
Appendix A: Charter School Profiles



BLUFFVIEW MONTESSORI

Location:	Winona	Kind of Community:	small city
Grade Levels:	K - 6; pre-k available	Enrollment:	102 (FY96) 124 (FY97)
Charter Date:	1992	Instruction Initiated:	March, 1993
Charter Sponsor:	Winona School Board		

Mission: To empower children to unfold all their potential as whole and unique persons in a world community.

Academic Focus & Curriculum Design: School uses specialized Montessori curriculum, focusing on literacy and multi-cultural awareness. Students organized in mixed age classrooms.

Core Teaching Methods: Students are exposed to a prepared environment using Montessori teaching materials and project-based learning.

Most Distinctive Features: Well-established Montessori program that was operating as a private school prior to converting to charter school status; use of mixed-age grouping of students in classes; emphasis on parents, teachers, and students working together.

Student Profile (as of Spring 1996)

White:	92%	Low Income (free/reduced price lunch eligibility):	22%
Asian:	4%	Special Education -	
Black:	2%	(students with active IEPs):	7%
Hispanic:	2%	(received services prior to enrollment at charter):	2%
		Limited English Proficient:	0%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio:	17:1
Instructional Staff as % of Total Staff:	50%
% of Instructional Staff Certified in Current Responsibility Area:	100%

Accountability Plan as Stated in the Charter Contract: In the Montessori setting, students demonstrate their knowledge, understanding, and skills through: (1) their manipulation of the classroom materials, (2) the design and creation of charts, graphs, maps, and timelines; (3) their ability to explain and discuss the materials contained in the journals and notebooks they create throughout the years in the various content areas; and (4) some standard testing procedures. Specific program level outcomes include demonstration of ability and understanding in mathematics; language arts; cultural studies (including history, geography, and social studies); science; art; music; and physical education, health, and safety.

By November 1 each year, the Charter School shall provide the IDS 861 Board of Education an evaluation and report of one curricular/instructional/outcome area selected on a rotating basis.

CEDAR-RIVERSIDE COMMUNITY SCHOOL

Location:	Minneapolis	Kind of Community:	urban center
Grade Levels:	K-10	Enrollment:	89 (FY96) 119 (FY97)
Charter Date:	1993	Instruction Initiated:	September 1993
Charter Sponsor:	Minneapolis School Board		

Mission: The purpose of Cedar Riverside Community School is to provide students a community-based educational experience that fosters life-long learning focusing on the value of community and diverse community values.

Academic Focus & Curriculum Design: Each year a broad theme is chosen for the year and teachers and students select projects within this theme (e.g., peace and conflict resolution); curriculum varies by grade-level; emphasis on basic skills, as needed.

Core Teaching Methods: Eclectic, determined by individual teachers; project based learning approach, as appropriate, given the skills of the students.

Most Distinctive Features: Located at the Cedar-Riverside Plaza apartment tower complex; smaller class sizes; multi-grade classrooms; school day (including breakfast) runs from 9 am to 4 p.m.; parent visits are welcomed and encouraged; preference given to hiring teachers from a variety of racial and ethnic backgrounds and individuals who live in the neighborhood where the school is located.

Student Profile (as of Spring 1996)

Black:	40%	Low Income (free/reduced price lunch eligibility):	89%
White:	36%	Special Education -	
Asian:	12%	(students with active IEPs):	90%
Am. Indian:	11%	(received services prior to enrollment at charter):	18%
		Limited English Proficient:	15%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio:	22:1
Instructional Staff as % of Total Staff:	57%
% of Instructional Staff Certified in Current Responsibility Area:	100%

Accountability Plan as Stated by Sponsoring School District: The charter school must follow the charter school evaluation and review process that has been established by the Minneapolis public schools. The plan calls for the charter school to prepare an annual report that includes information and data from the previous school year. The report will summarize the school's success in meeting the requirements for student achievement, in achieving specific charter school goals and outcomes, and in meeting requirements for fiscal management. Baseline data will be used to help determine changes in student attitudes, behaviors, and achievement. In addition, the charter school must provide an evaluation

of selected curricular/instructional areas to the Minneapolis School Board, parents, and the State Board of Education.

The evaluation and review process by the Minneapolis School Board includes a review of program goals and standards, management and administrative procedures, and student performance standards.

Cedar-Riverside Community School, continued

Standards of performance for charter school students will be consistent with the standards of Minneapolis public school students. When the Minneapolis schools are able to establish a quantifiable gain standard, the charter school will use the same or greater standard. Major categories of Minneapolis public school indicators to be included in charter school evaluation include:

1. student achievement on specified measures;
2. learning climate (e.g., perceptions of safety; student attendance, stability, turnover; suspensions, disruptions, perceptions of respect and learning);
3. family involvement;
4. community confidence;
5. attraction and retention of students;
6. quality of curriculum;
7. perceptions of instructional effectiveness.

Other evaluation requirements include:

1. The charter school must set goals and objective(s) related to the purpose(s) for which the school was established and report progress toward meeting those goals and objectives.
2. The charter school may use alternative standardized testing, conducted on a spring-spring or fall-fall basis to show gains or losses to previous years.
3. The charter school will establish a baseline for student achievement and report future student achievement in relation to the baseline data.
4. Pupil attendance will be equal to or greater than in previous years, except in cases of serious illness or other emergency situations.
5. The charter school will implement a plan to evaluate students to determine the effectiveness of the charter school program in preparing students for transition to other school programs.
6. At such time that the Minnesota State Board of Education Rule regarding graduation standards become effective, the charter school will document that students are demonstrating successful progress in meeting or exceeding the Minnesota State Board of Education Rule.
7. After the first year of operation, parents and students will be surveyed on the following issues: satisfaction with the program, opportunities for parent involvement or input, quality of the programs offered, accommodations made for individual student and family needs, and opportunities for students to use resources of the community.
8. Teachers will be surveyed to determine program or curriculum areas that were successful, that met with limited success, and those areas that staff plan to modify in the coming year.

CITY ACADEMY

Location:	St. Paul	Kind of Community:	urban neighborhood
Age Levels:	12 yrs. to adult	Enrollment:	60 (FY96) 97 (FY97)
Charter Date:	1992	Instruction Initiated:	September 1992
Charter Sponsor:	St. Paul School Board		

Mission: To meet the need for academic programming aimed at returning alienated young adults to productive and responsible roles in the community.

Academic Focus & Curriculum Design: Focus of the curriculum is on *Learning for Life*; the program seeks to prevent juvenile crime, substance abuse, absenteeism from school, persistent unemployment, poverty, and pregnancy by addressing root causes, and to offer appropriate programming to deal with conflict resolution, isolation, coping skills, poor self-esteem, lack of sense of personal empowerment and inability to accomplish meaningful work (academic and/or employment); courses offered in math, science, English, social studies, health, fitness, communications, vocational education and community service.

Core Teaching Methods: Individualized approach using individual learning plans with objectives for each student; focus on hands-on learning experiences; in addition to having subject area responsibilities, teachers serve an informal counseling/mentoring role with students.

Most Distinctive Features: School was created to attract the hardest to reach and teach learners; located in a park and recreation building; extensive use of community-based learning experiences; small class sizes; flexible, but focused on learning; extended school hours and school year.

