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REPLICATING SUCCESS TO SCALE (S²)

OVER-ARCHING GOAL: In alignment with the Secretary’s Purpose, the Over-arching Goal of this S² Project is to increase national understanding of the charter school model, to expand the number of high quality charter schools available to students across the U.S., and to evaluate the academic success of the Tindley Charter School Network. The current published Mission of the Charles A. Tindley Accelerated School is:

“The Charles A. Tindley Accelerated School, in cooperation with its parents and the broader community, will empower its students – regardless of their past academic performance – to become successful learners who graduate with the capacity for rigorous college opportunities. The Tindley School will provide a powerful learning experience that intellectually engages, inspires, and spurs academic achievement through a challenging and interactive college-preparatory curriculum.”

As an integral component to the scaling up of the Tindley Network of Schools, the Tindley Growth Team served as the Proposal Development Team (PDT team for this proposal. This PDT team is composed of staff, leadership, Board members, parents, and other Indianapolis stakeholders and has determined that it will be necessary to modify the current mission to shape the needed growth to accomplish the desired value to be added to the Indianapolis community and to other urban areas that have been in contact with Tindley to replicate its model in those cities and to reflect the desired success for its students through college graduation. (The PDT is currently working on this modification during the Summer Leadership Intensive.) (It is critical that parents, stakeholders, and other members of the community are involved in the planning, program design, and implementation of any Tindley expansion and/or proposed new charter school, certainly including in new cities. Tindley Accelerated Schools have had a history of parental involvement over the past ten years and will extend that partnership throughout its work with future new schools. For example, parents embraced single gender cohorts when Tindley first

began to discuss the concept, and many bring their students to one of the Tindley schools because this particular school design is working. Parent groups have been active at Tindley, lending their time in the PTO, Donuts for Dads, Muffins for Moms and for fundraisers, the Tindley Trailblazer Dinner for many years, demonstrating this need for participation in whatever city/community Tindley is located. Through this grant, a parent resource room will be created at Tindley Accelerated, as a focus point, for parent meetings, resume building, computer use, and becoming involved in their children's education; it will be open in Indianapolis for all Tindley parents/parent figures. A Parent/Mentoring Specialist will be hired to promote stakeholders' involvement at the school and to recruit long-term mentors (through college). Parents in future schools will be encouraged to form a PTO with Tindley supporting other initiatives that will reinforce their participation in the life of the school. On-going parental meetings will be scheduled (bi-lingual, as needed) to understand the unique needs of the community in which future schools will reside with policies and procedures adjusted based on parental input. The Tindley Charter Network believes strongly that the support of the community is crucial to the success of its schools. Tindley has strong relationships with several community organizations who have worked with students at existing schools and who will continue to partner at future schools. A tradition of holding community gatherings on Tindley property will continue, to assist parents and community members in accepting the Tindley School as the center of their neighborhood/community. Given that Tindley plans on entering new neighborhoods with future new schools, it is imperative that there needs to be a plan to secure the support of the surrounding community, introducing a Tindley school to the community and to recruit potential scholars by utilizing the following: community institutions, fairs/festivals, community events, churches, on-line radio, a Welcome Wagon (staff will arrive at central locations within the community to promote the school), bi-lingual radio and tv PSAs, brochures, Town Hall meetings, and other methods to assist in

re-branding. Tindley Accelerated as the Tindley Network. Teachers and staff within the Tindley Charter School Network also know that there is an expectation for them to build parental relationships and communicate these expectations at all times.

ABSOLUTE PRIORITY: *Experience Operating or Managing High-Quality Charter*

Schools: The Charter for Accelerated Learning dba the Tindley Accelerated School and Tindley Network of Schools has evidence of strong academic results from its initial opening 10 years ago up to the present. It has proven to be such a high-quality charter school, consistently serving over 90% minority and over 70% low income students, that stakeholders (parents, businesses, the Mayor of Indianapolis, the State DOE, community youth agencies, and area churches) have demanded that Tindley expand—to lower grade levels and to more geographic areas throughout the city--to save more and more of the Indianapolis youth who were currently enrolled in a failing district (see Table 1, below) that had been twice labeled the “dropout factory of the nation” (Balfour; America’s Alliance) and the “worst place in the country for males to graduate (Schott Foundation). Over 90% of the students currently attending the network of 5 schools (already approved and chartered by the Mayor of Indianapolis to expand to 8 schools) are identified as “educationally disadvantaged.” Due to the high inner-city and public school enrollment of African American sub-groups, there have been no significant achievement gaps between any of the subgroups and significant gains in student academic achievement have been made with all populations of students served by the charter schools, including special needs and second-language learners. The Tindley network (that is in total compliance with student safety, finance, and all State and Federal requirements) has earned many awards and been honored for its students’ achievement and growth over the past years, including:

- The **National EPIC Award** from the United States Department of Education—1 of 7 charter middle schools to receive this honor.
- The Indiana Department of Education honored Charles A. Tindley Accelerated School for exhibiting exceptional performance as a **Distinguished Title I School** in the category of closing the achievement gap between students in poverty and their wealthier peers.
- The Indiana State Board of Education honored Tindley as a **Model Site** for **Early College** programs in the State of Indiana.
- The Indiana Department of Education presented Charles A. Tindley twice with **Four Star School** status which placed Tindley in the top 25% of public schools in the State of Indiana.
- Tindley has also been recognized in national publications and media, such as *Newsweek* and *Waiting for Superman*, for its success with students previously attending a failing public school system.
- Tindley has been awarded **The National Blue Ribbon Award** by Secretary Arne Duncan, personally, presented to schools that are either high performing or have improved student achievement to high levels, especially among disadvantaged students.
- Tindley's I-STEP+ (Statewide test) 8th grade pass rate on both math and English/Language Arts is 79.1%, compared to the State average of 73.7 (and the IPS rate of 51.3%); and the current State assessment for high school is the End of Course pass rate for both English/LA and Math at a State average of 70.4%, compared to a 95.3% pass rate for Tindley (and 39.5% for IPS). (See Table 1, below.)
- Over 90% of its students graduate on time--also earning between 4 and 20 college credits prior to HS graduation--from the accredited Anderson University Early College program actually housed in the Tindley Accelerated School; the State average is 88%.
- College enrollment is at the 95% with the majority of the students accepted at prestigious, private colleges, such as Princeton and Vassar; the State average is 69%.
- College retention is at the 75% or higher rate. (A College Persistence Plan will be developed, including retention tracking, through this grant.) The State average is unknown.

Competitive Preference Priority #1: Minimum 60% low income: The Tindley Network of Schools (to grow to 8 schools by 2015) are all located within the inner-city school district of Indianapolis, Indianapolis Public Schools (IPS). The demographics of IPS, Tindley Network, and the State are shown below in Chart # 1, Comparative Demographics.

	IPS	Tindley	State Average
Poverty Ratio	82%	69%	49%
Minority Ratio	80	97	29
Special Ed Ratio	18	15.4	14
3rd grade I-READ Pass Rate	64	75 (1 st yr for school)	86
8th grade I-STEP+ Pass Rate	51.3	79.1	73.7
HS End of Course (ECA) Pass Rate Both LA & Math	39.5	95.3	70.4
State Dept 3 yrs of EducLetter Grade	F,F,F	A,A,A	A-16% of Corp in St F-1.5% of Corp in St
4-Yr Graduation Rate	62	90	88

1: Comparative Demographics

Competitive Preference Priority #2: Replication/Expansion to Assist an LEA:

Tindley has already demonstrated its expansion to assist a Persistently Failing School (Arlington Community School) within the failing IPS district. One of the reasons that the first Tindley Accelerated School was begun, was to combat the dismal failures occurring within IPS—with several different superintendents, a top-heavy central office, a decreasing enrollment and tax base, and a huge majority of white teachers on tenure and over 40 years of age, lacking any

recent cultural competency professional development within the last 20 years. The Tindley Network will continue to provide assistance to IPS schools where the IPS district has received a State letter grade of F for all 3 years of this reporting system (and have been identified for improvement, corrective action, closure, or take-over, with every existing IPS high school already restructured to try to avoid take over). Tindley will continue to work with IPS to implement academic and structural interventions to serve students attending those schools.

Competitive Preference Priority #3: Student Diversity, Disabilities and ELL: Tindley has taken active measures to promote student and staff diversity and is now developing a recruitment plan that includes all announcements, meetings, recruitment plans, etc to be in a bilingual format (Spanish/English, and soon-to-be in a second language—Mandarin or Arabic, as determined at the time), to use a translator for all meetings, and to open elementary schools in the area of Indianapolis where the census data demonstrates a high Hispanic population resides, serving ELL students. As those students matriculate into the middle and high schools, ethnic and language diversity will also increase, avoiding racial isolationism. Also, as Spanish begins to be offered in the Tindley elementary schools, and as bilingual teachers are hired, Hispanic families will be attracted to these elementary schools, but also respect for each other's cultural background will be developed—again, avoiding racial isolationism and gang confrontation in later years. Indianapolis is the most segregated city in the northern United States, with only 25% of the city population living on an integrated block (with both white and black residents) (University of Wisconsin, Milwaukee study, 2010), so it is particularly important that Tindley address avoiding racial isolationism and actively recruit students of all ethnicities (Black, Hispanic, Asian, and White). (Also, see GEPA in Attachments.)

In school year 2012-13, Tindley was within 3% of a comparable rate for students with disabilities in IPS and above the State average. At the Tindley take-over Arlington Community School, almost 1/3 of the school (32%) are classified as special needs (12% higher than the IPS district). Current year data would find that ratio has increased. Tindley has a Director of Special Needs with an extensive experiential and professional background in Special Education who is has a Plan for recruiting and retaining such students and is actively developing additional programs and opportunities for students with special needs, including for students who sign, teaching signing as a foreign language; and inclusion programs for autistic and emotionally handicapped students. As parents realize the success which their students are achieving, the word of these opportunities has quickly spread throughout the IPS district. All recruitment and enrollment policies within the Tindley Network prohibit any discrimination and promote racial, ethnic, special, and income diversity. (See GEPA in Appendix.) Also, through this grant, as Tindley expands it will add 2 Instructional Assistants per school to work directly with classroom teachers, specialists and the special needs student.

The recruitment and admissions policies and practice in the Tindley Network, as it expands, will include a non-weighted lottery at each charter school if more students apply for admission than can be accommodated. Currently enrollment deadlines are in early February, enrollment is generally not full at that time so students continue to enroll until the school is full and then from a waiting list. Also, through this grant, the Network will hire a Director of Admissions /Enrollment and develop a recruitment program as well as an alumni/mentoring program.

There will be no exemptions of certain categories of students from the lottery consistent with State law and the CSP authorizing statute. Recruitment, Admissions, and Enrollment is a major area that will be expanded under the new program, with a Director of Admissions/Enrollment as

well as a College Coordinator and a data-in-put person hired for the Network of schools. A Tableau-type Customer Relations Management system (CRM) as part of the expansion program to track and compare various student and staff data as well as college enrollment and persistence rates and other dashboard processes.

