

**OFFICE OF CHARTER SCHOOLS**



**ACCOUNTABILITY  
REPORT  
2003-2004**



**BALL STATE  
UNIVERSITY**

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## ACKNOWLEDGMENTS

Ball State University's Office of Charter Schools wishes to acknowledge the following people for lending their knowledge, expertise, and diligent work, without which, the 2003 – 2004 Ball State University Charter Schools Accountability Report would not be possible:

- **Office of Charter School Research** – Mary Baker, Assistant Director; Dr. Daniel K. Lapsley; and Dr. W. Holmes Finch.
- **The Virtual Special Education Cooperative** – Dr. Gerry Wagner, Director and Jeanie Griggs, Coordinator.
- **Academic Walkthrough Team Members** – Dr. Oren Skinner, Jane Martin, Carleen Rose, and Dr. Marilyn Quick.
- **Dean's Office, Teachers College** – Dr. Roy Weaver, Dean; Julie Eiser; Judith Smith; Lynn Siler; Roberta Cunningham; Lisa Carmichael; and Melissa Schafstall.
- **William A. McCune** – Associate Vice President, Controller and Business Services.
- **The Kensington Group and S.C.S. Consulting** – Chris Everett and Santana Sullivan.



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## LETTER FROM THE PRESIDENT JO ANN M. GORA

Ball State University and the charter schools it sponsors experienced a very exciting and successful 2003 – 2004 school year. The six charter schools completing their second year in operation all experienced growth in academic achievement and enrollment.

These schools also were the first charter schools in Indiana to implement school-specific accountability plans, articulating how they will define success over the life of their charters. Each school has established measurable goals in the areas of academics, student-focused non-academics such as parental involvement or physical fitness, and organizational management. These accountability plans will be published on the Ball State Office of Charter Schools' Web site after January 1, 2005. In future accountability reports, readers will be able to track how each school is performing in relation to its goals.

Three new schools opened in the fall of 2003. Charter School of the Dunes and Thea Bowman Leadership Academy had excellent years, despite the typical bumps experienced by start-up schools. With enrollments of 400 and 389, respectively, Dunes and Thea Bowman are the two largest charter schools sponsored by Ball State.

The third school to open in 2003, Fort Wayne's Urban Brightest Community Academy, was closed July 31. Regular assessment of the school found it did not provide an environment that would result in academic success. Focused on what was best for children, the university withdrew Urban Brightest's charter. The closing was also in keeping with the concept that a charter school's autonomy to implement unique educational visions must be balanced with higher levels of accountability.

Building on our initial report released last fall, a new outcomes-focused accountability framework has increased the depth and breadth of this review. In addition, each of the nine schools participated in the NWEA standardized test in the fall and spring, enabling the Ball State Office of Charter Schools to measure academic growth for all students in grades two and above.

Academic growth and organizational and financial strength are shown for each school. This report also contains results of academic walkthroughs conducted by a team of experts in their fields. The reviewers observed each school's strengths and asked reflective questions aimed at aiding continuous improvement.

This report not only acts as an accountability tool, but also provides a resource for parents of school-aged children and others interested in understanding more about the charter schools in their community. Ball State University takes its role as a charter authorizer seriously. By enacting thorough reporting standards, the university is ensuring the schools in its public charter schools network are held accountable for providing a high-quality educational experience for the children they serve.

Sincerely,



Jo Ann M. Gora  
President



# ACCOUNTABILITY FRAMEWORK

Focused on outcomes and successes, rather than inputs, 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 improve where improvements are needed and highlight successes that can be expanded and replicated.

Academic achievement, environment, organizational management, and financial stability are all measured as a part of the rigorous accountability program to which Ball State charter schools adhere.

Annual reviews of each school are conducted using a variety of methods: site visits, classroom observations, evaluation of standardized tests, and analysis of school-specific success measures. Ball State, as a part of these evaluations, asks four evaluative questions which look at specific issues for analysis. Those questions are:

1. Has the school set the stage for academic success?
2. Is the school organizationally sound?
3. Is the school financially viable?
4. How is the school performing against success measures, including AYP as defined by No Child Left Behind, Public Law 221 provisions as defined by Indiana Department of Education, and goals in each school-developed accountability plan?

## ■ ACCOUNTABILITY PLANS

Although much of the accountability framework is centered on Indiana's charter school law and state and federal accountability standards, the most important aspect is the accountability plan developed by each school. These aggressive plans, finalized during the first semester of the second year in operation, are evaluated annually. These accountability plans build on goals contained in a school's original proposal and should be part of a 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. These accountability plans will be published on the Ball State Office of Charter Schools' Web site after January 1, 2005, and updates will be published in future accountability reports.

## ■ KEY ACCOUNTABILITY REVIEW TOOLS

Ball State University's charter school accountability program begins well before a school opens its doors and continues systematically through renewal decisions at the end of a contract.

Outcomes are always viewed as more important than inputs. Evaluations always center on the four key questions. Continuous improvement is the ultimate goal. Strengths are highlighted for all to see, and recommendations for improvement are reviewed and discussed with the intention of those changes being implemented to improve the school.

Ball State's accountability process grows and evolves each year. In 2003 – 2004, the Ball State Office of Charter Schools evaluated schools in several ways. With schools in their first and second years and schools preparing to start, our review process demonstrated flexibility based on the school's age.

#### PRE-OPENING CHECKLIST AND VISITS

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

#### ACADEMIC WALKTHROUGHS

Two teams of education experts, led by Dr. Marilynn Quick, Assistant Professor of Educational Leadership, and including Dr. Oren Skinner, Jane Martin, and Carleen Rose conducted classroom observations at the nine Ball State University charter schools in April 2004. Each walkthrough had a specific structure.<sup>1</sup> Team members collected data on student engagement (time on task) and curriculum foci. In addition, team members observed the instructional methods. For example, classroom organization and management, questioning strategies, and teacher-student interactions might be noted.

After each classroom had been observed at least twice, data were processed. Global school patterns were compared to Indiana standards, the standards of best practices, and to the unique goals set forth in the school's charter.<sup>2</sup> A debriefing to share highlights of the classroom observations took place at the end of the visit. Strengths that had been observed by all team members were shared and a reflective question was asked. The purpose of the reflective question was to guide future planning of the school as its administrators engage in continuous school improvement.

A summary of each academic walkthrough is presented in this report. Detailed information about the academic walkthroughs and full school reports will be posted on the Ball State Office of Charter Schools' Web site after January 1, 2005.

#### CONSTITUENT SURVEYS

Ball State teamed with the Kensington Group and SCS Consulting to develop a survey of charter school constituents, including parents, teachers, board members, and administrators. 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 a school's success.

Administered in the spring of 2004, nearly 100 percent of teachers, board members, and administrators participated in this survey, as did many parents. Due to the small size of several schools, results of this survey are presented for the collective Ball State charter school community. School-specific results will be published in future reports.

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<sup>1</sup>Academic Walkthrough structure adapted from Carolyn Downey and Larry Frase's model, Curriculum Management Services, Inc.

<sup>2</sup>Best practices (as defined by Zemelman, S., Daniels, H., and Hyde, A. 1998. Best Practice: New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann) are "current, national consensus recommendations about 'best educational practice' in each of the traditional school curriculum areas: reading, writing, math, science, and social studies."

### BOARD SELF-ASSESSMENT

All charter schools are small, but growing, not-for-profit businesses. The ability and expertise of each school's board is critical to the long-term success of the organization. In order to assess how each board is currently performing, Ball State's Office of Charter Schools asked all members of each board to complete a board self-assessment.<sup>3</sup> Almost 100 percent participation was achieved.

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's Office of Charter Schools will focus on these critical areas over the next year and will encourage each school to address areas of concern in strategic planning, as a part of accountability plans, and in other continuous improvement activities.

Ball State considers an average rating of 4 or above to indicate strong board performance, between 3 and 4 to be areas for improvement, and below 3 to be areas needing critical focus.

### FINANCIAL REVIEWS

Ball State University's Office of the Vice President for Business Affairs conducts a detailed review of each charter school's budget performance, financial status, and future projections. Comments are shared with schools and an historical database is under development to track performance and trends.

For this report, results of a school's State Board of Accounts Audit are summarized, if one has been conducted in the last year.

### ANALYSIS OF TEST SCORE DATA

Performance on Indiana's statewide assessment, the Indiana Statewide Test of Educational Progress Plus (ISTEP+) is evaluated and reported for each school sponsored by Ball State's Office of Charter Schools.

However, the ISTEP + is only given in the fall. Therefore, the ISTEP does not yet allow Ball State, and charter school constituents, to understand how students are growing academically over the course of the year. For that reason, all Ball State charter schools are required to administer a nationally recognized standardized test in the fall and spring of each year.

All nine Ball State sponsored charter schools administered the Northwest Evaluation Association's Measure of Academic Progress (MAP) in the spring and fall. This test, widely used in Indiana, and nationally recognized, allows Ball State schools to measure academic growth over the course of a school year and compare academic growth against both Indiana and national norm groups.

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<sup>3</sup> Board self-assessment tool was adopted from the Girls, Inc. "Board Self Assessment"

## SUMMARY OF BALL STATE AS AN AUTHORIZER

Three new Ball State charter schools joined six second-year schools in the fall of 2003. These schools, each with unique educational visions and missions, served more than 1,450 students in eight cities.

Chart A-1

### ■ WHERE ARE BALL STATE'S CHARTER SCHOOLS LOCATED?

Though the greatest concentration of current and future schools and students exists in northwest Indiana, Ball State charter schools are serving a very diverse population of students and families in urban, rural, and suburban communities. Ball State has authorized 16 charter schools in 9 counties and eight cities or towns.

Chart A-1 shows the geographic distribution of current and future Ball State charter schools.



### ■ WHO ARE BALL STATE CHARTER SCHOOLS SERVING?

Most of the students attending Ball State charter schools are part of minority groups, and more than one-half qualify for free or reduced lunch programs. Fewer than 10 percent are identified as needing special education services. Chart A-2 shows the demographic composition (black, white, and other), and Chart A-3 demonstrates free and reduced lunch percentages of all Ball State charter schools operating during the 2003–2004 school year.<sup>4</sup>

Chart A-2

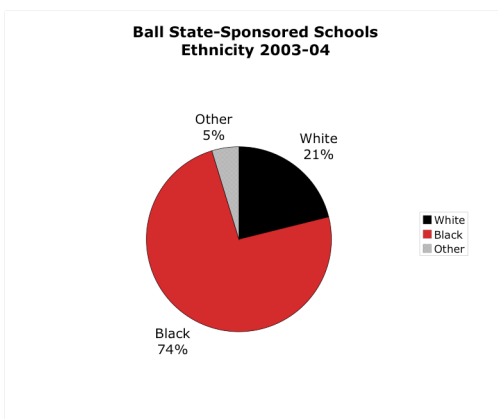
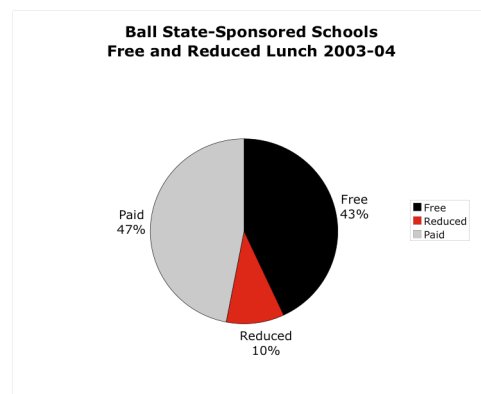


Chart A-3



<sup>4</sup> Other includes children of Hispanic, Asian, Native American, and Multi-racial origin.

**■ HOW ARE BALL STATE CHARTER SCHOOLS PERFORMING ACADEMICALLY?**

Most Ball State charter schools attract students who are performing below their peers on the ISTEP test. Chart A-4 shows 2003 ISTEP scores for each Ball State charter school with six in their second year of operation and three in their first.

**ISTEP +**

The number of grade school students taking the ISTEP increased by more than three times in 2003 as compared to 2002. Administered shortly after the start of the school year, the ISTEP+ is not an indicator of academic growth in charter schools. For the six schools in their second year, this was the first time each school’s third or sixth graders had taken the ISTEP test.

For the three schools in their first year of operation, students were enrolled for less than one month before the test was administered. This information, therefore, serves as baseline data to help understand where a student stands academically as opposed to how much a student has learned while enrolled at a charter school.

Chart A-4

All Ball State Charter Schools

	# Tested	% Passing Both		% Passing Math		% Passing English	
		BSU	Indiana	BSU	Indiana	BSU	Indiana
<b>3<sup>rd</sup></b>							
2002	65	38%	59%	45%	67%	49%	72%
2003	227	26%	63%	30%	71%	47%	74%
<b>6<sup>th</sup></b>							
2003	101	31%	62%	40%	72%	45%	69%
<b>10<sup>th</sup></b>							
2003	23	9%	60%	22%	69%	22%	67%

Chart A-4 shows many charter school students began their charter school careers behind their peers academically, according to the ISTEP test. This is also true of data from the NWEA MAP test.

**NWEA GROWTH**

It is encouraging that a majority of students enrolled in Ball State charter schools demonstrate significant growth in academic achievement as measured by the NWEA MAP test, often at a pace greater than national and Indiana norms<sup>5</sup>.

Chart A-5 compares academic growth in Ball State charter schools to national and Indiana norms on the math, reading, and language arts portions of the NWEA.

<sup>5</sup> MAP generates a “Rasch Unit score,” or RIT score, to describe achievement and growth, where scores range from 150 (second and third grade) to 300 (end of high school). It is an equal interval score so scores can be added to calculate classroom or school averages. It is important to note that these values come from the norm group scores during the spring semester, rather than theoretically possible maximum and minimum values.

Chart A-5

**Percent of BSU Charter Students Meeting or Exceeding Norm Mean Growth:  
Fall 2003 to Spring 2004**

Grade (number of students)	Reading	Math	Language
2 <sup>nd</sup> (132)	39%	28%	
3 <sup>rd</sup> (153)	53%	46%	48%
4 <sup>th</sup> (147)	58%	45%	46%
5 <sup>th</sup> (136)	58%	46%	47%
6 <sup>th</sup> (65)	57%	42%	68%
9 <sup>th</sup> (3)	67%	33%	33%
10 <sup>th</sup> (6)	50%	17%	33%
Aggregate Average	53%	41%	49%

**ADEQUATE YEARLY PROGRESS**

The Indiana Department of Education has determined Adequate Yearly Progress for Indiana schools in operation during the 2003 – 2004 school year, in accordance with federal No Child Left Behind legislation. Two of the six operating Ball State charter schools had a large enough student body to receive an AYP Designation. Irvington Community School made Adequate Yearly Progress in all areas. Timothy L. Johnson made Adequate Yearly Progress in all areas other than attendance.

**■ ARE BALL STATE CHARTER SCHOOLS ORGANIZATIONALLY SOUND?**

Board self-assessments and constituent surveys were used to evaluate a school’s organizational structure.

**BOARD SELF-ASSESSMENT**

Nearly 100 percent of board members participated in the board self-assessment. While unique strengths, challenges, and needs presented themselves in individual school assessments, common themes emerged.

Nearly all boards and board members felt they are focused on academic success and meeting the needs of children based on their school’s mission. However, nearly all board members felt they need to be better at communicating their school’s mission to the community they are serving and wish to serve.

In addition, most board members expressed a need for more regular training, individually and collectively. Finally, most boards expressed a need to continue the transformation from a start-up board managing the new organization to a policy-level board focused on building long-term leadership and capacity.

**CONSTITUENT SURVEYS**

Results of constituent surveys show a majority of parents believed their charter schools are providing a high-quality education. Focusing on a school’s success in achieving long-term loyalty with key

## SUMMARY OF BALL STATE AS AN AUTHORIZER CONTINUED

constituencies – parents, faculty, administration, and board members – Ball State’s Office of Charter Schools asked each group (1) how likely they were to recommend the school to other parents or guardians, (2) how likely they were to recommend the school to other teachers, (3) how likely they were to return next year, and (4) how likely they were to increase their support for the school.

### IMAGE AND ATTITUDE

Chart A-6 below shows responses to a series of questions focused on image and attitude. This chart shows the percentage of parents and teachers who strongly agree or agree with the related statements.

Chart A-6

### Parent and Faculty Image-Attitude Survey Results

	Parents (N = 225)	Faculty (N = 115)
School highly values learning	93%	93%
School has a unique educational setting	93%	90%
School has a high level of academic achievement	90%	87%
School is able to achieve mission	87%	77%
School provides a nurturing environment	86%	85%
School is a safe place for students	86%	77%
School has high student standards	86%	75%
School practices are constantly improving	85%	83%
School has appropriate class sizes	85%	74%
School is able to meet individual needs	82%	74%
School has a strong curriculum	81%	57%
School has good relationship with the community	79%	70%
School has a strong mission statement	83%	57%
School has resources to achieve	70%	63%
School has appropriate special education services	61%	60%
School remains financially sound	57%	48%
School keeps teacher moral high	78%	64%
School has a high-quality academic program	84%	73%
Teachers are committed	91%	94%
Teachers respect students	91%	90%
Teachers expect improvement	90%	90%
Teachers are accessible to parents	88%	89%
Teachers support students	87%	90%
Teachers are proud of job	87%	68%
Teachers have high expectations	86%	83%
Teachers understand mission	85%	86%
Teachers challenge students	85%	83%
Teachers have proper accountability	85%	74%
Teachers are held accountable	67%	83%
Students are proud to attend school	89%	73%
Students receive an innovative education	88%	76%
Students reflect school mission	78%	64%
Parents are proud for their children to attend	86%	64%
Parents are committed to school mission	78%	63%
Parents understand mission	75%	57%
Parents are highly involved	73%	45%
Constituents are held accountable	72%	55%
Leadership is effective	78%	57%
Leadership empowers teachers	75%	65%
Leadership is proud of school's accomplishments	84%	72%
Leadership is committed long term	83%	73%
Leadership rewards teachers appropriately	53%	35%

*OVERALL LOYALTY*

Chart A-7 shows the percentage of parents and teachers who are very likely or likely to be an advocate for the school as described above.

Chart A-7

**Parent and Faculty  
Overall Loyalty Survey Results**

<i>Overall Loyalty</i>	<i>Parents</i>	<i>Faculty</i>
Likelihood to recommend to parents/guardians	82%	64%
Likelihood to recommend to other teachers/educators	81%	59%
Likelihood to return next year	85%	64%
Likelihood to increase support	84%	68%

■ **SUMMARY**

Treated as a baseline, this survey does reveal important issues related to Ball State charter schools as viewed through the eyes of parents and faculty.

Both constituencies believe these schools place a high value on learning, offer a unique educational setting, respect students, have committed teachers, and expect continuous improvement.

In addition, parents believe the current group of Ball State charter schools has a high-quality academic program and proud leadership.

Both constituencies understand that the current group of Ball State charter schools has financial challenges to overcome and believe the schools need to strengthen special education services.

Parents and teachers tend to have competing views of parental involvement, with parents understandably more comfortable with current levels of parental involvement than teachers.

Detailed results of the survey can be viewed on the Ball State Office of Charter Schools Web site at [www.bsu.edu/teachers/charter](http://www.bsu.edu/teachers/charter).

## SCHOOL-SPECIFIC ACCOUNTABILITY REPORTS

Accountability Reports for each of the nine Ball State charter schools are presented on the following pages.

Each report contains basic information on the schools, including an overview of the school, enrollment, demographics, and student and teacher retention.

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

1. Has the school set the stage for academic success?
2. Is the school organizationally sound?
3. Is the school financially viable?
4. How is the school performing against success measures, including AYP as defined by No Child Left Behind, Public Law 221 provisions as defined by Indiana Department of Education, and goals in each school-developed accountability plan?

# CAMPAGNA ACADEMY CHARTER SCHOOL

403 CLINE AVENUE  
SCHERERVILLE, IN 46375

2002 – 2003 ENROLLMENT: 15

2003 – 2004 ENROLLMENT: 47

STUDENT RETENTION: 83%

TEACHER RETENTION: 0%

SPECIAL EDUCATION: 11%

Chart B-1

Campagna Academy  
Ethnicity 2003-04

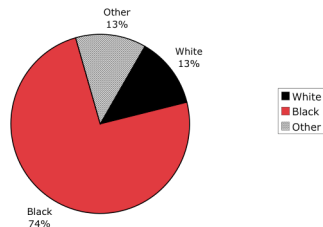
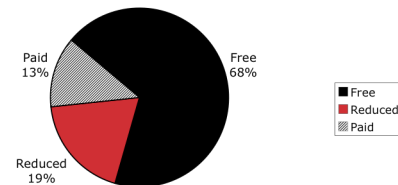


Chart B-2

Campagna Academy  
Free and Reduced Lunch 2003-04



Campagna Academy Charter School serves youth at risk of not completing their high school education. This puts them at risk of not securing employment and being unable to lead life as participating and contributing members of our society. There are various subpopulations that fall into this overall category, including expelled and suspended youth, drug and alcohol dependent youth, teen mothers who are responsible for their child/children or who are pregnant, and youth who have fallen so far behind academically that they see no hope of graduating. The purpose of the school is to provide an opportunity for each student to earn high school credits and fulfill the requirements for graduation. This is done through an educational environment supplemented with support services.

Campagna Academy offers instruction in Core 40 curriculum classes taught by qualified, Indiana state-licensed teachers. Elective courses are offered to students to expand their knowledge base. Advanced and remedial programs are available through computer-assisted instruction and independent study programs.



**QUESTION 1: HAS THE SCHOOL SET THE STAGE FOR ACADEMIC SUCCESS?**

**■ ACADEMIC WALKTHROUGH**

Academic walkthrough team members collected data on student engagement (time on task) and curriculum foci. In addition, team members observed the instructional methods. Global school patterns were compared to Indiana standards, the standards of best practices, and to the unique goals set forth in the school’s charter.

Strengths that were observed across the school by all team members were shared and a reflective question was asked. The purpose of the reflective question was to guide future planning of the school as it engages in continuous school improvement.

**MAJOR STRENGTHS OBSERVED**

A high level of on-task student behavior was observed. Indiana state standards are being taught. Staff members were seen positively redirecting inappropriate student behavior. Partnerships with other community organizations have been formed to provide a full-service program for students.

**REFLECTIVE QUESTION**

How can you take advantage of small class sizes by differentiating instruction to meet individual student learning needs, enhance success, and promote independent learning?

**WALKTHROUGH TEAM SUMMARY**

Team members rated highly the on-task student behavior they observed. Curriculum was rated as average. Instructional practices were identified as an area for improvement.

**■ BOARD SELF-ASSESSMENT**

Ball State has created a board self-assessment tool to help each school board evaluate its performance and identify areas of strength and areas in need of improvement.

Charter school boards play a significant role in ensuring the school is developing the climate and culture necessary to achieve academic success. Two series of questions from the board self-assessment help demonstrate how young boards are improving. Charts B-3 and B-4 show how Campagna’s board evaluates itself in the mission-related aspects of its operation.

**SERIES ONE QUESTIONS**

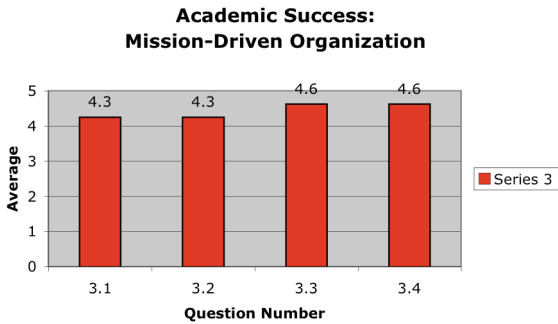
Series One questions asks the board to rate itself on three mission-related issues: (1.1) familiarity with the school’s mission, (1.2) the degree to which policy decisions reflect that mission, and finally, (1.3) its understanding and agreement of who should be served by the school.