Student Profile (as of Spring 1996)

Am. Indian	20%	Low Income (free/reduced price lunch eligibility):	87%
Asian:	20%	Special Education -	
Black:	20%	(students with active IEP):	17%
Hispanic:	20%	(received services prior to enrollment at charter):	50%
White:	20%	Limited English Proficient:	10%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio:	6:1
Instructional Staff as % of Total Staff:	100%
% of Instructional Staff Certified in Current Responsibility Area:	58%

Accountability Plan as Stated in the Charter Contract: City Academy's specific outcomes will be, at a minimum, in compliance with the State outcome standards. Graduation outcomes for each student are developed and based on the most recently released State Standards for Graduation:

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- Comprehending, interpreting and evaluating information in the English Language through reading, listening and viewing.

Writing and speaking in the English Language at a post-secondary goal appropriate level.

- Applying mathematical concepts to solve problems.

City Academy, continued

- Understanding and applying scientific concepts in natural and human-made environments.
- Understanding principles of interaction and interdependence and how they operate in societies and cultures.
- Applying informed decision making processes to promote personal growth and the well being of society.
- Understanding the effective management of resources in a household, a business, a community and in government.

Measurements will include standardized testing, student demonstration, staff evaluation, community/employer evaluation, and student self evaluation.

COMMUNITY OF PEACE ACADEMY

Location:	St. Paul	Kind of Community:	urban neighborhood
Grade Levels:	K-5	Enrollment:	173 (FY96) 216 (FY97)
Charter Date:	1994	Instruction Initiated:	September 1995
Charter Sponsor:	St. Paul School Board		

Mission: The mission of Community of Peace Academy is to be a racially and culturally diverse community of students, parents, and staff, dedicated to creating a peaceful environment in which each person is treated with unconditional regard and acceptance. To create such an environment, a non-violent perspective will be intentionally taught and all members of the community will strive to practice a non-violent lifestyle. Within such an environment, each student will be empowered to reach his or her full academic, emotional, physical, and spiritual potential.

Academic Focus & Curriculum Design: Peace education and ethics lay the foundation for a strong academic focus. In addition to the standard academic program, ethics, conflict prevention and conflict resolution skills are taught.

Core Teaching Methods: Individual goals are set for each student in consultation with parent/mentor; whole language instruction is supplemented by Project Reading, a linguistic program where concepts are taught directly; hands on approach to the teaching of math and science; large and small group instruction; service learning.

Most Distinctive Features: Each child has an academic and spiritual mentor (usually the child's parent or guardian) who signs a mentor contract; emphasis on peace education, character education and conflict resolution; small class sizes; teachers teach same group of students for two year cycles; students wear uniforms; annual home visit by teacher.

Student Profile (as of Spring 1996)

Asian:	73%	Low Income (free/reduced price lunch eligibility):	77%
Black:	20%	Special Education -	
White:	6%	(students with active IEP):	6%
Hispanic:	1%	(received services prior to enrollment at charter):	6%
		Limited English Proficient:	40%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio:	17:1
Instructional Staff as % of Total Staff:	59%
% of Instructional Staff Certified in Current Responsibility Area:	100%

Current Accountability Plan: Community of Peace Academy has begun the process of evaluation by identifying key outcome areas to be addressed at the school. The school has chosen to use the outcome

domain model developed through the National Center on Educational Outcomes (NCEO) at the University of Minnesota. The NCEO model has identified eight outcome domains central to the evaluation of children. These include:

- Academic Literacy
- Presence and Participation
- Personal and Social Adjustment
- Responsibility and Independence

Community of Peace, continued

- Family Involvement
- Contribution and Citizenship
- Physical Health
- Satisfaction

Intertwined within these domains is an overriding domain that is central to our vision and mission: peace building. As stated in our charter school proposal:

At Community of Peace Academy, our desired outcome is to educate the whole person -- mind, body, and will -- for peace, justice, freedom, compassion, wholeness, and fullness of life.

Therefore, we have identified within each domain those indicators that are also indicators of progress toward the outcomes of developing peace building skills among our students and staff. Key outcomes and indicators include:

Outcome	Indicator
Demonstrates age-appropriate behavior	% of students exhibiting skills taught using the PeaceBuilders Curriculum
Is responsible for self	% of students responsible for self as indicated by goals outlined in the PeaceBuilders Curriculum
Is able to work cooperatively in a team	% of students who work cooperatively as indicated by skills taught using PeaceBuilders Curriculum
Students will follow the “Code of Conduct” behavior	% of students complying with the “Code of Conduct”
Actively participates in service projects	% of students engaged in school or community service projects
Demonstrates understanding of right and wrong	% of students who engage in disruptive behavior (e.g., vandalism, stealing, lying, fighting) and require a consequence (students writing a peace treaty)
Copes effectively with personal challenges, frustrations, and stressors	% of students who handle frustration appropriately
Has a good self-image	% of students scoring within average range on self-concept measure

Appreciates cultural and individual differences and likenesses	% of students who show appreciation and tolerance
Gets along with other people	% of students who show appreciation and tolerance
Makes healthy lifestyle choices	% of 4-6th grade students reporting involvement in gang activities
	% of students reporting age-appropriate decisionmaking

For school year 1995-1996, the school reported on the outcomes listed above. Data collection has been initiated in the other domain areas and will be available in the future.

DAKOTA/OPEN CHARTER SCHOOL

Location:	Morton	Kind of Community:	rural
Grade Levels:	K-12	Enrollment:	50 (FY96) 50 (FY97)
Charter Date:	1994	Instruction Initiated:	September 1994
Charter Sponsor:	State Board of Education		

Philosophy: The school will reflect the Dakota culture which is a part of the local community and will encourage each student to explore his or her own heritage. The school is founded under the following beliefs: school will be a place that nurtures the inherent potential of each person; each person is unique and will be treated with respect and appreciation; learning is a life long process that is developed and formalized in a school setting; teachers are caught up in a quest to understand and to share that understanding with others; students and teachers are empowered to take control of their lives and to participate in empowering others in the school and community; students and teachers will come away with a respect for self, each other, and have a clear understanding of their role in the community both locally and globally.

Academic Focus & Curriculum Design: Focus on core academic subjects, particularly on math and reading in the lower grades, with the addition of Dakota language and culture classes; focus on addressing the social, emotional, and behavioral needs of youth in order to attend to academic issues.

Core Teaching Methods: Student work is based on an individualized work plan; high school students work in small teams; less structured environment; opportunities for hands-on learning experiences during project times, including use of community-based learning experiences and field trips; team teaching; tutoring program for younger students by older students.

Most Distinctive Features: Multi-grade classes in open setting, small class size; students work in groups; students have jobs and responsibilities related to the running of the school.

Student Profile (as of Spring 1996)

Am. Indian:	96%	Low Income (free/reduced price lunch eligibility):	6%
White:	4%	Special Education -	
		(students with active IEPs):	80%
		(received services prior to enrollment at charter):	80%
		Limited English Proficient:	0%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio:	8:1
Instructional Staff as % of Total Staff:	67%
% of Instructional Staff Certified in Current Responsibility Area:	100%

Accountability Plan as Stated in the Charter Contract: The CHARTER SCHOOL shall set goals and report progress toward meeting goals to the State Board of Education on an annual basis. Standardized testing will be conducted on a fall-fall or spring-spring basis and will show gains equivalent to or greater than gains made in previous years. Pupil attendance will be equal to or greater than in previous years, except in cases of serious illness or other emergency situations.