Tindley looks at scaling up to serve more local (and potentially out-of-state students in failing urban districts), it will be critical to hold true to the Tindley Mission and the original school's cultural values, characteristics, and pillars. It will be important for families to "spread the word" by hosting small neighborhood events on admissions, as well as locating school facilities in divergent parts of the cities to avoid racial isolationism. Once students are recruited or know about Tindley, enrollment and success must be maintained. A strong, full-time mentoring program will be established out of this Department with those mentors following the students via email, Facebook, twitter, etc. once they enter college. Additionally, the data in-put position will establish an electronic base for tracking students in and through college as Tindley does not just want them to enter the college doors, but rather complete their journey through to "Pomp and Circumstances." For many disadvantaged students, additional supports, such as email mentors, campus study groups when there are several students on one campus, and vacation workshops on such topics as "working and succeeding," "organizing my time," "why does it matter if I graduate from college?," etc. assist the HS graduating seniors thru to college entrance and graduation, as their career life-entry point. This type of program will be developed and implemented out of the Recruitment/Enrollment Office at Tindley. Additionally, enrollment teams will attend community events promoting the schools and meeting with parents individually to discuss Tindley schools and invite prospective students to shadow and parents to Tindley events. Currently, these activities happen year-round, and this scaling-up will allow them to

happen more often in more communities. Also, the implementation of the new CRM system, such as SAP or as Tableau, will allow student tracking and potential student and program analysis. Other recruitment tools to be expanded include not only the open Houses held at individual Tindley schools, especially during the spring recruiting season, but also “learning opportunities” to be held at such places as the headquarters of the National Council on Educating Black Children, La Plaza, or Goodwill Excel for ELL, or Noble for special needs students. All information is provided in Spanish for English learners and their families, but special bonus points will be given towards applicants for any of the above 3 positions, who are fluent in Spanish. A strong Special Ed program is utilized due to the work at Arlington (where 1/3 of the students are classified as special ed); Tindley has the capacity to work with students with a variety of disabilities, and the parents are “spreading the word.”

A “danger point” that sometimes exists for some expanding charter schools is the “branding” of success not being transferred from one school to another. Tindley is being careful to promote the *Network of Tindley Schools*, while being flexible to community needs, but always in alignment with the original mission of Tindley. Additional funding will be spent towards supplies and brochures that promote the success and the teaching/learning program at all the Tindley schools as well as billboards, tv and radio spots (Spanish and English-speaking stations), and expansion to all of the City Community Centers and Health Network Centers (all located throughout diverse parts of town). The PDT recognizes that a comprehensive approach must be developed and utilized for the communities and parents to recognize that Tindley is a national winner for their children to also become winners.

(A) QUALITY OF THE ELIGIBLE APPLICANT:

1. Demonstrated Success Over 3 Years: (See Absolute Priority on pg. 1): As cited above, Tindley Accelerated (9-12) and Tindley Prep and Tindley Collegiate (both, 6-8) have demonstrated significant academic success over the past 3 years as shown in Table 2, below:

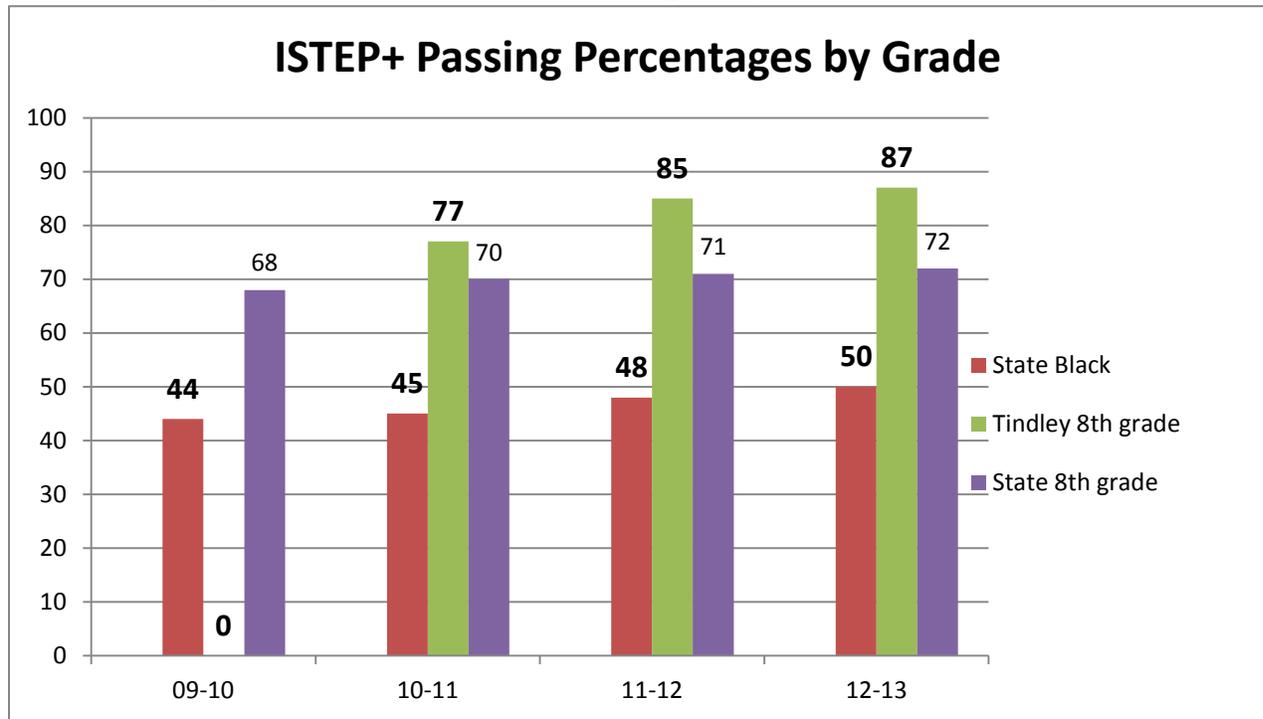


Table # 2. Academic Growth

(2) Consistency of no significant achievement gaps between any subgroups. As demonstrated by the above Table, there has been a consistent rise in 8th grade Tindley scores, particularly compared to both the State average for Black students and the overall State 8th grade mean average. Significant gains in student academic achievement have consistently been made with all populations of students served by Tindley. The chart below shows the demographics of Tindley, compared to IPS and the State:

	Tindley Accel. HS	IPS HS	State Mean HS	Tindley Boys-Only Prep MS & Tindley Girls-Only Collegiate MS		IPS MS	State MS	Renais -sance Elem	IPS Mean Elem	State Elem
Poverty	70%	82	49	69	71	82	51	(no scores yet)	82	46
Minority	99%	80	29	99	99	81	29	(no scores yet)	82	32
3rd Grade Pass ISTEP %								(no scores yet)	51.3	75
8th Grade Pass ISTEP %				83		46	70			
ECA HS Pass Rate	95.3	39.5	76.5							
Graduation Rate	90%-- 52 % Honors Diploma	68	88							
College Entrance	100%	Not tracked	69							
College Graduation	Not Tracked									

3 Overall Comparisons: Tindley, Indianapolis Public Schools, and State

Tindley has consistently outscored the IPS district from which its students come, as well as its more affluent suburban counterparts and the State mean average. Also, the demographics for the City of Indianapolis are shown in the column below, showing the major societal issues that students bring to school with them. Currently, the homicide rate is significantly higher than last year at the same time, and there are community meetings almost every evening with the Chief of Police and the City Public Safety Director. The City—and organizations throughout the City-- know that disproportionality facing young Black men, who are killing one another at an increasingly alarming rate, must be addressed, and successful education programs, such as the

Tindley Network of Charter Schools, is a major part of the answer. (Tindley Accelerated is located in the exact site of the killing of an IMPD officer in the past week and the shooting of a new father out for a morning walk, 1 month ago.) Tindley has achieved remarkable results, significantly higher than the achievement results for similar students in IPS or throughout the State on statewide tests, such as the I-STEP+ tests, high school graduation rates, college attendance rates, and college persistence rates, especially for low-income and other educationally disadvantaged students served by Tindley. (See pg 23 for additional data on retention and attrition.)

Yet, the students have also demonstrated significant social service growth also, participating in such things as the Race for the Cure; Mission in Mombasa, Kenya; .shelter food drive; Indiana State basketball semi-finals; Black Expo parade; step and tap dancing; etc. (Tindley’s goal is to have a well-rounded, college-going student who will give back to their community in the future.)

The question arises “Why?” Why has Tindley been so successful when serving the same students previously attending the failing Indianapolis Public Schools district? There are many answers:

- (1) accelerated school;
- (2) high expectations
- (3) single gender middle schools and most HS classes;
- (4) empowerment of the “scholars;”

CITY DEMOGRAPHICS:

- 12 public inner-city school s (Indpls Public Schs) taken over by the State DOE -DOE
- 3,000 children/yr homeless (Coalition for Homeless Intervention/Prevention, 2014)
- Homicide rate 10% worse than Chicago & 10x worse than NYC (per capita; UCD)
- Majority of homicides are minority males, 15-24 (IMPD)
- IPS labeled “Dropout Factory” & “Worst Place for Males to Graduate in US” (America’s Promise Alliance; Schott Foundation)
- IPS District failed NCLB Annual Yearly Progress for 7 yrs. (2013)
- 41% of inner city adults over 25, lack a HS diploma (SAVI, 2012)
- Marion County juveniles accounts for 4% of the State’s juvenile population, but 40% of the State Dept of Correction incarcerated juveniles (The Recorder, 1/3/12)

(5) student supports,
including an

(9) extensive professional
development

(12) data-driven decision
making; and

(6) extended school day

(10) unique curriculum—
yet based on Common
Core Standards;

(13) use of technology in
the classroom

(7) extended school
calendar;

(8) required Early College
HS;

(11) cultural competence
of the teachers;

These “Lucky 13” changes to a traditional school have worked together in a synergistic manner to produce staggering changes in the students and their academic achievement, as explained below. These 13 critical elements will continue to be the guidelines as Tindley expands in Indianapolis and, potentially, replicates in Baton Rouge, Memphis, and St. Louis. Tindley has had preliminary conversations with personnel in those 3 cities, and has had more extensive meetings with Chris Barbic, Achievement School District in Memphis and Chris Meyer, Founder & CEO of New Schools for Baton Rouge. As part of the philosophy underlying accelerated schools is the belief that students can and should be motivated (and “catch up,” if below grade level) by utilizing an engaging curriculum, whole brain methodology, and accelerating growth through instilling self-confidence and high expectations. These critical Lucky 13 elements are clarified more fully below.

(1) Accelerated Schools: Tindley is one of 1,700 Accelerated Schools in the nation, but one of only a few Accelerated High Schools and the only Accelerated High School in the state of Indiana. Chartered by the Mayor of Indianapolis in 2002 and opened in 2004, Tindley was originally expected to be an accelerated high school, but founders soon understood that in order to prepare students for college level work by grade 11, the school needed to “grow younger.” Despite growing younger, a significant percentage of young people come to Tindley at least one

or more grade levels behind. Tindley student performance has been impressive in just ten short years. Tindley middle school outperforms all middle schools in the Indianapolis Public School (IPS) system, including magnet schools, (which have a selective enrollment process) and the surrounding suburban schools. Tindley scholars routinely surpass their peer group by 30% – 40% on state assessments. All Tindley students take Algebra in 8th grade and over 90% of those students passed the state-mandated end-of-course assessment. In addition, ninth and tenth grade students taking the end-of-course assessments in English and Biology exceeded the state average pass rates by as much as 40%. And, one hundred percent of the students in each of Tindley’s graduating classes have had at least one acceptance to a selected college or university, with over 75% of these students still actively pursuing their bachelor’s degree.

