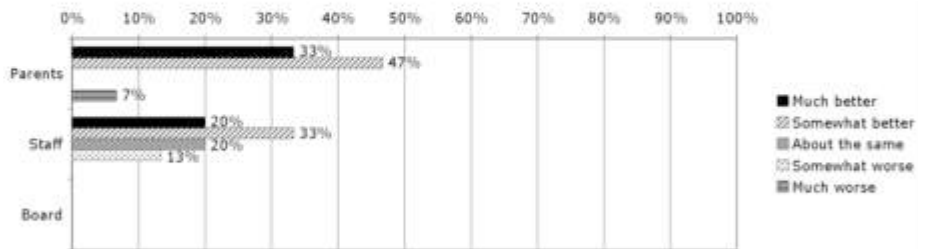
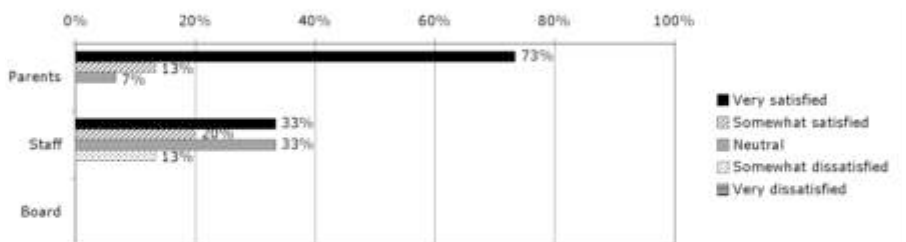


Figure N-15d:
How satisfied are you with the overall quality of education?



Data Source: The Kensington Group



Figure N-15e:
How likely are you to...
Recommend the school to friends
and colleagues?

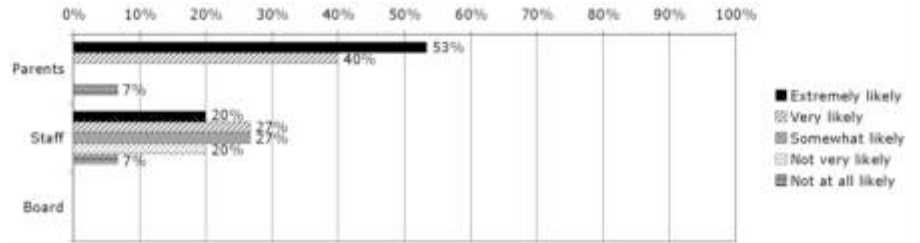


Figure N-15f:
How likely are you to...
Return to the school next year?

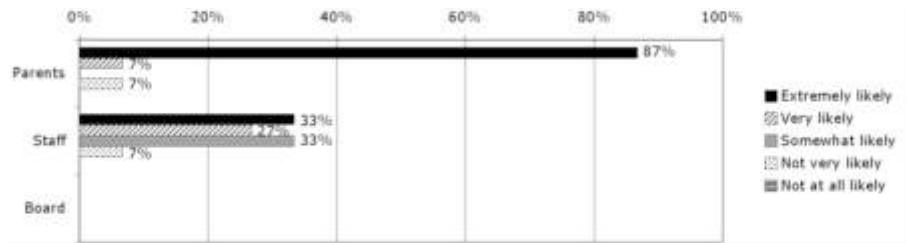
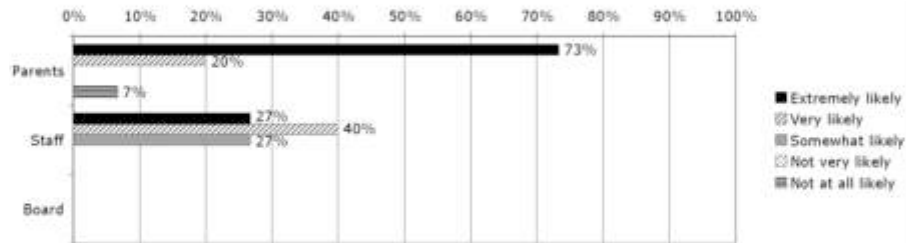


Figure N-15g:
How likely are you to...
Increase your support of the school?