Dakota/Open Charter School, continued

The CHARTER SCHOOL shall establish a baseline of performance during the 1995-96 school year in relation to the purposes for which the CHARTER SCHOOL was established and report future student performance. The CHARTER SCHOOL will implement a plan to evaluate students after twelfth grade to determine the effectiveness of the CHARTER SCHOOL program in preparing students for transition to other school programs.

At such time that the State Board of Education rules regarding graduation standards become effective, the CHARTER SCHOOL will document that students are demonstrating successful progress at meeting or exceeding the SBE rule.

Baseline data will be collected not later than June 30, 1996 for the 1995-96 school year on the following:

- a. Parents and students will be surveyed on the following issues:
 1. Satisfaction with the program;
 2. Opportunities for parent involvement/input;
 3. Quality of the programs offered;
 4. Accommodations made for individual student and family needs;
 5. Opportunities for students to use resources of the community.

- b. Teachers will be surveyed to determine:
 1. Program/curriculum areas that were successful;
 2. Program/curriculum areas that met with limited success;
 3. Program/curriculum areas staff plan to modify in coming year.

- c. Community members will be surveyed to determine:
 1. Contributions of program to community;
 2. Opportunities for community participation in the programs of the school.

- d. Community Service Agencies will be surveyed to determine:
 1. Contributions of the program;
 2. Collaboration efforts with school programs;
 3. Use of agencies by students and/or their parents.

EMILY CHARTER SCHOOL

Location:	Emily	Kind of Community:	rural
Grade Levels:	PreK-8	Enrollment:	80 (FY96) 100 (FY97)
Charter Date:	1994	Instruction Initiated:	September 1994
Charter Sponsor:	State Board of Education		

Mission: The Emily Charter School mission is to provide educational programming that will allow each student to reach his/her full potential; to be self-directed learners, team players, critical and creative thinkers, effective communicators, conscientious and responsible citizens.

Academic Focus & Curriculum Design: Teachers focus on academic skills in the morning (math, reading, language arts, etc.) and more applied skills in the afternoon.

Core Teaching Methods: Multi-age/level classrooms in which students within a class are broken into smaller groups by ability; informal, student-centered; focus on facts and process; also includes three supplementary reading approaches: Accelerated Reading Program, Reading Naturally, and Reading Recovery.

Most Distinctive Features: Small class size; full-day prekindergarten/kindergarten on alternate days; summer program; local community support for school.

Student Profile (as of Spring 1996)

White:	98%	Low Income (free/reduced price lunch eligibility):	75%
Am. Indian:	2%	Special Education -	
		(students with active IEPs):	10%
		(received services prior to enrollment at charter):	8%
		Limited English Proficient:	0%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio:	8:1
Instructional Staff as % of Total Staff:	83%
% of Instructional Staff Certified in Current Responsibility Area*:	54%

* Note: This figure includes educational assistants; every classroom is staffed by a certified teacher.

Accountability Plan as Stated in the Charter Contract: ECS shall set goals and report progress toward meeting goals on an annual basis. Standardized testing will be conducted on a fall-fall or spring-spring basis and will show gains equivalent to or greater than gains made in previous years. Pupil attendance will be equal to or greater than in previous years, except in cases of serious illness or other emergency situations.

ECS shall establish a baseline of performance during the 1994-95 school year in relation to the purposes for which the charter school was established and report future student performance in relation to those goals (e.g., improve pupil learning, increase learning opportunities for pupils, etc.). ECS will implement a plan to evaluate students after eighth grade to determine the effectiveness of the ECS program in preparing students for transition to other school programs.

At such time that the State Board of Education rules regarding graduation standards become effective, ECS will document that students are demonstrating successful progress at meeting or exceeding the SBE rule.

Emily Charter School, continued

Baseline data will be collected during the 1994-95 school year on the following:

- a. Parents and students will be surveyed on the following issues:
 1. Satisfaction with the program;
 2. Opportunities for parent involvement/input;
 3. Quality of the programs offered;
 4. Accommodations made for individual student and family needs;
 5. Opportunities for students to use resources of the community.

- b. Teachers will be surveyed to determine:
 1. Program/curriculum areas that were successful;
 2. Program/curriculum areas that met with limited success;
 3. Program/curriculum areas staff plan to modify in coming year.

- c. Community members will be surveyed to determine:
 1. Contributions of program to community;
 2. Opportunities for community participation in the programs of the school.

- d. Community Service Agencies will be surveyed to determine:
 1. Contributions of the program;
 2. Collaboration efforts with school programs;
 3. Use of agencies by students and/or their parents.

SBE will review and approve annual goals established by ECS as well as pupil performance from the prior year.

FREDERICK DOUGLASS MATH SCIENCE TECHNOLOGY ACADEMY

Location:	Minneapolis	Kind of Community:	urban neighborhood
Grade Levels:	K-5	Enrollment:	56 (FY96) 48 (FY97)
Charter Date:	1994	Instruction Initiated:	September 1994
Charter Sponsor:	Minneapolis School Board		

Mission: The mission of developing a positive learning environment in which students, parents and community feel empowered is reflected in the school name. Frederick Douglass Academy strives to embody the spirit of determination and clarity of purpose that was reflected in the life of Frederick Douglass, a world-renowned abolitionist, writer, publisher, and orator who was a former slave. Douglass fought all of his life against intellectual and physical bondage and injustices for all humankind.

The school is based on the belief that students enrolled at the Academy must excel in reading, math, science, and technology in order to fully develop their talents and interests to make positive contributions to society. The school believes that in order for a child to excel, he or she needs to know how to manage behaviors as well as interactions with others. This is to occur in a well-structured, disciplined environment that challenges each student to think, grow, and expand his or her horizons. The focus in these areas is reflected in the curriculum, the expertise in faculty and staff, and various school activities.

Frederick Douglass Math-Science Technology Academy incorporates the academic standards of Minneapolis Public Schools and the State of Minnesota along with the school's own standards in order to challenge students to go beyond the norm.

Academic Focus & Curriculum Design: Emphasis on math, science, and technology; curriculum is based on the Curriculum Content Standards developed by the Minneapolis Public Schools and aligned with the Minnesota Graduation Standards. Curriculum is personalized through individualization and integration across subject areas; emphasis on early intervention strategies to address learning difficulties.

Core Teaching Methods: Each teacher determines own pedagogical approach and daily schedule, drawing from developmental and values-oriented approach; use of experiential learning, 90 minute reading curriculum; emphasis on basic skills, computer curriculum; reliance on parent involvement.

Most Distinctive Features: Smaller class sizes; child-centered multi-age groupings; personalized learning plans; encourage interaction between students, parents, teachers, community; use of neighborhood as learning resource; celebrate differences and emphasis on acceptance and respect.