Campagna’s board rated itself extremely well in these areas, demonstrating that the board is confident that Campagna Academy is a mission-driven organization.

Chart B-3



Chart B-4



**SERIES THREE QUESTIONS**

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 their 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.

Campagna’s board rated itself well in understanding the school’s accountability plan and programs and in evaluating those programs.

**QUESTION 2: IS THE SCHOOL ORGANIZATIONALLY SOUND?**

Charter schools are small, not-for-profit businesses delivering public education. Organizational soundness is essential for short-term success and long-term growth of every charter school. Such organizational strength depends on strong board leadership.

**■ BOARD SELF-ASSESSMENT**

**SERIES TWO QUESTIONS**

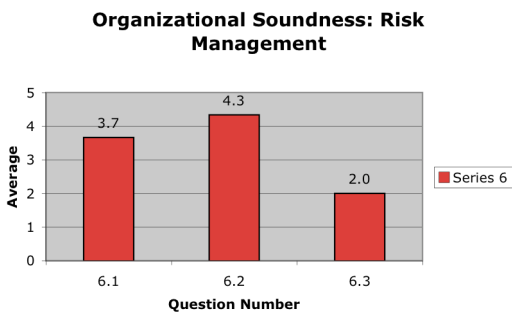
Series Two questions ask the board the degree to which it: (2.1) focuses on long-term strategic issues vs. short-term administrative issues, (2.2) has a shared strategic vision for the school, and (2.3) feels that as a board it engages in periodic strategic planning based on sound evidence.

Campagna’s board rated itself well in each of these areas, communicating the belief that they focus on strategic issues, and are effectively transitioning to being a policy-level board.

Chart B-5



Chart B-6



**SERIES SIX QUESTIONS**

Series Six questions ask the board to rate itself on the degree to which it has protected the organization against risk by: (6.1) adopting a risk management program, (6.2) purchasing adequate insurance to protect itself from loss, and (6.3) adopting and understanding school emergency procedures.

Campagna’s board rated itself high with regard to adopting a risk-management program for the organization. However, it is less confident of the school’s emergency procedures.

**SERIES SEVEN QUESTIONS**

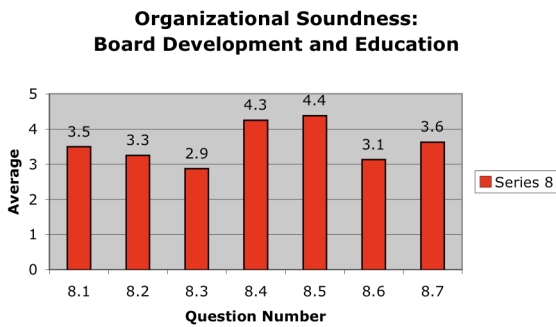
Series Seven questions ask the board to rate its success in developing school leadership by: (7.1) ensuring the school leader directs the organization, (7.2) working with the school leader to ensure the leader receives goal-focused support from the board, (7.3) systematically evaluating the school leader, (7.4) delegating to the school leader the authority and responsibility necessary to successfully manage the school, (7.5) understanding its role in hiring the leader and empowering the leader to build its own staff, and finally, (7.6) developing a depth of leadership that would enable transition of primary leaders if necessary.

Chart B-7



Campagna’s board rated itself very well in all areas except for its ability to transition leadership if necessary. The board has identified a need to create more depth in the organization’s leadership to provide for inevitable transition.

Chart B-8



**SERIES EIGHT QUESTIONS**

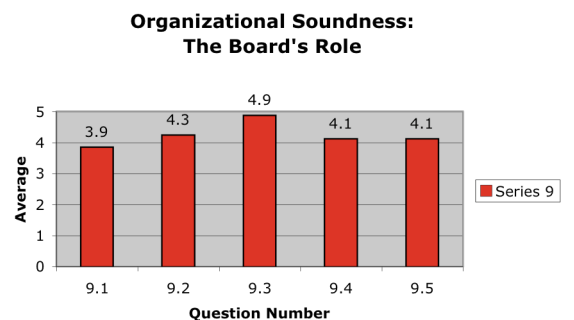
Series Eight questions ask the board to rate its own development and education by: (8.1) recruiting board members based on needed expertise, (8.2) holding orientation and education sessions for new members, (8.3) receiving regular education and development related to their roles, (8.4) familiarity with the organization’s by-laws, (8.5) focusing time and energy effectively, (8.6) forging strong internal relationships, and lastly, (8.7) regularly assessing its own performance.

Campagna’s board rated itself well in most of these areas. However, there is clearly a need to provide on-going education and development related to board roles and to engage in a regular process of self-assessment. Finally, while the board rated itself fairly well, additional focus on forging strong internal relationships is needed by at least a portion of the board.

**SERIES NINE QUESTIONS**

Series Nine questions ask the board to evaluate how well it understands its role: (9.1) as a steward of public tax dollars, (9.2) as the entity accountable for meeting student achievement requirements, (9.3) in complying with its charter contract, (9.4) in developing the school and getting it up and running, and (9.5) in transitioning to a policy making and governing body.

Chart B-9



Campagna’s board rated itself well in all areas. Understanding its role as a steward of public tax dollars is an area the board should clarify.

**QUESTION 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 the Vice President for Business Affairs 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 Audit and monitors changes and improvements recommended in these reports.

Comments are shared with schools and an historical database is under development to track performance and trends. Finally, the board self-assessment asked the board to rate its existing financial controls and long-term financial planning.

**■ FINANCIAL REPORTS AND COMMENTS FROM BSU**

Campagna Academy went through a difficult year due to revenue projections being much higher than actual, mostly due to a misunderstanding regarding timing of state receipts. In addition, Campagna, like all charter schools in Lake County, has been significantly impacted by the county's inability to make a June 30, 2004, local tax payment, causing Campagna to show a deficit position on their balance sheet.

Liabilities, however, include a loan from Campagna Academy Inc. that contains a forgiveness clause. Fiscal year 2005 appears to be budgeted more accurately, and Campagna is expected to end this year with a positive balance.

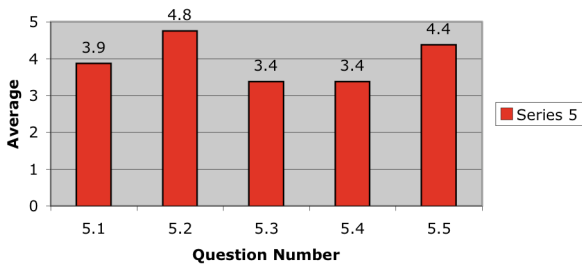
**■ SUMMARY OF SBOA AUDIT RESULTS**

The State Board of Accounts Audit Report, covering the period from July 1, 2002, to June 30, 2003, found that the controls over receipting, disbursing, recording, and accounting for the financial activities were insufficient, though problems were minor. Campagna has addressed these concerns.

**■ BOARD SELF-ASSESSMENT**

Chart B-10

**Financial Viability:  
Budget Development and Management**



**SERIES FIVE QUESTIONS**

Series Five questions ask the board to rate itself on the school’s financial management focusing on: (5.1) its understanding of the budget and making strategic financial decisions, (5.2) timeliness, accuracy, and clarity of financial reports made to the board, (5.3) soundness of the organization’s financial policies, (5.4) its fund development strategy, and (5.5) its understanding of financial needs related to planned growth.

Campagna’s board rated itself extremely well in most of these areas, with soundness of financial policies and fund development strategy being areas where improvement is perceived to be needed.

**QUESTION 4: HOW IS THE SCHOOL PERFORMING AGAINST SUCCESS MEASURES?**

Ultimately, charter schools are evaluated by their academic success. Ball State evaluates how each charter school is performing against success measures, including AYP as defined by No Child Left Behind and Public Law 221 provisions as defined by Indiana Department of Education.

All charter schools sponsored by the university are required to administer a standardized test twice per year to demonstrate academic growth. Each school develops specific goals and measures in the form of an accountability plan.

Finally, the board self-assessment questions focus on the board’s, and the organization’s, effectiveness in defining and communicating the school’s purpose and success in achieving its mission.

**■ ISTEP RESULTS**

Chart B-11

Campagna Academy

	% Passing Both			% Passing Math			% Passing English		
	Campagna Academy	Gary Community	Indiana	Campagna Academy	Gary Community	Indiana	Campagna Academy	Gary Community	Indiana
<b>10<sup>th</sup></b>									
2002	*	19%	60%	*	25%	68%	*	32%	69%
2003	9%	21%	60%	22%	26%	69%	22%	35%	67%

\* Percentages not reported due to the small numbers of students taking the ISTEP. Refer to 2002 – 2003 Accountability Report for additional information.

■ NWEA RESULTS

MATH RESULTS

Chart B-12

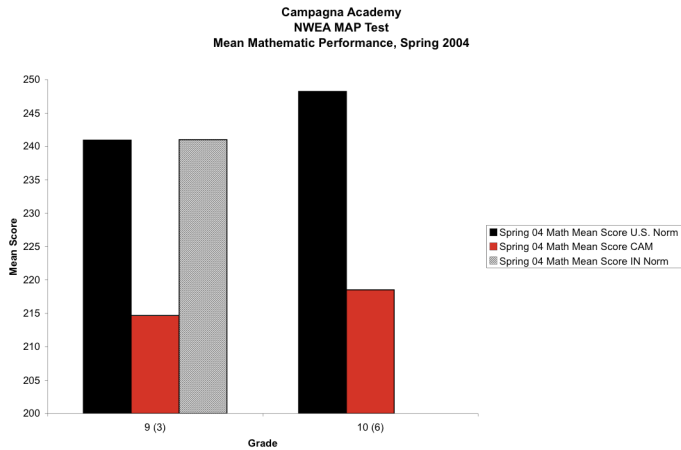
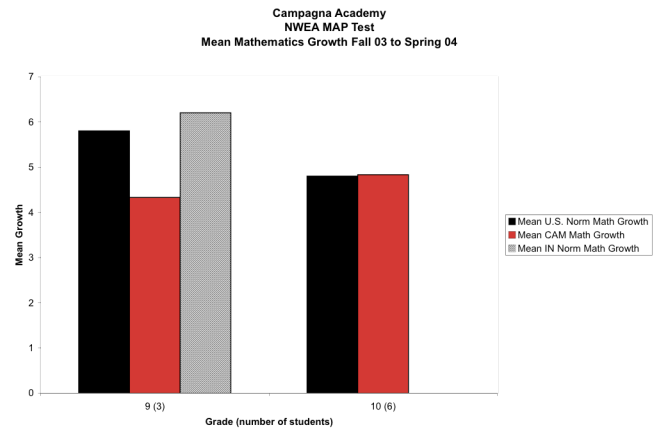


Chart B-13



Ninth graders grew at a rate less than Indiana and national norms and scored well below Indiana and national norms in the spring.

Tenth graders grew at a rate slightly above national norms, yet scored well below national norms in the spring.

READING RESULTS

Chart B-14

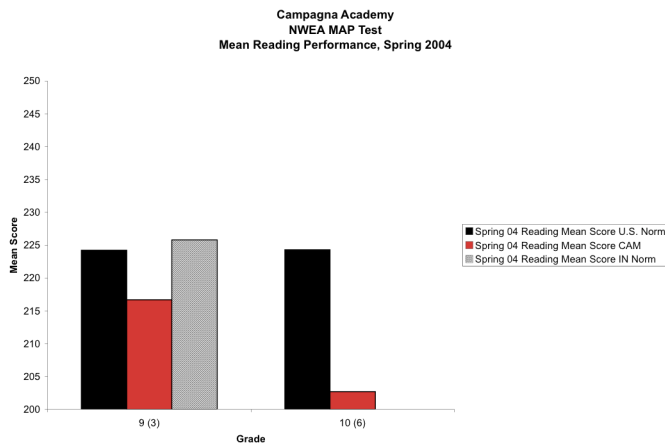
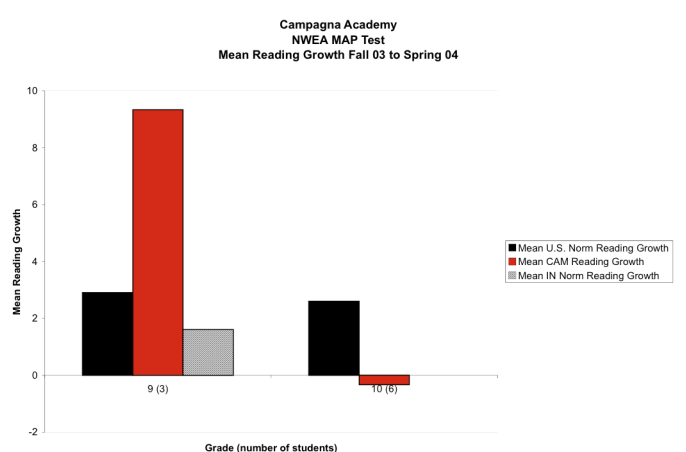


Chart B-15



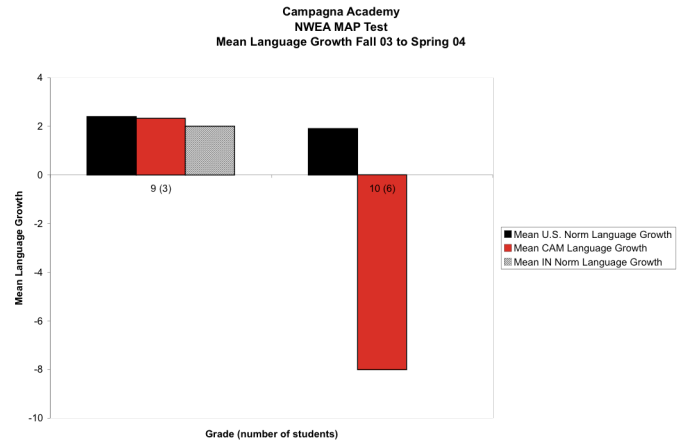
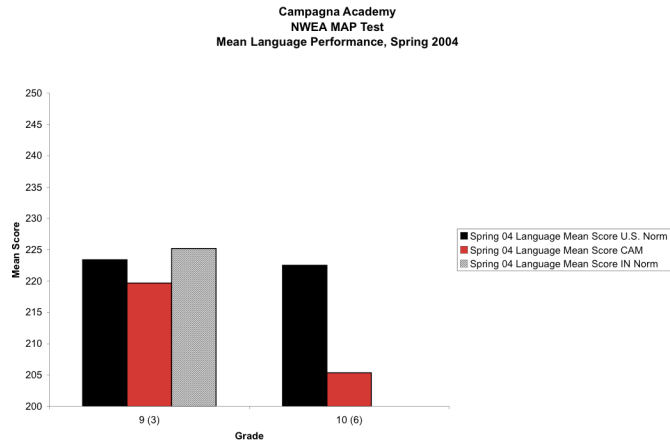
Campagna’s ninth graders grew at a rate well above national and Indiana norms, yet still scored well below national and Indiana norms in the spring.

Tenth graders lost ground against national norms and scored well below national norms in the spring.

LANGUAGE ARTS RESULTS

Chart B-16

Chart B-17



Campagna’s ninth graders grew at a rate consistent with national and Indiana norms, but still scored slightly below national norms in the spring. Tenth graders lost ground against national norms and scored well below national norms in the spring.

GROWTH

Chart B-18

Percent of Campagna Students Meeting or Exceeding Norm Mean Growth:  
Fall 2003 to Spring 2004

Grade (number of students)	Reading	Math	Language
9 (3)	67%	33%	33%
10 (6)	50%	17%	33%
Aggregate Average	56%	22%	33%

Chart B-18 shows the percentage of students by grade and subject that met or exceeded national and Indiana norm growth.

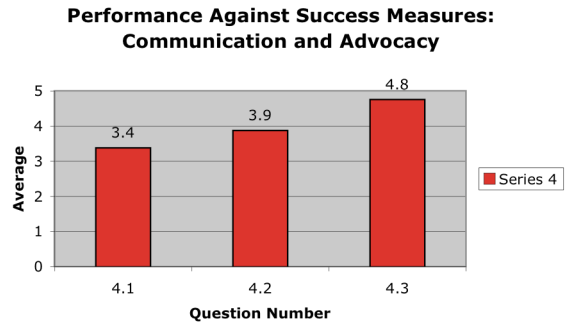
■ BOARD SELF-ASSESSMENT

SERIES FOUR QUESTIONS

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.

Campagna’s board felt it was a strong advocate for the education of its students. However, the board has communicated a need to develop a more comprehensive communication plan and has identified a need to improve each board member’s ability to communicate programs and services to the community.

Chart B-19



CHARTER SCHOOL OF THE DUNES  
860 NORTH LAKE STREET  
GARY, IN 46403

2003 – 2004 ENROLLMENT: 436

STUDENT RETENTION: 80%  
TEACHER RETENTION: 43%  
SPECIAL EDUCATION: 4%

Chart C-1

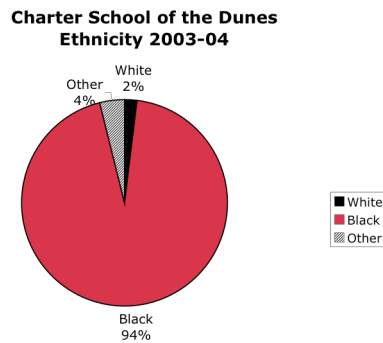
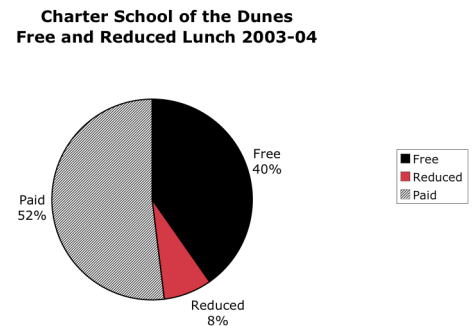


Chart C-2



Charter School of the Dunes (CSOD) 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. CSOD 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.

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.

**QUESTION 1: HAS THE SCHOOL SET THE STAGE FOR ACADEMIC SUCCESS?**

**■ ACADEMIC WALKTHROUGH**

Academic walkthrough team members collected data on student engagement (time on task) and curriculum foci. In addition, team members observed the instructional methods. Global school patterns were compared to Indiana standards, the standards of best practices, and to the unique goals set forth in the school’s charter.

Strengths that were observed across the school by all team members were shared and a reflective question was asked. The purpose of the reflective question was to guide future planning of the school as it engages in continuous school improvement.

**MAJOR STRENGTHS OBSERVED**

A high level of on-task student behavior was observed. Indiana state standards are being taught. Spanish instruction and immersion promoted learning. Technology is integrated into curriculum in a positive way. Hands-on activities and manipulatives are used to enhance learning.

**REFLECTIVE QUESTION**

How can you utilize the best practices of some teachers to assist other teachers whose instructional and curricular programs are not as strong?

**WALKTHROUGH TEAM SUMMARY**

Team members rated highly the on-task student behavior they observed. Curriculum was rated as average. Instructional practices were identified as average.

**■ BOARD SELF-ASSESSMENT**

Ball State has created a board self-assessment tool to help each school board evaluate its performance and identify areas of strength and areas in need of improvement.

Charter school boards play a significant role in ensuring the school is developing the climate and culture necessary to achieve academic success. Two series of questions from the board self-assessment help demonstrate how young boards are improving. Charts C-3 and C-4 show how Charter School of the Dunes’ board evaluates itself in the mission-related aspects of its operation.

**SERIES ONE QUESTIONS**

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

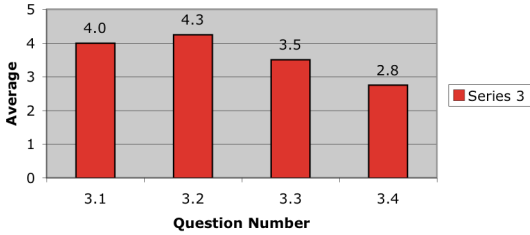
CSOD’s board members agreed who should be served by the board and were familiar with the mission. The board appears to be focusing so that policy decisions reflect the school’s mission.

Chart C-3



Chart C-4

**Academic Success:  
Mission-Driven Organization**



**SERIES THREE QUESTIONS**

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 their 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.

CSOD’s board rated itself highly with understanding its accountability plan and knowledge of the school’s programs and services. The board communicated a need to review these

programs as well as the way it works with its school leader in this regard. These low ratings are likely due to the school having three leaders in one year.

**QUESTION 2: IS THE SCHOOL ORGANIZATIONALLY SOUND?**

Charter schools are small, not-for-profit businesses delivering public education. Organizational soundness is essential for short-term success and long-term growth of every charter school. Such organizational strength depends on strong board leadership.

**■ BOARD SELF-ASSESSMENT**

**SERIES TWO QUESTIONS**

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.

CSOD board’s recent strategic planning session is reflected here. However, the board needs to focus more on long-term strategic issues and continuing to build a shared vision.

Chart C-6

**Organizational Soundness:  
Policy and Strategic Planning**

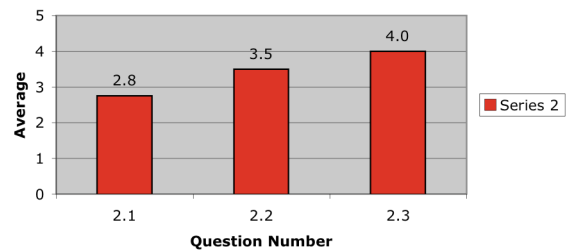
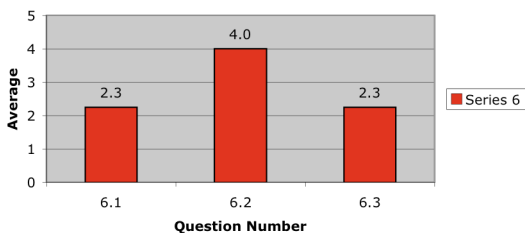


Chart C-6

**Organizational Soundness: Risk  
Management**



**SERIES SIX QUESTIONS**

Series Six questions ask the board to rate itself on the degree to which it has protected the organization against risk by: (6.1) adopting a risk management program, (6.2) purchasing adequate insurance to protect itself from loss, and (6.3) adopting and understanding school emergency procedures.

CSOD’s board communicated a need to review risk management policies and procedures.

**SERIES SEVEN QUESTIONS**

Series Seven questions ask the board to rate its success in developing school leadership by: (7.1) ensuring the school leader directs the organization, (7.2) working with the school leader to ensure the leader receives goal-focused support from the board, (7.3) systematically evaluating the school leader, (7.4) delegating to the school leader the authority and responsibility necessary to successfully manage the school, (7.5) understanding its role in hiring the leader and empowering the leader to build its own staff, and finally, (7.6) developing a depth of leadership that would enable transition of primary leaders if necessary.

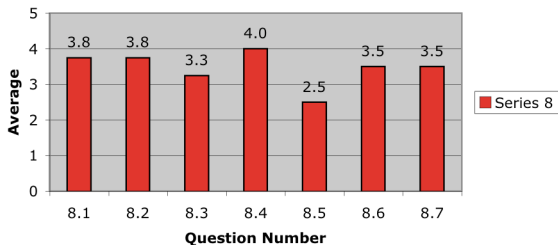
The CSOD’s board rated itself well in three of these areas, but demonstrated a need to improve the way in which it evaluates its school leader and the need to build a depth of leadership so that necessary transitions can occur naturally.

