

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Marcus Robinson

Official School Name: Charles A Tindley Accelerated School

School Mailing Address:
3960 Meadows Drive
Indianapolis, IN 46205-3114

County: Marion State School Code Number*: 6208

Telephone: (317) 545-1745 Fax: (317) 547-4415

Web site/URL: http://www.tindleyschool.org/ E-mail: robinson@tindleyschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Marcus Robinson

District Name: Charles A Tindley Accelerated School Tel: (317) 545-1745

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Mark Bruin

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| | Elementary schools (includes K-8) |
| | Middle/Junior high schools |
| | High schools |
| 1 | K-12 schools |
| 1 | TOTAL |

2. District Per Pupil Expenditure: 6259

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
4. 6 Number of years the principal has been in her/his position at this school.
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	38	49	87
K			0	7	47	62	109
1			0	8	45	49	94
2			0	9	22	36	58
3			0	10	13	14	27
4			0	11	12	11	23
5			0	12	14	7	21
TOTAL STUDENTS IN THE APPLYING SCHOOL							419

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 1 % Asian
 _____ 98 % Black or African American
 _____ % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 1 % White
 _____ % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 20 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	58
(3)	Total of all transferred students [sum of rows (1) and (2)].	83
(4)	Total number of students in the school as of October 1.	422
(5)	Total transferred students in row (3) divided by total students in row (4).	0.197
(6)	Amount in row (5) multiplied by 100.	19.668

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Tagalog

9. Students eligible for free/reduced-priced meals: 65 %

Total number students who qualify: 272

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %

Total Number of Students Served: 27

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>7</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>1</u>
Classroom teachers	<u>24</u>	<u>3</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>35</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	97%	96%	95%	97%
Daily teacher attendance	96%	96%	95%	93%	91%
Teacher turnover rate	42%	37%	27%	47%	36%
Student dropout rate	30%	37%	0%	0%	0%

Please provide all explanations below.

Note on Teacher Turnover: As a very young institution (first year operating was 2004-05) with a very exacting mission and program, it has been a growing process to find the right faculty members to meet the challenge. An increasing number of the current faculty are 2-3 year veterans at Tindley, and there are three four-five year veterans.

Note on Dropout rate: The students that graduated in 2007-08 and 2008-09 are the first students to graduate from Tindley. When Tindley opened with 8th and 9th grade in 2004, charter schools were very new to the state and often perceived to be "alternative schools". Many students and their families were seeking such a school placement. Instead they found a school with increased rigor and work-load, the miss-match of expectations and reality led numerous students and families to opt out. Tindley has addressed this problem with a greater family education program during the application process, and with adding younger grades to encounter students younger and help build their capacity to perform at those levels of higher rigor.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	19	
Enrolled in a 4-year college or university	<u>100</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Situated in a remodeled, once abandoned grocery store, the Charles A. Tindley Accelerated School is an urban charter school in its sixth year of operation. Tindley is located in a neighborhood with some of the highest crime and poverty rates in Indianapolis. Tindley's student population is 98% African American, and 65% qualify for free or reduced lunch.

Despite its youth as an institution, one of the first Tindley traditions has made Tindley students highly visible in the State House. Through a YMCA partnership, Tindley students have participated in Youth and Government since 2004. The state-wide program culminates in a weekend-long mock state government session at the Indiana State House. Tindley students are annually elected to offices for the next year including Governor, Speaker of the House and Supreme Court Justice.

Tindley's mission is to prepare all students, regardless of previous academic performance, to be successful in and graduate from selective colleges. The school is dedicated to equality of educational outcomes. Tindley offers a single-track college preparatory curriculum which culminates in an Early College (EC) program in grades 11 and 12. The curriculum is accelerated, offering instruction covering content a year early. For example, all eighth grade students take algebra, physics and 9th grade language arts. By graduation all students will have completed a rigorous program including college calculus, composition and history. In the EC program all students primarily take dual credit courses for which they earn college credit from Anderson University if they earn a "B" or higher. The curricular program from grades 6-10 are articulated to developing the skills required for college coursework by the 11th grade. Members of Tindley's first graduating class earned on average 13 college credit hours. The second graduating class members earned an average of 21 college credit hours.