Accelerated Curriculum: _The curriculum at all Tindley schools will be aligned with the accelerated schools movement and will offer a highly nontraditional approach to bringing all students up to, and beyond, grade level. Traditional approaches to addressing academic deficiencies often involve remediation or slowing/lowering academic expectations. Research (supported by the successes of Tindley students and other accelerated schools across the country) indicates that once slowed down, students rarely close the achievement gap. Accelerated schools offer enriched curriculum, typically reserved for gifted-and-talented students, with high expectations and ongoing support to meet those expectations. Accelerated schools involve the whole school community – parents, students, teachers and staff – in a continuous, data-driven reform process that is centered on the school’s vision. In addition, with an accelerated curriculum and no “tracking” options, all 8th grade students take Algebra I which requires a state end-of-course assessment. Over 90% of Tindley students routinely pass this test as 8th graders.

The rigorous, “accelerated” curriculum, combined with a single track for mastery, are critical elements for producing students who are on target to accomplish college level work when they graduate from high school. Research conducted by American College Testing (ACT) showed that less than two out of every ten 8th grade students are “on target to be ready for college-level work by the time they graduate from high school.”¹ This study emphasizes the importance of middle school for later student success, finding 8th grade achievement to have a stronger relationship to college readiness than many other factors, including background characteristics. .

The Uncommon Schools Taxonomy (Dr. Doug Lemov) and Whole Brain Teaching methodologies (Dr. Chris Biffle) are the framework used to guide all teachers in constantly becoming better, despite their experience or lack thereof (since many are Teach For America). Teachers learn that every child is “gifted and talented” regardless of his/her previous academic record and that they must demand academic rigor while also providing ample support. As 1 of only 1700 “accelerated” schools in the US, students are accelerated, rather than being taught in a remedial method.

The phrase, College or Die, is emblazoned in giant letters in the hallway of the Charles A. Tindley Accelerated High School. Every student, parent, teacher and administrator understands the meaning and importance of this statement. The culture of all schools in the Tindley Network will frame this idea, the basic premise of the Tindley mission. While this statement was never meant to be interpreted as literal, for most students, many of whom will be first generation collegians, it conveys a strong message. The mission of the Tindley Accelerated Schools and programs therein, is aimed at developing “scholars,” not simply “students.” Within each school, cohorts of students are named after selective colleges like Harvard, Yale and Columbia and it is

¹ ACT, “The Forgotten Middle: Ensuring that All Students are on Target for College and Career Readiness Before High School,” www.act.org (2008)

anticipated that each and every scholar will strive for admission into these elite colleges. At Tindley's high school, the hallway is lined with college acceptance letters from the prior year's seniors, where every student and stakeholder is able to see them each day when they enter the building. In reality, "College or Die" can be literal as it relates to the freedom and choices that are unlocked by a Tindley education.

(2) Culture of High Academic Expectations with Student Supports: Tindley Charter Schools will maintain high academic expectations for all students in line with the accelerated school model and with a single course sequence to graduation - no tracking. School culture refers to a set of shared values, beliefs, customs and rituals. It is built upon the foundation of their mission, to provide a powerful learning experience that intellectually engages, inspires, and spurs academic achievement through a challenging and interactive curriculum. Culture at the Tindley Schools is designed to promote student academics and scholar identity. Cultural design must be intentional and revolve around a set of traditions, rituals, routines and relationship-building activities that shape the school on a daily basis. These elements of school culture must be authentic and consistent, because all students must be motivated toward achievement. Each action of every adult in the school is crucial in shaping that culture of achievement, which is specifically reinforced through effective classroom management, daily Circle of Power and Respect (CPR), ongoing dialogue with parents and students, teaching, coaching, and tutoring. Currently, this culture is observed and discussed, with anecdotal evidence of the effectiveness of the many activities and rituals that have been implemented. With the expansion of the network, Tindley has begun the process of developing metrics to measure the extent to which expectations are being met in this regard. With at least 10 new teachers to be hired, a fundamental key to maintaining a culture of excellence and high expectations is consistency. Leaders and faculty within Tindley will understand that this focus on the smaller, detailed-oriented aspects of day-to-day school life

helps to build routines that support a strong culture. Though the little things may be the most difficult to preserve and maintain, if they are consistently upheld, the culture of the school will be stronger, more cohesive, and directed fully at student “achievement,” in the broadest sense of the word.

Culture of High Expectations for Staff will also be a critical element that cannot be lost as Tindley expands its network of schools with more than 10 new classroom teachers, Spanish teachers, pilot pre-school teachers, Instructional Assistants, a Network Literacy Specialist, an ELL teacher, and a STEM professor as part of the Early College program. With the 3-week Summer Intensive Professional Development Workshop conducted every summer prior to the opening of school, and the student-release ½ day of every Friday during the school year for PD, staff will have ample opportunities to continue their professional growth and new teachers will be able to adopt the overall Tindley philosophy. (See Appendix for current Summer Intensive scheduled workshops.)

- **Engaging instruction** – processes and procedures – which include whole-brain teaching and the Taxonomy of Effective Teaching Strategies (Uncommon Schools Network).
- **Assessment, accountability and value-added student growth** - Regular formative/interim assessments that are analyzed to inform and improve curriculum and instruction (developed by Director of Assessment (CO))
- **Consistency** -Exacting culture – the expectation of ongoing and unrelenting consistency with well-articulated code of conduct, uniforms, and student induction/training
- **Small class sizes** – no more than twenty-two students in a classroom.
- **Rites of passage and rituals** – CPR, Graduation Ceremonies, Capstone Projects, etc.

3. Instructional Culture

(3) Single Gender Education: Tindley Schools will be single gender for middle school and for most classes in grades 9-10. A number of studies comparing students in coed classes with students in gender-specific classes of similar size and content and methodology have

shown significant results. A three year research study in Florida compared single sex and coed classrooms, matching all relevant parameters. Standardized test results were as follows:

- boys in coed classes: 37% scored proficient
- girls in coed classes: 59% scored proficient
- girls in single-sex classes: 75% scored proficient
- boys in single-sex classes: 86% scored proficient

4. Single Gender Classroom Research Data

The students were taught the same curriculum in the same size classes with the same demographics and the results are significant. A similar study in 2008 found boys in coed classrooms scoring 55% on FCATs (high stakes state assessments) and boys in single-sex classrooms scoring 85%. These studies were conducted without a particular focus on learning styles or brain research. Research has found that students who have a “growth mindset” regarding their ability to learn a difficult subject or concept are far more likely to improve in that area than students who have a “fixed mindset.” The significance of a student’s mindset usually does not emerge until the student faces a significant challenge. At that point, students with a belief that intelligence is a changeable, malleable attribute are more likely to be successful. Students who believe that intelligence is “fixed” will usually encounter a loss of confidence. These challenges often present themselves to children at the middle school level. Two significant studies on “growth mindset” have demonstrated the importance of this concept for middle school students and girls in particular. In the first, moderately high achieving 7th grade students were assessed to determine their views on intelligence (growth or fixed mindset) and found that two years later, those with a growth mindset were out-performing those who held a fixed mindset. In follow-up studies, it was found that middle school girls with a fixed mindset were more likely to experience a lack of confidence and believe the stereotype that girls are not as good as boys in math. For girls with a growth mindset, the opposite was true with the girls far more successful

with academic challenges. Middle school boys and girls must be taught that intellectual skills can be acquired by exercising the brain muscle; that intelligence can be acquired.²

Another important finding of gender-based brain research is that different regions of the brain develop in a different sequence in girls and boys. “The lack of understanding of gender differences has the unintended consequence of REINFORCING gender stereotypes.”³ This is critical to understanding how traditional education misses the mark when it comes to serving boys. If you teach boys and girls in the same way, by 8th or 9th grade, you have girls who “can’t do math” and boys who think that “poetry is for girls.” And, it is not simply that boys mature later than girls. Neuropsychologists determined “that while the areas of the brain involved in language and fine motor skills mature about six years earlier in girls than in boys, the areas of the brain involved in targeting and spatial memory mature about four years earlier in boys than in girls. These researchers concluded that the areas of the brain involved in language, in spatial memory, in motor coordination, and in getting along with other people, develop in a “different order, time, and rate” in girls compared with boys.”⁴

The Title IX statute exempts from its coverage the admissions practices of non-vocational elementary and secondary schools.[3] Accordingly, the regulations do not prohibit recipients from adopting single-sex admissions policies in non-vocational elementary and secondary schools. See 34 CFR 106.15(d).

However, the regulations specifically provide that an LEA may exclude any person from admission to a non-vocational elementary or secondary school on the basis of sex only if such recipient otherwise makes available to such person, pursuant to the same policies and criteria of admission, courses, services, and facilities comparable to each course, service, and facility offered in or through such schools. (34 CFR 106.35(b)[4] In other words, under the current regulations, an LEA cannot use a single-sex admissions

² *Why So Few?: Women in Science, Technology, Engineering and Mathematics,* AAUW, 2010.

³ NASSPE, <http://www.singlesexschools.org/research-brain.htm>

⁴ Ibid.

policy -- which is not itself subject to Title IX's prohibition -- as the predicate for otherwise causing students, on the basis of sex, to be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. For example, school districts may not establish a single-sex school for one sex that provides the district's only performing arts curriculum. Students of the other sex also must have access to a comparable school with that curriculum. It has been Tindley's longstanding interpretation, policy, and practice to require that the comparable school must also be single-sex. An LEA may offer a single single-sex school if such an action constitutes remedial or affirmative action. (34 CFR 106.3) In addition, the statutory exemption precludes the U.S. Department from examining an LEA's justification for a single-sex school. When the Tindley Network of Schools establishes a single-gender school or program it ensures that there are two such schools with exactly the same educational components, such as the Tindley Collegiate (All Girls) Academy and the Tindley Prep (All Boys) Academy.

Tindley network school programs will encompass the range of needs for boys and girls, leveled for specific ages, as specified by ongoing brain research *and* research on social/psychological aspects of child and adolescent development. It is critical, that site-based and network educators are cognizant of developments in brain-based and other gender related research in order to pursue or innovate best practices to better serve and educate urban boys and girls. This research-based practice and programming will strengthen Tindley's ability to build competency, resiliency and scholar identity in all students.

(4) Empowerment/Scholars: Tindley and future Tindley Schools will incorporate strategies that build student confidence, scholar identity and self-reflection. Principles that drive achievement and resiliency are well proven: caring relationships, positive expectations and opportunities for participation and contribution. Students will learn to, and over time, be charged with maintaining school culture by continuously raising the level of their participation,

leadership and commitment to the school. By empowering students to honor the mission and culture of their school, the culture becomes internally driven and allows all students to feel included, empowered, and valued as they pursue academic excellence.

Character Development and Rites of Passage and Rituals Tindley has found are critical components to students' success and build cohesiveness and academic community at specific grade levels. As they expand, all schools will incorporate the Circle of Power and Respect (CPR) into the school day. CPR serves as a way for the school community to celebrate accomplishments, discuss character, and build cohesion, as well as motivating students to meet high expectation for behavior, academic effort and achievement. CPR has a consistent routine which provides structure and initiates each day with energy and encouragement. CPR begins with the facilitator giving inspirational remarks and news of school events. Teachers and students then have an opportunity to share and congratulate student accomplishments. This is also a successful way to assist students in leaving the "outside" world of societal problems that they see every morning and evening, out on the street, and begin their mornings as scholars, ready to change the world they face.

As the TCSN grows, new programs will be researched and implemented to serve students (age and gender) through more intentional methods of character education. The Charles A. Tindley Accelerated Schools has developed effective processes for quality school organization and positive student outcomes over the past 10 years. The current Tindley Schools and the projected openings are shown below, with the number of students projected and the attendance and attrition rates.