Chart C-7



Chart C-8

**Organizational Soundness: Board Development and Education**



**SERIES EIGHT QUESTIONS**

Series Eight questions ask the board to rate its own development and education by: (8.1) recruiting board members based on needed expertise, (8.2) holding orientation and education sessions for new members, (8.3) receiving regular education and development related to their roles, (8.4) familiarity with the organization’s by-laws, (8.5) focusing time and energy effectively, (8.6) forging strong internal relationships, and lastly, (8.7) regularly assessing its own performance.

While the CSOD board has communicated a need for improvement in each of these areas, it has pointed toward effective use of time and energy as the area where significant improvement is needed.

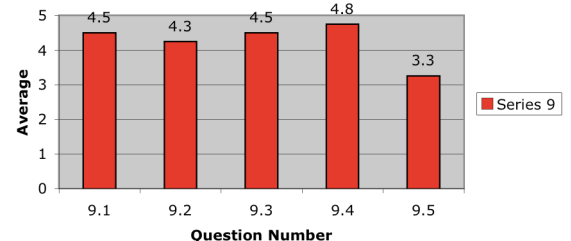
**SERIES NINE QUESTIONS**

Series Nine questions ask the board to evaluate how well it understands its role: (9.1) as a steward of public tax dollars, (9.2) as the entity accountable for meeting student achievement requirements, (9.3) in complying with its charter contract, (9.4) in developing the school and getting it up and running, and (9.5) in transitioning to a policy making and governing body.

Charter School of the Dunes’ board rated itself well in all areas other than transitioning to a policy making body. This should be an area of focus for the board.

Chart C-9

**Organizational Soundness: The Board's Role**



**QUESTION 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 the Vice President for Business Affairs 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 Audit and monitors changes and improvements recommended in these reports.

Comments are shared with schools and an historical database is under development to track performance and trends.

Finally, the board self-assessment asked the board to rate its existing financial controls and long-term financial planning.

**■ FINANCIAL REPORTS AND COMMENTS FROM BSU**

The financial situation of Charter School of the Dunes, like that of all three charter schools located in Lake County, has been significantly impacted by the county’s inability to make a June 30, 2004, local tax payment. Had this payment been received, Charter School of the Dunes would have likely shown positive cash balances.

School officials are managing the school’s financial situation well despite this difficulty. Local tax payments are expected to be made in the first or second quarter of calendar year 2005.

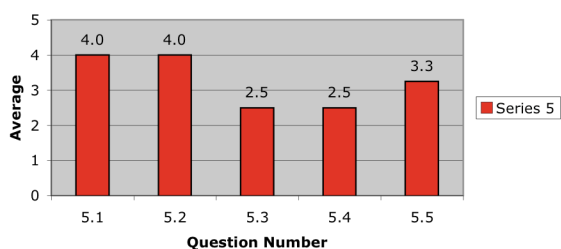
**■ SUMMARY OF STATE BOARD OF ACCOUNTS AUDIT**

Charter School of the Dunes has not yet been audited by the State Board of Accounts.

**■ BOARD SELF-ASSESSMENT**

Chart C-5

**Financial Viability:  
Budget Development and Management**



**SERIES FIVE QUESTIONS**

Series Five questions ask the board to rate itself on the school’s financial management focusing on: (5.1) its understanding of the budget and making strategic financial decisions, (5.2) timeliness, accuracy, and clarity of financial reports made to the board, (5.3) soundness of the organization’s financial policies, (5.4) its fund development strategy, and (5.5) its understanding of financial needs related to planned growth.

Charter School of the Dunes’ board communicated strength in financial reporting and its understanding of its short-term budget. However, policies and long-term strategic financial issues are areas where improvement is needed.

**QUESTION 4: HOW IS THE SCHOOL PERFORMING AGAINST SUCCESS MEASURES?**

Ultimately, charter schools are evaluated by their academic success. Ball State evaluates how each charter school is performing against success measures, including AYP as defined by No Child Left Behind and Public Law 221 provisions as defined by Indiana Department of Education.

All charter schools sponsored by the university are required to administer a standardized test twice per year to demonstrate academic growth. Each school develops specific goals and measures in the form of an accountability plan. Finally, the board self-assessment questions focus on the board's, and the organization's, effectiveness in defining and communicating the school's purpose and success in achieving its mission.

**■ ISTEP RESULTS**

Chart C-11

Charter School of the Dunes

	% Passing Both			% Passing Math			% Passing English		
	C.S. of the Dunes	Gary Community Schools	Indiana	C.S. of the Dunes	Gary Community Schools	Indiana	C.S. of the Dunes	Gary Community Schools	Indiana
<b>3rd 2003</b>	20%	44%	63%	22%	57%	71%	41%	56%	74%

**■ NWEA RESULTS**

**MATH RESULTS**

Chart C-12

Charter School of the Dunes  
NWEA MAP Test  
Mean Mathematics Performance, Spring 2004

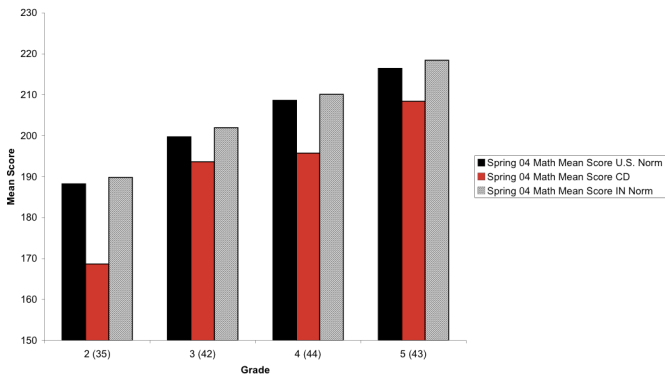
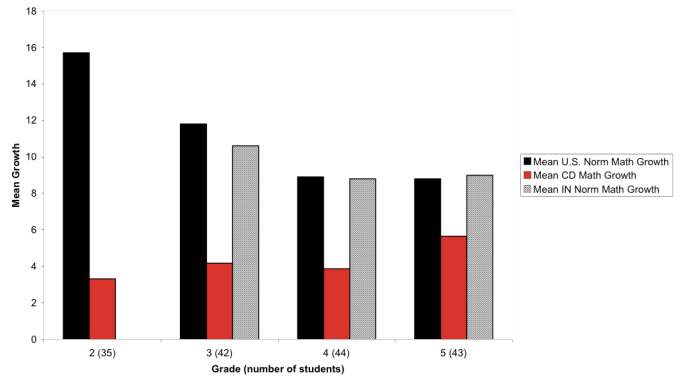


Chart C-13

Charter School of the Dunes  
NWEA MAP Test  
Mean Mathematics Growth Fall 03 to Spring 04

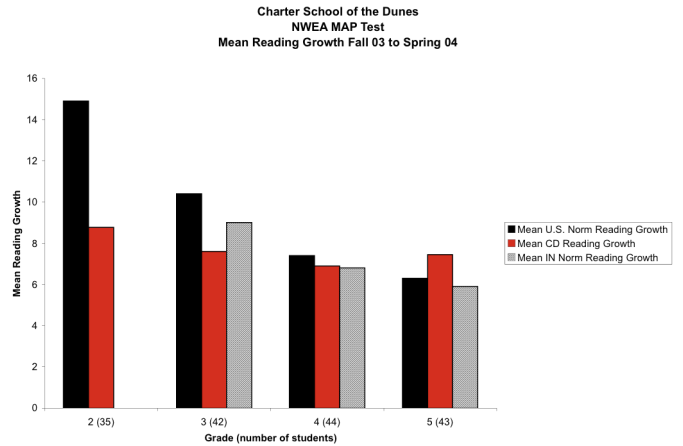
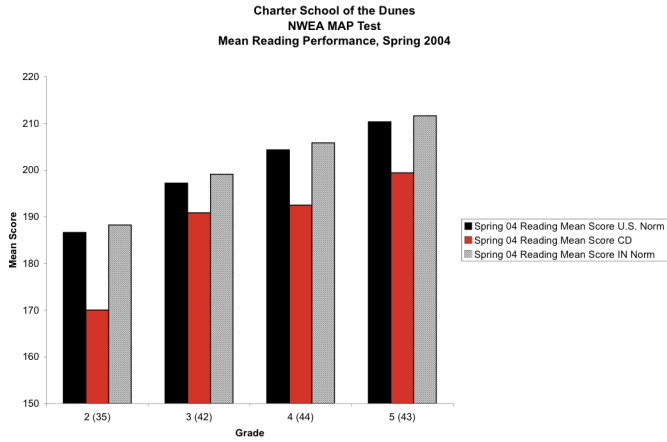


Growth in all grades was less than national and Indiana norms. Spring scores remained below national and Indiana norms for all grades.

READING RESULTS

Chart C-14

Chart C-15



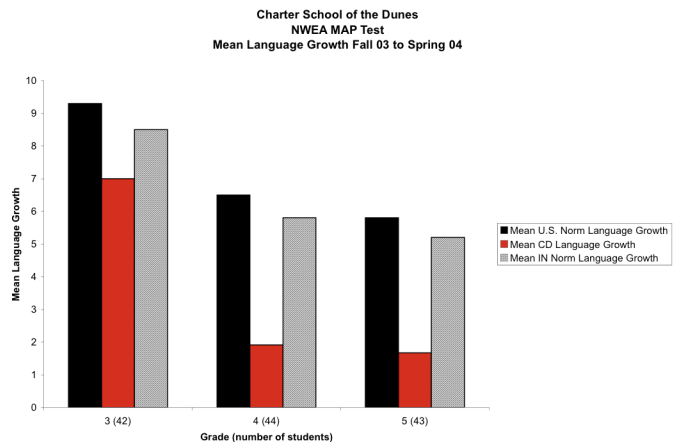
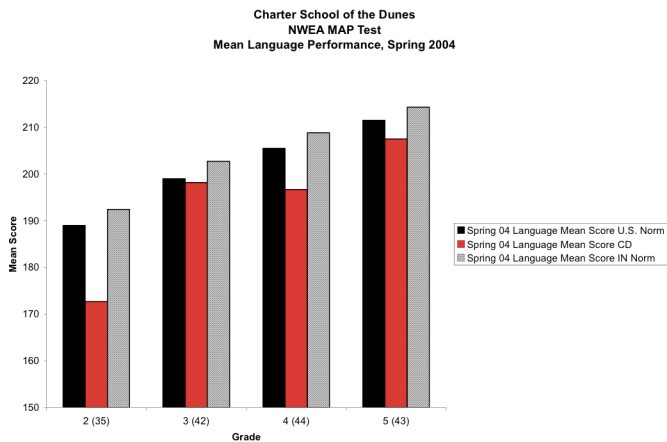
Fifth graders grew at a rate greater than national and Indiana norms, while fourth graders grew at a comparable rate.

Second and third graders grew at a rate less than national and Indiana norms. All grades scored below national and Indiana norms in the spring.

LANGUAGE ARTS RESULTS

Chart C-16

Chart C-17



All grades experienced growth at a rate less than national and Indiana norms.

Second and fourth graders scored below national norms in the spring, while third and fifth graders scored near national and Indiana norms.

GROWTH

Chart C-18

Percent of Charter School of the Dunes Students Meeting or Exceeding Norm Mean Growth:  
Fall 2003 to Spring 2004

Grade (number of students)	Reading	Math	Language
2 (35)	14%	6%	*
3 (42)	19%	19%	29%
4 (44)	41%	20%	23%
5 (43)	51%	23%	33%
Aggregate Average	31%	18%	28%

• Language Arts results not applicable to grade 2.

Chart C-18 shows the percentage of students by grade and subject that met or exceeded national and Indiana norm growth.

■ BOARD SELF-ASSESSMENT

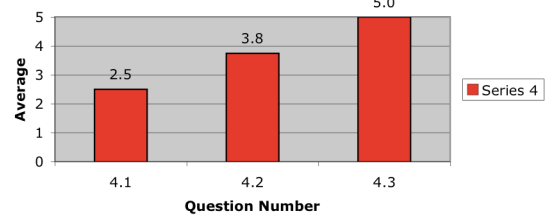
SERIES FOUR QUESTIONS

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.

Members of the Charter School of the Dunes board were unanimous in their belief that the board was a strong advocate for their students’ education. They have communicated a need to develop and communicate their school’s message to the community, both as a board and as individuals.

Chart C-19

Performance Against Success Measures:  
Communication and Advocacy



# COMMUNITY MONTESSORI

851 HIGHLANDER POINT DRIVE  
FLOYDS KNOBS, IN 47119

2002 – 2003 ENROLLMENT: 75

2003 – 2004 ENROLLMENT: 124

STUDENT RETENTION: 77%

TEACHER RETENTION: 75%

SPECIAL EDUCATION: 27%

Chart D-1

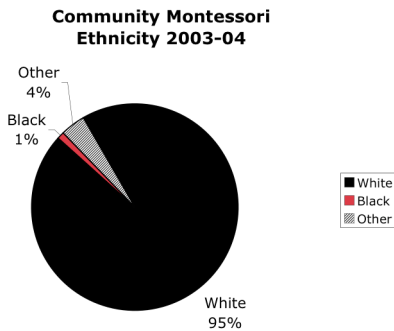
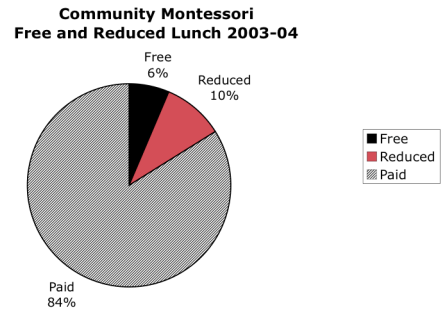


Chart D-2



Community Montessori provides another quality educational choice for its community by encouraging the development of lifelong learning. The school mission is based on the beliefs and theories of Maria Montessori, Constructivism, and Schemata Development. The school uses these beliefs to create an environment where learning happens naturally with an emphasis on learning strengths, developmentally appropriate activities, and individual interests. By the use of many tools, including technology, authentic assessment, and educational manipulatives, each learner is nurtured through the eight constructs: social, emotional, physical, moral, intellectual, aesthetics, creative, and “school success.” This encompasses the total education of the whole learner.

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 with the classroom materials and cultivating concentration, motivation, self-discipline, and a love of learning.



## QUESTION 1: HAS THE SCHOOL SET THE STAGE FOR ACADEMIC SUCCESS?

### ■ ACADEMIC WALKTHROUGH

Academic walkthrough team members collected data on student engagement (time on task) and curriculum foci. In addition, team members observed the instructional methods. Global school patterns were compared to Indiana standards, the standards of best practices, and to the unique goals set forth in the school's charter.

Strengths that were observed across the school by all team members were shared and a reflective question was asked. The purpose of the reflective question was to guide future planning of the school as it engages in continuous school improvement.

### MAJOR STRENGTHS OBSERVED

A high level of on-task student behavior was observed. The school exhibits clearly established routines. Music instruction begins at an early age. Students were observed using an extensive vocabulary. Differentiated instruction is based on measured student performance.

### REFLECTIVE QUESTION

How should spelling be used in a balanced literacy program, and how should practice words be selected to ensure comprehension? In addition, how can writing and spelling be integrated?

### WALKTHROUGH TEAM SUMMARY

Team members rated all observed areas – on-task student behavior, curriculum, and instructional practices – extremely high.

### ■ BOARD SELF-ASSESSMENT

Ball State has created a board self-assessment tool to help each school board evaluate its performance and identify areas of strength and areas in need of improvement.

Charter school boards play a significant role in ensuring the school is developing the climate and culture necessary to achieve academic success. Two series of questions from the board self-assessment help demonstrate how young boards are improving. Charts D-3 and D-4 show how Community Montessori's board evaluates itself in the mission-related aspects of its operation.

### SERIES ONE QUESTIONS

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

Community Montessori's board rated itself extremely high on each of these questions, demonstrating a belief that the organization is very mission-focused.

Chart D-3



Chart D-4



**SERIES THREE QUESTIONS**

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 their 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.

Community Montessori’s board rated itself highly, demonstrating a focus on mission. However, responses show that a relationship is needed between the school’s

mission and the accountability plan.

**QUESTION 2: IS THE SCHOOL ORGANIZATIONALLY SOUND?**

Charter schools are small, not-for-profit businesses delivering public education. Organizational soundness is essential for short-term success and long-term growth of every charter school. Such organizational strength depends on strong board leadership.

**■ BOARD SELF-ASSESSMENT**

**SERIES TWO QUESTIONS**

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.

Community Montessori’s board felt it focused on strategic issues, and that its strategic planning is effective and mission-focused.

Chart D-5

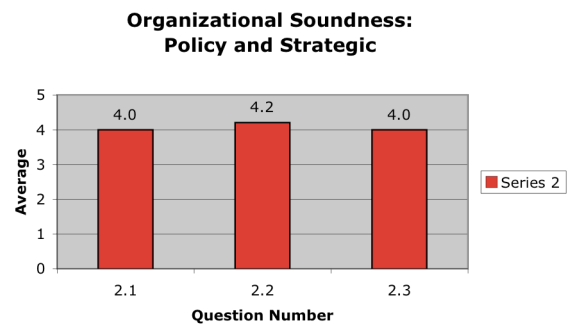


Chart D-6



**SERIES SIX QUESTIONS**

Series Six questions ask the board to rate itself on the degree to which it has protected the organization against risk by: (6.1) adopting a risk management program, (6.2) purchasing adequate insurance to protect itself from loss, and (6.3) adopting and understanding school emergency procedures.

Community Montessori’s board rated itself well in the area of risk management, but has demonstrated a need to review its risk protection insurance and the school’s emergency procedures.

**SERIES SEVEN QUESTIONS**

Series Seven questions ask the board to rate its success in developing school leadership by: (7.1) ensuring the school leader directs the organization, (7.2) working with the school leader to ensure the leader receives goal-focused support from the board, (7.3) systematically evaluating the school leader, (7.4) delegating to the school leader the authority and responsibility necessary to successfully manage the school, (7.5) understanding its role in hiring the leader and empowering the leader to build its own staff, and finally, (7.6) developing a depth of leadership that would enable transition of primary leaders if necessary.

Community Montessori’s board rated itself extremely well in all areas other than having developed a necessary depth of leadership that would enable the transition of leaders, if necessary, identifying this as an area where the board should focus.

Chart D-7

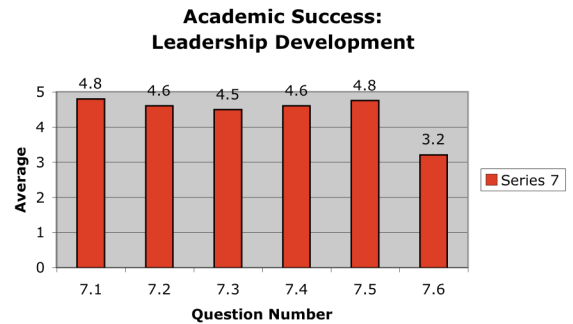
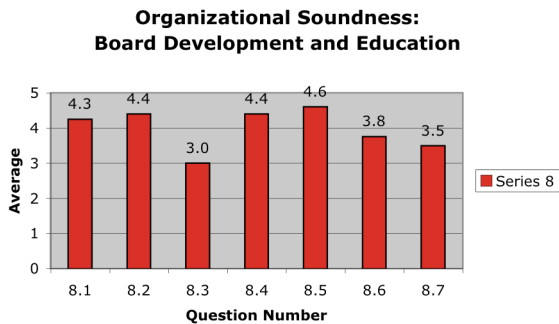


Chart D-8



**SERIES EIGHT QUESTIONS**

Series Eight questions ask the board to rate its own development and education by: (8.1) recruiting board members based on needed expertise, (8.2) holding orientation and education sessions for new members, (8.3) receiving regular education and development related to their roles, (8.4) familiarity with the organization’s by-laws, (8.5) focusing time and energy effectively, (8.6) forging strong internal relationships, and lastly, (8.7) regularly assessing its own performance.

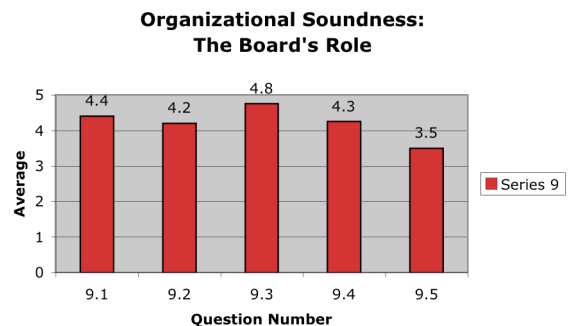
Community Montessori’s board identified the need to receive more regular education and development related to roles, developing stronger internal relationships, and improving the degree to which it assesses its own performance.

**SERIES NINE QUESTIONS**

Series Nine questions ask the board to evaluate how well it understands its role: (9.1) as a steward of public tax dollars, (9.2) as the entity accountable for meeting student achievement requirements, (9.3) in complying with its charter contract, (9.4) in developing the school and getting it up and running, and (9.5) in transitioning to a policy making and governing body.

Community Montessori’s board rated itself well in all areas other than transitioning to a policy making body. This should be an area of focus for the board.

Chart D-9



**QUESTION 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 the Vice President for Business Affairs 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 Audit and monitors changes and improvements recommended in these reports.

Comments are shared with schools and an historical database is under development to track performance and trends. Finally, the board self-assessment asked the board to rate its existing financial controls and long-term financial planning.

**■ FINANCIAL REPORTS AND COMMENTS FROM BSU**

Community Montessori’s balance sheet, while not traditional in format, reports positive fund balances. The school, beginning an ambitious construction project, has demonstrated it is in a solid financial position.

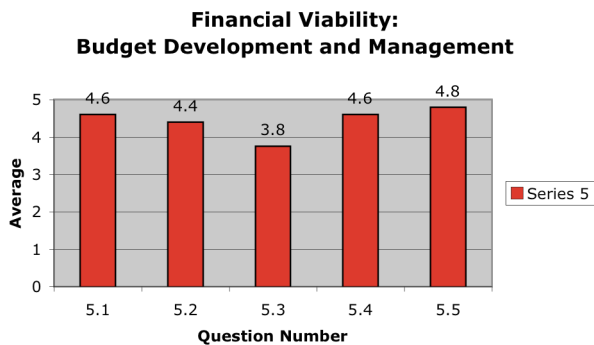
Community Montessori’s ability to secure credit enhancement to assist with the construction project as well as tax-exempt financing demonstrates pro-active financing plans as well as a solid financial position.

**■ Summary of SBOA Audit Results**

The State Board of Accounts Audit Report, covering the period from July 1, 2002 through June 30, 2003, identified several minor deficiencies. Most, but not all, were addressed in the school’s official response.

**■ BOARD SELF-ASSESSMENT**

Chart D-10



**SERIES FIVE QUESTIONS**

Series Five questions ask the board to rate itself on the school’s financial management focusing on: (5.1) its understanding of the budget and making strategic financial decisions, (5.2) timeliness, accuracy, and clarity of financial reports made to the board, (5.3) soundness of the organization’s financial policies, (5.4) its fund development strategy, and (5.5) its understanding of financial needs related to planned growth.

Community Montessori’s board rated itself highly related to financial stewardship and viability, identifying soundness of its financial policies as an area that the organization should review.

**QUESTION 4: HOW IS THE SCHOOL PERFORMING AGAINST SUCCESS MEASURES?**

Ultimately, charter schools are evaluated by their academic success. Ball State evaluates how each charter school is performing against success measures, including AYP as defined by No Child Left Behind and Public Law 221 provisions as defined by Indiana Department of Education.

All charter schools sponsored by the university are required to administer a standardized test twice per year to demonstrate academic growth. Each school develops specific goals and measures in the form of an accountability plan. Finally, the board self-assessment questions focus on the board's, and the organization's, effectiveness in defining and communicating the school's purpose and success in achieving its mission.