Tindley opened in 2004 with 8th and 9th grades only offering an extended (9.5 hour) day and year. The school was initially planned to "grow up" with its students until it was an 8-12 school. However, initial student performance on the state assessment (ISTEP) and widespread student-struggle to master algebra precipitated a new plan to expand to grades 6 and 7 to meet students sooner and begin building a stronger academic foundation upon which to take the required high school courses.

These adjustments to the school program have paid-off. After two years of low math test scores on the 10th grade Indiana graduation test (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. The state has changed the graduation testing requirement to End of Course Assessments in algebra and English 10. Last Spring 88% of Tindley students taking the test passed compared to a state-wide pass rate of 42%.

Recognition has followed this improved performance. In 2006-07 Tindley was given a silver EPIC rating and award in a US DOE program highlighting successful practices in charter schools. In 2008-09 Tindley was designated a High Performing Title I school. Earlier this year Tindley was given the 'Four Star' designation by the Indiana Department of Education. While these distinctions are satisfying for the Tindley community, they are very important to Tindley students. In these challenging economic times the competition for college admissions, and scholarships is fierce. To graduate from a small, charter school that colleges are not familiar with due to the young age of the school and relative small number of previous graduates, these designations give a greater edge to our students in the admissions process. The designations indicate that the students graduated from a reputable and challenging program and should be considered competitive with students from other reputable high schools.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Indiana's state assessment program is the Indiana Test of Educational Progress (ISTEP). The tenth grade ISTEP test is the Graduation Qualifying Exam (GQE). There are three performance levels – Did Not Pass, Pass and Pass Plus. A pass is the 'meeting the standard' level. The Pass Plus cut score is established at the 95th percentile score. For more information go to: <http://www.doe.in.gov/data/>

The Tindley population is 98% African American; because there is no sizable other ethnicity/racial group, Tindley has viewed "overall school performance" and "African American performance" as nearly interchangeable. The size of the population eligible for Free and Reduced lunch has fluctuated between 56% and 67% over the years. This is the secondary group Tindley considers when viewing data for emerging trends.

When considering each subject area at each grade level there is often a slight disparity between the Free/Reduced Lunch group and the whole group scores. The difference is generally quite small, and there is no trend as to which group scores higher. The one consistent trend for this subgroup is that it tends to reflect the same overall trend for the whole school test scores/pass rates. This discussion will follow trends in Tindley's test scores/pass rates chronologically from 2004-05 to 2008-09. In 2004-05 the pass rates in grades 8 & 9 were higher in English Language Arts (E/la) than in math, though the disparity between math and E/La were much more pronounced in the 9th grade.

In 2005-06 both grades (9 & 10) demonstrated strong gains in E/la, (42% to 59% and 52% - 72%), but math scores remained low with flat growth. The 10th grade pass rate was only 35%, and those who didn't pass would only have 5 more tries prior to graduation. The entering 7th and 8th graders pass rates were slightly higher than the previous classes (04-05) entering pass rates.

In 2006-07 while there was an improvement in the pass rate in E/la for the 10th grade GQE (from 47% - 59%) the GQE stayed flat at 47% and was still well below the state average pass rate (65%), though it was higher than the statewide pass rate for African American students (33%). There were large increases in pass rates for the lower grades (7th, 8th and 9th) with the largest gains in the 9th grade; math pass rates rose from 52% to 83% and the E/la rose from 46% to 79%. The sixth grade was added this year.

In 2007-08 Tindley saw significant increases in the pass rate on the 10th grade GQE with 100% of students passing the math section and 95% passing the E/la. The improvement in passrates at grade 9 were also quite high. Changes in the lower grades were much smaller, and there was a decrease in the pass rates in math in the 8th grade (6%).

In 2008-09, for the second year there was a 100% pass rate on the GQE Math and a very high GQE E/la pass rate (96%). The state discontinued the 9th grade test. In the 7th grade there was growth in both math (63% - 85%) and E/la (55% - 72%). The 8th grade scores were relatively flat with a slight decrease in E/la (73% - 71%). The state administered a new ISTEP in the Spring in a move to change the testing from Fall to Spring. The pass rates increased in both areas in the 8th grade, but there was flat and/or decreased growth in E/la in grades 6 and 7. The 2008-09 Fall and Spring tests indicate an emerging trend of lower or decreased growth in English/language arts that needs attention.