Foreign Languages: Under the expansion program, each elementary school will begin a Spanish oral/aural language program, and the middle schools will continue a Spanish-language

program. Extensive research (Penfield, et. al.) demonstrates that the plasticity of a younger child's brain lends itself to them learning languages more easily. It is projected that by 2020, the U.S. will have over 1/3 of its population that is bi-lingual, Spanish and English; all students need to be given that opportunity to become bi-lingual through schooling—not just if they were born into a non-native-English speaking family. Conversely, an ELL teacher will also be hired to work with Hispanic students. By Yr. 4/5 (beyond the grant) a second language will be offered, probably beginning with either Arabic or Mandarin.

Name	Founded	Current Grades	Number of Students	Address	Attendance Rates 2013-2014	Attrition 2013-2014	Attrition 2012-2013
Charles A. Tindley Accelerated*	2004	9-12	315 + 40	3960 Meadows Drive, Indianapolis, IN 46205	97.78%	217-207= -10	375-371= -4
Tindley Preparatory Academy	2012	6-8	250	4010 Sherman Drive, Indianapolis, In 46226	97.31%	280-263= -17	169-186= +17
Tindley Collegiate Academy	2013	6-8	300	4020 Meadows Parkway, Indianapolis, IN 46205	96.81%	303-273= -30	N/A
Tindley Renaissance Academy	2013	K-5	500	4020 Sherman Drive, Indianapolis, IN 46226	94.55%	275-288= +13	N/A
Arlington CS (take-over from IPS)	2013	6-12	215	Arlington Ave, 46208			
Tindley Genesis	2014	K-5	200 + 100	TBD	N/A	N/A	N/A
Tindley Summit Academy (New School)	2014	K-3	120 +200	4002 Franklin Drive, Indianapolis, IN 46218	N/A	N/A	N/A
Tindley Odyssey Elementary	2015	K-5	200 + 100	TBD	N/A	N/A	N/A
Projected Grand Totals:			2350				

High School Graduation Rate*

2010-11 – 75% (12 students)

2011-12 – 78.95% (15 students)

2012-13 – 90.00% (27 students)

College Enrollment Rate*

99%

College Persistence Rate*

80%

5. Projected Tindley Schools’ Attendance and Attrition Rates and College Enrollment and Persistence Rates

(5) Student Support: Small class sizes – Tindley schools will commit to small class sizes; no more than 22 students in a classroom. Educators tend to cite research on both sides of this issue; however, Tindley has found that small school size and small class sizes are fundamental to the way children are served in the schools. Although the potential for additional revenue with the addition of more students is unquestionable, the “untracked” nature of education at Tindley requires a high degree of differentiation, which it is felt cannot be effectively accomplished with over 22 students in a classroom. Tindley has been so committed to small class size, that the current Tindley Accelerated building is not configured in a way that would allow more than 22 students per classroom. In order to meet the demands of an accelerated curriculum, students must be provided with additional supports for learning, which will include double-doses of English/Language Arts and Mathematics, additional tutoring on school days and Saturday (as needed), and Title I services to provide additional support for struggling students. Tindley network schools will incorporate strategies that build student confidence, scholar identity and self-reflection. Principles that drive achievement and resiliency are well proven: caring relationships, positive expectations and opportunities for participation and contribution. Programming and opportunities that build student resiliency will be researched, discussed and shared among network schools. Wherever possible, metrics for better understanding the influence of such programming will be instituted, including student/family surveys. Preparing students to successfully master college coursework by their junior year in high school, especially students who are already behind, was the impetus for developing an extensive middle school experience, concentrating on math and language arts. At Tindley, all middle school students receive double doses of both subjects each day and those who struggle (below 75%) receive additional tutoring and assistance from 3pm-5pm as part of the school day (which is from 7:45 –

5:00 pm). Students who continue to struggle, receive a third hour of math or language arts instruction and Saturday school is frequently implemented to further accelerate student skills.

This strong focus in math and language arts, combined with high expectations and instructional support, have allowed Tindley students to show outstanding progress on standardized tests during their middle school years preparing them for advanced courses in high school and early college. Within this proposed expansion, a Mentoring support system will be established to offer additional supports to students struggling either academically or within their community.

Providing students with a strong middle school experience has proven that students thrive in an accelerated academic environment. Further, the adjustments to the school program paid-off as Tindley high school students have become much stronger academically. After two years of low math test scores on the 10th grade Indiana Graduation Qualifying Exam (GQE), Tindley students had the highest pass rate on the math test in the state, and the fourth highest pass rate on the English/Language arts test. Within the last few years, the state has changed the graduation-testing requirement to End of Course Assessments (ECA) in algebra and English 10. Routinely, over 90% of Tindley pupils taking Algebra ECA passed, compared to a 42% State-wide pass rate

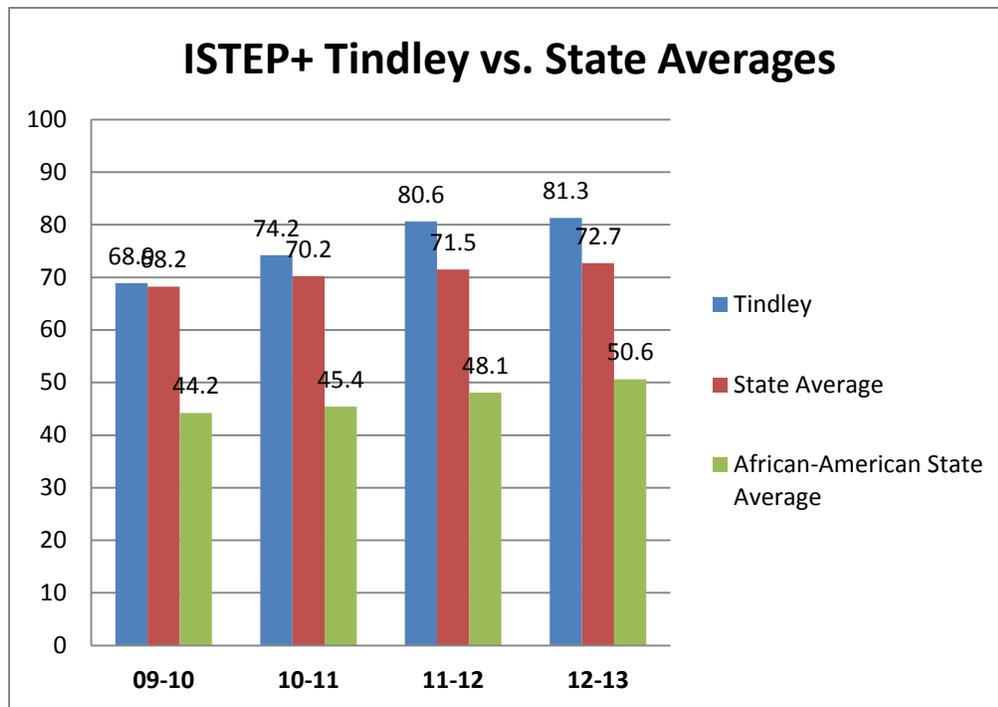
(6) Extended School Day and (7) Extended School Calendar: Tindley has lengthened the school calendar to 196 student days (instead of 180) and the school day (with a 7th period required from 3-5:00, 4 days a week) as well as requiring Saturday morning school for all students scoring below 75% in any class the previous week; this will remain (or increase) in any new school out-of-state, also. Additional tutoring and assistance is provided during that 7th period. Students who continue to struggle, receive a third hour of math or language arts also. Tindley also has modified the teacher calendar to 200 days and has a mandatory 3-week Summer Teacher Institute and a 4 hours Professional Development Session, with students released, *every*

Friday during the entire school year. Teachers, who may receive merit bonuses, are compensated not based on longevity, but--in great part--on students' academic performance, college enrollment rates, participation in extra professional development, leadership, and family and community engagement. Data will be analyzed *weekly* for students' success in the classroom with students who are under-performing, identified and provided extra assistance, with teachers also receiving guidance on improving their skills, so students will make exceptional academic gains.

(8) Required Early College: One of the distinguishing factors that separates Tindley from other schools in Indianapolis is the continued academic growth, from the first year of enrollment, leading to the junior year when all students begin the Early College program. All students take college-level courses in partnership with Anderson University, taught by Anderson adjunct faculty on the Tindley campus, as juniors. This is the only early college program of its kind in the state of Indiana: it is the only early college program in the state that requires students to pass rigorous, mandated college classes in order to receive their high school diploma. Students are able to graduate with college credit if they receive a B or above in their college level class, with the opportunity to earn up to 38 credits upon graduation. This type of Early College program for Tindley students was chosen, not to enable students to earn college credits and jump ahead of others as freshmen, but to give these students—who are almost exclusively the first in their families to go to college—an authentic college experience in preparation for college completion. While Tindley knows that many of its students will struggle with a variety of issues upon entering college, time management and money management for example, Tindley wants them to be ready for the educational rigor that will be required of them in a selective college. Time and time again, Tindley graduates have reported that Early College prepared them well for the

academic rigor that they encounter in college and that they are better able to navigate the many challenges they face. College is a constant conversation at Tindley and each cohort of students at the school is given the name of a college or university. All middle and high school students visit college campuses each year and learn about various alumni who have graduated from their cohort college. College discussions, visits and visitors are integral to the day to day business of education at Tindley.

Early College High School: Tindley schools offer a single-track college preparatory curriculum, which culminates in the Early College (EC) program for juniors and seniors. The accelerated curriculum pushes students to cover content and standards that advances students beyond their particular grade level, in preparation for their college coursework. For example, all eighth grade students take Algebra I, Physics and 9th grade language arts. In the EC program (grades 11 &



12) all courses that students take are dual credit courses for which they earn college credit from Anderson University if they receive a “B” or above for the

6: Comparative I-STEP+ Scores

course. The above chart shows the growth of Tindley accelerated scholars compared to the State average overall growth and the State sub-group growth for African Americans. The curricular

program for grades leading up to 11th, are articulated down from college level work. Graduates from the Charles A. Tindley Accelerated School are able to earn up to 40 college credits in liberal arts courses that include Western Civilizations I & II, United States History I & II, two semesters of college calculus, Logic, Philosophy, Rhetoric and Composition, Rhetoric and Research and various literature courses.

(9) Extensive Professional Development (specifically for #8-#13):

Achievement and Engaging Instruction – Teachers are central to girls’ and boys’ engagement in learning, their influence being “*powerful and pervasive ... the most constant factor in determining the quality of school life for students.*” Teachers’ influence operates through their relationships with students, their approaches to learning and teaching (pedagogy), and the classroom environments they create. Teachers in the Tindley Charter School Network will read, discuss and work with texts emphasizing culturally responsive teaching and effective teaching strategies (Geneva Gay, Greg Lemov, etc.)

Tindley school leaders will seek out for hire, teachers with experience teaching urban adolescents or experience working in an educational program serving urban adolescents. These teachers should share the belief that all students can benefit from and succeed in an accelerated, college-focused program. Teachers will receive summer training (three week) and ongoing weekly professional development (3 hrs/wk). Effective practice and developing teacher leadership are crucial to the success of Tindley students. Throughout their tenure, teachers will be expected to progress in their mastery of engaging and effective instructional strategies.

Therefore, professional development will be an extremely critical component of opening each new Tindley school and/or expanding current Tindley schools to serve 2x as many local youth.