Student Profile (as of Spring 1996)

Black:	95%	Low Income (free/reduced price lunch eligibility):	82%
Asian:	5%	Special Education -	
		(students with active IEPs):	2%
		(received services prior to enrollment at charter):	9%
		Limited English Proficient:	0%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio:	12:1
Instructional Staff as % of Total Staff:	71%
% of Instructional Staff Certified in Current Responsibility Area:	60%

Fredrick Douglass Math Science Technology Academy, continued

Accountability Plan as Stated by the Sponsoring School District: The charter school must follow the charter school evaluation and review process that has been established by the Minneapolis public schools. The plan calls for the charter school to prepare an annual report that includes information and data from the previous school year. The report will summarize the school's success in meeting the requirements for student achievement, in achieving specific charter school goals and outcomes, and in meeting requirements for fiscal management. Baseline data will be used to help determine changes in student attitudes, behaviors, and achievement. In addition, the charter school must provide an evaluation of selected curricular/instructional areas to the Minneapolis School Board, parents, and the State Board of Education.

The evaluation and review process by the Minneapolis School Board includes a review of program goals and standards, management and administrative procedures, and student performance standards.

Standards of performance for charter school students will be consistent with the standards of Minneapolis public school students. When the Minneapolis schools are able to establish a quantifiable gain standard, the charter school will use the same or greater standard. Major categories of Minneapolis public school indicators to be included in charter school evaluation include:

1. student achievement on specified measures;
2. learning climate (e.g., perceptions of safety; student attendance, stability, turnover; suspensions, disruptions, perceptions of respect and learning);
3. family involvement;
4. community confidence;
5. attraction and retention of students;
6. quality of curriculum;
7. perceptions of instructional effectiveness.

Other evaluation requirements include:

1. The charter school must set goals and objective(s) related to the purpose(s) for which the school was established and report progress toward meeting those goals and objectives.
2. The charter school may use alternative standardized testing, conducted on a spring-spring or fall-fall basis to show gains or losses to previous years.
3. The charter school will establish a baseline for student achievement and report future student achievement in relation to the baseline data.
4. Pupil attendance will be equal to or greater than in previous years, except in cases of serious illness or other emergency situations.
5. The charter school will implement a plan to evaluate students to determine the effectiveness of the charter school program in preparing students for transition to other school programs.

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6. At such time that the Minnesota State Board of Education Rule regarding graduation standards become effective, the charter school will document that students are demonstrating successful progress in meeting or exceeding the Minnesota State Board of Education Rule.
 7. After the first year of operation, parents and students will be surveyed on the following issues: satisfaction with the program, opportunities for parent involvement or input, quality of the programs offered, accommodations made for individual student and family needs, and opportunities for students to use resources of the community.
 8. Teachers will be surveyed to determine program or curriculum areas that were successful, that met with limited success, and those areas that staff plan to modify in the coming year.

METRO DEAF SCHOOL

Location:	St. Paul	Kind of Community:	urban center
Grade Levels:	K-8	Enrollment:	33 (FY96) 35 (FY97)
Charter Date:	1993	Instruction Initiated:	September 1993
Charter Sponsor:	Forest Lake School Board		

Mission: The mission of this outcome-based school is to promote academic excellence in Deaf Education by using and encouraging innovative teaching methods; promote the commitment to Deaf culture and its language, American Sign Language (ASL); utilize ASL as the instructional language; establish programs designed to enhance and promote the student's social, mental, and physical well-being; and give opportunities for teachers and parents to have responsibility for curriculum and programs offered.

Academic Focus & Curriculum Design: Based on a bi-cultural/bi-lingual (Bi-Bi) educational philosophy that is centered on the deaf child's ability and tendency to interact with the world through visual means as opposed to aural means; curriculum includes reading, math, social studies, science, ASL, art, and physical education.

Core Teaching Methods: Use of American Sign Language as the primary language of instruction; English is taught as a second language through reading and writing; all facets of curriculum and instruction are focused on the needs of deaf and hard-of-hearing students.

Most Distinctive Features: One of the few programs in the country that has fully adopted a Bi-Bi educational philosophy; emphasis on teaching deaf history and culture; use of whole language for immersion in a print-rich environment; strong and active parent involvement.

Student Profile (as of Spring 1996)

White:	85%	Low Income (free/reduced price lunch eligibility):	15%
Black:	9%	Special Education -	
Hispanic:	3%	(students with active IEPs):	100%
Asian:	3%	(received services prior to enrollment at charter):	100%
		Limited English Proficient:	100%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio:	5:1
Instructional Staff as % of Total Staff*:	64%
% of Instructional Staff Certified in Current Responsibility Area:	100%

* Note: Does not include educational assistants or interpreters.

Accountability Plan as Stated in the Charter Contract: MDS will have as minimum outcomes for student performance in six areas: deaf studies, language arts, reading, math, science, and social studies. In each area, detailed outcomes are specified by grade.

MDS shall report at least annually to ISD #831 and the State Board of Education with such information about student performance as ISD #831 or the State Board reasonably requests. The nature of these reports and the reporting dates shall be subject to mutual agreement by the Parties.

MINNESOTA NEW COUNTRY SCHOOL

Location:	LeSueur	Kind of Community:	small town
Grade Levels:	7-12	Enrollment:	90 (FY96) 91 (FY97)
Charter Date:	1994	Instruction Initiated:	September 1994
Charter Sponsor:	LeSueur School Board		

Mission: The mission of MNCS is to provide a rigorous educational program within a flexible setting and structure, a demanding program of experiences with clear and focused outcomes and activities, a strong and active partnership with parents and community, and a decentralized, but accountable management system.

Academic Focus & Curriculum Design: The curriculum is based on Minnesota's Graduation Standards and other competency based ideals such as the Secretary's Commission on Achieving Necessary Skills (SCANS).

Core Teaching Methods: MNCS uses an interdisciplinary-project based approach, so therefore does not have courses as such. Each student must fulfill all aspects of the curriculum by producing a product to keep in his/her portfolio. Students are encouraged to be self directed and to plan their own approach to fulfilling the curriculum; use of apprenticeships, service learning, youth entrepreneurship, and school-to-work transition. Students expected to use the tools of communication and technology in most projects; since many projects are multi-disciplinary, student could be in many different positions on the curriculum spectrum at a given time.

Most Distinctive Features: School founded on Ted Sizer's essential principles; year round operation with extended hours and flexible scheduling; levels of performance are used instead of a rigid, age-graded arrangement; active learning environments in which teachers serve as advisors to students; emphasis on teacher/student accountability.

Student Profile (as of Spring 1996)

White:	99%	Low Income (free/reduced price lunch eligibility):	8%
Black:	1%	Special Education -	
		(students with active IEPs):	0%
		(received services prior to enrollment at charter):	10%
		Limited English Proficient:	0%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio	15:1
Instructional Staff as % of Total Staff:	86%
% of Instructional Staff Certified in Current Responsibility Area:	83%

Accountability Plan as Stated in the Charter Contract: The sponsoring school district will have the right to review student individual learning plans and portfolios at any time between March 15 and May 15 during the contract years. The following are specific criteria for review of progress:

- Every new student, upon entry as a MNCS student, will complete one standardized achievement test. All first year students will complete two standardized tests.

Minnesota New Country School, continued

- The standardized achievement test shall be selected by mutual agreement between MNCS and the sponsoring school district.
- MNCS shall provide one standardized achievement test result for each student attending school.
- MNCS shall provide a writing sample for each student at the start and end of each year.
- Each student applying for graduation shall complete an exit exhibition demonstrating multiple abilities. Standard to be determined by validation.
- Each student shall complete and maintain an electronic portfolio.
- Each student shall prepare and maintain an individual learning plan and show progress toward the implementation and completion of that plan.