2. Using Assessment Results:

Tindley uses multiple assessments to make instructional, programmatic and policy decisions around improving student performance. The first instructional changes based on assessment data that came were based on the flat progress on the ISTEP math. The administration and Board determined to add a grade six and seven to the school in order to bridge the weaker math skills of incoming students at an earlier point than in 8th grade algebra. Additionally the math sequence in grades 6-8 would include a second math class focusing on problem solving skills and skills reinforcement.

In year 2006-07 the administration decided that more data on skills acquisition was needed throughout the school year. The faculty developed a skills articulation and interim assessments to be given every six weeks. Instruction is adjusted based on the results. For example, if a few students are weak on specific skills then additional individual or small group instruction is given; if a larger number of students show lack of mastery over specific skills, then classroom instruction is adjusted to provide reinforcement.

Tindley also administers the NWEA test twice a year. Grade level teachers work together analyzing the data per mastery of skills that are articulated to the Indiana Standards and ISTEP to identify trends in areas of strengths and weaknesses in order to adjust instruction. Additionally, this data along with ISTEP data is referred to during the Tindley (3 week) summer institute where the major activity is curricular review and revisions based on student performance.

The most recent programmatic change based on assessment has been based on the general weaker growth (sometimes flat) in the lower grades on ISTEP E/la, and on the struggles of students in their first college composition course in the Early College. In the fall of 2008-09 Tindley adopted the Toulmin writing approach which emphasizes rhetoric and argumentation.

3. Communicating Assessment Results:

Tindley's primary vehicle for parent communication about student performance is the weekly issuance of "Progress Reports." Each week teachers print out a progress report which is a real-time printout of the students' grades from the teachers' electronic gradebook. Parents review and sign the report which students turn in for points on Monday. When teachers do not receive the signed progress reports for more than one week, the parent is called to ensure that the parent is receiving and reviewing the student's grades. Early in the year Tindley hosts a 'meet the teacher night' during which parents learn how to read the progress report. Additionally, students whose grades fall below 75% in any class are assigned to seventh period from 3-5 pm for the following week. This allows more time on task and with the teacher. Both the progress reports and the assignment to a week of seventh period serve to make parents familiar with their child's progress, and the encourage additional communication between the teacher and the parent.

Tindley holds the Circle of Power and Respect (CPR) meetings four times a week, twice a day (once for grades 6 & 7, and another for grades 8-9). Assessment results, along with what those results mean for the individual student, for the grade level and for the school are discussed and, at times celebrated. Using this forum to discuss high-stakes assessments with students increases student seriousness about preparing and taking assessments, as well as reinforces the culture of academic success that Tindley strives to create.

Tindley holds monthly parent meetings, at which news about upcoming assessments and results of recent assessments (such as ISTEP, PSAT, SAT) are distributed. For those parents who do not attend the meeting, the handouts are sent out with the next parent letter. A Tindley newsletter highlighting student achievement, school performance and school/student involvement in the community is distributed within the community and to those who express an interest in knowing more about Tindley.

4. **Sharing Success:**

Tindley participates in a number of active local and national networks of schools. Members of the administration and faculty have attended conferences, and have given presentations and speeches at conferences. The national networks include “Schools That Can” network of high performing urban schools and Accelerated Schools Plus. Tindley has also been an EPIC (Effective Practices In Charters) award school which included participating in the writing of a case study of Tindley and practices which have spurred our students’ achievement. Tindley is also active locally in the Indianapolis Mayor’s Charter Schools, the Indiana Charter School Association, and has even hosted an Early College High School Network meeting which was sponsored by the University of Indianapolis.

As a means of developing more opportunities for Tindley students to spend time on various college campuses, Administrators and teachers have sought out opportunities to develop partnerships to promote Tindley and bring students on to campus. Tindley has had students, teachers or administrators involved with Anderson University, DePauw University, Purdue University and University of Indianapolis. The DePauw University Alumni network recently sent a reporter to Tindley who wrote a feature about Tindley and its success for its alumni publication.