**■ ISTEP RESULTS**

Chart D-11

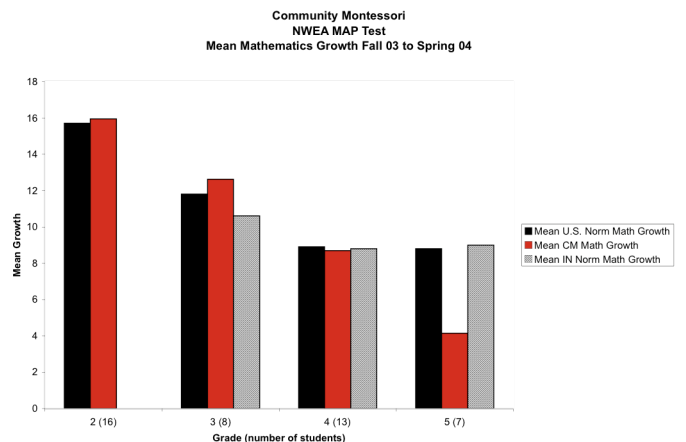
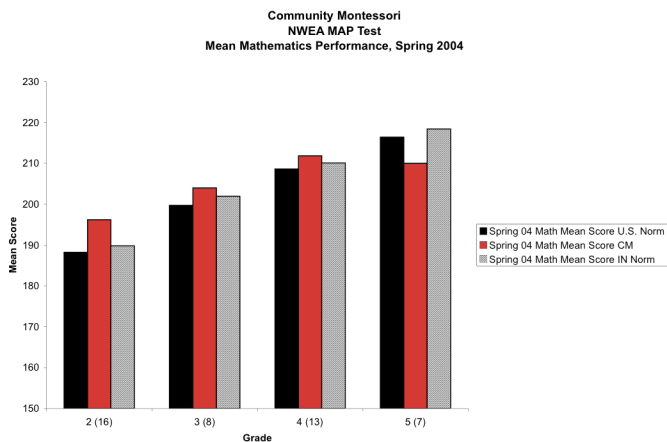
Community Montessori									
	% Passing Both			% Passing Math			% Passing English		
	Community Montessori	Floyd County	Indiana	Community Montessori	Floyd County	Indiana	Community Montessori	Floyd County	Indiana
<b>3rd</b>									
2002	73%	64%	59%	82%	72%	67%	82%	74%	72%
2003	55%	62%	63%	55%	71%	71%	82%	72%	74%

**■ NWEA RESULTS**

**MATH RESULTS**

Chart D-12

Chart D-13



Second, third, and fourth graders grew at the same rate or slightly above national and Indiana norms. These same grades scored above national and Indiana norms in the spring. Fifth graders grew at a rate slightly less than national and Indiana norms and scored below national and Indiana norms in the spring.

READING RESULTS

Chart D-14

Community Montessori  
NWEA MAP Test  
Mean Reading Performance, Spring 2004

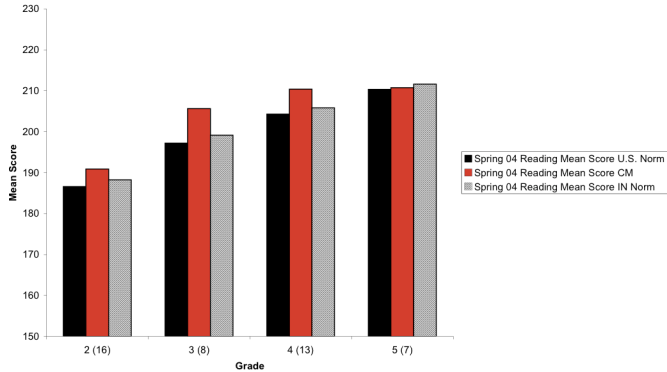
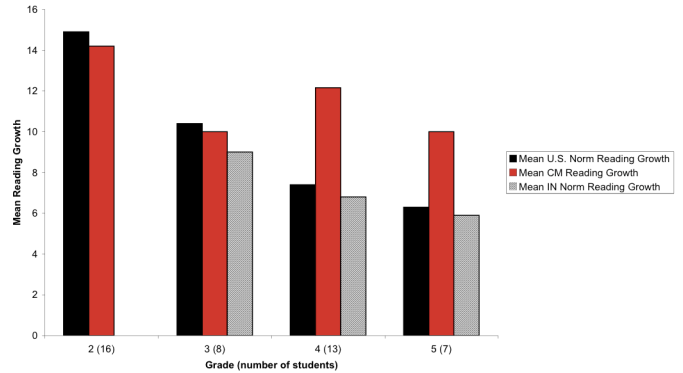


Chart D-15

Community Montessori  
NWEA MAP Test  
Mean Reading Growth Fall 03 to Spring



Second and third graders grew at a rate consistent with national and Indiana norms. Fourth and fifth graders grew at a rate well above these norm groups.

Second, third, and fourth graders scored above national and Indiana norms in the spring, while fifth graders scored nearly equal to national and Indiana norms.

LANGUAGE ARTS RESULTS

Chart D-16

Community Montessori  
NWEA MAP Test  
Mean Language Performance, Spring 2004

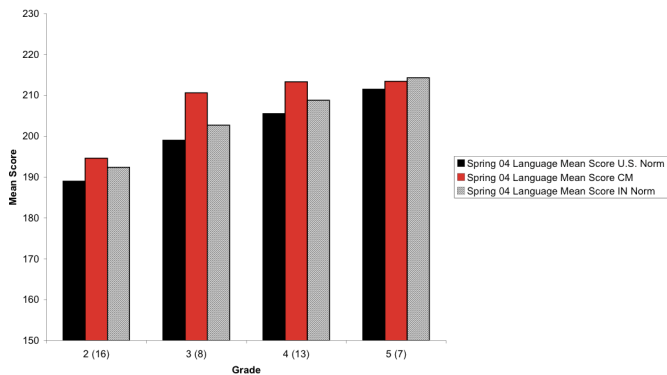
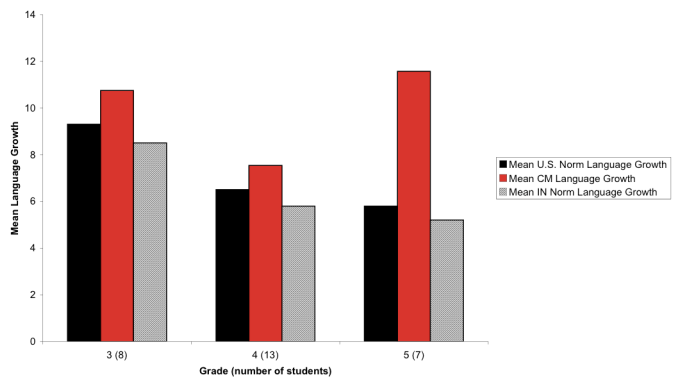


Chart D-17

Community Montessori  
NWEA MAP Test  
Mean Language Growth Fall 03 to Spring



Third, fourth, and fifth graders grew at a rate greater than national and Indiana norms.

Second, third, and fourth graders scored above national and Indiana norms in the spring, while fifth graders scored nearly equal to national and Indiana norms.

GROWTH

Chart D-18

Percent of Community Montessori Students Meeting or Exceeding Norm Mean Growth:  
Fall 2003 to Spring 2004

Grade (number of students)	Reading	Math	Language
2 (16)	50%	38%	*
3 (8)	63%	38%	63%
4 (13)	54%	62%	69%
5 (7)	57%	29%	100%
Aggregate Average	55%	43%	75%

\* Language Arts results not applicable to grade 2.

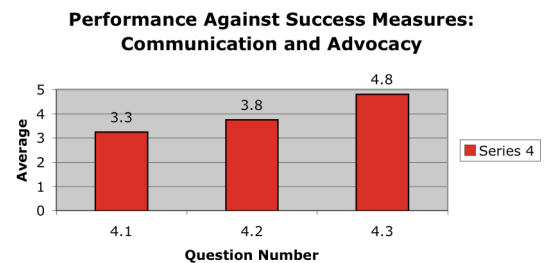
Chart D-18 shows the percentage of students by grade and subject that met or exceeded national and Indiana norm growth.

■ BOARD SELF-ASSESSMENT

SERIES FOUR QUESTIONS

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.

Chart D-19



Community Montessori’s board, consistent with earlier mission-related questions, rated itself highly as an advocate for its students’ education. The board identified a need to improve its plan for communicating the school’s purpose to the community as well as individual board members’ ability to communicate mission and programs in the community.

# IRVINGTON COMMUNITY SCHOOL

345 N. KITLEY  
INDIANAPOLIS, IN 46219

2002 – 2003 ENROLLMENT: 118

2003 – 2004 ENROLLMENT: 129

STUDENT RETENTION: 90%

TEACHER RETENTION: 100%

SPECIAL EDUCATION: 6%

Chart E-1

Irvington Community School  
Ethnicity 2003-04

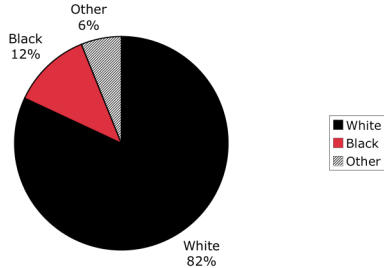
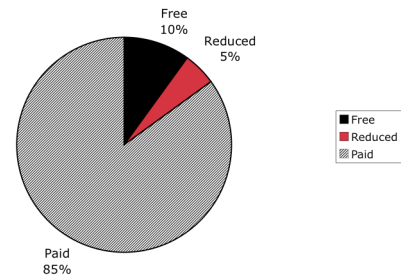
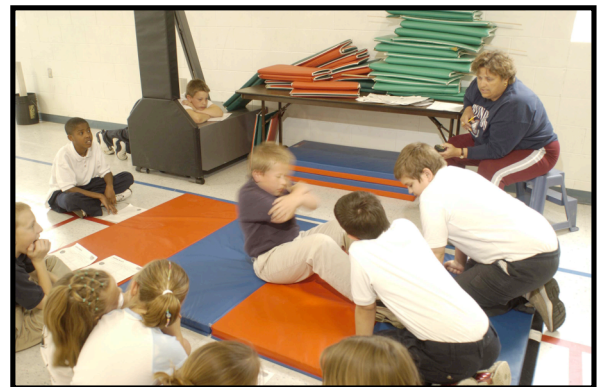


Chart E-2

Irvington Community School  
Free and Reduced Lunch 2003-04



Irvington Community School (ICS) 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. ICS works to bring together diverse community groups to strengthen the Irvington community.



Irvington Community School is built upon the premise that a well-conceived, Internet-based educational program can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective publication in the 21<sup>st</sup> century. The educational program is designed to provide a comprehensive mastery-based curriculum with high student expectations.



**QUESTION 1: HAS THE SCHOOL SET THE STAGE FOR ACADEMIC SUCCESS?**

**■ ACADEMIC WALKTHROUGH**

Academic walkthrough team members collected data on student engagement (time on task) and curriculum foci. In addition, team members observed the instructional methods. Global school patterns were compared to Indiana standards, the standards of best practices, and to the unique goals set forth in the school’s charter.

Strengths that were observed across the school by all team members were shared and a reflective question was asked. The purpose of the reflective question was to guide future planning of the school as it engages in continuous school improvement.

**MAJOR STRENGTHS OBSERVED**

A high level of on-task student behavior was observed. Classroom agendas are clearly displayed throughout the school to focus on daily instructional activities. Partnerships with other community organizations have been formed to provide a full-service program for students. Spanish instruction and immersion seem to promote learning. There is a strong emphasis on character education.

**REFLECTIVE QUESTION**

How can you take advantage of small class sizes by differentiating instruction to meet individual student learning needs, enhance success, and promote independent learning?

**WALKTHROUGH TEAM SUMMARY**

Team members rated on-task student behavior extremely high and curriculum and instructional practices above average.

**■ BOARD SELF-ASSESSMENT**

Ball State has created a board self-assessment tool to help each school board evaluate its performance and identify areas of strength and areas in need of improvement.

Charter school boards play a significant role in ensuring the school is developing the climate and culture necessary to achieve academic success. Two series of questions from the board self-assessment help demonstrate how young boards are improving. Charts E-3 and E-4 show how Irvington Community’s board evaluates itself in the mission-related aspects of its operation.

**SERIES ONE QUESTIONS**

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

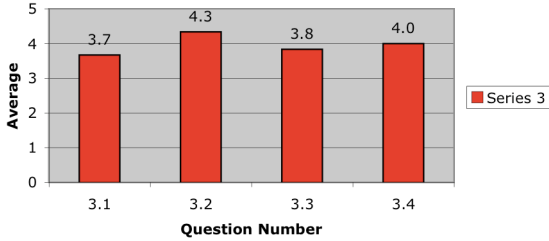
ICS’s board rated itself very highly in all mission-related areas.

Chart E-3



Chart E-4

**Academic Success:  
Mission-Driven Organization**



**SERIES THREE QUESTIONS**

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 their 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.

ICS’s board rated itself highly in all areas, identifying familiarity with the school’s accountability plan and evaluation of programs and services for consistency with

the school’s mission as areas that should be reviewed.

**QUESTION 2: IS THE SCHOOL ORGANIZATIONALLY SOUND?**

Charter schools are small, not-for-profit businesses delivering public education. Organizational soundness is essential for short-term success and long-term growth of every charter school. Such organizational strength depends on strong board leadership.

**■ BOARD SELF-ASSESSMENT**

**SERIES TWO QUESTIONS**

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.

ICS’s board rated itself highly with regard to having a shared vision for the school and engaging in strategic planning. It identified focus on long-term strategic vs. administrative issues as an area that to review.

Chart E-5

**Organizational Soundness:  
Policy and Strategic Planning**

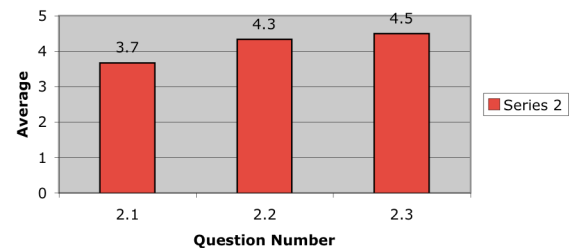
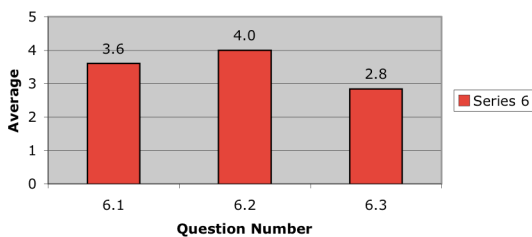


Chart E-6

**Organizational Soundness:  
Risk Management**



**SERIES SIX QUESTIONS**

Series Six questions ask the board to rate itself on the degree to which it has protected the organization against risk by: (6.1) adopting a risk management program, (6.2) purchasing adequate insurance to protect itself from loss, and (6.3) adopting and understanding school emergency procedures.

ICS’s board has identified risk management as an area that should be reviewed.

**SERIES SEVEN QUESTIONS**

Series Seven questions ask the board to rate its success in developing school leadership by: (7.1) ensuring the school leader directs the organization, (7.2) working with the school leader to ensure the leader receives goal-focused support from the board, (7.3) systematically evaluating the school leader, (7.4) delegating to the school leader the authority and responsibility necessary to successfully manage the school, (7.5) understanding its role in hiring the leader and empowering the leader to build its own staff, and finally, (7.6) developing a depth of leadership that would enable transition of primary leaders if necessary.

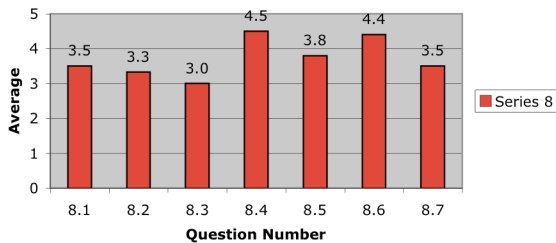
Chart E-7



ICS's board has identified the evaluation of its school leader and developing a depth of leadership as areas where improvement is needed.

Chart E-8

**Organizational Soundness: Board Development and Education**



**SERIES EIGHT QUESTIONS**

Series Eight questions ask the board to rate its own development and education by: (8.1) recruiting board members based on needed expertise, (8.2) holding orientation and education sessions for new members, (8.3) receiving regular education and development related to their roles, (8.4) familiarity with the organization's by-laws, (8.5) focusing time and energy effectively, (8.6) forging strong internal relationships, and lastly, (8.7) regularly assessing its own performance.

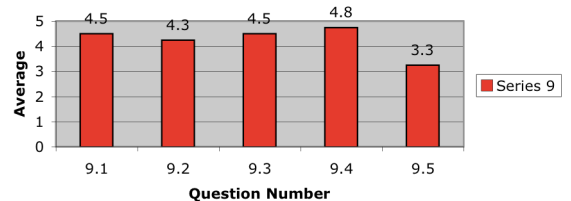
ICS's board rated highly its understanding of the school's by-laws and forging of strong internal relationships. All other areas of board development were identified as areas that should be reviewed, with development and education related to roles as an area of focus.

**SERIES NINE QUESTIONS**

Series Nine questions ask the board to evaluate how well it understands its role: (9.1) as a steward of public tax dollars, (9.2) as the entity accountable for meeting student achievement requirements, (9.3) in complying with its charter contract, (9.4) in developing the school and getting it up and running, and (9.5) in transitioning to a policy making and governing body.

Chart E-9

**Organizational Soundness: The Board's Role**



ICS's board rated itself extremely well in all areas, with only the transition to a policy making body rated as an area for improvement.

**QUESTION 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 the Vice President for Business Affairs 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 Audit and monitors changes and improvements recommended in these reports.

Comments are shared with schools and an historical database is under development to track performance and trends.

Finally, the board self-assessment asked the board to rate its existing financial controls and long-term financial planning.

**FINANCIAL REPORTS AND COMMENTS FROM BSU**

Irvington Community School’s financial statements while detailed were somewhat difficult to understand. The school is intentionally embarking on an aggressive building and financing plan that, if successful, will produce positive financial results suggested in its five-year projections.

Irvington Community School’s ability to secure credit enhancement to assist with its construction project, as well as financing from the private sector, demonstrates the school is moving toward a solid financial position.

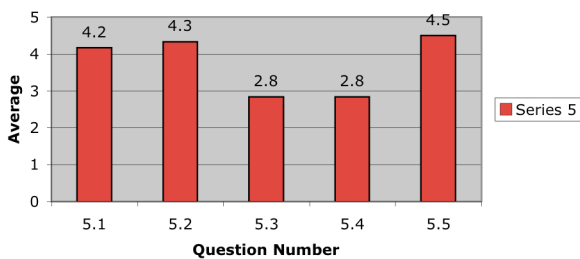
**SBOA AUDIT**

The State Board of Accounts Audit Report, covering the period from July 1, 2002, through June 30, 2003, identified several minor deficiencies. It also appears that Irvington has effectively dealt each of these.

**■ BOARD SELF-ASSESSMENT**

Chart E-10

**Financial Viability:  
Budget Development and Management**



**SERIES FIVE QUESTIONS**

Series Five questions ask the board to rate itself on the school’s financial management focusing on: (5.1) its understanding of the budget and making strategic financial decisions, (5.2) timeliness, accuracy, and clarity of financial reports made to the board, (5.3) soundness of the organization’s financial policies, (5.4) its fund development strategy, and (5.5) its understanding of financial needs related to planned growth.

ICS’s board rated itself highly in most areas related to financial management, identifying the need to review the organization’s financial policies and fund development strategies.

**QUESTION 4: HOW IS THE SCHOOL PERFORMING AGAINST SUCCESS MEASURES?**

Ultimately, charter schools are evaluated by their academic success. Ball State evaluates how each charter school is performing against success measures, including AYP as defined by No Child Left Behind and Public Law 221 provisions as defined by Indiana Department of Education.

All charter schools sponsored by the university are required to administer a standardized test twice per year to demonstrate academic growth. Each school develops specific goals and measures in the form of an accountability plan.

Finally, the board self-assessment questions focus on the board’s, and the organization’s, effectiveness in defining and communicating the school’s purpose and success in achieving its mission.

**■ ADEQUATE YEARLY PROGRESS**

As required by the federal No Child Left Behind legislation, the Indiana Department of Education has determined Adequate Yearly Progress (AYP) for all Indiana schools, including charter schools in operation during the 2002 – 03 school year. Irvington Community School made AYP in 2003.

**■ ISTEP RESULTS**

Chart E-11

Irvington Community School

	% Passing Both			% Passing Math			% Passing English		
	Irvington	Warren Township	Indiana	Irvington	Warren Township	Indiana	Irvington	Warren Township	Indiana
<b>3<sup>rd</sup></b>									
2002	48%	64%	59%	35%	72%	67%	60%	74%	72%
2003	59%	62%	63%	65%	71%	71%	71%	72%	74%
<b>6<sup>th</sup></b>									
2003	61%	54%	62%	72%	66%	72%	67%	61%	69%

■ NWEA RESULTS

MATH RESULTS

Chart E-12

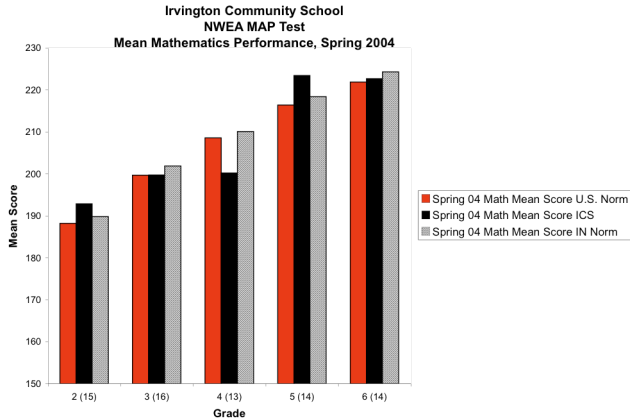
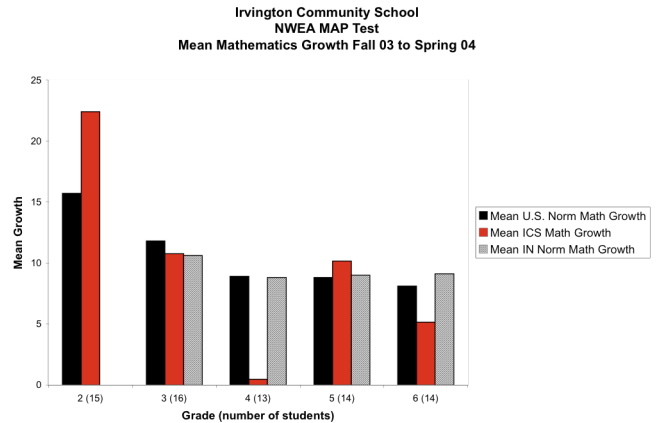


Chart E-13



Second grade growth exceeded national and Indiana norms. Spring scores were just ahead of these groups. Third grade growth was consistent with national and Indiana norms as were spring scores.

Fourth grade achieved below national and Indiana norms, and spring scores were slightly below norms. Fifth grade growth was greater than the national and Indiana norms as were spring scores. Sixth grade growth was below national and Indiana norms, yet spring scores were nearly identical.