Data Source: The Kensington Group

Board Self-Assessments

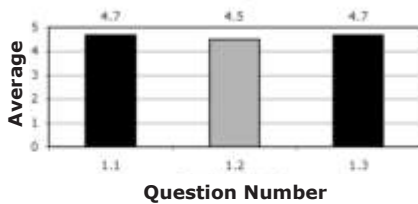


Figure N-16a:
Academic Success:
Mission-Driven Organization

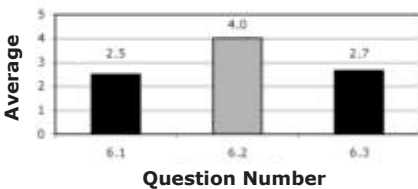
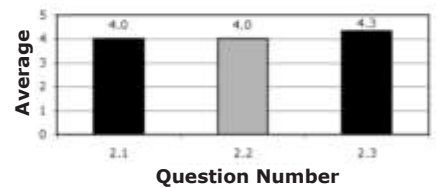


Figure N-16b:
Organizational Soundness:
Risk Management

Figure N-16c:
Organizational Soundness:
Policy and Strategic Planning



Board Self-Assessments - Cont'd

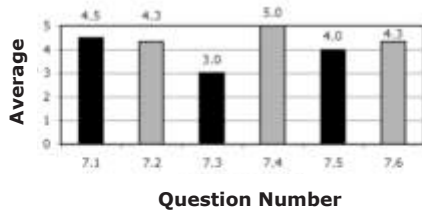


Figure N-16d:
Academic Success:
Leadership Development

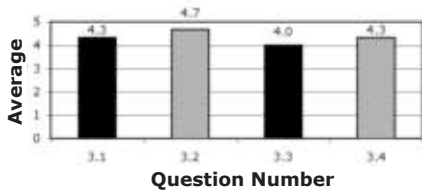


Figure N-16e:
Academic Success:
Mission-Driven Organization

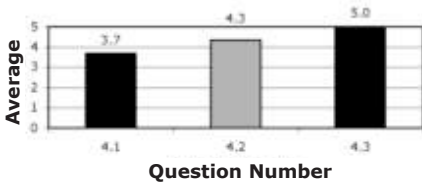


Figure N-16f:
Performance Against
Success Measures:
Communication and Advocacy

Figure N-16g:
Organizational Soundness:
Board Development
and Education

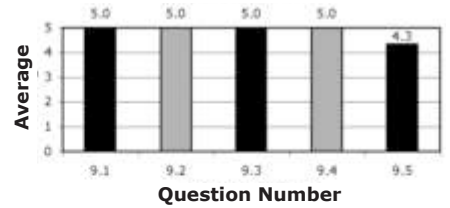


Figure N-16h:
Financial Viability:
Budget Development
and Management

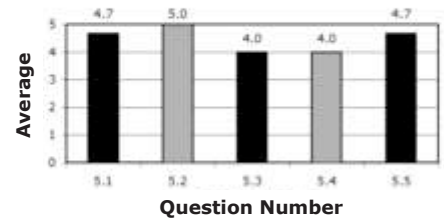
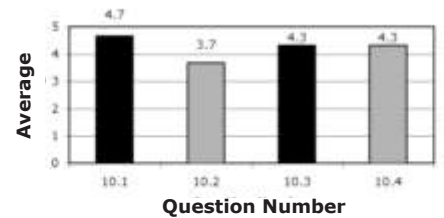


Figure N-16i:
EMO Relationship



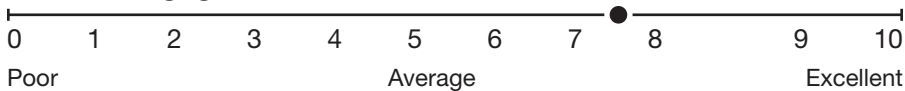
3. Is the school financially viable?

Gary Lighthouse Charter School opened in 2005. The income exceeded expenses, resulting in a small favorable balance in net income. The institution is scheduled to be audited by the State Board of Accounts following the 2005-2006 fiscal year.