The mandatory (for new and old faculty) three week summer teacher institute is an intensive training and curriculum refinement program that includes training in the Accelerated Schools

Process, tracking mechanisms for managing student data, a taxonomy of effecting teaching methods, use and design of formative and summative assessments, gender based research and associated teaching strategies, Whole Brain Teaching and culturally responsive pedagogy. These topics and others will also be addressed throughout the school year as teachers participate in weekly professional development. Teachers will receive ongoing feedback from informal observations and peer observations, as well as 2 formal reviews, 1 in fall and 1 in spring. Teachers will establish priority goals and receive coaching and review on those goals specifically, along with the overall evaluation goals guided by the following principles:

- Classroom practice that reflects the Tindley educational mission
- Ongoing professional growth
- Methods for developing recommendations for action in cases where a professional's practices are determined to have a negative impact upon the school or students

7: Principles for Evaluating Teachers

(10) Rigorous Curriculum Aligned to Common Core Standards:

Ordered Curriculum Cycles There will be a systemic process for curriculum improvement/advancement through school committees who meet with curriculum specialists to discuss, develop and revise curriculum elements. Newly developed curricular elements will be directed through a piloting or implementation process by the team.

Curriculum Development Process Instructional units (which include learning standards and integrate the new Common Core Standards) will be organized upon a sequence of cognitive demand (such as Bloom's Taxonomy) to build concrete understandings upon which more abstract concepts and skills are built. Yearly cycles of curriculum revisions, writing and development will take place with input from each school and school level; high school, middle school and elementary. This summer work will include teacher teams and curriculum specialists

from the central office to focus on particular areas of need. The work will include development and/or revision of scope and sequence, backward design unit planning, weekly/daily learning ladders and will continue through regular team meetings throughout the school year

Each course will have a fully developed curriculum documentation process that includes the following:

Curriculum Documents; Curriculum Alignment Templates (CAT)– documents divided into columns and including the standards and skills that are covered throughout the school year with the State/Common Core academic standards, unpacked standards, and “enriched” standards based on the accelerated school model (pulling from standards that are one grade level above) in Column 1. Column 2 has the assessments that will be used to monitor student mastery of the standards and sub-standards; Column Three shows the learning activities that will be used to teach students the standards and sub-standards.

Scope and Sequence outlines the course content, that includes Themes, Resources, Essential Questions and Understandings, Assessments, and Standards’ Coverage

Unit Plans at Tindley are created using the backward planning model established by Grant Wiggins and Jay McTighe in their groundbreaking curriculum work and resulting book, *Understanding by Design*. Using the CAT as a framework, teachers drill down to the details of a unit plan, incorporating the standards, objectives, assessments and learning activities. Unit plans allow teachers to establish rigor and relevance within the curriculum.

Weekly Syllabi provide a breakdown and overview of each weeks learning activities, assessments and homework. Students receive these plans every Monday, thereby, communicating important information to parents and families the weekly topics and lessons that their students will cover in each class. Weekly Syllabi include: Standards, Key Concepts and

Vocabulary, Essential Questions, Aims, Do Now, Activities, and Homework. Differentiated lessons are provided for all students to motivate them at the current level at which they are working.

(11) Teachers' Cultural Competency:

Culture and Consistency: During summer Teacher Institute, teachers (and school leaders) will read, analyze and learn to apply strategies and concepts from the book Culturally Responsive Teaching (Gay, 2000). Gay provides insight and recommendations for teachers and school leaders that rely upon the development of certain “dispositions” toward learners and families that comprise a holistic approach to teaching and learning. This approach recognizes the importance of accepting and including the cultural frame of reference that all students bring to school. One important aspect of culturally responsive teaching involves building relationships and maintaining positive perspectives toward parents and caregivers. Ongoing dialogue with parents that communicates high expectations for their children and builds understanding around a child’s academic progress is critical to the development of a supportive and collaborative school culture.

(12) Data-Driven Decision Making:

Assessment and accountability - The emphasis of curriculum and instruction is to group and sequence standards, skills and content in ways that provide students with in-depth experiences and promote mastery of discrete skills. To demonstrate mastery, students will be required to apply skills in completing specific tasks to ensure learning is deeper than “memorize and recall” assessments. Assessments will be used throughout instruction in the following ways: (1) pre-assessments to be used as both a diagnostic tool and as a baseline measure of student performance; (2) on-going assessments (interims) that teachers will use at predetermined intervals to gain information about student learning (what students have or have not grasped) in

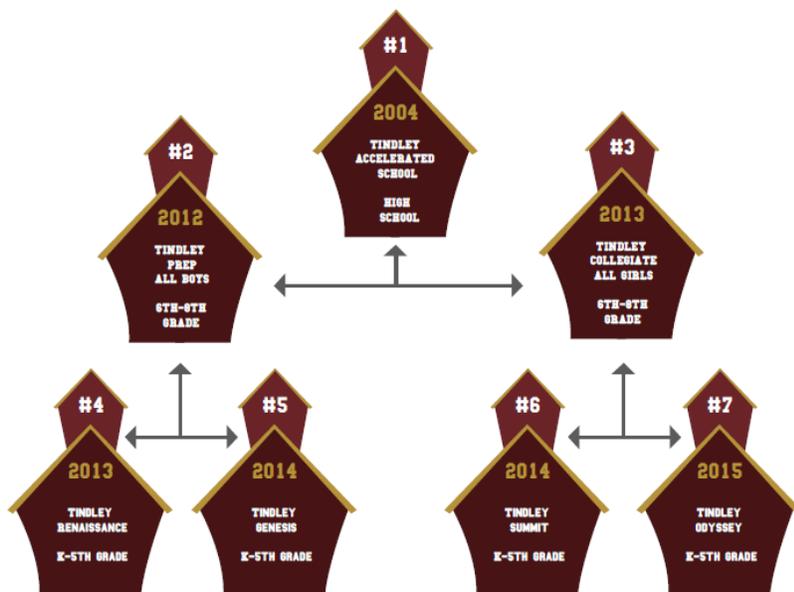
order to adjust instruction accordingly and to allow differentiation and/or individualization of instruction tailored to specific student strengths and weaknesses; and (3) post assessments to indicate that students have met each standard and the curriculum goals. Pre and post assessment will assist principals with teacher evaluation as value-added student growth will serve as a portion of the teacher evaluation framework. (In addition to student achievement, the evaluation process will include other accountability measures, such as use of instructional strategies, curriculum development, classroom management and culture.)

The classroom instructional approach in some ways involves teachers acting as researchers, using data, such as interim assessments to understand what students are learning, where they are struggling and (oftentimes) why. This information will be recorded, tracked and compared to the earlier analysis and assessments of prerequisite skills. Discussions and norming sessions will take place at the school level, however, the interim assessments will be standardized, with the Director of Assessment leading their development.

In addition to curriculum-based assessments which are reported internally (to the school wide community) and to parents via progress reports, students will take a standardized tests twice a year (Acuity), with individual scores reported to parents, and school-level scores reported to the Board, the Mayor's Office (charter sponsor) and in public documents. Middle school students will also take the Scholastic Reading Inventory (SRI) test to document growth in reading. These results will be used as a means to judge the effectiveness of the reading components of the language arts curriculum and instruction, and will identify students who need additional support to demonstrate accelerated gains (that is, gains that are greater than the expected growth between testing cycles.)

(13) Technology in the Classroom: Through this grant funding, each classroom in the 3 new elementary schools will be equipped with Smart Boards, 8 student computers, and a teacher computer. Additionally, there will be 1 COW (Computer On Wheels) purchased with 24 laptops and a printer per grade level, and each new classroom will have a SMART board. Additionally, at each elementary school, there will be a Riverdeep Technology program and the New York Engage technology, Scientifically-based research reading technology programs that are individually paced and individualized. A pilot pre-school for 3 year-olds and another pilot classroom for 4 year-olds, serving 20 children at each grade level. The pilot will be housed at Tindley Accelerated (HS) and will also serve children of Tindley teachers (an added incentive to attract teachers) and, additionally, will be linked with the Anderson University Early College program housed at Tindley for HS students who want to explore teaching or other early childhood-related careers.

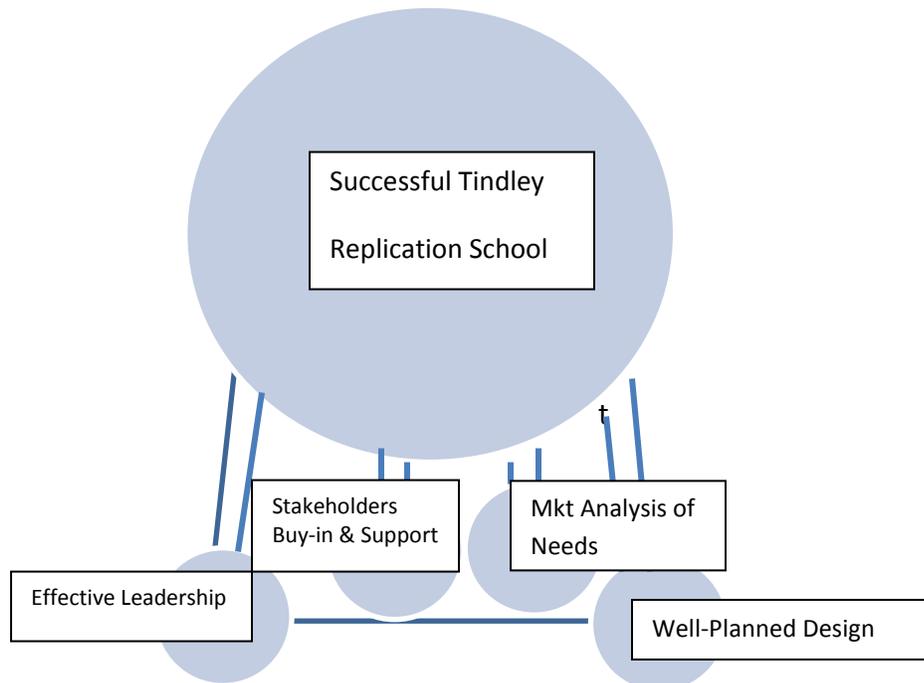
These 13 Elements will serve as the guideposts (outlined in the Logic Model) for expansion of the current successful Tindley elementary, middle, and high school/early college model.



The Chart, below, shows the growth and Mayor’s chartering of the current 4 Tindley schools, Tindley Accelerated HS; Tindley Collegiate and Tindley Prep MSs; and Renaissance Elementary. Additionally, Arlington CS, the IPS take-

8. Projected Growth of Tindley Network

over, is a 7-12 school (not shown); 3 additional approved elementary schools, (Summit, Odyssey, and Genesis) already granted their charters from the Mayor of Indianapolis, total 8 Tindley schools. This expansion and continuing authorization by the Mayor of the City of Indianapolis demonstrates the excellent relationship between the two entities, with the Mayor supporting and encouraging Tindley to expand but simultaneously granting the Network the autonomy necessary for innovative planning and programming, leading to academic success. Effective replication will continue to hinge on the development of a well-planned design, effective leadership, a “market” analysis of your potential neighborhood’s needs, and buy-in and support from the stakeholders. Tindley understands each of the legs of this 4-legged stool, and the critical importance of each.