MNCS shall provide ISD #2397 the right to randomly select any ten individual learning plans and portfolios to determine progress toward the competencies.

MNCS shall determine and provide in writing to ISD #2397 before September 1, 1994 a plan describing competency standards and assessment procedures for Level 1 and Level 2 students. In addition, MNCS will provide the following evaluation information:

- Annual survey of student attitudes;
- Annual survey of parent attitudes;
- Annual survey of community attitude.

NEW HEIGHTS, INC.

Location:	Stillwater	Kind of Community:	suburban
Grade Levels:	K-12	Enrollment:	141 (FY96) 137 (FY97)
Charter Date:	1993	Instruction Initiated:	September 1993
Charter Sponsor:	Stillwater School Board		

Mission: The mission of the school is to prepare students to become independent and self-directed learners; team players; active, conscientious, and responsible citizens; effective communicators; quality producers; and critical, creative thinkers.

Academic Focus & Curriculum Design: Multi-graded and integrated program of core academic subjects, including math, reading, science, English, social studies, and other classes; school uses an *entrepreneurial program* for high school students interested in design and building of marketable products and training in business procedures and practices and an *information and sciences technology program*.

Core Teaching Methods: Specific programs within the school that make use of hands-on, high-tech instruction. Use of disciplinary approaches to maintain focus on learning.

Most Distinctive Features: Focus on serving students who may not be achieving their full, academic potential in a traditional classroom setting; small class sizes, full-day kindergarten program, and use of experiential learning.

Student Profile (as of Spring 1996)

White:	99%	Low Income (free/reduced price lunch eligibility):	0%
Black:	1%	Special Education -	
		(students with active IEPs):	20%
		(received services prior to enrollment at charter):	6%
		Limited English Proficient:	0%

Staff Profile (as of Spring 1997)

Student to Instructional Staff Ratio:	13:1
Instructional Staff as % of Total Staff:	65%
% of Instructional Staff Certified in Current Responsibility Area:	100%

Accountability Plan as Stated in the Charter Contract: In this, the initial year of the contact, NHS adopted the recommended state outcome standards. It is understood that during the 1993-1994 school year NHS will seek to develop outcomes for approximate age and grade level groupings, i.e., K-3, 4-6, 7-9, and 10-12.

Upon acceptance, each student will be evaluated for entry-level skills and behavior with emphasis on student strengths. A workable educational plan will be developed in cooperation with the student and parents. The student will be evaluated based on subject mastery with fixed standards of success. Each student will be evaluated by his or her potential in each area of study rather than by a national normal standard for individual subjects based on the student's age and/or grade level. To begin with, fixed standards will be based on nation-wide averages. NHS anticipates developing its own student achievement standards.

New Heights, Inc., continued

Center outcomes related to the Minnesota graduate include:

- Understands and expresses thoughts and feelings in English and another language;
- Understands mathematical processes;
- Applies multiple methods of inquiry in order to plan and conduct research, draw conclusions, and communicate and apply findings;
- Understands relationships among living things and their environments;
- Understands the physical world, earth and space;
- Understands the relationships among the earth's physical features and people across cultures and time;
- Understands the past and continuous development of societies and cultures from diverse and global perspectives;
- Understands the interaction of people and economic, political and governmental systems
- Understands stewardship for the environment;
- Understands the diversity and meaning of artistic expression;
- Understands technological systems and applications;
- Understands the integration of physical, emotional, and spiritual wellness; and
- Understands the effective management of resources in a household, business, community, and government.

Accurate and comprehensive records will be kept on each learner at NHS. It is our objective to evaluate frequently (no more than six weeks between evaluations). At least two times per year the NHS Board of Advisors will make an evaluation of NHS. These reports will be made available to I.S.D. 834 within two weeks of the time of the evaluation. These evaluations are expected to take place in December and May. In addition to this I.S.D. 834 will receive a report from NHS in September of each year detailing student numbers, ages, abilities, and backgrounds.

NEW VISIONS SCHOOL

Location:	Minneapolis	Kind of Community:	urban neighborhood
Grade Levels:	1-8	Enrollment:	138 (FY96) 162 (FY97)
Charter Date:	1994	Instruction Initiated:	September 1994
Charter Sponsor:	Minneapolis School Board		

Mission: The school is based on the believe that all children are born with innate potential that needs to be nurtured and developed to help children grow. The goal is to help children develop the skills and opportunities they need to be successful in school. Resources will be directed to ensure that students will develop the communication skills (reading, writing, speaking and listening), mathematical and problem-solving skills, study skills and citizenship skills necessary as a foundation for living in a changing society. We will strive to provide an excellent education in an environment that is multi-cultural, gender-fair, and disability aware.

Academic Focus & Curriculum Design: The school focuses on reading. The curriculum includes sensory-motor development; accelerative learning; whole language; reading to succeed; Orten-Gillingham phonics; math, science, social studies, art and music; physical education, and karate.

Core Teaching Methods: Individualized learning plans developed based on each child's learning style; multi-disciplinary approach to instruction. Students participate in special games and other structured activities throughout the day in addition to a physical education program to develop find motor skills, increased visual capabilities and improved brain processing functions.

Most Distinctive Features: Small class sizes. Emphasis on improving reading and eye-hand coordination of students; active learning emphasized through a multi-disciplinary approach to education; special emphasis on reading, math and problem solving skills; motivational reading program that encourages the involvement of family members; other services available in partnership with *A Chance to Grow*: home health care, EEG biofeedback, optometric services, a neurophysiological rehabilitation program, and a resource library for families.

Student Profile (as of Spring 1996)

Black:	54%	Low Income (free/reduced price lunch eligibility):	62%
White:	35%	Special Education -	
Am. Indian:	7%	(students with active IEPs):	47%
Hispanic:	3%	(received services prior to enrollment at charter):	47%
Asian:	1%	Limited English Proficient:	0%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio:	7:1
Instructional Staff as % of Total Staff:	79%
% of Instructional Staff Certified in Current Responsibility Area:	48%

Accountability Plan as Stated by the Sponsoring School District: The charter school must follow the charter school evaluation and review process that has been established by the Minneapolis public schools. The plan calls for the charter school to prepare an annual report that includes information and data from the previous school year.

New Visions School, continued

The report will summarize the school's success in meeting the requirements for student achievement, in achieving specific charter school goals and outcomes, and in meeting requirements for fiscal management. Baseline data will be used to help determine changes in student attitudes, behaviors, and achievement. In addition, the charter school must provide an evaluation of selected curricular/instructional areas to the Minneapolis School Board, parents, and the State Board of Education.

The evaluation and review process by the Minneapolis School Board includes a review of program goals and standards, management and administrative procedures, and student performance standards.

Standards of performance for charter school students will be consistent with the standards of Minneapolis public school students. When the Minneapolis schools are able to establish a quantifiable gain standard, the charter school will use the same or greater standard. Major categories of Minneapolis public school indicators to be included in charter school evaluation include:

1. student achievement on specified measures;
2. learning climate (e.g., perceptions of safety; student attendance, stability, turnover; suspensions, disruptions, perceptions of respect and learning);
3. family involvement;
4. community confidence;
5. attraction and retention of students;
6. quality of curriculum;
7. perceptions of instructional effectiveness.