4. Is the school providing conditions for academic success?

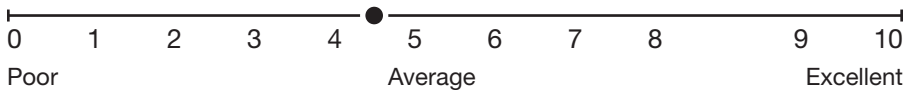
Academic Walkthroughs

Student Engagement/On-Task Behavior



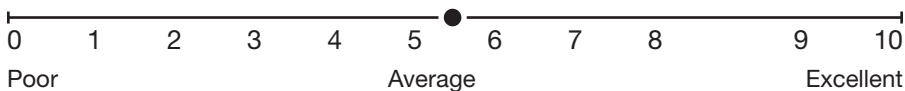
Student engagement at Gary Lighthouse Charter School ranged from 30% to 100% with approximately 25% of the classrooms at 50% engagement or below. Eleven classrooms fostered on-task behavior that was 90% and above. The average on-task engagement for the school was 73%.

Curriculum



The cognitive levels of lessons were varied. They ranged from low to medium, with most classrooms engaged in lower-level activities.

Instructional Practices





APPENDIX A:

BOARD SELF ASSESSMENT TOOL *for* BSU Charter Schools

This questionnaire is designed to help you and your board colleagues and Ball State assess how well the board is functioning, and to identify areas where the board might improve itself. It should take about 15 minutes to complete. You may answer the questions with candor, as all responses will be aggregated before your board discusses them.

The questions ask about your satisfaction with your board’s fulfillment of basic board responsibilities. Answer these questions for the board as a whole. Please

answer on a scale of 1 to 5, with 5 representing “strongly agree” and 1 representing “strongly disagree agree”.

At the end of the questionnaire are three open-ended questions that give you the opportunity to respond with a sentence or two. Your responses here will be especially helpful when the board looks for the best ways to strengthen itself. Thank you for your time and responses.

Charter school with which you are affiliated : _____

	How much do you agree or disagree with the following statements?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
1.1	All trustees are familiar with and support the current mission statement.	[5]	[4]	[3]	[2]	[1]
1.2	The board’s policy decisions and the organization’s services reflect the mission.	[5]	[4]	[3]	[2]	[1]
1.3	The trustees agree on who should be served by the school.	[5]	[4]	[3]	[2]	[1]
2.1	The board focuses much of its attention on long-term, significant policy issues rather than short-term administrative matters.	[5]	[4]	[3]	[2]	[1]
2.2	The board shares a strategic vision of how the organization should be evolving over the next three to five years.	[5]	[4]	[3]	[2]	[1]
2.3	The board periodically engages in a strategic planning process, basing its planning decisions on sound evidence.	[5]	[4]	[3]	[2]	[1]
3.1	All trustees are familiar with and understand the accountability plan.	[5]	[4]	[3]	[2]	[1]
3.2	The board is knowledgeable about the organization’s current programs and services.	[5]	[4]	[3]	[2]	[1]
3.3	The board periodically reviews programs, both current and proposed, for their fit with the mission.	[5]	[4]	[3]	[2]	[1]
3.4	The board receives reports from the staff on the need for, and the effectiveness of, the programs.	[5]	[4]	[3]	[2]	[1]
4.1	The board has a plan for communicating the organization’s purpose to the community.	[5]	[4]	[3]	[2]	[1]