9. Four Critical Components for a Successful New School

Name	Founded	Current Grades or Projected ("Grades to Grow")	Enrollment	Projected Enrollment
Charles A. Tindley Accelerated*	2004	9-12 (Pre-k)	315	40
Tindley Preparatory Academy	2012	6-8	250	50
Tindley Collegiate Academy	2013	6-8	300	
Tindley Renaissance Academy	2013	K-5	500	
Arlington CS (take-over from IPS)	2013	6-12	315	
Current Totals:			1450	90
Tindley Genesis	2014	K-5		200+ 100
Tindley Summit Academy (New School)	2014	K-3 (4,5)		120+ 180
Tindley Odyssey Elementary	2015	K-5		200+ 100
Projected Totals:				520+ 380
Indpls Grand Totals (Current & Projected Yr 1 & Yr 2)			2350	
Minimum 1 Out-of-State New Tindley Accelerated Academy			2015-16	9-12
Grand Total Indpls & Baton-Rouge /Memphis			2016-17	2850

High School Graduation Rate*

2010-11 – 75% (12 students)

#10. Current and Projected Enrollments

B) CONTRIBUTION IN ASSISTING EDUCATIONALLY DISADVANTAGED

STUDENTS Based on its prior success incorporating the 13 Elements needed to implement a successful Tindley school, with this grant Tindley will expand its current 5 schools (4 charters and 1 IPS take-over school) to 9 schools, opening 3 additional elementary schools in Indiana-polis and at least one high school out-of-state. Additionally, 2 pilot pre-school classrooms will be added to the existing Tindley Accelerated High School. This pilot program will allow for an outreach to many educationally-disadvantaged children *before* they enter kindergarten or 1st grade (since K is not required in Indiana); also almost 4,000 children/per

month, under age 6, are on a Wait List for Child Care vouchers (Kids Count, 2010). Local IPS research has shown that low-income 6 and 7 year olds are entering IPS, almost 3000 vocabulary words short of the vocabulary of their suburban counterparts—a critical basis for beginning reading skills. (Beatty, N., *K+ Skills*, Indianapolis, 2007.) Current research also shows that IPS 3rd graders (the boundary district Tindley schools serve) pass both Language Arts and Math at a rate 20% fewer than the mean average for even the surrounding City of Indianapolis districts. These 3rd grades scores mark a pivotal point for reading proficiency. National and local research clearly shows that children from low socioeconomic status families are exposed to a 32 million word gap compared to their suburban counterparts—prior to entering 1st grade! (eSchool News, 2001) This lack of preparation for learning creates a learning deficit that plagues these children throughout most of their life. (Adams, 1990; Snow, Burns, & Griffin, 1998). Achievement gaps between minority and white students in 12th grade can be traced back to gaps in learning that began as early as 1st grade (Phillips), a lack of reading skills being the primary indicator of future educational and societal problems, including incarceration. (Barr & Parrott, 2000) National studies continue to show students reading at or above grade level in 3rd grade graduate from high school at higher rates (Lesnick, 2010) and there is a high correlation between early academic success and subsequent high school graduation. (Snow, 2000; Parrett and Barr, 1998) Tindley knows how critical early learning opportunities are; these pilots will allow Tindley to move downward in its comprehensive approach to changing the academic scene in inner-cities across the U.S. Within these pilot classrooms, Tindley will have a free book distribution every 9 wks. of take-home libraries and will conduct demonstrations (with a rocking chair) of early out-loud reading for parents or caretakers. Also through the purchase of Riverdeep's Destination Reading or Waterford technology with 2 computer stations in each room, pupils will rotate

through the engaging graphics leveled reading programs, acquiring the 5 basic components of reading (phonemics, phonics, comprehension, fluency, vocabulary development). The definition of “Educationally Disadvantaged Students” includes, but is not limited to, “individuals from low-income families, English learners, migratory children, children with disabilities, and neglected or delinquent children.” Currently, in the 4 existing Tindley schools and the former IPS Arlington take-over school, the mean average of Free and Reduced Lunch students is shown below at 69%, but often HS students (Accelerated and Arlington) will not participate in the Free/Reduced program, which would actually increase the Tindley rate. One of Tindley schools actually has over a 30% Special Ed rate, and Tindley’s minority rate is at 97%; actually, within this grant proposal for expansion, Tindley will hire a small staff for recruitment, enrollment and college persistence. One of that person’s responsibilities will be to recruit Hispanic and other ethnicities to the Tindley Schools, including low-income Caucasian students. The obstacle (of poverty) to success is consistent through various ethnicities, and Tindley wants to serve all those youth. Tindley is currently and will remain in compliance with all IDEA laws and policies. In hiring one of the HR personnel, bonus points will be given to a Spanish-speaking individual who can communicate well with parents of Hispanic youth. Two new schools in Indianapolis will be located primarily in the inner-city, high crime/low-income areas where there are currently predominantly African Americans living, many in government subsidized housing on the N/S corridor of Sherman between 38th and 16th Street. One new elementary school, Genesis, will be located in a high Spanish-speaking area on the east side of Indianapolis; the precise location has not been finalized yet. The out-of-state secondary school will be located in a similar type of geographic area in the inner-city of Baton Rouge, Memphis, or St. Louis. The exact location of a school in those cities will rely heavily on demographics and data provided by the organizers

wanting Tindley to open there (Chris Barbic, Achievement School District in Memphis, and Chris Meyer, Founder & CEO of New Schools for Baton Rouge) Additionally, preliminary talks have been undertaken with the Assistant Director of the State Child Protective Services to enroll the neglected, delinquent, wards of the court, and foster youth in an area Tindley school—as almost all of those youth have fallen behind in their academic success, including credits at the high school level. These youth, in particular, need the motivation, extra support, and belief in themselves as accelerated scholars, that Tindley can offer them. Rather than a remedial program, within which they are very likely to never “catch up” to their age peers, the accelerated program with extra individual supports, extra classroom time with teachers, and individualized and individually-paced computer learning programs, all students (special needs, CPS, Hispanic, Burmese) will be encouraged to aim high—and achieve it! All scholars will be held to the same high standards—to meet or exceed State academic content standards and State student academic achievement standards-- and to participate in the Early College program on campus so they graduate college- and/or career-ready. This means ready to enter the college doors and 4 years later to march to “Pomp and Circumstances” or to enter a post-secondary career field (not a “job” such as working part time at McDonalds). The questions facing high school scholars will be “where to do you plan on going to college?,” not “Where do you plan on working when you graduate—McDonald’s or Wendy’s?”

#10. Educationally Disadvantaged Rates (below)

	IPS	5 Current Tindley Schools	State Average
Poverty Ratio	82%	69%	49%
Minority Ratio	80	97	29
Special Ed Ratio	18	15.4	14

C) QUALITY OF THE PROJECT DESIGN

(1) Goals, Objectives, Performance Measures and Outcomes Measurable: The goals, objectives, performance measurements and outcomes (including milestones and the timeline) are shown below and are attainable as Tindley scales up as they are very specified with specific activities and the responsible party cited prior to expanding and/or replicating in new out-of-state locations, such as Baton Rouge or Memphis. As preliminary plans are made for such a replication, these objectives will be guideposts to use during the expansion/replication process.

Objective 1: Create and develop additional Tindley high-quality charter schools within Indianapolis, serving an additional 1399 students and increasing enrollment by over 150% (SEE CHART IN APPENDIX SHOWING ANNUAL BREAKDOWN OF NEW SEATS & EXPANSION SEATS, ALIGNED WITH U.S. DOE ALLOWABLE EXPANSION/REPLICATION COSTS.)

Activity	Responsibility	Performance Measurement	Timeline	Milestone/Deliverable
Open 3 additional elementary schools; expand Tindley Accelerated to include 2 pilot pre-school classrooms	Tindley Elem Coordinator & principals	95% targeted number of enrollees at each school will enroll with 90% persistence, as shown in (new) CRM system	Yr 1 -1 additional school with 200 new students; expanded schools will increase by 314 students Yr 2-2 more schools with an additional 400	At end of 1 st semester, retention will be at or above 93%, as shown in Tindley Network CRM system

Involvement of Parents & Stakeholders in location development, curricular plans, recruitment, & enrollment	Tindley principals & leadership team Parents, Business Partners	At Development Team meetings, a minimum of 30% will be comprised of community parents and partners, as shown by records maintained by Principal, Evan Hawkins	Yr. 1, Town Hall meetings will occur in Sept, , Dec, Feb, & May	90% of parents, stakeholders & partners will demonstrate increased buy-in to the expansion/replication plan as shown on pre-post surveys
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Objective 2: Create and develop additional Tindley high-quality charter schools in urban areas outside of Indianapolis

Provide planning and development opening new schools in locale selected during the 3 Wk Summer Institute	Grant Project Coordinator Tindley Leadership Team	A minimum of 2 site visits each will occur to Baton Rouge, St. Louis, and Memphis as demonstrated by Grant Mgr. records	On-going of beginning of Grant period	By end of Yr. 1, site will be selected, as reported in Tindley Board minutes
	Dr. Dina Stephens, Tindley Curriculum Specialist	90% of the staff will illustrate increased knowledge on mission of Tindley Network and expansion as shown on pre/post Institute surveys	Minimum 4 Friday Afternoon Sessions each semester Summer- Yr. 2	50% of staff will report on Status of current schools (both charter & traditional public) in the 3 cities; Enrollment Director to maintain records

Involvement of Parents & Stakeholders in location development, curricular plans, recruitment, & enrollment	Tindley principals & leadership team Parents, Business Partners	At Development Team meetings, a minimum of 30% will be comprised of community parents and partners, as shown by records maintained by Principal, Evan Hawkins	Yr. 2, Town Hall meetings will occur in each semester in site selected	90% of parents, stakeholders & partners will demonstrate increased buy-in to the replication plan as shown on pre-post surveys
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Objective 3: Demonstrate a high-quality school by holding the schools accountable for reaching rigorous State Standards, through professional development

Provide technology and training on new technology for teachers to use to enhance lessons and to demonstrate to their students	Tindley IT Riverdeep-Destination Reading CMR training	Staff will demonstrate a minm of 3 lessons for observation or Peer Tape Review (utilizing Michalak & Gomula Process) & review, utilizing technology in innovative & creative methods, as demonstrated on video	Each School Year	By end of 1 st 9 wks, one lesson will be recorded or observed by other peers; should assistance need to be provided to new tchr, mentor assigned
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(4) Ensure academic achievement above State mean average, demonstrated by all students on or above grade level in Language Arts/English and Math by end of grade 3; maintain grade level reading & math attainment by grade 8, and as seniors--leading to HS graduation and college enrollment