READING RESULTS

Chart E-14

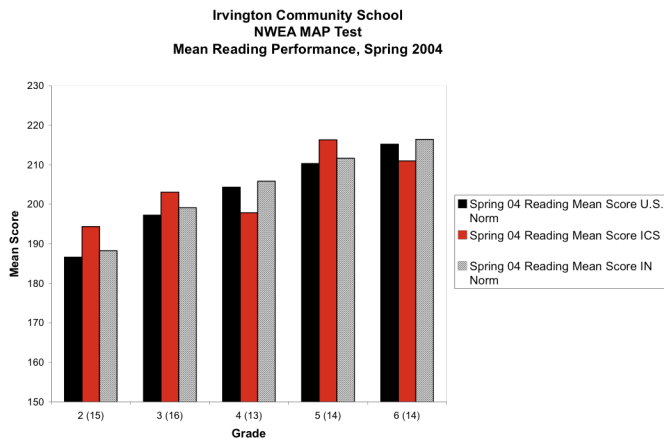
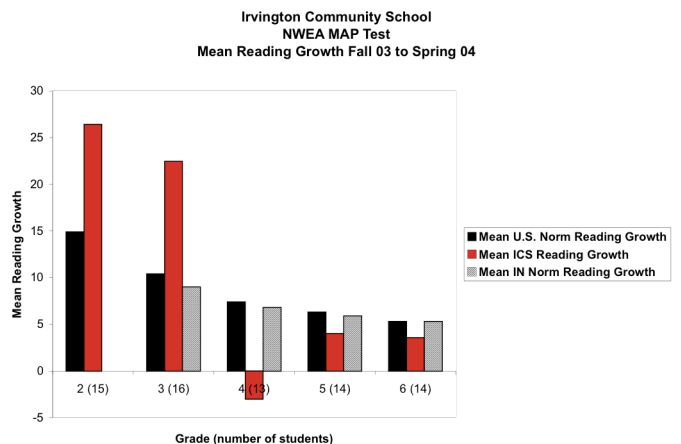


Chart E-15



Second and third grade growth was well above national norms as were their spring scores. Fourth graders lost ground compared to norm groups and spring scores were below these norm group scores.

Fifth and sixth grade growth was less than national and Indiana norms. Fifth graders scored above these norm groups in the spring, and sixth grade were scores slightly below norm groups.

LANGUAGE ARTS RESULTS

Chart E-16

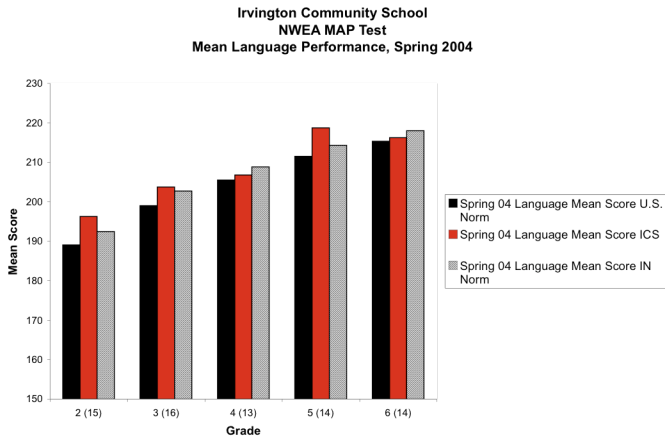
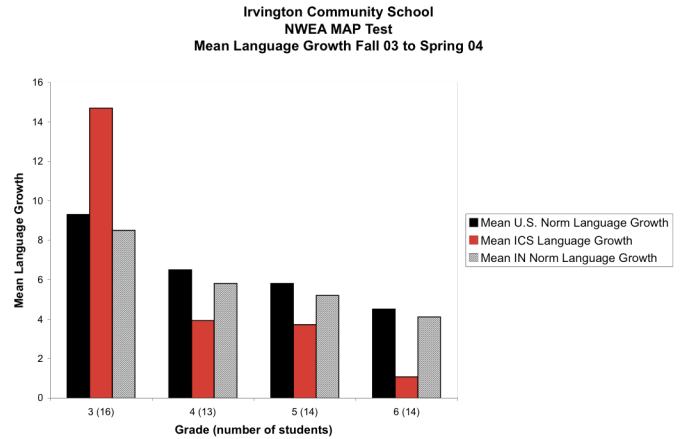


Chart E-17



Irvington’s third grade growth was well above national and Indiana norm growth for language arts. Fourth, fifth, and sixth grade growth was below national norm growth. However, all grades scored equal to or above national and Indiana norm scores in the spring.

GROWTH

Chart E-18

Percent of Irvington Community School Students Meeting or Exceeding Norm Mean Growth:  
Fall 2003 to Spring 2004

Grade (number of students)	Reading	Math	Language
2 (15)	67%	67%	*
3 (16)	100%	38%	63%
4 (13)	31%	15%	31%
5 (14)	36%	64%	50%
6 (14)	29%	36%	36%
Aggregate Average	50%	41%	41%

\* Language Arts results not applicable to grade 2.

Chart E-18 shows the percentage of students by grade and subject that met or exceeded national and Indiana norm growth.

■ BOARD SELF-ASSESSMENT

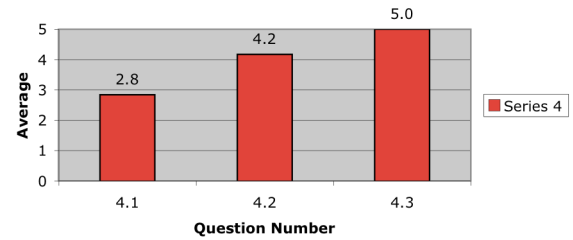
SERIES FOUR QUESTIONS

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.

ICS’s board, consistent with earlier mission-related questions, rated itself highly as an advocate for its students’ education. The board identified a need to improve its plan for communicating the school’s purpose to the community as well as individual board members’ ability to communicate mission and programs in the community.

Chart E-19

Performance Against Success Measures: Communication and Advocacy



# NEW COMMUNITY SCHOOL

620 CUMBERLAND AVENUE  
WEST LAFAYETTE, IN 47906

2002 – 2003 ENROLLMENT: 38

2003 – 2004 ENROLLMENT: 46

STUDENT RETENTION: 84%

TEACHER RETENTION: 64%

SPECIAL EDUCATION: 13%

Chart F-1

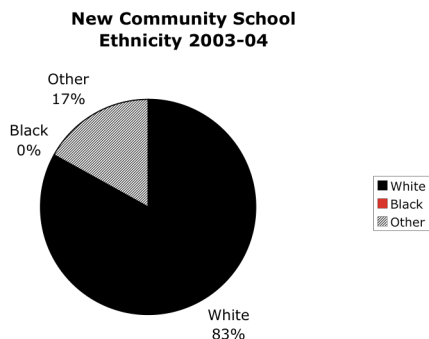
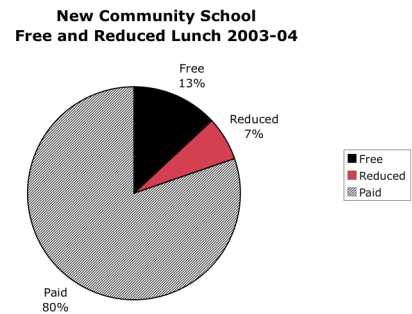


Chart F-2



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

New Community 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 determining school policies.



## QUESTION 1: HAS THE SCHOOL SET THE STAGE FOR ACADEMIC SUCCESS?

### ■ ACADEMIC WALKTHROUGH

Academic walkthrough team members collected data on student engagement (time on task) and curriculum foci. In addition, team members observed the instructional methods. Global school patterns were compared to Indiana standards, the standards of best practices, and to the unique goals set forth in the school's charter.

Strengths that were observed across the school by all team members were shared and a reflective question was asked. The purpose of the reflective question was to guide future planning of the school as it engages in continuous school improvement.

### MAJOR STRENGTHS OBSERVED

High-quality student artwork was displayed. Students were observed using an extensive vocabulary. A variety of activities are available to meet diverse learning styles and to foster creative, higher-order thinking skills. Technology is integrated into curriculum in a positive way. Rich learning materials are available and being utilized.

### REFLECTIVE QUESTION

In contrast to the wonderful creative and high-order thinking activities your students experience, how can you utilize instructional time more efficiently to increase time on task?

### WALKTHROUGH TEAM SUMMARY

Team members rated highly on-task student behavior and curriculum, and instructional practices as above average.

### ■ BOARD SELF-ASSESSMENT

Ball State has created a board self-assessment tool to help each school board evaluate its performance and identify areas of strength and areas in need of improvement.

Charter school boards play a significant role in ensuring the school is developing the climate and culture necessary to achieve academic success. Two series of questions from the board self-assessment help demonstrate how young boards are improving. Charts F-3 and F-4 show how New Community's board evaluates itself in the mission-related aspects of its operation.

### SERIES ONE QUESTIONS

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

New Community's board rated itself highly in all mission-related areas.

Chart F-3

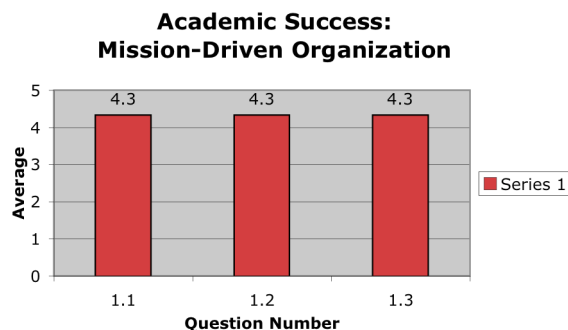


Chart F-4



**SERIES THREE QUESTIONS**

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 their 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.

New Community's board rated itself well on nearly all questions in this series, identifying familiarity with the school’s accountability plan as an area for improvement.

**QUESTION 2: IS THE SCHOOL ORGANIZATIONALLY SOUND?**

Charter schools are small, not-for-profit businesses delivering public education. Organizational soundness is essential for short-term success and long-term growth of every charter school. Such organizational strength depends on strong board leadership.

**■ BOARD SELF-ASSESSMENT**

**SERIES TWO QUESTIONS**

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.

New Community’s board rated itself well on this series of questions, with the exception of identifying a need for engaging in periodic strategic planning based on sound evidence.

Chart F-5



Chart F-6



**SERIES SIX QUESTIONS**

Series Six questions ask the board to rate itself on the degree to which it has protected the organization against risk by: (6.1) adopting a risk management program, (6.2) purchasing adequate insurance to protect itself from loss, and (6.3) adopting and understanding school emergency procedures.

New Community’s board identified a need to evaluate its risk-management program and to gain a better understanding of the school’s emergency procedures.

**SERIES SEVEN QUESTIONS**

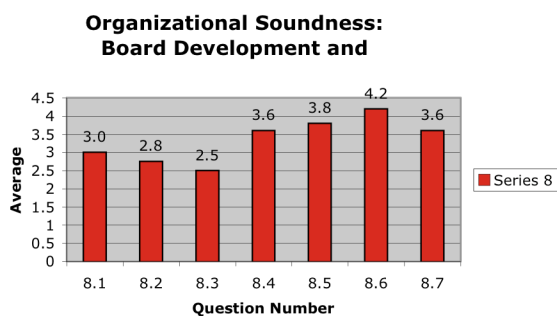
Series Seven questions ask the board to rate its success in developing school leadership by: (7.1) ensuring the school leader directs the organization, (7.2) working with the school leader to ensure the leader receives goal-focused support from the board, (7.3) systematically evaluating the school leader, (7.4) delegating to the school leader the authority and responsibility necessary to successfully manage the school, (7.5) understanding its role in hiring the leader and empowering the leader to build its own staff, and finally, (7.6) developing a depth of leadership that would enable transition of primary leaders if necessary.

Chart F-7



New Community has identified delegation of authority to its school leader and development of depth of leadership to enable transitions as areas for improvement.

Chart F-8



**SERIES EIGHT QUESTIONS**

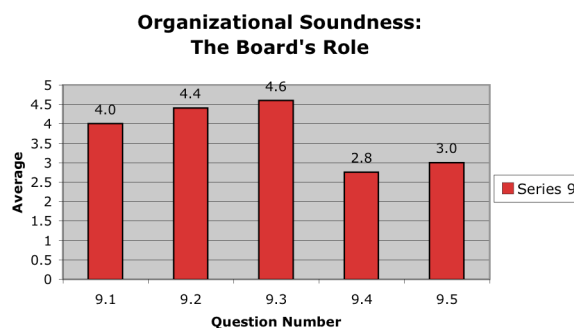
Series Eight questions ask the board to rate its own development and education by: (8.1) recruiting board members based on needed expertise, (8.2) holding orientation and education sessions for new members, (8.3) receiving regular education and development related to their roles, (8.4) familiarity with the organization's by-laws, (8.5) focusing time and energy effectively, (8.6) forging strong internal relationships, and lastly, (8.7) regularly assessing its own performance.

New Community's board rated itself well in terms of being familiar with, and following, the organizations bylaws. All other questions in this series indicate that board development is an area for improvement.

**SERIES NINE QUESTIONS**

Series Nine questions ask the board to evaluate how well it understands its role: (9.1) as a steward of public tax dollars, (9.2) as the entity accountable for meeting student achievement requirements, (9.3) in complying with its charter contract, (9.4) in developing the school and getting it up and running, and (9.5) in transitioning to a policy making and governing body.

Chart F-9



New Community's board rated itself well but should revisit its role as a steward of public tax dollars and as the entity accountable for student achievement requirements. Continuing the transition to a policy making body should also be an area of focus.

### QUESTION 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 the Vice President for Business Affairs 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 Audit and monitors changes and improvements recommended in these reports.

Comments are shared with schools and an historical database is under development to track performance and trends. Finally, the board self-assessment asked the board to rate its existing financial controls and long-term financial planning.

#### ■ FINANCIAL REPORTS AND COMMENTS FROM BSU

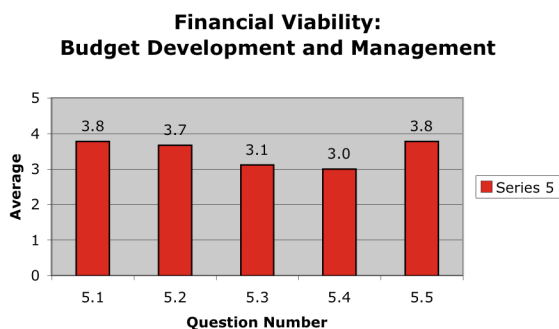
New Community School's financial report was complete and accurate, demonstrating that the school is in solid financial standing as of June 30, 2004.

#### ■ SUMMARY OF SBOA AUDIT RESULTS

The State Board of Accounts Audit Report, covering the period from July 1, 2002, to June 30, 2003, disclosed no material items that warrant comment at this time.

#### ■ BOARD SELF-ASSESSMENT

Chart F-10



#### SERIES FIVE QUESTIONS

Series Five questions ask the board to rate itself on the school's financial management focusing on: (5.1) its understanding of the budget and making strategic financial decisions, (5.2) timeliness, accuracy, and clarity of financial reports made to the board, (5.3) soundness of the organization's financial policies, (5.4) its fund development strategy, and (5.5) its understanding of financial needs related to planned growth.

New Community's board members have identified financial management as an area for the board to focus and improve.

### QUESTION 4: HOW IS THE SCHOOL PERFORMING AGAINST SUCCESS MEASURES?

Ultimately, charter schools are evaluated by their academic success. Ball State evaluates how each charter school is performing against success measures, including AYP as defined by No Child Left Behind and Public Law 221 provisions as defined by Indiana Department of Education.

All charter schools sponsored by the university are required to administer a standardized test twice per year to demonstrate academic growth. Each school develops specific goals and measures in the form of an accountability plan. Finally, the board self-assessment questions focus on the board's, and the organization's, effectiveness in defining and communicating the school's purpose and success in achieving its mission.

**■ ISTEP RESULTS**

Chart F-11

New Community School

	% Passing Both			% Passing Math			% Passing English		
	New Community	West Lafayette Community	Indiana	New Community	West Lafayette Community	Indiana	New Community	West Lafayette Community	Indiana
<b>3<sup>rd</sup></b>									
2002	***	77%	59%	***	80%	67%	***	90%	72%
2003	40%	90%	63%	40%	93%	71%	60%	96%	74%
<b>6<sup>th</sup></b>									
2003	50%	91%	62%	50%	93%	72%	75%	93%	69%

\*\*\* Percentages not reported due to the small number of students taking the ISTEP. Refer to 2002 – 2003 Accountability Report for more information.

**■ NWEA RESULTS**

**MATH RESULTS**

Chart F-12

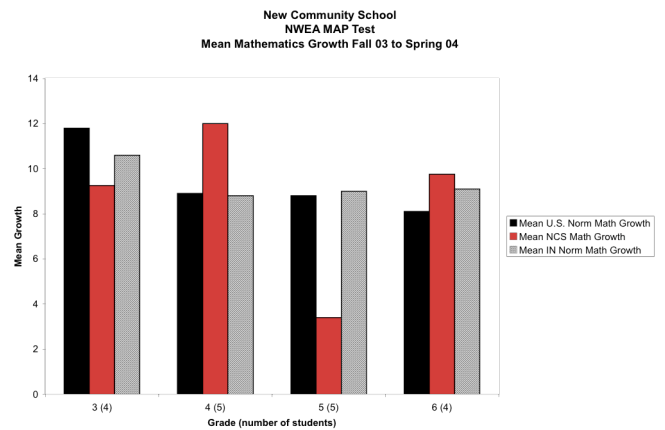
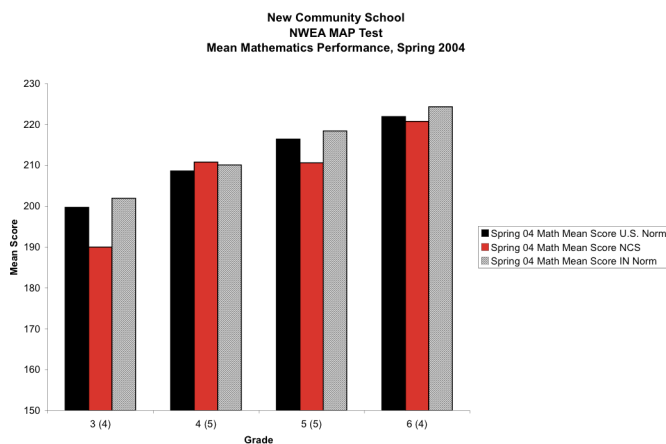


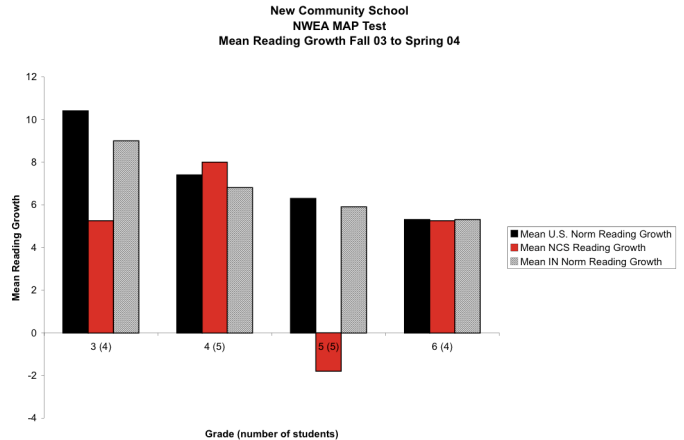
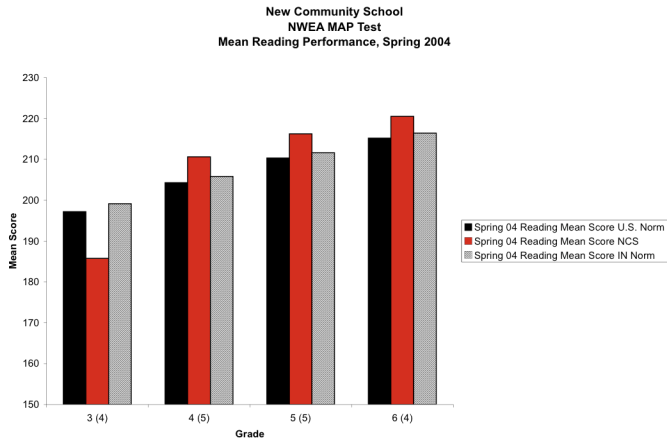
Chart F-13

Third and fifth graders' growth fell below national and Indiana norms, while fourth and sixth graders' growth exceeded national and Indiana norms. Third and fifth grade spring scores were also below national and Indiana norms, while fourth graders scores were slightly above, and sixth grade scores were consistent with these norm groups.

READING RESULTS

Chart F-14

Chart F-15



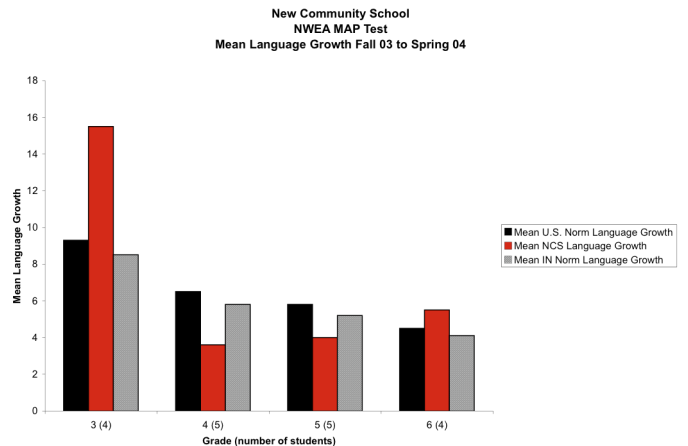
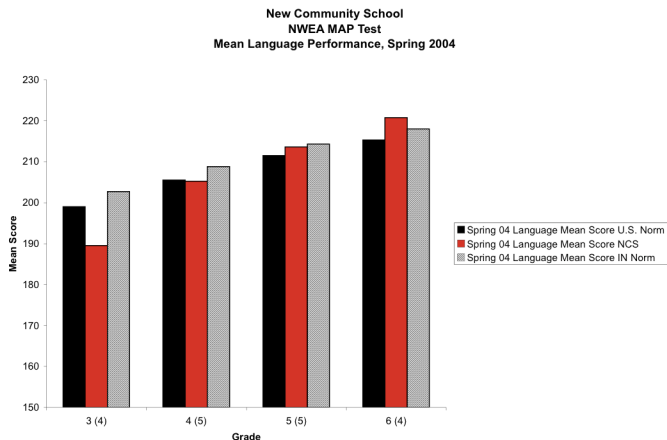
Third graders grew at a rate below national and Indiana norms, fourth grade growth exceeded national and Indiana norms, fifth graders experienced negative growth relative to national and Indiana norms, and sixth grade growth was consistent with national and Indiana norms.

Third graders scored below national and Indiana norms in the spring, while fourth, fifth, and sixth grades scored above national and Indiana norms.

LANGUAGE ARTS RESULTS

Chart F-16

Chart F-17



Third and sixth grade growth exceeded national and Indiana norms. Fourth and fifth grade growth was below national and Indiana norms.

Third graders scored below national and Indiana norms in the spring; fourth and fifth graders scored consistent with national and Indiana norms in the spring; and sixth graders scored above norms.

GROWTH

Chart F-18

**Percent of New Community School Students Meeting or Exceeding Norm Mean Growth:  
Fall 2003 to Spring 2004**

Grade (number of students)	Reading	Math	Language
3 (4)	25%	50%	75%
4 (5)	40%	80%	20%
5 (5)	0%	20%	20%
6 (4)	50%	50%	75%
Aggregate Average	28%	44%	44%

NCS did not administer the NWEA to grade 2 in the fall. Growth results are not available.

Chart F-18 shows the percentage of students by grade and subject that met or exceeded national and Indiana norm growth.