Other evaluation requirements include:

1. The charter school must set goals and objective(s) related to the purpose(s) for which the school was established and report progress toward meeting those goals and objectives.
2. The charter school may use alternative standardized testing, conducted on a spring-spring or fall-fall basis to show gains or losses to previous years.
3. The charter school will establish a baseline for student achievement and report future student achievement in relation to the baseline data.
4. Pupil attendance will be equal to or greater than in previous years, except in cases of serious illness or other emergency situations.
5. The charter school will implement a plan to evaluate students to determine the effectiveness of the charter school program in preparing students for transition to other school programs.
6. At such time that the Minnesota State Board of Education Rule regarding graduation standards become effective, the charter school will document that students are demonstrating successful progress in meeting or exceeding the Minnesota State Board of Education Rule.
7. After the first year of operation, parents and students will be surveyed on the following issues: satisfaction with the program, opportunities for parent involvement or input, quality of the programs offered, accommodations made for individual student and family needs, and opportunities for students to use resources of the community.
8. Teachers will be surveyed to determine program or curriculum areas that were successful, that met with limited success, and those areas that staff plan to modify in the coming year.



PARENTS ALLIED WITH CHILDREN AND TEACHERS

Location:	Anoka	Kind of Community:	suburban
Grade Levels:	K-9	Enrollment:	176 (FY96) 240 (FY97)
Charter Date:	1994	Instruction Initiated:	September 1994
Charter Sponsor:	Anoka-Hennepin School Board		

Mission/Philosophy: PACT is a responsive, community-based school founded by parents. The school is built on the committed partnership among parents, students, and teachers striving to achieve strong moral character and excellence in educational outcomes. Through attention to each child's needs, and through appropriate use of integrated teaching strategies, the school will foster social and educational development in the students. To become responsible members of their communities, students need to develop proper social skills, respect for self, others, and the world, and the qualities of wisdom and integrity. To reach their full potential, students need to achieve measurable academic competence, become critical, creative thinkers, and effective communicators, with a love of life-long learning.

Academic Focus & Curriculum Design: Mixed grades; focus on core academics - language arts, math, social studies, science, and physical education; use of thematic learning units; some grouping by ability at the secondary level. Anoka-Hennepin school district curriculum objectives are being used to guide curriculum development.

Core Teaching Methods: Teacher-parent teaching partnerships; team teaching; use of active learning; all elementary teachers keep portfolios of student work; each teacher uses his/her own instructional approach.

Most Distinctive Features: School founded as parent-teacher partnership and active parent involvement; small class size; focus on developing strong core academic skills; use of guided learning. Students have classes Monday through Thursday; one Friday a month is field trip day; teachers spend Fridays on planning and administrative tasks.

Student Profile (as of Spring 1996)

White:	95%	Low Income (free/reduced price lunch eligibility):	50%
Am. Indian:	3%	Special Education -	
Hispanic:	2%	(students with active IEPs):	6%
		(received services prior to enrollment at charter):	6%
		Limited English Proficient:	0%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio:	19:1
Instructional Staff as % of Total Staff:	83%
% of Instructional Staff Certified in Current Responsibility Area:	100%

Accountability Plan as Stated in the Charter Contract: Students at the SCHOOL will meet specific outcomes. Those outcomes, by grade level, are specified in an appendix to the charter contract. A copy of this appendix was not available for review.

RIGHT STEP ACADEMY

Location:	St. Paul & Minneapolis	Kind of Community:	urban center
Grade Levels:	7-12	Enrollment:	109 (FY96) 230 (FY97)
Charter Date:	1995	Instruction Initiated:	July 1995
Charter Sponsor:	St. Paul School Board		

Mission: To provide learners with the necessary tools to make a positive change in attitude. The Academy assists youth in exploring, developing and utilizing their potential. These goals are accomplished through development of a positive self image, solid academic base and mentor role models.

Academic Focus & Curriculum Design: The program is organized around the Minnesota Graduation Standards. A portfolio system is under development in order to track the progress of students. Students take the following subjects: language arts, math, social studies (that includes a mix of geography, economics, American government, U.S. and world history, and African heritage), science, technology (computers), physical education/health, music/art, and personal development. There are four 1 1/2 hour periods per day. Students are exposed to all classes over a two day period. The program design is outcome-oriented and students must demonstrate proficiency in order to obtain their credits.

Core Teaching Methods: Program design is structured, disciplined, and supportive using techniques from the U.S. military; individual and small group instruction.

Most Distinctive Features: Students accepted by referral from the Department of Children and Family Services or the Department of Community Corrections; Afrocentric program with a commitment to hiring African American teachers; small class sizes; development of individual learning plans for each student; teachers initiate phone calls with parents every two weeks; access to Mentor Assistance Program, as needed, to prevent out-of-home placements; students wear uniforms.

Student Profile (as of Spring 1996)

Black:	96%	Low Income (free/reduced price lunch eligibility):	95%
White:	3%	Special Education -	
Hispanic:	1%	(students with active IEPs):	0%
		(received services prior to enrollment at charter):	24%
		Limited English Proficient:	0%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio:	16:1
Instructional Staff as % of Total Staff:	64%
% of Instructional Staff Certified in Current Responsibility Area:	71%

Accountability Plan as Stated in the Charter Contract and School Handbook: Right Step Academy's specific outcomes will be, at a minimum, in compliance with the State outcome standards.

Until the State adopts specific learner outcomes, the outcomes proposed as Rules by the State on January 14, 1992, addressing secondary graduation requirements, shall be the minimum diploma outcomes. Most recent school handbook specifies performance targets and methods of data collection for the following outcome indicators: avoiding the need for out-of-home placement/incarceration; increase in employment skills; improved school attendance; increased self-esteem and ability to compete with and solve personal, emotional and behavioral problems; and completion of specific case plan objectives.

SKILLS FOR TOMORROW

Location:	Minneapolis	Kind of Community:	urban center
Grade Levels:	10-12	Enrollment:	50 (FY96) 69 (FY97)
Charter Date:	1993	Instruction Initiated:	March 1994
Charter Sponsor:	Rockford School Board		

Vision Statement: The Skills for Tomorrow High School community (students, parents, and staff) will develop and implement a culturally-respectful, outcome-based experiential, school-to-work transition program for high school students. The vision will be achieved through joint ventures and mutual understandings with families, the community, business, and labor by using multi-faceted resources, contemporary physical design, and state-of-the-art technology.

Academic Focus & Curriculum Design: Students educational progress is made by the advancement through three phases: (1) training (all coursework); (2) service learning (supplemented with coursework); and (3) internship (coursework as needed); curriculum aligned with the Secretary's Commission on Achieving Necessary Skills (SCANS).

Core Teaching Methods: Students develop individualized learning plans; use of technology in instruction; emphasis on real life experiences and applied instruction.

Most Distinctive Features: Candidates for graduation must present a portfolio to his/her committee and defend through an oral examination; use of internships, career shadowing, service learning, and postsecondary enrollment options program.