	How much do you agree or disagree with the following statements?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
4.2	Individual trustees understand the organization's mission and programs well enough to speak about them when the trustees attend community events.	[5]	[4]	[3]	[2]	[1]
4.3	The trustees individually and the board as a whole are advocates for our students' education.	[5]	[4]	[3]	[2]	[1]
5.1	The board understands the operating budget and makes financial decisions based on a working knowledge of the school.	[5]	[4]	[3]	[2]	[1]
5.2	The board receives financial reports on a regular basis that are understandable, accurate and timely.	[5]	[4]	[3]	[2]	[1]
5.3	The board has adopted a set of financial management policies and procedures that include investment and gift policies.	[5]	[4]	[3]	[2]	[1]
5.4	The board has approved a fund development strategy for the organization.	[5]	[4]	[3]	[2]	[1]
5.5	The board understands the financial needs required by the organization for future growth.	[5]	[4]	[3]	[2]	[1]
6.1	The board has adopted a risk management program that reduces the organization's exposure to risks	[5]	[4]	[3]	[2]	[1]
6.2	The organization maintains an adequate level of insurance coverage to protect trustees, staff members and the organization as a whole from loss.	[5]	[4]	[3]	[2]	[1]
6.3	The board has reviewed and approved the organization's emergency and disaster procedures.	[5]	[4]	[3]	[2]	[1]
7.1	The board ensures that a school leader who brings vision, leadership and commitment to the mission directs the organization.	[5]	[4]	[3]	[2]	[1]
7.2	The board works in partnership with the school leader, providing the support and resources needed to adequately meet the organization's goals.	[5]	[4]	[3]	[2]	[1]
7.3	The board assesses the school leader's performance at least annually in a systematic and fair way.	[5]	[4]	[3]	[2]	[1]
7.4	The board gives the school leader enough authority and responsibility to lead and manage the organization successfully.	[5]	[4]	[3]	[2]	[1]
7.5	The board understands its role in hiring and supporting the school leader and delegates the hiring and supervision of all other staff members.	[5]	[4]	[3]	[2]	[1]
7.6	The board is confident that there is enough depth in school leadership that someone could take over as school leader if necessary.	[5]	[4]	[3]	[2]	[1]
8.1	The board assesses the qualities needed in new trustees based on the organization's strategic plan and recruits appropriate people to fill those needs.	[5]	[4]	[3]	[2]	[1]
8.2	The board provides orientation for new trustees about their responsibilities to the organization.	[5]	[4]	[3]	[2]	[1]
8.3	All trustees receive regular and continuing education about their role, including leadership development opportunities for future officers of the board.	[5]	[4]	[3]	[2]	[1]
8.4	The board is familiar with and follows the bylaws of the organization.	[5]	[4]	[3]	[2]	[1]

	How much do you agree or Disagree with the following statements?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
8.5	Meetings, committees and back-up materials are designed to make good use of trustees' time, helping them focus on the critical issues facing the organization.	[5]	[4]	[3]	[2]	[1]
8.6	The trustees regularly take time to better know each other and improve their functioning as a group.	[5]	[4]	[3]	[2]	[1]
8.7	The board assesses its own work on a regular basis.	[5]	[4]	[3]	[2]	[1]
9.1	The board understands it is responsible as a financial steward for public tax dollars.	[5]	[4]	[3]	[2]	[1]
9.2	The board understands it is accountable for state and federal student achievement requirements.	[5]	[4]	[3]	[2]	[1]
9.3	The board understands it is responsible for operating in compliance with its charter contract.	[5]	[4]	[3]	[2]	[1]
9.4	The board was hands-on in developing the school and getting it up and running.	[5]	[4]	[3]	[2]	[1]
9.5	The board is where it should be in the transition of moving from hands on management to a policy making and governing body.	[5]	[4]	[3]	[2]	[1]

Answer questions below if your board contracts with an Education Management Company						
10.1	Our management organization is doing a good job with financial management.	[5]	[4]	[3]	[2]	[1]
10.2	Our management organization is doing a good job with staffing.	[5]	[4]	[3]	[2]	[1]
10.3	Our management organization is doing a good job with education programming.	[5]	[4]	[3]	[2]	[1]
10.4	Our management organization does a good job communicating with us.	[5]	[4]	[3]	[2]	[1]