■ **BOARD SELF-ASSESSMENT**

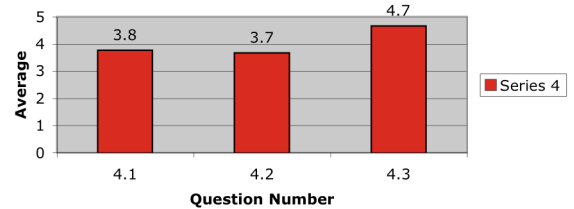
**SERIES FOUR QUESTIONS**

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.

New Community’s board members, consistent with earlier mission-related questions, rated themselves highly as advocates for their students’ education. They identified a need to improve their plan for communicating the school’s purpose to the community, as well as individual board members’ ability to communicate mission and programs in the community.

Chart F-19

**Performance Against Success Measures:  
Communication and Advocacy**



# THEA BOWMAN LEADERSHIP ACADEMY

975 WEST SIXTH AVENUE  
GARY, IN 46402

2003 – 2004 ENROLLMENT: 387

STUDENT RETENTION: 90%  
TEACHER RETENTION: 99%  
SPECIAL EDUCATION: 3%

Chart G-1

Thea Bowman Leadership Academy  
Ethnicity 2003-04

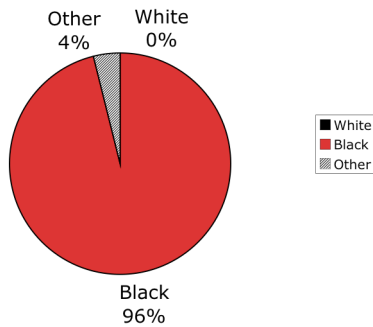
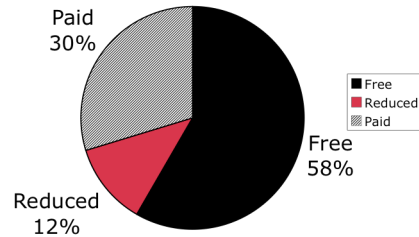


Chart G-2

Thea Bowman Leadership Academy  
Free and Reduced Lunch 2003-04



Thea Bowman 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's mission is to create a pre-high school college preparatory program that combines academic achievement with leadership skills and opportunities.

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.



**QUESTION 1: HAS THE SCHOOL SET THE STAGE FOR ACADEMIC SUCCESS?**

**■ ACADEMIC WALKTHROUGH**

Academic walkthrough team members collected data on student engagement (time on task) and curriculum foci. In addition, team members observed the instructional methods. Global school patterns were compared to Indiana standards, the standards of best practices, and to the unique goals set forth in the school’s charter.

Strengths that were observed across the school by all team members were shared and a reflective question was asked. The purpose of the reflective question was to guide future planning of the school as it engages in continuous school improvement.

**MAJOR STRENGTHS OBSERVED**

The facility fosters a positive learning environment. There is a strong focus on character education. Indiana state standards are being taught. Thea Bowman has a focus on oral language skills (choral response) and whole body learning (movement and rhythm). Efforts at curricular integration were visible. High expectations are clearly set for students, staff, and administrators.

**REFLECTIVE QUESTION**

How can you utilize the best practices of some teachers to assist other teachers whose instructional and curricular programs are not as strong?

**WALKTHROUGH TEAM SUMMARY**

Team members rated highly the on-task student behavior they observed. Curriculum and instructional practices were rated as above average.

**■ BOARD SELF-ASSESSMENT**

Ball State has created a board self-assessment tool to help each school board evaluate its performance and identify areas of strength and areas in need of improvement.

Charter school boards play a significant role in ensuring the school is developing the climate and culture necessary to achieve academic success. Two series of questions from the board self-assessment help demonstrate how young boards are improving. Charts G-3 and G-4 show how Thea Bowman’s board evaluates itself in the mission-related aspects of its operation.

**SERIES ONE QUESTIONS**

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.

Thea Bowman’s board rated itself highly in all mission-related areas.

Chart G-3



Chart G-4



**SERIES THREE QUESTIONS**

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.

Thea Bowman’s board rated itself highly in all areas related to academic success. Review of its accountability plan will be necessary moving into its second year.

**QUESTION 2: IS THE SCHOOL ORGANIZATIONALLY SOUND?**

Charter schools are small, not-for-profit businesses delivering public education. Organizational soundness is essential for short-term success and long-term growth of every charter school. Such organizational strength depends on strong board leadership.

**■ BOARD SELF-ASSESSMENT**

**SERIES TWO QUESTIONS**

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.

Thea Bowman’s board rated itself highly with regard to having a shared vision and engaging in strategic planning. The Board identified strategic vs. short-term issues as an area for review.

Chart G-5



Chart G-6



**SERIES SIX QUESTIONS**

Series Six questions ask the board to rate itself on the degree to which it has protected the organization against risk by: (6.1) adopting a risk management program, (6.2) purchasing adequate insurance to protect itself from loss, and (6.3) adopting and understanding school emergency procedures.

Thea Bowman’s board has identified the need to assess its risk management program and to gain a better understanding of the school’s emergency procedures.

**SERIES SEVEN QUESTIONS**

Series Seven questions ask the board to rate its success in developing school leadership by: (7.1) ensuring the school leader directs the organization, (7.2) working with the school leader to ensure the leader receives goal-focused support from the board, (7.3) systematically evaluating the school leader, (7.4) delegating to the school leader the authority and responsibility necessary to successfully manage the school, (7.5) understanding its role in hiring the leader and empowering the leader to build its own staff, and finally, (7.6) developing a depth of leadership that would enable transition of primary leaders if necessary.

Thea Bowman’s board rated itself highly in all areas related to school leadership, identifying evaluation of the school leader as an area that should be reviewed.

Chart G-7

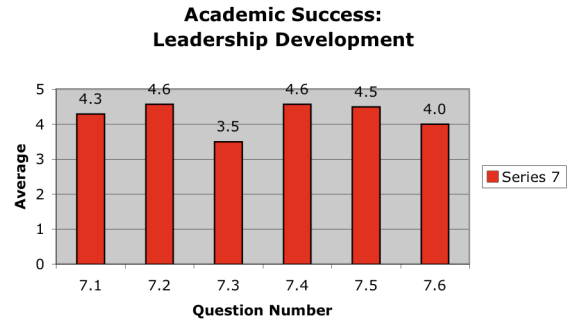
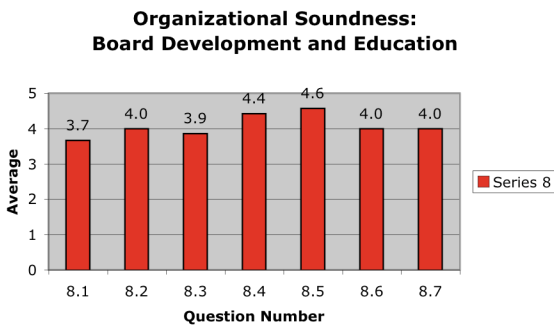


Chart G-8



**SERIES EIGHT QUESTIONS**

Series Eight questions ask the board to rate its own development and education by: (8.1) recruiting board members based on needed expertise, (8.2) holding orientation and education sessions for new members, (8.3) receiving regular education and development related to their roles, (8.4) familiarity with the organization’s by-laws, (8.5) focusing time and energy effectively, (8.6) forging strong internal relationships, and lastly, (8.7) regularly assessing its own performance.

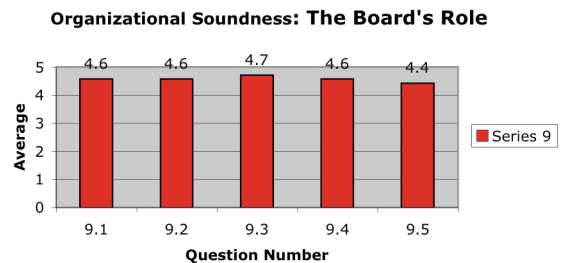
Thea Bowman’s board rated itself highly in all areas of board recruitment and training, identifying recruitment of board members based on needed expertise as an area that should be reviewed.

**SERIES NINE QUESTIONS**

Series Nine questions ask the board to evaluate how well it understands its role: (9.1) as a steward of public tax dollars, (9.2) as the entity accountable for meeting student achievement requirements, (9.3) in complying with its charter contract, (9.4) in developing the school and getting it up and running, and (9.5) in transitioning to a policy making and governing body.

Thea Bowman’s board rated itself extremely well in all areas.

Chart G-9



**QUESTION 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 the Vice President for Business Affairs 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 Audit and monitors changes and improvements recommended in these reports.

Comments are shared with schools and a historical database is under development to track performance and trends.

Finally, the board self-assessment asked the board to rate its existing financial controls and long-term financial planning.

**■ FINANCIAL REPORTS AND COMMENTS FROM BSU**

Thea Bowman’s financial situation, like that of all three charter schools located in Lake County, has been significantly impacted by the county’s inability to make a June 30, 2004, local tax payment.

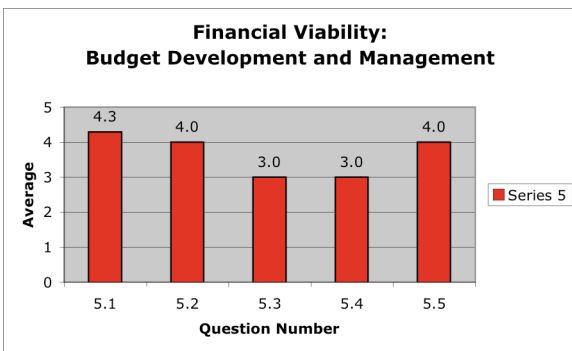
While Thea Bowman’s current financial position is problematic, the budget and anticipated receipt of local tax payments in early 2005 represent major steps toward bringing Thea Bowman to a strong financial position.

**■ SUMMARY OF STATE BOARD OF ACCOUNTS AUDIT**

Thea Bowman has not yet been audited by the State Board of Accounts.

**■ BOARD SELF-ASSESSMENT**

Chart G-10



**SERIES FIVE QUESTIONS**

Series Five questions ask the board to rate itself on the school’s financial management focusing on: (5.1) its understanding of the budget and making strategic financial decisions, (5.2) timeliness, accuracy, and clarity of financial reports made to the board, (5.3) soundness of the organization’s financial policies, (5.4) its fund development strategy, and (5.5) its understanding of financial needs related to planned growth.

Thea Bowman’s board rated itself highly in most areas related to the school’s financial management, identifying a need to review its financial policies and fund development strategies.

**QUESTION 4: HOW IS THE SCHOOL PERFORMING AGAINST SUCCESS MEASURES?**

Ultimately, charter schools are evaluated by their academic success. Ball State evaluates how each charter school is performing against success measures, including AYP as defined by No Child Left Behind and Public Law 221 provisions as defined by Indiana Department of Education.

All charter schools sponsored by the university are required to administer a standardized test twice per year to demonstrate academic growth. Each school develops specific goals and measures in the form of an accountability plan. Finally, the board self-assessment questions focus on their, and the organization's, effectiveness in defining and communicating the school's purpose and success in achieving its mission.

**■ ISTEP RESULTS**

Chart G-11

Thea Bowman Leadership Academy

	% Passing Both			% Passing Math			% Passing English		
	Thea Bowman	Gary Community	Indiana	Thea Bowman	Gary Community	Indiana	Thea Bowman	Gary Community	Indiana
<b>3<sup>rd</sup></b> 2003	18%	44%	63%	22%	57%	71%	48%	72%	74%
<b>6<sup>th</sup></b> 2003	28%	28%	62%	33%	37%	72%	46%	61%	69%

**■ NWEA RESULTS**

**MATH RESULTS**

Chart G-12

Thea Bowman Leadership Academy  
NWEA MAP Test  
Mean Mathematics Performance, Spring 2004

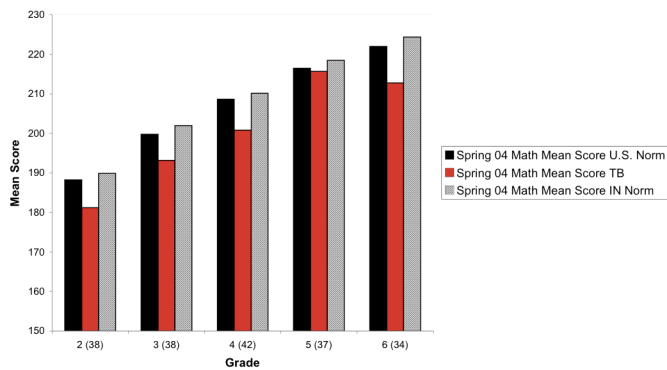
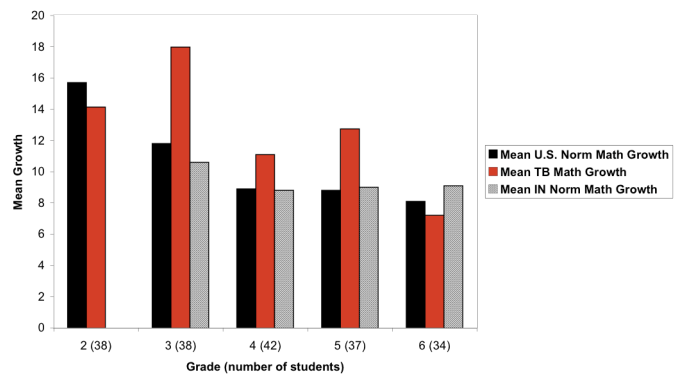


Chart G-13

Thea Bowman Leadership Academy  
NWEA MAP Test  
Mean Mathematics Growth Fall 03 to Spring 04



Third, fourth, and fifth graders' growth was greater than national and Indiana norms, while second and sixth grade growth was less than national and Indiana norms. All grades scored below national and Indiana norms in the spring.

READING RESULTS

Chart G-14

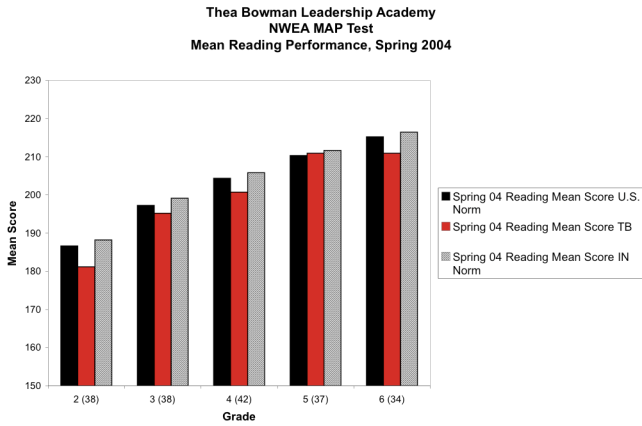
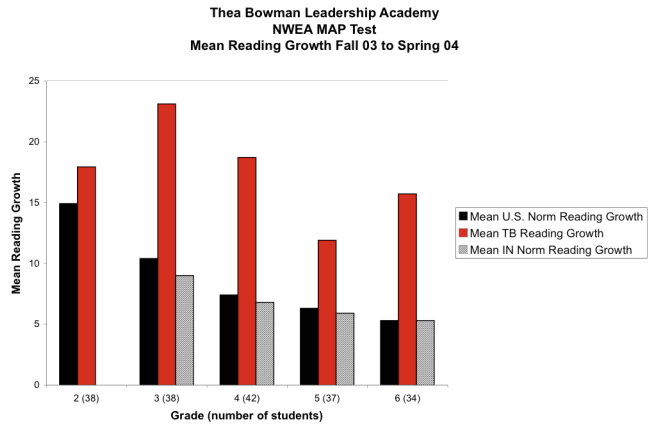


Chart G-15



All grades grew at a rate that exceeded national and Indiana norm growth.

Second, third, fourth, and sixth graders scored below national and Indiana norms in the spring, while fifth graders scored above national norms and below Indiana norms in the spring.

LANGUAGE ARTS RESULTS

Chart G-16

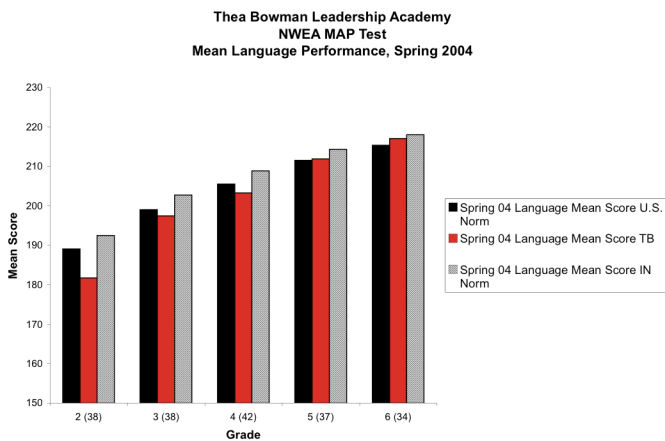
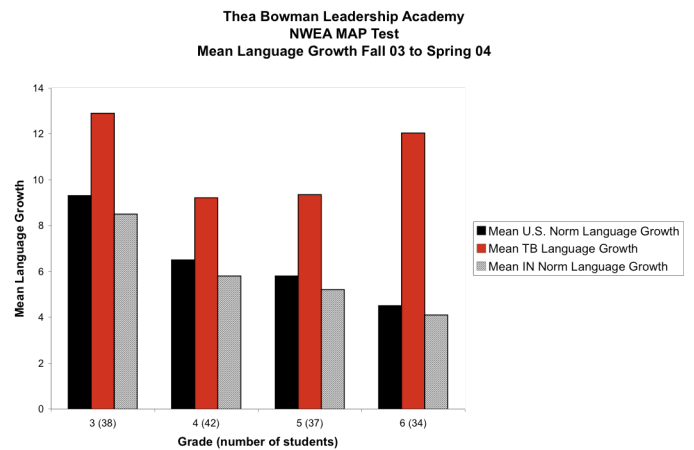


Chart G-17



Second, third, and fourth graders scored below national and Indiana norms in the spring, while fifth and sixth graders scored slightly above national norms and slightly below Indiana norms in the spring.

GROWTH

Chart G-18

Percent of Thea Bowman Students Meeting or Exceeding Norm Mean Growth:  
Fall 2003 to Spring 2004

Grade (number of students)	Reading	Math	Language
2 (38)	45%	26%	*
3 (38)	84%	71%	505
4 (42)	74%	69%	67%
5 (37)	76%	70%	68%
6 (34)	71%	38%	825
Aggregate Average	70%	56%	66%

• Language Arts results not applicable to grade 2.

Chart G-18 shows the percentage of students by grade and subject that met or exceeded national and Indiana norm growth.

■ BOARD SELF-ASSESSMENT

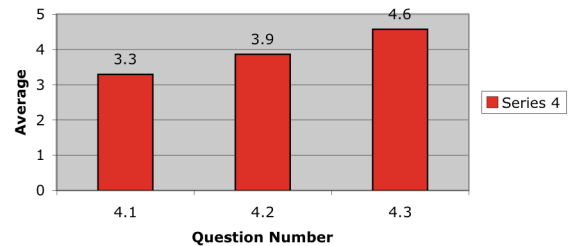
SERIES FOUR QUESTIONS

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.

Thea Bowman’s board, consistent with earlier mission-related questions, rated itself highly as advocates for its students’ education. The board identified a need to improve its plan for communicating the school’s purpose to the community, as well as individual board members’ ability to communicate mission and programs in the community.

Chart G-19

Performance Against Success Measures:  
Communication and Advocacy



# TIMOTHY L. JOHNSON ACADEMY

7908 SOUTH ANTHONY BOULEVARD  
FORT WAYNE, IN 46816

2002 – 2003 ENROLLMENT: 174  
2003 – 2004 ENROLLMENT: 218

STUDENT RETENTION: 74%  
TEACHER RETENTION: 45%  
SPECIAL EDUCATION: 14%

Chart H-1

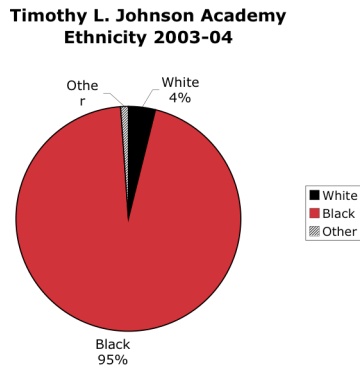
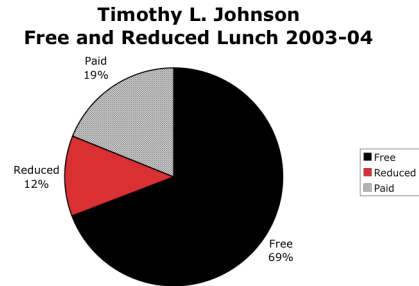


Chart H-2



Timothy L. Johnson Academy (TLJ) 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.



The 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.



**QUESTION 1: HAS THE SCHOOL SET THE STAGE FOR ACADEMIC SUCCESS?****■ ACADEMIC WALKTHROUGH**

Academic walkthrough team members collected data on student engagement (time on task) and curriculum foci. In addition, team members observed the instructional methods. Global school patterns were compared to Indiana standards, the standards of best practices, and to the unique goals set forth in the school's charter.

Strengths that were observed across the school by all team members were shared and a reflective question was asked. The purpose of the reflective question was to guide future planning of the school as it engages in continuous school improvement.

**MAJOR STRENGTHS OBSERVED**

Indiana state standards are being taught. The facility fosters a positive learning environment. Cultural displays of pride for heritage were welcome and encouraged. Efforts at curricular integration were visible. School uniforms promote a sense of pride in oneself.

**REFLECTIVE QUESTION**

How can you supplement traditional instructional materials to foster mathematical problem solving, best practices in literacy instruction, and student-centered learning that would further your school's mission?

**WALKTHROUGH TEAM SUMMARY**

Team members rated on-task student behavior and curriculum as above average and instructional practices as average.

**■ BOARD SELF-ASSESSMENT**

Ball State has created a board self-assessment tool to help each school board evaluate its performance and identify areas of strength and areas in need of improvement.

Charter school boards play a significant role in ensuring the school is developing the climate and culture necessary to achieve academic success. Two series of questions from the board self-assessment help demonstrate how young boards are improving. Charts H-3 and H-4 show how Timothy L. Johnson's board evaluates itself in the mission-related aspects of its operation.

**SERIES ONE QUESTIONS**

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.

Timothy L. Johnson Academy's board rated itself highly in all mission-related areas.

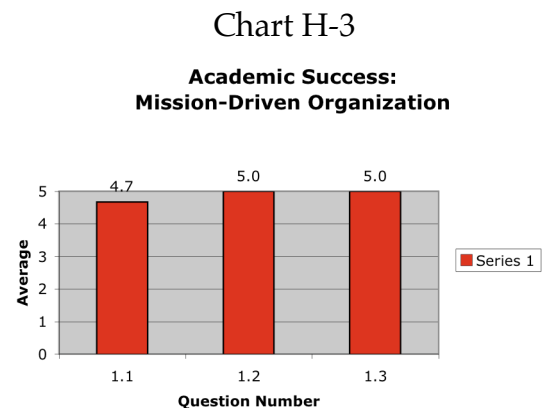
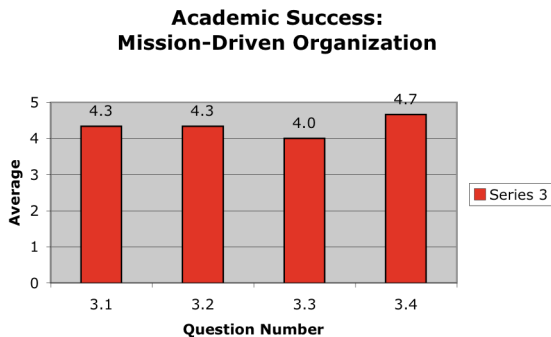


Chart H-4



**SERIES THREE QUESTIONS**

Series Three questions asks 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 their 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.

Timothy L. Johnson’s board rated itself highly in all areas related to academic success.