Student Profile (as of Spring 1996)

Black:	66%	Low Income (free/reduced price lunch eligibility):	34%
White:	18%	Special Education -	
Am. Indian:	12%	(students with active IEPs):	0%
Asian:	4%	(received services prior to enrollment at charter):	22%
		Limited English Proficient:	0%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio:	10:1
Instructional Staff as % of Total Staff:	100%
% of Instructional Staff Certified in Current Responsibility Area:	60%

Accountability Plan as Stated in the Charter Contract: SFTHS will have as minimum outcomes for student performance those set forth by the Minnesota State Board of Education in its graduation requirements. SFTHS shall report at least annually to ISD #883 and the Minnesota Board of Education information about student performance reasonably requested by ISD #883 or the State Board. The nature of these reports and the reporting dates shall be subject to mutual agreement by the parties.



TOIVOLA - MEADOWLANDS

Location:	Meadowlands	Kind of Community:	rural
Grade Levels:	K-12	Enrollment:	170 (FY96) 143 (FY97)
Charter Date:	1992	Instruction Initiated:	September 1993
Charter Sponsor:	St. Louis County School Board		

Mission: To act as a community learning center and provide quality education that is secure, innovative, community-oriented and technologically progressive.

Academic Focus & Curriculum Design: The T-M Charter School emphasizes the use of computers and hands-on learning experiences for students. Two articulated educational goals for all staff are to implement school-wide technology use through a computer network, and to integrate language arts -- including basic skills testing -- across the curriculum.

Core Teaching Methods: Use of personal learning plans and portfolios; instructional methods and materials vary by teacher; use of multi-age classes, interdisciplinary learning, thematic instruction.

Most Distinctive Features: Parents, teachers, students, and community members worked together to establish the school and develop the curriculum; integration of technology into all areas of the curriculum; small classes; peer mediation and peer helping activities; full range of extra-curricular activities for students.

Student Profile (as of Spring 1996)

White:	95%	Low Income (free/reduced price lunch eligibility):	29%
Am. Indian	4%	Special Education -	
		(students with active IEPs):	10%
		(received services prior to enrollment at charter):	9%
		Limited English Proficient:	0%

Staff Profile (as of Spring 1996)

Student to Instructional Staff Ratio:	10:1
Instructional Staff as % of Total Staff:	61%
% of Instructional Staff Certified in Current Responsibility Area:	89%

Accountability Plan as Stated in the Charter Contract: The T-M Charter School will have as the following minimum outcomes for student performance:

- A. A constructive thinker who
1. makes decisions, solves problems, and thinks critically and creatively;
 2. applies a variety of thought processes to accomplish complex tasks;
 3. evaluates the effectiveness of mental strategies through meaningful reflection; and

4. demonstrates flexibility, persistence and a sense of ethical considerations.

B. A self directed learner who

1. sets well-defined and realistic goals and manages the process of achieving them;
2. acquires, organizes and uses information;
3. initiates learning activities in the pursuit of individual interests;
4. applies technology to specific tasks;
5. applies realistic self-appraisal in selecting the content, method and pace for learning;
6. integrates knowledge and skills in both familiar and new situations.

Toivola - Meadowlands, continued

- C. An effective communicator who
 - 1. conveys messages through a variety of methods and products;
 - 2. adapts messages to various audiences and purposes;
 - 3. engages the intended audience to understand and respond; and
 - 4. receives and interprets the communication of others.

- D. A collaborative producer who
 - 1. participates as a team member in pursuit of group goals and products;
 - 2. works well with women and men from diverse backgrounds;
 - 3. applies conflict-management strategies; and
 - 4. teaches new skills

- E. A community contributor who
 - 1. appreciates and understands diversity and the interdependence of people in local and global communities;
 - 2. demonstrates a respect for human differences;
 - 3. makes informed decisions, and
 - 4. exercises leadership on behalf of the common good.

- F. A person who will be able to
 - 1. demonstrate the knowledge, skill and ability to develop life long habits that promote the students physical, mental and emotional well being.

Content outcomes are as follows: Language Arts, Mathematical Processes, Technology, Science, Health/Physical Education, Social Studies, World Languages, and Geography.

The procedure for assessing student achievement of outcomes will consist of tests, mastery demonstrations, and assessment by the faculty.

WORLD LEARNER SCHOOL OF CHASKA

Location:	Chaska	Kind of Community:	suburban
Age Levels:	6-12	Enrollment:	24 (FY96) 44 (FY97)
Charter Date:	1995	Instruction Initiated:	September 1995
Charter Sponsor:	Chaska School Board		

Mission: To empower children to unfold all their potential as whole and unique persons in classrooms, local and world communities. The school's goal is for children to become self-directed learners.

Academic Focus & Curriculum Design: Based on Montessori philosophy of education; use of an integrated curriculum in which each learning area incorporates and relates to another according to "laws and lessons" of life.

Core Teaching Methods: Child-centered learning environment using Montessori methods and materials; use of individual learning plans; multi grade-level classrooms; view of student as "worker" and teacher as "facilitator" to promote self-directed learning; peer tutoring encouraged.

Most Distinctive Features: Adherence to Montessori philosophy; children work at their own pace, according to their own learning need.

Student Profile (as of Spring 1996)

White:	92%	Low Income (free/reduced price lunch eligibility):	4%
Black:	4%	Special Education -	
Asian	4%	(students with active IEPs):	21%
		(received services prior to enrollment at charter):	21%
		Limited English Proficient:	0%

Staff Profile (as of Spring 1996)

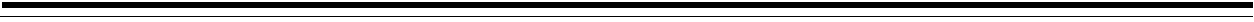
Student to Instructional Staff Ratio:	12:1
Instructional Staff as % of Total Staff:	67%
% of Instructional Staff Certified in Current Responsibility Area:	100%

Accountability Plan as Stated in the Charter Contract: Students of the school will meet specific outcomes. Those outcomes, by grade level and subject (reading, writing, grammar, and math) are defined as follows [not included here due to length]: specific learning objectives, a criteria statement for each objective, conditions under which the student will demonstrate performance, the assessment strategy, and a format for recordkeeping by individual student.

The SCHOOL will establish and implement a system which regularly measures and documents student progress. Sponsoring school district and/or its agents will be provided access to full program data upon

request. Program audits will be conducted annually by the SCHOOL according to a method developed by the SCHOOL and annually approved by the sponsoring school district.

Appendix B: Evaluation Design and Work Plan



Minnesota Charter School Evaluation

Guiding Questions

Characteristics of Charter Schools

- 1.1 What start-up problems are charter schools encountering?
- 1.2 What is the relationship of charter schools to their sponsoring districts in terms of support, reporting and accountability?
- 1.3 How do charter schools describe their mission - is it related to improved student achievement?
- 1.4 What evaluation and assessment tools do charter schools use to determine their effectiveness?
- 1.5 What types of support/oversight do sponsoring school boards provide to charter schools?
- 1.6 What kinds of facilities are charter schools using?

Population Served

- 1.7 What types of students attend charter schools - where were they before attending the charter school - are they being successful - are charter schools implementing any follow-up studies on former students?
- 1.8 How well have charter schools worked as a desegregation tool?

Implementation at the School-Level

- 2.1 Is the results-oriented characteristic of charter schools being successfully implemented?
- 2.2 Are charter school boards operating effectively?

Roles of Parents, Staff, Students, and the Community

- 2.4 What role do parents play in charter schools?
- 2.5 How do charter school teachers view their roles as teachers, administrators, board members etc. - what is the level of teacher satisfaction in charter schools?
- 2.6 Are teachers in charter schools appropriately licensed - what are some of the problems/issues to be addressed?
- 2.7 To what degree are students utilized in the governance structure of charter schools?
- 2.8 To what degree have charter schools utilized partnerships with business, community agencies etc.?