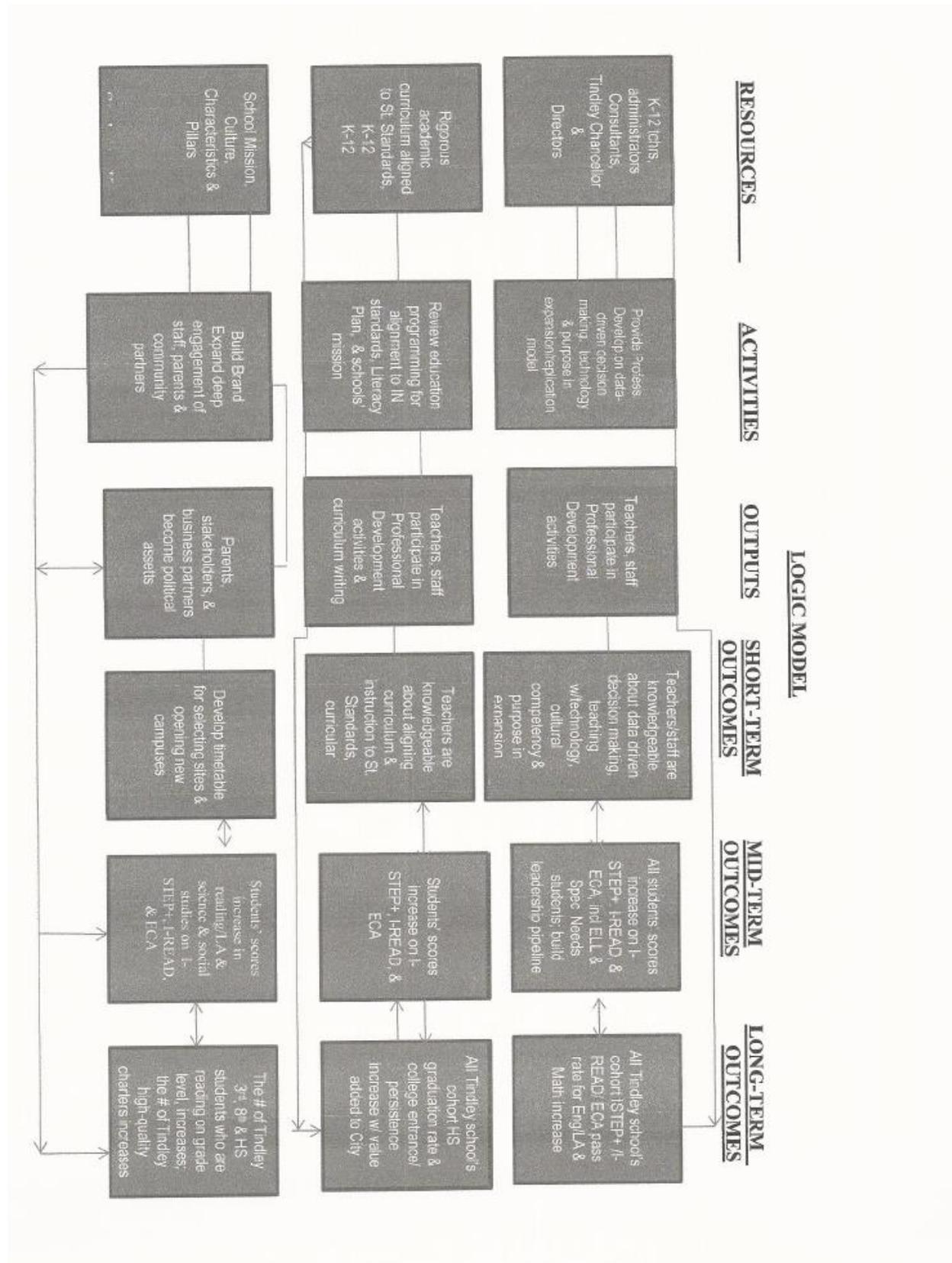
<p>Professional Development addressing students taking State assessments & on increasing Math & English LA/Reading abilities</p>	<p>Dr. Dina Stephens Annette de la Llana, Tindley Elem Supervisor</p>	<p>100% of students will score as high or higher than State average on Acquity, I-READ 2 and 3, I-STEP+ 3rd & 8th grade Language Arts/Reading & Math and ECA for 10th & 12th grade English/LA & Math , leading to HS graduation with a minimum of 10 Early College credits, as shown by Registrar records</p>	<p>Spring, Yr. 1 & 2</p>	<p>By end of 1st semester, 85% pupils meet previous year's State mean aver in Math & English /LA</p>
<p>Training on college enrollment, FAFSA applications, scholarships</p>	<p>College Enrollment Director Chancellor Marcus Robinson</p>	<p>100% of staff will demonstrate increased knowledge on promoting college-going, giving specific examples on pre/post surveys developed by CUME/W & D</p> <p>Over 90% of 10th graders (at Grant entry point) will graduate HS within 3 yrs and will be accepted and enroll in college</p> <p>100% of seniors apply for college, are accepted and receive scholarships or financial aid, demonstrated by letters of acceptance (on "Wall" at school)</p>	<p>Parent/College-going meeting 2x in each yr, as demonstrated by meeting records</p> <p>SAT classes offered each semester</p>	<p>By end of Yr. 2, 11th graders will have taken SAT/ACT exams and will have applied to a minimum of 2 colleges</p>

(2) Evidence of Promise The Charter for Accelerated Learning (now the Tindley Network of Schools) has currently expanded the number of high-quality charter schools available to students in Indianapolis (from 1 to 4) without this Grant funding; it has been doing the planning, program design, initial implementation, and expansion of its highly successful Blue-Ribbon-winning model (see pg. 3). charter school through community support and demand. Every aspect of the school—from single gender MS and HS classes to acceleration to each of the “Lucky 13 Elements” (see pgs. 13-33 for SBRR references and cites) have been selected due to their research base, demonstrating their effects on students, student academic achievement, staff, and parents. These elements are acceleration, high expectations, single gender, empowering scholars and parents, extensive student supports including mentors, extended day and calendar, required Early College HS, heavy emphasis on professional development, rigorous curriculum based on Common Core Standards, data driven decision making for teachers, and extensive use of technology by both teachers and students. Professional development is core to almost every element and is embedded throughout the elements, as numerous research studies (sited earlier) demonstrate the overwhelming effect of teachers in the classroom.

D. QUALITY OF MANAGEMENT PLAN and PERSONNEL

(i) Adequacy of Management Plan to Achieve Objectives on Time, in Budget, with Responsibilities, Timelines, and Milestones:

The Management Plan is structured to achieve the Objectives on time, in budget, and the activities, those responsible, related ambitious Performance Measurements and tools for measuring, Milestones, Outputs, and the Timeline. See Logic Model , below:



(ii) Business Plan (Facilities, Financial Management, Central Office, Student Academic Achievement, Governance, Oversight, and Human Resources):

Systems for Strategic Growth and Development: The Tindley Central Office has scaled-up based upon the number of buildings and students served each year, from 2012 and will continue to add capacity as it grow. Central Office systems will focus on managing quality outcomes across all areas of the organization: operations and finance, academics, human resources and talent management, development and community outreach. In addition to quality outcomes, processes have been implemented and honed for the most efficient and cost effective management of multiple schools. Managing quality across scale, while creating a culture of continued innovation, is a central challenge for any growing organization. Clear expectations and accountability data points are central to performance management, and accurate, robust data systems will enable ongoing, real-time evaluation of those measures. The Central Office has worked and will continue to work in tandem with school leadership and faculty to encourage opportunities for innovation at the site level. Both internal leadership capacity and best-practices to meet student needs have been encouraged through incentives and job growth opportunities. Through this grant, Tindley will purchase a Customer Relations Management system, similar to Tableau or SAP, with a business analytic accounting dashboard. This will allow the school to collect data from teachers (on attendance, curricular tests, I-STEP+, ECA, etc. and compare classes within the same school or across districts, etc; it will also allow analysis and accountability at a increased level, ensuring high quality schools as Tindley expands its current schools and replicates its model in Indianapolis and other states.

Governance: The Tindley Board has consistently excelled in its efforts to attract and retain engaged board members who are willing to bring their professional and personal acumen to bear on the policies and operations of the Tindley Accelerated Schools and will continue in those

responsibilities of governing additional schools. Tindley intentionally recruits board members who represent the various disciplines and competencies that are necessary for sound organizational management. In addition to their governance responsibilities, board members regularly serve as guest speakers, administrative volunteers, fundraisers, donors, and facilitators of broad-based community resources that inure to the benefit of Tindley students, current and future. The current Tindley Board stands at nine members. (For Board members and other significant affiliations, see Appendix.)

Daily Operations: Overview of team responsibilities: At this time Tindley's financial and operational structure is designed to support the current program serving over 1,300 students. As the Tindley Accelerated Schools expand to full scale, this grant will assist in the financial and operational structure to add additional staffing positions to ensure adherence to the original Tindley model (yet allowing enough flexibility to meet the immediate needs and buy-in of the locale where the schools are established).

(iii) Multi-Year Financial and Operating Model; Current and Future Partner

Commitment; Stakeholder Broad Support: Each Tindley charter school receives its commensurate share of Federal formula funds allocated each year, including in the 1st year as well as subsequent enrollment expansion years. The Excell Spread Sheet, below, shows the multi-year financial model with current and future partner commitment. Additionally, Tindley is the exemplar model for stakeholders' broad support and future partner commitments. A list of current and projected partners follows, also.

Tindley Accelerated Schools, Inc.
Multi Year Financial Outlook

	14-15	15-16	16-17
	Consolidated	Consolidated	Consolidated
Student Count	1,798	2,506	2,923
INCOME			
State Basic Support	\$ 13,744,007	\$ 15,869,862	\$ 18,211,681
Student Lunch Revenue	\$ 699,669	\$ 820,173	\$ 926,271
Contribution Income	\$ 1,500,007	\$ 1,601,752	\$ 1,666,407
State / Federal Grants	\$ 4,228,063	\$ 2,556,912	\$ 2,763,235
Interest Income	\$ 2,664	\$ 2,484	\$ 2,484
Other Income	\$ 227,370	\$ 224,329	\$ 228,877
Total Income	20,401,780	21,075,511	23,798,956
EXPENSES			
Instructional Expenses			
Salaries & Wages	4,822,599	6,195,490	6,910,245
Payroll Taxes & Benefits	1,869,210	2,190,227	2,376,063
Professional Services	222,567	189,367	284,857
Supplies/Materials/Equipment	279,204	460,288	480,760
Training Expenses	181,745	193,745	179,945
Other Expenses	29,820	31,820	29,820
Total Instructional Expense	7,405,145	9,260,937	10,261,690
General & Administrative			
Salaries & Wages	3,779,800	3,184,996	3,184,996
Payroll Taxes & Benefits	1,188,616	899,027	899,027
Supplies/Materials/Equip	305,704	304,108	259,648
Professional Services	599,824	814,909	839,096
Community Relations	50,000	50,000	50,000
Other Expenses	43,942	46,342	46,342
Total General/Admin	5,967,886	5,299,382	5,279,109
Facilities Expense			
Supplies/Materials/Equip	1,277,921	1,250,321	1,678,301
Professional Services	871,470	664,358	691,622
Utilities	1,017,532	564,408	608,088
Insurance Expense	261,880	278,760	239,880
Total Facilities Expense	3,428,803	2,757,847	3,217,891
Technology Expense			
Total Technology	278,856	308,208	308,208
Debt Service			
Total Debt Service	2,061,737	2,313,737	3,283,332
Other Expenses			
Transportation Expense	33,151	23,155	23,155
School Lunch	699,669	820,173	926,271
Athletic Department	298,058	209,258	209,258
Other Expenses	46,704	49,704	51,504
Total Other Expenses	1,077,582	1,102,290	1,210,188
Total Expense	20,220,009	21,042,400	23,560,417
Net Income	\$ 181,771	\$ 33,111	\$ 238,539

Some partners include Charter School Growth Fund (\$1,500,000 over 3 years; Mind Trust (\$250,000); Impact 100 (\$100,000); Exact Target (\$100,000 over 2 years). Other community partners include: Forest Manor Multi-Service Center; Butler Community Arts; Kappa Alpha Psi (mentoring); Indianapolis Opera; YMCA of Greater Indianapolis, Urban Neighborhood Branch; Ruth Lilly Health and Education Center; MPower Youth; Reclaiming the Village; Girls, Inc; Dance Kaleidoscope; the Indianapolis Metropolitan Police Department, the Police Athletic League (PAL) and GREAT; the new Avondale Meadows YMCA; the Marion County Sheriff's Department for Sheriff;s cadets. Additional partners include such foundations as the Andre Aggasi Foundation, the Bowen Engineering Foundation, the Allen Clowes Charitable Foundation and the Nicholas H. Noyes Jr Memorial Foundation (all of whom have recently contributed and made possible a music program, complete with a marching and orchestral band, a drumline, and a pep band; projected additions include a pep band, a jazz band, and a pit band as well as an outstanding choir that performs around Indianapolis. EdPower has both a very successful fundraiser and a grant writer, both who constantly watch for opportunities to expand and improve the Tindley model that affects the students, the schools, and the City. At the most recent Trailblazer's Dinner fundraiser, over \$700,000 was raised and in the previous year, over \$500,000 was raised for fitness equipment and a physical education facility. Additionally, Tindley will look at several private foundations and resources for capacity building, including the Bill & Melinda Gates Foundation, Honda Foundation, Walton Family Foundation, Venture Philanthropy Partners and the New Schools Venture Fund. Equally important are the many local residents, Senior Corps, church members, and parents who give of themselves and their time, volunteering at the school; in some cases, former students who have now graduated from college have come back and volunteered at the school that initially gave them the opportunity and the vision to see that someday they could "give back" to their community.