1. What issues should occupy the board's time and attention during the coming year or two?

2. How can the board's organization or performance be improved in the next year or two?

3. What other comments or suggestions would you like to offer related to the board's performance?

APPENDIX B: CONSTITUENT SURVEY *of* BSU Charter Schools

1. Please indicate your role with the school? (indicate all that apply)

Parent/Guardian Board member Administrator Staff

2a. How would you rate the overall quality of education?	Excellent <input type="radio"/>	Very Good <input type="radio"/>	Good <input type="radio"/>	Fair <input type="radio"/>	Poor <input type="radio"/>	Don't know <input type="radio"/>
2b. How would you compare the overall quality of education to that of other schools?	Much Better <input type="radio"/>	Somewhat Better <input type="radio"/>	About the same <input type="radio"/>	Somewhat Worse <input type="radio"/>	Much Worse <input type="radio"/>	Don't know <input type="radio"/>
2c. How satisfied are you with the overall quality of education?	Very Satisfied <input type="radio"/>	Somewhat Satisfied <input type="radio"/>	Neutral <input type="radio"/>	Somewhat Dissatisfied <input type="radio"/>	Very Dissatisfied <input type="radio"/>	Don't know <input type="radio"/>

Please read each of the following statements and indicate how much you agree or disagree with each statement as it relates to your school.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Opinion
3a. All members of the school community understand the mission of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3b. Our school has a caring environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3c. Our school communicates student performance to parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3d. Our school continuously improves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3e. Our school holds teachers accountable for student performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3f. Expectations are clearly defined for all members of the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3g. Our school makes a comprehensive assessment of student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3h. Our school has a positive school spirit/climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3i. Our school has high expectations for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3j. Our school is safe for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3k. Our school uses sound, rigorous educational practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3l. Our school has a high quality academic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3m. Our school has all members of the school community focused on the mission of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3n. Our school has the appropriate level of discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3o. Our school has the resources to achieve its mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3p. Our school has a mission-driven academic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3q. Our school has an effective board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3r. Our school uses a team approach to education that involves the entire school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3s. Our school spends more time than other schools on academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3t. Our school empowers teachers to make decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3u. Our school has effective administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3v. Our school is financially stable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3w. All members of the school community are proud of our school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3x. Our school uses innovative educational practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please indicate your overall evaluation of each of the following aspects of the school.	Excellent	Very Good	Good	Fair	Poor	Don't Know
4a. School board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4b. Enrollment/admissions process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4c. Quality of teaching/instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4d. School administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Office of Charter Schools Constituent Survey

Please indicate your overall evaluation of each of the following aspects of the school. (continued)	Excellent	Very Good	Good	Fair	Poor	Don't Know
4e. Teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4f. School facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4g. Individualized student attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4h. Access to/use of computers and other technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4i. Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4j. Support services (e.g. counseling, healthcare, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4k. Faculty/teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4l. Services provided to special needs students (e.g. English as a second language, disabilities, academically challenged, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4m. School safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4n. Communication about student learning/achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4o. Student development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4p. Opportunities for parental involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4q. Curriculum/academic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4r. Transportation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4s. Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4t. Student-teacher ratio/class size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4u. Food service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4v. School size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4w. Teacher decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4x. Location of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4y. School material and supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4z. Classroom management (e.g. student behavior, discipline, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How likely are you to . . .	Extremely Likely	Very Likely	Somewhat Likely	Not Very Likely	Not at all Likely	Don't Know
5a. Recommend the school to friends and colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5b. Return to the school next year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5c. Increase your support of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall satisfaction	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Don't know
5d. Overall, how satisfied are you with this charter school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Background Information													
6. Please indicate how many children you have in the school.	One child <input type="radio"/>	Two children <input type="radio"/>	Three or more children <input type="radio"/>										
7. Please indicate the gender(s) of your student(s) in the school	Male <input type="radio"/>	Female <input type="radio"/>											
8. Please indicate the grade level(s) of your student(s).	Kindergarten <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>
9. What is your child(ren)'s race/ethnicity? Please indicate all that apply.													
American Indian or Alaskan Native <input type="radio"/>	Black or African American <input type="radio"/>	Hispanic or Latino <input type="radio"/>	Asian <input type="radio"/>	White <input type="radio"/>	Native Hawaiian or Pacific Islander <input type="radio"/>	Multiethnic <input type="radio"/>	Other <input type="radio"/>						
10. Please indicate your gender Male <input type="radio"/> Female <input type="radio"/>													