**QUESTION 2: IS THE SCHOOL ORGANIZATIONALLY SOUND?**

Charter schools are small, not-for-profit businesses delivering public education. Organizational soundness is essential for short-term success and long-term growth of every charter school. Such organizational strength depends on strong board leadership.

**■ BOARD SELF-ASSESSMENT**

**SERIES TWO QUESTIONS**

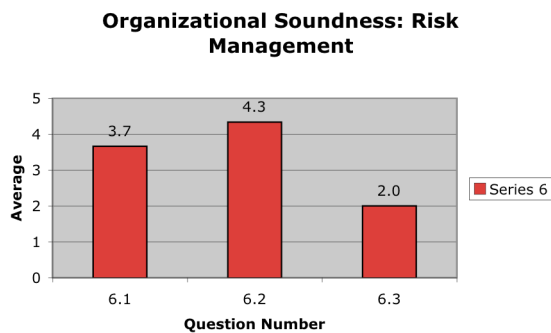
Series Two questions ask the board the degree to which it: (2.1) focuses on long-term strategic issues vs. short-term administrative issues, (2.2) has a shared strategic vision for the school, and (2.3) feels that as a board it engages in periodic strategic planning based on sound evidence.

TLJ’s board rated itself highly with regard to their focus on strategic rather than short-term issues and having a shared vision for the school. However, it has identified periodic strategic planning as an area of need.

Chart H-5



Chart H-6



**SERIES SIX QUESTIONS**

Series Six questions ask the board to rate itself on the degree to which it has protected the organization against risk by: (6.1) adopting a risk management program, (6.2) purchasing adequate insurance to protect itself from loss, and (6.3) adopting and understanding school emergency procedures.

TLJ’s board members have identified the need to assess their risk management program and the school’s emergency procedures.

**SERIES SEVEN QUESTIONS**

Series Seven questions ask the board to rate its success in developing school leadership by: (7.1) ensuring the school leader directs the organization, (7.2) working with the school leader to ensure the leader receives goal-focused support from the board, (7.3) systematically evaluating the school leader, (7.4) delegating to the school leader the authority and responsibility necessary to successfully manage the school, (7.5) understanding its role in hiring the leader and empowering the leader to build its own staff, and finally, (7.6) developing a depth of leadership that would enable transition of primary leaders if necessary.

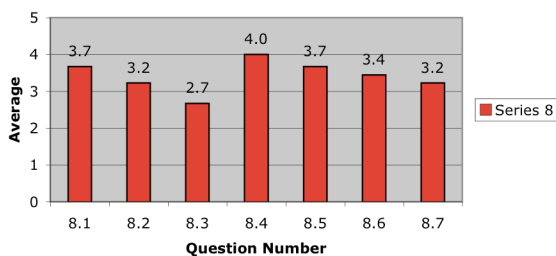
Chart H-7



Timothy L. Johnson’s board rated itself extremely well in all areas other than regularly evaluating the school leader and having developed a necessary depth of leadership that would enable the transition of leaders, if necessary. Both are areas the board should focus.

Chart H-8

**Organizational Soundness: Board Development and Education**



**SERIES EIGHT QUESTIONS**

Series Eight questions ask the board to rate its own development and education by: (8.1) recruiting board members based on needed expertise, (8.2) holding orientation and education sessions for new members, (8.3) receiving regular education and development related to their roles, (8.4) familiarity with the organization’s by-laws, (8.5) focusing time and energy effectively, (8.6) forging strong internal relationships, and lastly, (8.7) regularly assessing its own performance.

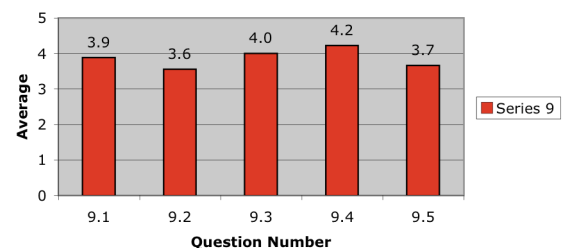
TLJ’s board has identified board development as an area of need with orientation, education sessions, regular development related to roles, and assessment of board performance as areas of necessary focus.

**SERIES NINE QUESTIONS**

Series Nine questions ask the board to evaluate how well it understands its role: (9.1) as a steward of public tax dollars, (9.2) as the entity accountable for meeting student achievement requirements, (9.3) in complying with its charter contract, (9.4) in developing the school and getting it up and running, and (9.5) in transitioning to a policy making and governing body.

Chart H-9

**Organizational Soundness: The Board’s Role**



Timothy L. Johnson’s board rated itself well but should revisit its role as a steward of public tax dollars and as the entity accountable for meeting student achievement requirements. Continuing the transition to a policy making body should also be an area of focus.

**QUESTION 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 the Vice President for Business Affairs 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 Audit and monitors changes and improvements recommended in these reports.

Comments are shared with schools and an historical database is under development to track performance and trends. Finally, the board self-assessment asked the board to rate its existing financial controls and long-term financial planning.

**■ FINANCIAL REPORTS AND COMMENTS FROM BSU**

At the time these financial reports were submitted, Timothy L. Johnson Academy had not received the June 30 tax payment due from the Allen County auditor. Had this payment been received, the school would be operating in the black. Since this payment was not received, a loan was necessary.

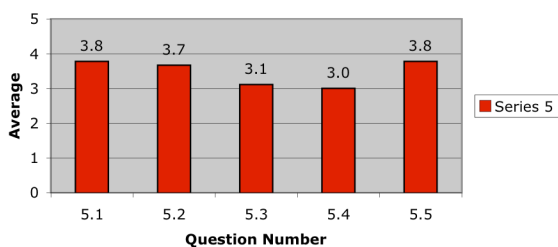
Timothy L. Johnson did receive this local payment in September, so it is expected their December 31 financial report will show positive cash balances.

**■ SBOA AUDIT**

The State Board of Accounts Audit Report, covering the period from July 1, 2002, through June 30, 2003, identified several minor deficiencies. Timothy L. Johnson's leadership should formally address each of these.

**■ BOARD SELF-ASSESSMENT**

Chart H-10

**Financial Viability:  
Budget Development and Management****SERIES FIVE QUESTIONS**

Series Five questions ask the board to rate itself on the school's financial management focusing on: (5.1) its understanding of the budget and making strategic financial decisions, (5.2) timeliness, accuracy, and clarity of financial reports made to the board, (5.3) soundness of the organization's financial policies, (5.4) its fund development strategy, and (5.5) its understanding of financial needs related to planned growth.

TLJ's board has identified financial management and fund development as areas for improvement.

**QUESTION 4: HOW IS THE SCHOOL PERFORMING AGAINST SUCCESS MEASURES?**

Ultimately, charter schools are evaluated by their academic success. Ball State evaluates how each charter school is performing against success measures, including AYP as defined by No Child Left Behind and Public Law 221 provisions as defined by Indiana Department of Education.

All charter schools sponsored by the university are required to administer a standardized test twice

per year to demonstrate academic growth. Each school develops specific goals and measures in the form of an accountability plan.

Finally, the board self-assessment questions focus on the board's, and the organization's, effectiveness in defining and communicating the school's purpose and success in achieving its mission.

**■ ADEQUATE YEARLY PROGRESS**

As required by the federal No Child Left Behind legislation, the Indiana Department of Education has determined Adequate Yearly Progress (AYP) for all Indiana schools, including charter schools in operation during the 2002 – 03 school year. TLJ made AYP in 2003 with the exception of attendance.

**■ ISTEP RESULTS**

Chart H-11

Timothy L. Johnson Academy

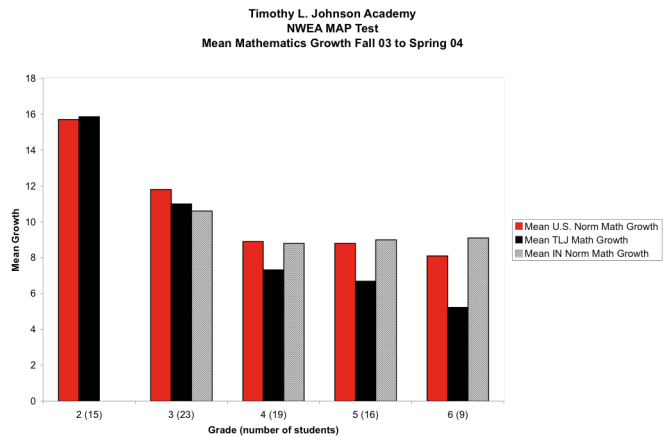
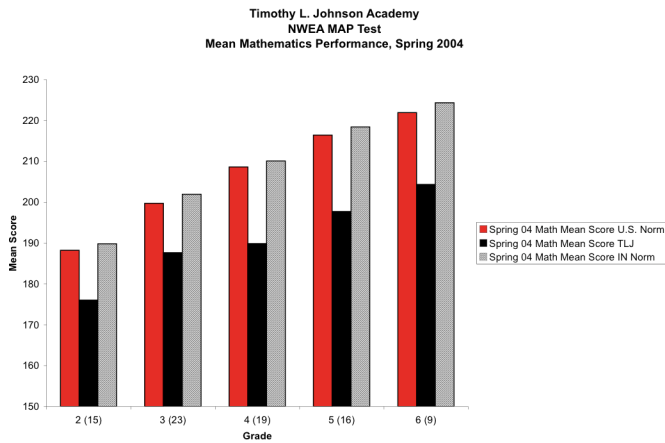
	% Passing Both			% Passing Math			% Passing English		
	Timothy L. Johnson	Ft. Wayne Community Schools	Indiana	Timothy L. Johnson	Ft. Wayne Community Schools	Indiana	Timothy L. Johnson	Ft. Wayne Community Schools	Indiana
<b>3<sup>rd</sup></b>									
2002	10%	60%	59%	14%	75%	67%	10%	65%	72%
2003	26%	64%	63%	37%	76%	71%	37%	69%	74%
<b>6<sup>th</sup></b>									
2003	10%	54%	62%	30%	67%	72%	15%	60%	69%

**■ NWEA RESULTS**

**MATH RESULTS**

Chart H-12

Chart H-13



Second and third graders grew at a rate that exceeded national and Indiana norms, while fourth, fifth, and sixth graders grew at a rate less than national and Indiana norms. All grades scored below national and Indiana norms in the spring.

READING RESULTS

Chart H-14

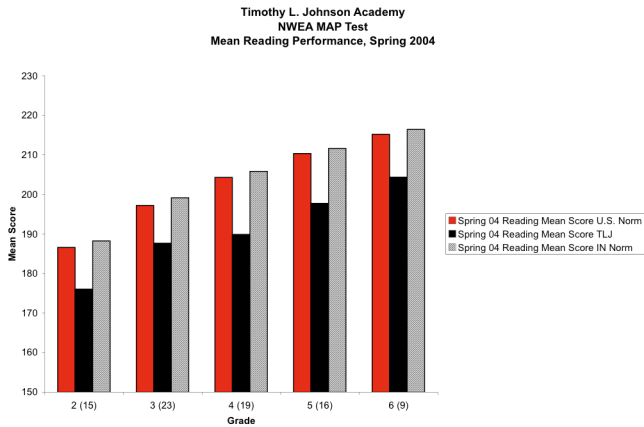
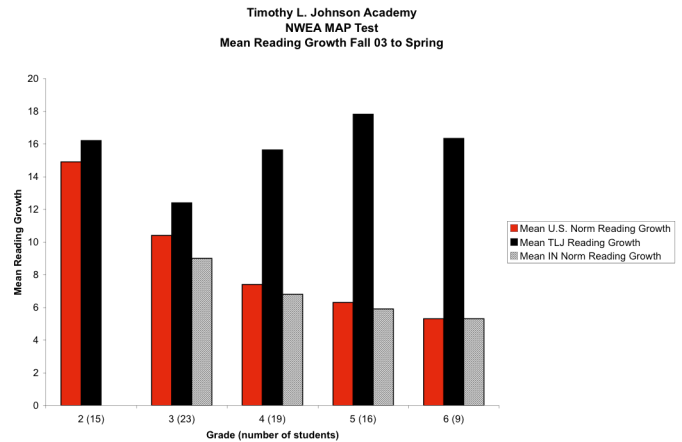


Chart H-15



Growth in all grades exceeded national and Indiana norms. All grades scored below national and Indiana norms in the spring.

LANGUAGE ARTS RESULTS

Chart H-16

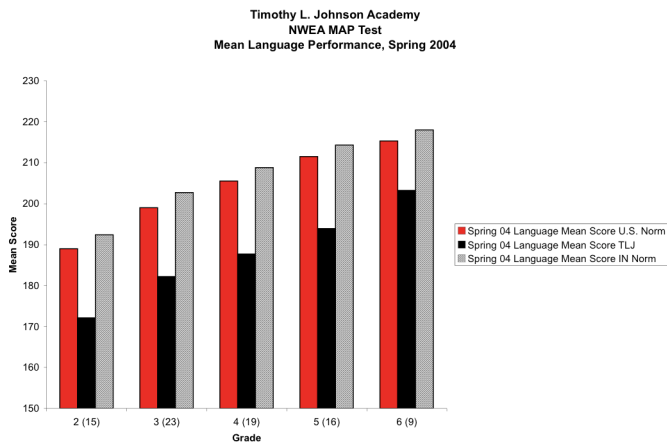
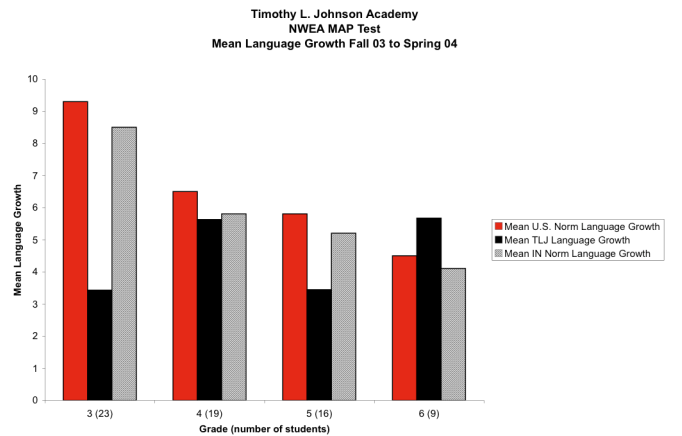


Chart H-17



Third, fourth, and fifth graders grew at a rate less than national and Indiana norms, and sixth grade growth exceeded national and Indiana norms.

All grades scored below national and Indiana norms in the spring.

GROWTH

Chart H-18

Percent of Timothy L Johnson Students Meeting or Exceeding Norm Mean Growth:  
Fall 2003 to Spring 2004

Grade (number of students)	Reading	Math	Language
2 (15)	33%	27%	*
3 (23)	39%	39%	30%
4 (19)	68%	37%	42%
5 (16)	75%	38%	38%
6 (9)	56%	33%	44%
Aggregate Average	48%	32%	33%

\* Language Arts results not applicable for grade 2.

Chart G-18 shows the percentage of students by grade and subject that met or exceeded national and Indiana norm growth.

■ BOARD SELF-ASSESSMENT

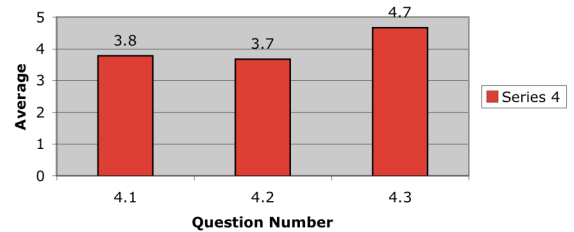
SERIES FOUR QUESTIONS

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.

TLJ’s board, consistent with earlier mission-related questions, rated itself highly as an advocate for its students’ education. The board identified a need to improve its plan for communicating the school’s purpose to the community, as well as individual board members’ ability to communicate mission and programs in the community.

Chart H-19

Performance Against Success Measures:  
Communication and Advocacy



# URBAN BRIGHTEST COMMUNITY ACADEMY

2320 BROADWAY  
FORT WAYNE, IN 46807

OPENING ENROLLMENT: 93

CLOSING ENROLLMENT: 63

SPECIAL EDUCATION: URBAN BRIGHTEST DID NOT SUBMIT A SPECIAL EDUCATION COUNT.

Chart I-1

Urban Brightest  
Ethnicity 2003-04

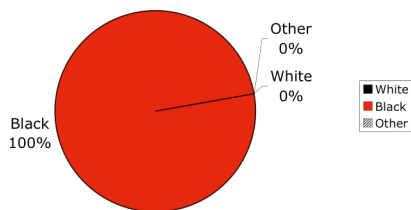
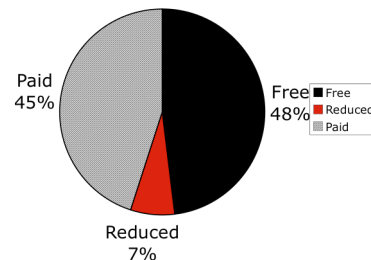


Chart I-2

Urban Brightest  
Free and Reduced Lunch 2003-04



Acting Ball State University President Beverley Pitts issued a Notice of Revocation to the Urban Brightest leadership on June 8, 2004. Urban Brightest formally appealed the revocation via letter on June 24, 2004.

A formal Appeal Hearing was held by a three-person hearing panel on July 15, 2004. The panel voted to uphold the revocation, rendering its decision on July 18, 2004. Revocation was official at the end of business on July 31, 2004.

A summary of the issues leading to the university's decision to revoke Urban Brightest's charter follows.

## QUESTION 1: HAS THE SCHOOL SET THE STAGE FOR ACADEMIC SUCCESS?

### ■ CURRICULUM

Success For All, the curriculum approved in the Urban Brightest charter proposal, was not implemented and proper training did not occur, according to open-ended survey responses and a May 18 report from Dr. Oren Skinner, a consultant hired by the university.

In-service and other professional development opportunities were lacking, according to open-ended survey responses, Dr. Skinner's May 18 report, and the Academic Walkthrough Team. Teachers expressed frustration about the academic program, their inability to teach a curriculum that was not defined, and a lack of training opportunities.

Classrooms were combined due to low enrollment and financial concerns, which made teaching difficult, according to survey responses. The combined classrooms were identified as a weakness during the academic walkthrough. While many schools strategically group students because their

educational approach is geared to such groupings, Urban Brightest combined grades for non-educational reasons. Additionally, schools that strategically group classrooms provide additional training for their staff. Urban Brightest did not provide training for its staff and, without it, classroom management proved difficult.

Lack of development of a positive learning environment and culture were identified as weaknesses from the Academic Walkthrough Team.

Poor discipline techniques and policy enforcement were identified as weaknesses from the Academic Walkthrough Team and discussed as an issue in open-ended survey responses. Teaching assistants and substitute teachers had not been hired due to budget constraints, survey responses and Dr. Skinner's reports suggest.

#### ■ TEACHING AND LEARNING

Failure of Urban Brightest Community Academy to implement its curriculum, provide proper special education services, and offer professional development to its staff directly impacted teaching and learning in the school.

Ball State's Academic Walkthrough Team commented specifically on three key areas of teaching and learning. The team rated Urban Brightest's on-task student engagement below average, and curriculum and instructional practices were rated significantly below average as well.

#### ■ SPECIAL EDUCATION

Urban Brightest remained out of compliance with special education requirements for the entire school year. This had a direct impact on teaching and learning, according to Dr. Gerry Wagner, Director of the Virtual Special Education Co-op, and open-ended survey responses. Dr. Wagner confirmed the school's non-compliance in a letter dated May 20, 2004, which followed his visit to the school earlier that day.

Services were provided to students who were identified as exceptional learners at their previous schools. Other students were not tested. The school did not hire a certified teacher and as a result was not able to submit a funding count on December 1, 2003.

### **QUESTION 2: IS THE SCHOOL ORGANIZATIONALLY SOUND?**

#### ■ GOVERNANCE AND OPERATIONS

Application for determination of tax-exempt status as a 501(c)3 organization was not filed as represented in the organizer's proposal, the university discovered in January when beginning an audit of all charter schools' by-laws and other legal documents. The school submitted information to the Internal Revenue Service on March 3 to begin the process of rectifying the situation.

Ball State expressed concern with Urban Brightest's management structure and execution of duties first in a letter dated April 23, 2003. These concerns focused on the fact that the organization's board had not met, a facility had not been finalized, and student recruitment was behind schedule.

Concerns over management structure, organization, and communications were expressed repeatedly before the start of the school year, and the university hired Dr. Skinner to audit these issues in September of 2003. Dr. Skinner submitted six primary recommendations on October 10, 2003. After

repeated verbal requests, the executive administrator briefly responded to the report in an e-mail dated January 24, 2004.

Responsibilities were not well defined among the executive administrator, principal, and management company, survey responses and Dr. Skinner's October 10, 2003, and May 18, 2003, reports suggest.

Lines of communication had not been well developed and maintained, Dr. Skinner's reports and survey responses suggest. The board began but did not complete an internally led strategic planning process. As a part of that process, the board submitted a draft of the school's proposed accountability plan.

#### ■ FAITHFULNESS TO CHARTER

This report indicates that non-compliance with charter provisions occurred in the following areas:

- Compliance with special education requirements of state and federal law as required by Article 4 of the charter.
- Verification of non-profit status as described in Section B-2 of Schedule 1.
- Compliance with applicable state regulations with respect to timely filing of appropriate reports to the Indiana Department of Education as required by Article 4 of the charter.
- Implementation of the school's budget and financial plan as described in Section 3.19 and Section F-2 of Schedule 1.
- Maintaining sufficient enrollment to successfully operate the charter school as determined by the CSO as described by Section 10(b)(iii).
- Maintenance of a disciplined learning environment as described in Section 3.18 and Section C-3 of Schedule 1.
- Failure to implement its curriculum and instructional methods as described in Section 3.6 and Section C-1 of Schedule 1.

#### ■ STABILITY OF ENROLLMENT

Enrollment was unstable, according to Dr. Skinner's May 18 report and records recently submitted to the Ball State Office of Charter Schools.

The school began with a goal of enrolling 200 students for its first year. Initial enrollment was 93, less than 50 percent of that goal. Thirty students withdrew during the school year and of the 63 who remained, only 42 had expressed intent to return for the 2004 – 2005 school year. Seven new applications had been received when the Notice of Revocation was issued.

#### ■ COMPLIANCE

Compliance issues relate to federal and state requirements as well as reporting requirements to the Charter School Office.

Paperwork and other non-financial compliance issues had been the responsibility of Rev. Hunter, the school's leader. C&A Management, the educational management organization, had been responsible for all financial issues.

According to the Indiana Department of Education, Urban Brightest was not timely or responsive in reporting, especially in the area of Title I and food services. For example, a year-end financial report due to the DOE in February 2004 was not completed until May 2004, after DOE representatives

called and requested the document. A change in Title I distribution, initiated by the DOE and benefiting Urban Brightest, required completion of new paperwork from the DOE. After five proactive phone calls from DOE, the paperwork was not completed.

Special education requirements were not met. See “Question 1: Academic Success” for additional information.

**QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?**

Ball State conducted a financial review on Thursday, May 13, 2004. Tom Roberts, an auditor with Ball State conducted the review. Mr. Roberts noted a few procedural issues that needed to be corrected. He also expressed concern about the school’s financial stability.