Relationship to Sponsoring District

- 2.9 What relationships do charter schools have to their sponsoring districts?
- 2.10 What is the programmatic and fiscal impact of sponsorship on school districts?

State - Local Relationship

- 2.11 What are perceived strengths and weaknesses of the charter school law?
- 2.12 How effectively is the contract development/renewal process working?
- 2.13 How do current funding levels affect charter schools?
- 2.14 Is the system of sponsorship operating effectively?
- 2.15 How effective and efficient is the State Board decision making process for approving sponsors proposals?
- 2.16 How effective and efficient is the State Board decision making process for directly sponsoring charter schools?
- 2.17 How effective has the Department of Education been in supporting charter schools?

Performance of Charter Schools

- 3.1 What is the impact of charter schools on student performance?
- 3.2 What characteristics seem to make charter schools successful?
- 3.3 What organizational and educational policies and strategies are associated with enhanced student outcomes? What are critical conditions for charter school success? What are the impediments to success?
- 3.4 Are all charter schools equally successful - if not, are there characteristics of "more" successful schools?
- 3.5 What are other impacts of charter schools on the school, staff, parents, and community? What affects these impacts?

Charter School Policy

- 4.1 How does the growth of charter schools in Minnesota compare to other states?
- 4.2 What have other states done as compared to Minnesota to support the growth of charter schools?
- 4.3 How does the Minnesota charter school law compare to laws in other states?

Minnesota Charter School Evaluation

Student Performance Assessment

Outcomes and Indicators

Presence and Participation

Indicators:

- Absenteeism rate during 1995-96 school year
- School completion rate (graduation)
- Drop-out rate

Physical Health

Indicators:

- Percent of students reporting engagement in high risk behaviors
- Percent of students using positive coping strategies

Responsibility/Independence

Indicator:

- Percent of students who teachers report can prioritize and set goals and persevere toward them

Contribution and Citizenship

Indicators:

- Percent of students who are suspended or subject to other disciplinary actions during the 1995-96 school year
- Percent of students involved in criminal activity during the 1995-96 school year
- Number and description of school community projects during the 1995-96 school year
- Percent of students involved in each reported community project during the 1995-96 school year

Academic and Functional Literacy

Indicators:

- Comparison of distributions of standardized reading and math test scores to host district (or another appropriate comparison)
- Comparison of distributions of Minnesota basic graduation reading and math test scores to host district (or another appropriate comparison)
- Percent of eligible students passing the Minnesota basic graduation reading and math tests
- Percent of students meeting school's identified outcomes through school identified measures

Personal and Social Development

Indicators:

- Information from program descriptions/site visits that describes unique missions of charter schools and approaches to promote personal and social development

-
- Percent of students satisfied with self
 - Percent of students getting along with others

Satisfaction

Indicators:

- Student satisfaction with teachers, fellow students, school work, school activities, student discipline, decisionmaking opportunities, building supplies and upkeep, communication
- Percent of students who re-enroll for 1995-96 school year (depends on goal of school; some charter schools seek to return student to his/her home school after learning goals are met)
- Parent satisfaction with parent involvement, curriculum, student activities, teachers, support services, school building, student discipline, school information services
- Teacher satisfaction with administration, compensation, student responsibility and discipline, curriculum and job tasks, co-workers, parents and communities, building maintenance and supplies, communication
- Host district administrator satisfaction with charter school experience (data collected as part of site visit interview)

Minnesota Charter School Evaluation

Student Performance Assessment

Description of Instruments

The evaluation team used a number of instruments to empirically investigate the impact of charter schools on student performance and the satisfaction of students, parents, and staff with their charter school experience. Whenever possible, the team used existing measures, or parts of measures, to permit the examination of similarities and differences between Minnesota charter schools and other state and national comparison groups.

Student Survey. A written questionnaire consisting of 17 items asking about student demographics, current and past educational experiences, how they use their out of school time, behaviors that put young people at risk (e.g., use of alcohol, tobacco, and other drugs; violence; criminal activity), peer relations, and how they feel about themselves. Many items were taken directly from the *Minnesota Student Survey* (Minnesota Department of Children, Families and Learning, 1995) which allowed comparisons to be made with data gathered from Minnesota students in grades 6, 9, and 12. Items taken from the Minnesota Student Survey correspond to outcomes and indicators related to student performance.

Student Satisfaction Survey. A written questionnaire consisting of 46 items asking students to indicate their satisfaction with eight aspects of their school: teachers; fellow students; schoolwork; student activities; student discipline; decision-making opportunities; school buildings, supplies, and upkeep; and communication with others about school events. This survey is part of a battery of instruments, *the Comprehensive Assessment of School Environments* (CASE), that was developed in 1987 by Neal Schmitt and Brian Loher at Michigan State University for the National Association of Secondary School Principals. It was chosen for use in this study because of its theoretical base, technical adequacy, ease in administration, and availability of data from a national sample of schools for comparison purposes. The readability level of the student survey is grades 4-6.

Teacher Satisfaction Survey and Supplement. A written questionnaire consisting of 56 items asking teachers to indicate their satisfaction with nine aspects of their school: administration; compensation; opportunities for advancement; student responsibility and discipline; curriculum and job tasks; co-workers; parents and community; school buildings, supplies, and maintenance; and communication about important school events. This survey is also part of a battery of instruments, *the Comprehensive Assessment of School Environments* (CASE). The readability level of the teacher survey is grades 11-13. A Supplement, consisting of six questions about employment at the charter school, was attached to this survey to gather information specific to this evaluation study.

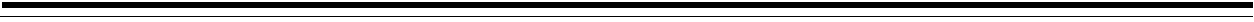
School Climate Survey. A written questionnaire consisting of 55 items asking teachers their perceptions about the following characteristics of their charter school: teacher-student relationships; security and maintenance; administration; student academic orientation; student behavioral values; guidance and personal counseling services available to students; student-peer

relationships; parent and community-school relationships; instructional management; and student activities. This survey is part of a battery of surveys developed at the University of Nebraska-Lincoln by James Keefe, Edgar Kelley, and Stephen Miller in 1985. It was chosen for use in this study to support information gathered as part of the site visits by evaluation team members.

Parent Survey. A written questionnaire consisting of 12 questions related to family background characteristics, reasons for enrolling children, perceived changes in son or daughter's performance since enrollment in the charter school, satisfaction with selected aspects of the charter school program, and level of involvement/communication whether their son/daughter is receiving special education services. Individual questions were adapted from two sources: the *Comprehensive Assessment of School Environments* (CASE) and surveys developed and used by the Enrollment Options Project at the College of Education and Human Development, University of Minnesota. The readability level of the parent survey is grade 8. Parents for whom English is not their first language had the option of completing a modified parent survey in their native language.

Site Questionnaire. A written questionnaire consisting of 12 questions about various aspects of student and family involvement, discipline, follow-up procedures, special education and curricular outcomes at the charter school that were not asked as part of the other surveys. This questionnaire was completed by each charter school director/facilitator. Items were designed to provide information specific to overall evaluation questions for this study.





Appendix C: Responses to the Report