(iv) Plan for Closing: CUME, the External Evaluator, in presenting the Formative Evaluation every semester to the Tindley Board of Directors for on-going refinement and recommendations, includes the possibility of recommending the closure of a charter school that is not meeting the expected high standards of quality, as defined in the Short and Long-term Outcomes. (See Part D, Evaluation) If, after making recommended adjustments—or should it be impossible to adopt and adapt such recommendations—the Board shall have the authority to vote to close and terminate such a (unsuccessful) school, as stated in the original charter, signed by the Chancellor and the Mayor of Indianapolis, the charter authorizer.

(v) Key Personnel and Relevant Training and Experience: Key personnel and expertise for managing a project of this size and scope, are shown below:

Academic Team: The academic team work with established systems around curriculum development, teacher professional development, academic support and accountability processes within the school. As the network has grown, many of the systems that have been established have been recreated within the schools and the day-to-day operation of those systems has been left to the school leadership team and their staff. However, at the network level, staff provides both program support and track academic progress within each school. Regular site visits and auditing processes are in place for both feedback and evaluation. Academic support through two curriculum specialists will be ongoing, and provided on school-wide or individual basis. Three week teacher institutes will be organized and supported at the Central Office level, with input and opportunities for teachers and principals to provide leadership, organize and lead sessions and contribute new and innovative ideas. The team is also available to provide professional development to school staff and/or groups of teachers.

Curriculum Specialists: These individuals audit curriculum documents, coach school level staff and develop resources in order to provide ever more effective instruction within their content area. The curriculum specialist's primary concern is the improvement of learning opportunities through the provision of expertise and leadership with curriculum and instruction. Specialists serve as a consultant in advising administrators, teachers, and other professional personnel as pertains to their content area. The curriculum-instructional specialist serves as a member of a management team charged with the responsibility for planning, implementing, and evaluating educational programming that is relevant to the needs of the student population in a school and/or school system.

Director of Assessment: The Director of Assessment creates and manages the execution of interim assessments, baseline and end-of-year assessments in English/Language Arts and Math. The position teaches and monitors analysis of interims to impact instructional decision making and reviews data to make informed decisions and to drive gap analysis. This position also trains teachers and leaders on use of assessments, interpreting and using data, making sure that tests are aligned with standards and integration of state standards.

Operations, Finance and Human Resources Team: The Tindley Accelerated Schools Central Office has a highly qualified and efficiently staffed Operations and Finance team. This team is headed by the Chief Operating Officer, who has been a part of the Tindley organization since 2008. The Operations and Finance division will manage all financial, operational and real estate duties for the network of schools.

Controller: The Controller is responsible for the day to day fiscal management and accounting functions for the Tindley Charter School S. Primary duties will include: Accounts Payable, Accounts Receivable, Authorizer and State Compliance and Reporting, Grant Management,

Payroll Coordination with Director of Human Resources and General Accounting.

Director of Operations: The Director of Operations is responsible for maintaining a safe and comfortable school environment and oversees matters related to physical plant and manages relationships with vendors. More specifically this position manages: Construction, Grounds, Security, Facility Maintenance, Project Management, Custodial Services, Food Service and Reporting, Risk Management, Vendor Relations, Technology Vendor and State and local facility code compliance management.

Director of Human Resources: The Director of Human Resources is responsible for the development and administration of various human resource plans and procedures, including applicant pipeline management, classification and compensation, employee benefits, environmental, health and safety, organizational development and training, payroll, federal and state regulation compliance, affirmative action, and risk management.

Executive and Accountability Team: The Chancellor and Chief Executive Officer manage the network departments, with particular attention to the accountability team and their functions of managing data and talent development. School principals report to the Chancellor who will complete yearly evaluations, with support through regular audits and meetings with the Chief Academic Officer

(iii) Project Director and Investigator Time Commitments' Appropriate to Meet

Objectives: The Project Director will be hired upon receipt of the grant and will be a full time position. A person with previous grant administration experience will be sought, preferably a candidate also with public school experience. A candidate with a background in grant management, charter school management, or a principal or supervisor's license would be ideal, although not mandatory. A minimum of a Masters degree will be required as will good writing,

team building, and public communication skills. The Project Director will oversee the entire project implemented at 7 schools by Year 2 and subsequent replications in the following years. The Investigator (External Evaluator), the Center for Urban Measurement and Evaluation at Indiana University Purdue University Indianapolis, will be hired as a contractor and has assisted in developing this project, ensuring that CUME will have sufficient time and means to assist in the accomplishment of the Goal and Objectives. The Investigator/Evaluator has an extensive background in research and evaluation and is well-prepared to conduct this study. (See Evaluation, below.)

E. QUALITY OF PROJECT EVALUATION:

(i) Objective Performance Measures and Outcomes w/Quantitative and Qualitative Data

for Replication: An External Evaluation will be conducted by the Center for Urban Measurement and Evaluation (CUME) at Indiana University Purdue University Indianapolis, using a quasi-experimental design, following the ETMM (Extended Term Mixed Method) Design (Chatterji, 2004). Led by Dr Monica Medina, Director of CUME and professor of psychology and research, who has extensive experience in scientifically based research, urban evaluation and inner city school populations. Dr. Medina has conducted numerous external research evaluations and has published and presented nationally and inter-nationally. Both qualitative and quantitative methods will be used to capture and analyze the degree to which the goals and objectives of this proposed project are met. The ultimate goal will be to develop evaluation activities that are sustainable beyond the life of the grant, and also which go further than asking whether the program worked, to explore when and why it works, for whom, and under what conditions (Hohmann, 1999). Qualitative data will be collected from parents, teachers, and students, including assessment and satisfaction inventories as part of the evaluation

as well as pre and post surveys and/or focus groups to measure staff and family knowledge on Tindley school expansion, enrollment, and academic services. Also measures given to teachers and administrators will include pre/post surveys on strategies for improving students' academic achievement, including cross-content collaboration, intervention strategies, technology, acceleration, student self-image, and the school day and calendar. All evaluation tools will be obtained or developed by CUME with all records collected and maintained for data input by CUME. The organization of the Tindley network has been established to ensure only high-quality end products (including demonstrated skills of staff and students) as well as services. Evaluation instruments to be used by CUME, and its 2x/year analysis and Formative reporting system as well as the Extended Term Mixed Method Design (ETMM, Chatterji, 2004) ensures only high quality work is produced with the ETMM design ensuring the yield of reliable, valid, and meaningful performance data for other schools to use to assist in replication of the Tindley model. Other academic quantitative data to demonstrate a high quality school include End of Course Assessments, State assessments, and graduation rates. This data, as part of the Performance Measurements, will be evaluated to for replication. Focused interviews will be conducted with parents, faculty, and business/community partners from Arlington, the Tindley schools, and other partners. Focus groups will also be conducted, comprised of families at the schools and in the community. The resulting data from documents and transcribed interviews will be analyzed in order to develop relevant process and outcome measures.

(ii) Evaluation Provides Performance Feedback and Periodic Progress Assessment:

The ETMM approach focuses directly on data for program refinement and improvement. The goal of these early efforts in the program is to improve the likelihood of meeting long-term project goals, building into evaluation opportunity for continuous improvement, ultimately

ensuing program sustainability after external funding has ended. The External Evaluation will be both Formative and Summative with a written Formative report on progress toward new high-quality charter schools at the end of each semester; CUME will provide this report to the Tindley Board of Directors each semester to ensure progress toward meeting goals. Dr. Medina reviewed the proposal and developed specific data-collection approaches and analyses to monitor implementation and measure the extent to which each of the proposal outcomes are met and will assist in replication and could be used as valid and reliable evidence for moving the field forward in other urban schools throughout the U.S, also measuring compliance with the Secretary's GRPA Performance Measurements, measuring the percentage of participating 4th and 8th graders and high school students who meet or exceed State assessments in reading/language arts and math. Additionally, when the projected additional 3 elementary schools are completed, with full enrollment by the end of Year 3 of this grant period, the Tindley schools' cost of \$658.90 per student seat, serving over 5,006 students over the 3 years of the Grant, is projected to be a very effective and efficient manner to implement charter schools that demonstrate student academic success.

(iii) Evidence of Prior Success in Data Collection: CUME and Dr. Medina have extensive experience in the collection of high-quality data, analysis, and reporting to the US Department of Education, the State of Indiana, and numerous private foundations. Tindley has previously received the U.S. DOE Innovative Approaches to Literacy grant, several State Charter and Technology grants, and foundational grants for charter schools, fitness, etc. Tindley has the expertise to and will coordinate external grant and foundation funds with the Replication/Expansion Grant to enable a synergistic result, both in finances and in program development. Both Tindley and CUME have the capacity to conduct reliable and valid data for

the purpose of expanding the Tindley Network to other low-performing areas of Indianapolis, in dire need of assistance, as well as using the Tindley Model to replicate in other urban areas across the U.S., such as the requested areas of Baton Rouge, Memphis, or St. Louis.

A chart showing the coordination between the required elements for the Narrative and the Secretary's Selection Criteria are shown below, with this proposal's page numbers listed in parenthesis:

- (a) **Objectives for replicating/expanding *high-quality charter schools*** (pgs. 39-42)
- (b) **Current management with evidence of success** (pg. 44)
- (c) **Federal Formula Funds Allocated** (pg. 45-46)
- (d) **Educational program, Grade Levels, Curriculum and Instructional Practices (including research on single-gender schools)** (pg13-15; 1, 12, 17-18)
- e) **Administrative Relationship Between Schools and Authorizer** (pg. 34)
- (f) **Sustainability for Continued Operation:** (pg. 52)
- (g) **Parental Involvement in New Schools Design/Implementation** (pg. 1-3)
- (h) **Waivers – Tindley has no waivers and does not plan on any.**
- (i) **Coordination Other Federal or Matching Funds/Programs** (pg. 53)
- (j) **Equal Opportunities for All Students (including students with disabilities, English learners, and other educationally disadvantaged students)** (pg. 12, 35-38)
- (k) **IDEA Compliance** (pg. 35-38)
- (l) **Significant compliance issues-None**
- (m) **Demographics on each school** (pg. 5, 10, 11, 18; Charts # 1,2, 3, and 4)
- (n) **Objective data** including Performance Data (pg. 5, 10, 11, 18; Charts # 1,2, 3, and 4)
- (o) **High school graduation rates, college attendance rates, and college persistence rates** (pg. 5, 10, 11, 18; Charts # 1, 2, 3, and 4)