Comments from Mr. Roberts’ May 14 memo included:

- Petty cash process and accounting should have been more carefully managed so that all debits and credits are fully accounted for.
- Income from lunches was not appropriately tracked. Rather than a separate account, it appears this income was used as petty cash.
- Bank reconciliation was only completed through December 2003, meaning the school was five months behind.
- Financial arrangements between the school and Rev. Hunter, C & A Management, and Rev. Cullian Hill were not documented in writing, for the benefit of all parties. (Ball State received, via fax, on June 2, 2004, a board resolution from their meeting on May 18, 2004, addressing this issue, which was initially identified by the Office of Charter Schools at the school’s April board meeting.
- While a Federal grant check of \$6,000, earmarked for T1 line expenses was not “technically” spent, the cash has been used to pay for other expenses at times during the year.

**■ FUTURE BUDGETS AND PLANS VS. CURRENT BUDGET**

Urban Brightest reported more than \$200,000 in unpaid bills during the above financial review. According to school officials, total debt was \$694,000 at the end of the school year.

**QUESTION 4: HOW IS THE SCHOOL PERFORMING AGAINST SUCCESS MEASURES?**

**■ ISTEP AND NWEA**

**ISTEP RESULTS**

Urban Brightest Community Academy

	% Passing Both			% Passing Math			% Passing English		
	Urban Brightest	Ft. Wayne Community Schools	Indiana	Urban Brightest	Ft. Wayne Community Schools	Indiana	Urban Brightest	Ft. Wayne Community Schools	Indiana
<b>3rd 2003</b>	16%	64%	63%	16%	76%	71%	37%	69%	74%

Third grade students performed poorly on the ISTEP. Only 16 percent of third grade students passed the math portion of the ISTEP; 37 percent of third grade students passed language arts. However, the

school was less than one month old when the tests were taken, so performance does not reflect an impact by the education offered by Urban Brightest.

**NWEA GROWTH**

**Percent of Urban Brightest Students Meeting or Exceeding Norm Mean Growth:  
Fall 2003 to Spring 2004**

Grade (number of students)	Reading	Math	Language
2 (6)	17%	0%	*
3 (8)	13%	38%	63%
4 (1)	0%	0%	0%
5 (5)	0%	20%	20%
Aggregate Average	10%	20%	43%

- Language Arts results not applicable to grade 2.

Very little about Urban Brightest’s effectiveness can be determined by test scores, because not enough testing was completed to determine academic growth achieved while students were enrolled. A high withdrawal rate and student absences led to a small number of students taking the test in both the fall and the spring.

# VERITAS ACADEMY

814 EAST LASALLE AVENUE  
SOUTH BEND, IN 46617

2002 – 2003 ENROLLMENT: 64  
2003 – 2004 ENROLLMENT: 84

STUDENT RETENTION: 81%  
TEACHER RETENTION: 100%  
SPECIAL EDUCATION: 18%

Chart J-1

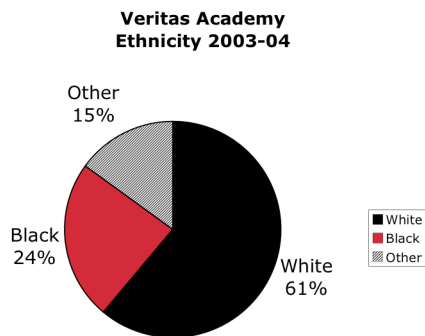
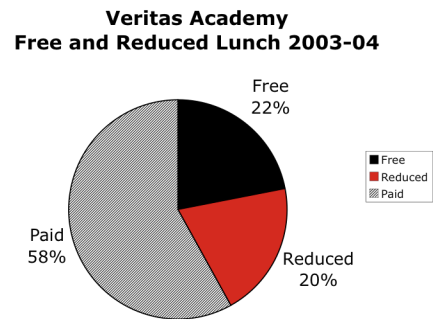


Chart J-2



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 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 the 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.



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.

**QUESTION 1: HAS THE SCHOOL SET THE STAGE FOR ACADEMIC SUCCESS?**

**■ ACADEMIC WALKTHROUGH**

Academic walkthrough team members collected data on student engagement (time on task) and curriculum foci. In addition, team members observed the instructional methods. Global school patterns were compared to Indiana standards, the standards of best practices, and to the unique goals set forth in the school’s charter.

Strengths that were observed across the school by all team members were shared and a reflective question was asked. The purpose of the reflective question was to guide future planning of the school as it engages in continuous school improvement.

**MAJOR STRENGTHS OBSERVED**

Good music integration was observed in some classrooms. It is evident that authentic reading materials are being used in classroom instruction. Efforts at curricular integration were visible.

**REFLECTIVE QUESTION**

How can small classroom sizes be utilized to promote innovative learning practices and encourage curiosity?

**WALKTHROUGH TEAM SUMMARY**

Team members rated highly on-task student behavior and rated curriculum and instructional practices as average.

**■ BOARD SELF-ASSESSMENT**

Ball State has created a board self-assessment-tool to help each school board evaluate its performance and identify areas of strength and areas in need of improvement.

Charter school boards play a significant role in ensuring the school is developing the climate and culture necessary to achieve academic success. Two series of questions from the board self-assessment help demonstrate how young boards are improving. Charts J-3 and J-4 show how Veritas’s board evaluates itself in the mission-related aspects of its operation.

**SERIES ONE QUESTIONS**

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

Veritas’s board rated itself highly with regard to understanding the school’s mission and agreeing on who should be served by the board. The board identified a need to evaluate the degree to which policy decisions reflect the school’s mission.

Chart J-3

**Academic Success:  
Mission-Driven Organization**

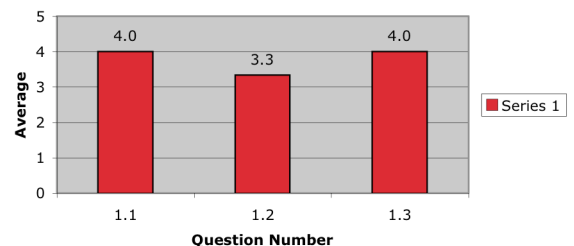
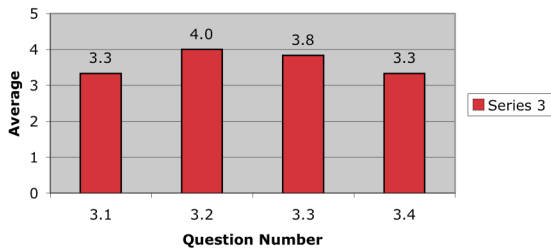


Chart J-4

**Academic Success:  
Mission-Driven Organization**



**SERIES THREE QUESTIONS**

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 their 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.

Veritas’s board rated itself highly with regard to knowledge of programs and services and evaluating those services for consistency with the mission. However, it

identified a need to review the school’s accountability plan and to work with the school leader to evaluate the effectiveness of programs.

**QUESTION 2: IS THE SCHOOL ORGANIZATIONALLY SOUND?**

Charter schools are small, not-for-profit businesses delivering public education. Organizational soundness is essential for short-term success and long-term growth of every charter school. Such organizational strength depends on strong board leadership.

**■ BOARD SELF-ASSESSMENT**

**SERIES TWO QUESTIONS**

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 they engage in periodic strategic planning based on sound evidence.

Veritas’s board highly rated its development of a shared strategic vision for the school. Board members have identified a focus on strategic vs. short-term issues and engaging in strategic planning as areas for review.

Chart J-5

**Organizational Soundness:  
Policy and Strategic Planning**

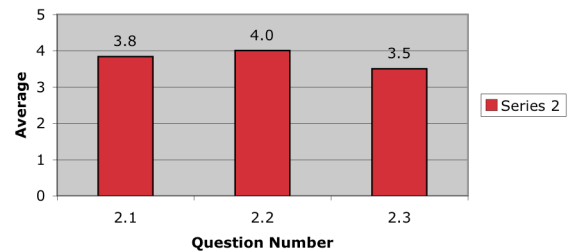
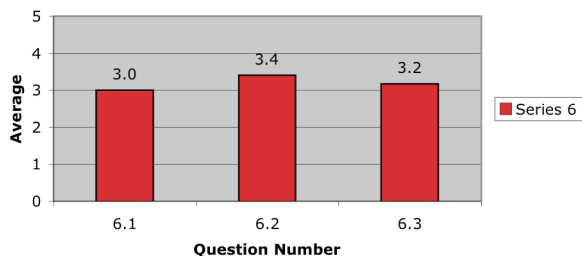


Chart J-6

**Organizational Soundness:  
Risk Management**



**SERIES SIX QUESTIONS**

Series Six questions ask the board to rate itself on the degree to which it has protected the organization against risk by: (6.1) adopting a risk management program, (6.2) purchasing adequate insurance to protect itself from loss, and (6.3) adopting and understanding school emergency procedures.

Veritas’s board has identified all areas of the school’s risk-management and emergency procedures as areas that should be reviewed and evaluated.

**SERIES SEVEN QUESTIONS**

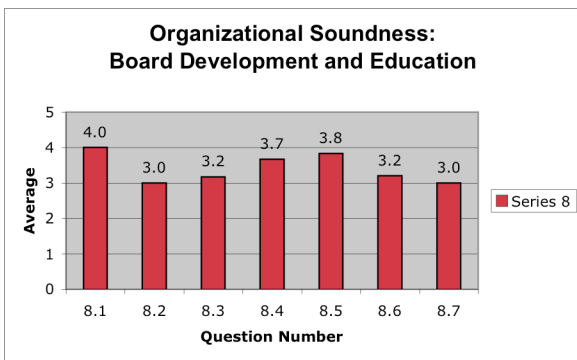
Series Seven questions ask the board to rate its success in developing school leadership by: (7.1) ensuring the school leader directs the organization, (7.2) working with the school leader to ensure the leader receives goal-focused support from the board, (7.3) systematically evaluating the school leader, (7.4) delegating to the school leader the authority and responsibility necessary to successfully manage the school, (7.5) understanding its role in hiring the leader and empowering the leader to build its own staff, and finally, (7.6) developing a depth of leadership that would enable transition of primary leaders if necessary.

Chart J-7



Veritas’s board rated itself extremely well in all areas, identifying working partnerships with the school leader and development of necessary depth of leadership that would enable the transition of leaders, if necessary, as areas for review.

Chart J-8



**SERIES EIGHT QUESTIONS**

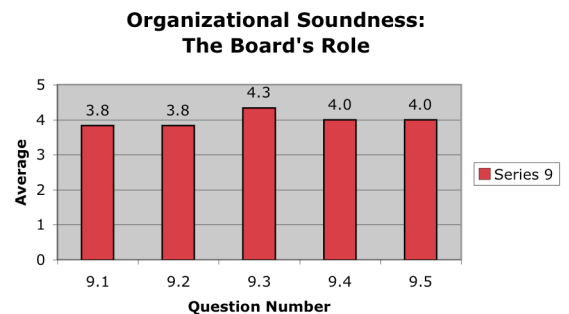
Series Eight questions ask the board to rate its own development and education by: (8.1) recruiting board members based on needed expertise, (8.2) holding orientation and education sessions for new members, (8.3) receiving regular education and development related to their roles, (8.4) familiarity with the organization’s by-laws, (8.5) focusing time and energy effectively, (8.6) forging strong internal relationships, and lastly, (8.7) regularly assessing its own performance.

Veritas’s board rated itself highly with regard to recruiting board members based on needed expertise. All other areas related to board development should be reviewed with training and evaluation of board performance as areas of focus.

**SERIES NINE QUESTIONS**

Series Nine questions ask the board to evaluate how well it understands its role: (9.1) as a steward of public tax dollars, (9.2) as the entity accountable for meeting student achievement requirements, (9.3) in complying with its charter contract, (9.4) in developing the school and getting it up and running, and (9.5) in transitioning to a policy making and governing body.

Chart J-9



Veritas’s board rated itself well but should revisit its role as a steward of public tax dollars and as the entity accountable for meeting student achievement requirements.

**QUESTION 4: HOW IS THE SCHOOL PERFORMING AGAINST SUCCESS MEASURES?**

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 the Vice President for Business Affairs 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 Audit and monitors changes and improvements recommended in these reports.

Comments are shared with schools and an historical database is under development to track performance and trends.

Finally, the board self-assessment asked the board to rate its existing financial controls and long-term financial planning.

**■ FINANCIAL REPORTS AND COMMENTS FROM BSU**

Veritas Academy submitted financial information nearly two months later than required by the Ball State Office of Charter Schools. This information was incomplete, as no balance sheet or other information regarding assets and liabilities was submitted.

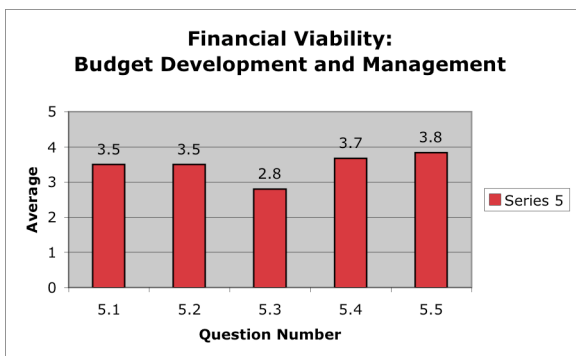
This incomplete information appears to show a positive cash flow.

**■ SUMMARY OF STATE BOARD OF ACCOUNTS AUDIT**

The State Board of Accounts Audit noted several deficiencies to which Veritas needs to respond.

**■ BOARD SELF-ASSESSMENT**

Chart J-10



**SERIES FIVE QUESTIONS**

Series Five questions ask the board to rate itself on the school’s financial management focusing on: (5.1) its understanding of the budget and making strategic financial decisions, (5.2) timeliness, accuracy, and clarity of financial reports made to the board, (5.3) soundness of the organization’s financial policies, (5.4) its fund development strategy, and (5.5) its understanding of financial needs related to planned growth.

Veritas’s board has identified financial management as an area of focus. Special attention is needed with regard to understanding of the school’s budget, timeliness, accuracy, and clarity of financial reports, and soundness of financial policies.

**QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?**

Ultimately, charter schools are evaluated by their academic success. Ball State evaluates how each charter school is performing against success measures, including AYP as defined by No Child Left Behind and Public Law 221 provisions as defined by Indiana Department of Education.

All charter schools sponsored by the university are required to administer a standardized test twice per year to demonstrate academic growth. Each school develops specific goals and measures in the form of an accountability plan.

Finally, the board self-assessment questions focus on their, and the organization's, effectiveness in defining and communicating the school's purpose and success in achieving its mission.

**■ ISTEP RESULTS**

Chart J-11

Veritas Academy

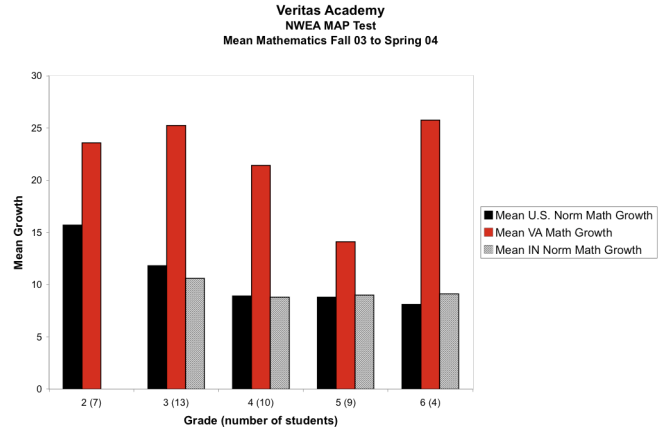
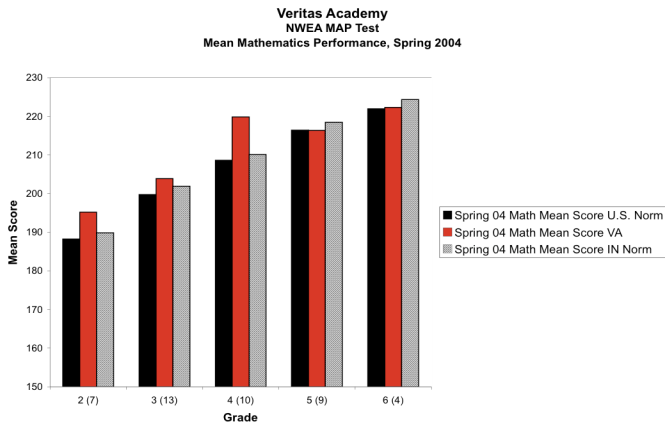
	% Passing Both			% Passing Math			% Passing English		
	Veritas Academy	South Bend Community	Indiana	Veritas Academy	South Bend Community	Indiana	Veritas Academy	South Bend Community	Indiana
<b>3<sup>rd</sup></b>									
2002	58%	41%	59%	67%	53%	67%	58%	55%	72%
2003	31%	39%	63%	31%	52%	71%	62%	52%	74%
<b>6<sup>th</sup></b>									
2003	20%	46%	62%	20%	53%	72%	40%	60%	69%

■ NWEA RESULTS

MATH RESULTS

Chart J-12

Chart J-13



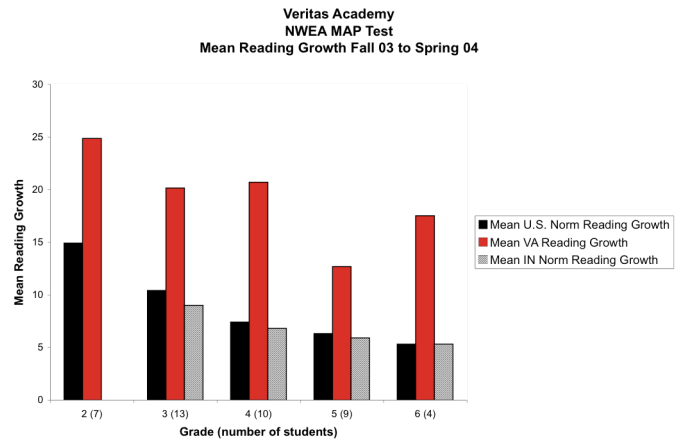
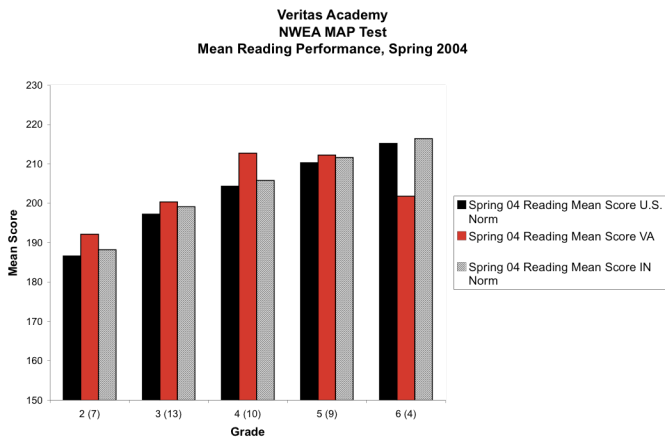
All grades grew at a rate greater than national and Indiana norms.

Second, third, and fourth graders scored above national and Indiana norms in the spring. Fifth and sixth graders both scored consistent with national norms and slightly below Indiana norms.

READING RESULTS

Chart J-14

Chart J-15



All grades grew at a rate greater than national and Indiana norms.

Second, third, fourth, and fifth graders scored above national and Indiana norms in the spring, while sixth graders scored below national and Indiana norms in the spring.

LANGUAGE ARTS RESULTS

Chart J-16

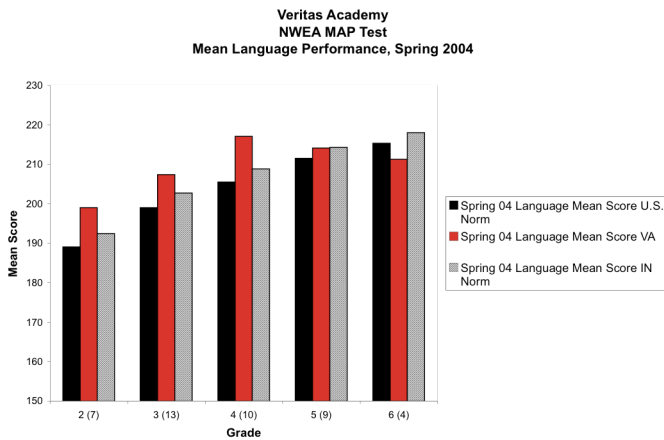
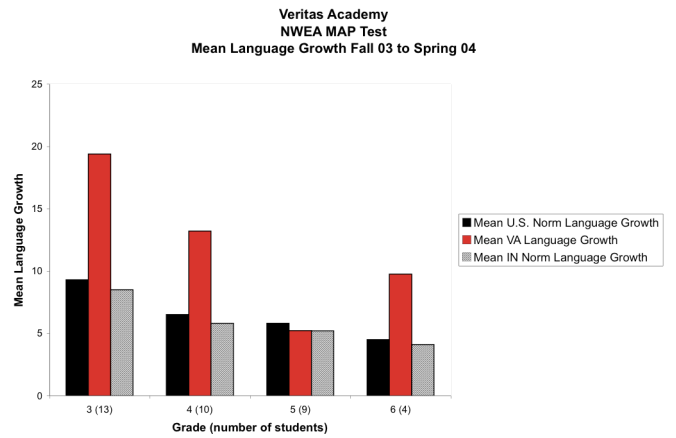


Chart J-17



Third, fourth, and sixth graders grew at a rate greater than national and Indiana norms, while fifth graders grew at a rate equal to national norms and slightly below Indiana norms.

All grades except sixth scored equal to or above national and Indiana norms in the spring. Sixth graders scored below national and Indiana norms in the spring.

GROWTH

Chart J-18

Percent of Veritas Students Meeting or Exceeding Norm Mean Growth: Fall 2003 to Spring 2004

Grade (number of students)	Reading	Math	Language
2 (7)	86%	71%	*
3 (13)	77%	100%	100%
4 (10)	100%	70%	80%
5 (9)	89%	89%	33%
6 (4)	50%	100%	100%
Aggregate Average	84%	86%	75%

\* Language Arts results not applicable to grade 2.

Chart J-18 shows the percentage of students by grade and subject that met or exceeded national and Indiana norm growth.

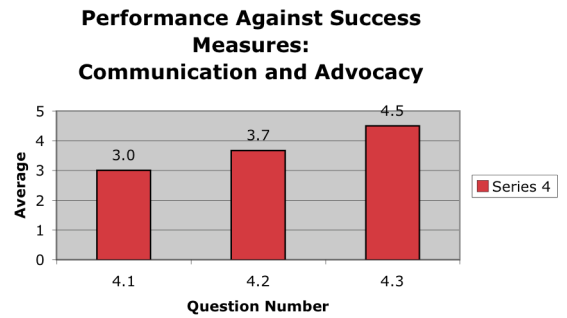
■ BOARD SELF-ASSESSMENT

SERIES FOUR QUESTIONS

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.

Veritas’s board, consistent with earlier mission-related questions, rated itself highly as advocates for its students’ education. The board identified a need to improve its plan for communicating the school’s purpose to the community, as well as individual board members’ ability to communicate mission and programs in the community.

Chart J-19





## RESOURCES

Readers may access documents referred to in this report by visiting the Ball State Office of Charter Schools' Web site at [www.bsu.edu/teachers/charter](http://www.bsu.edu/teachers/charter). The following documents, referred to in this report are currently available on line:

Charter Contract [www.bsu.edu/teachers/media/pdf/charter-contract.pdf](http://www.bsu.edu/teachers/media/pdf/charter-contract.pdf)

Accountability Framework [www.bsu.edu/teachers/article/0,,26422--,00.html](http://www.bsu.edu/teachers/article/0,,26422--,00.html)

Constituent Survey [www.bsu.edu/teachers/media/pdf/constituentsurvey.pdf](http://www.bsu.edu/teachers/media/pdf/constituentsurvey.pdf)

Board Self Assessment [www.bsu.edu/teachers/article/0,,28510--,00.html](http://www.bsu.edu/teachers/article/0,,28510--,00.html)