Finally Tindley has been a willing host to school-teams from other schools who are interested in learning more about expanding educational opportunities universally across a student body rather than to a selective group of students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Charles A. Tindley Accelerated School is an exclusively college-preparatory institution. Aligned with the Accelerated Schools PLUS model, the Tindley School offers every student that attends an honors level course curriculum. At the lower school (grades 6-8) each student takes two hours of mathematics and two hours of humanities (language arts) per day (there is no stand alone social studies class as those standards are infused in the humanities course). Students who have exceptionally low skill ability are given an additional hour of math or reading depending upon their need. In addition, students take an hour of science and an hour of elective class (art, music, physical education, and foreign language which all students rotate through quarterly). Each course is articulated to the standards for the grade level ahead (6th graders meet 7th grade proficiency, 8th graders meet 9th grade proficiency, etc.). 8th graders must take the Core 40 End-of-Course Assessment for Algebra I by the end of their school year. In 2008-2009, 92% of those students passed that test (88% overall) compared to a statewide pass rate of 42%.

All instruction is articulated to our capstone program. All students must complete the Early College High School Program Tindley offers in conjunction with Anderson University. Our entire course sequence is built upon making sure that students are ready for authentic college courses by junior year. We have revised and restructured our curriculum three times (especially in mathematics and writing outcomes) to ensure that our students are prepared to successfully complete the college courses. Each student must complete 47 credits for graduation of which 13 must be at the college level.

Our mathematics sequence starts with a standard math class in grade 6 (using 7th grade standards), and progresses through the following sequence: Pre-Algebra, Algebra, Geometry, Algebra II, Pre-Calculus, and two semesters of College Calculus. Additionally, lower school students also take a Problem-Solving class that allows them to take the math skills that they have developed and apply them in a practical context. In humanities, our students read across a historical sequence. While they are practicing their reading comprehension skills with historical documents, articles, and literary texts, they are also learning to write along an articulated sequence using a writing format based on Stephen Toulmin's model of argumentation.

Starting in 8th grade, students begin high school lab science. Students take a Conceptual Physics class (all of the Algebra based theorems and a few of the Calculus based theorems.) They progress to an honors level Chemistry class in grade nine (where they use a college text); honors Biology in grade 10; and they finish with advanced science in the Early College Program.

To augment the core content areas, we have dynamic programs in visual arts, performing arts, foreign language and health and physical education. Our visual arts program starts with a survey of mediums and historical movements in art. Visual art culminates with real student art shows and practical experiences at the Indianapolis Museum of Art for Early College Students. Vocal music also starts with a survey experience in the lower school program and culminates with students engaged in musical composition by Early College. Instrumental music is done in conjunction with Butler University as they send instructors to Tindley to provide individual and group instruction as well as manage small ensembles. We only offer Spanish (although we hope to add French in the coming year) which begins with Conversational Spanish in the lower school (at grade 7) and culminates in a minimum of Spanish III in the upper school. Students have had more language experience in the past (additional Spanish or Japanese), but those numbers have been low.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

The English language curriculum is developed around a skills articulation from grade 6 to grade 10 based on covering high impact Indiana Standards, and a backward articulation of prerequisite skills needed for students to be successful in college literature and composition classes in the 11th grade. Because of the accelerated curriculum, in the sixth grade the curriculum includes some 5th grade standards (prerequisite for 6th and 7th grade standards that are not be assumed to have been mastered), 6th and 7th grade standards. Seventh grade through 10th grade cover standard of the grade above (i.e., in 7th grade the class covers 8th grade standards.

In the middle school grades (6-8) students take two English language classes a day, one focusing on reading and literary analysis, and the other focusing on grammar and composition. The new writing program (Toulmin) is based on rhetoric and argumentation and teaching students the structure and rationale of argumentation which in turn strengthens critical literacy skills when reading other author's work.

Specific to reading in the middle grades, in sixth grade students complete daily comprehension exercises and are led through guided note taking of their literature and social studies readings. In seventh grade, to scaffold more independent critical reading skills, independent reading with critical thinking exercises are modeled. By eighth grade students are working with high school level literature more independently, using various graphic organizers as study and analysis tools.

Students who are still reading below grade level are given access to reading resource classes that both work on building undergirding skills, and give additional instruction and assistance with the accelerated work in the core English classes. Additionally, students who read below grade level participate in summer enrichment-skills acquisition classes which extend their learning and access to skills development to near-year round.

3. Additional Curriculum Area:

Tindley's math curriculum originally was structured to work across three trimesters in grades 8th -10th and move to semesters in the Early College classes (11th and 12th grades). The ambitious sequence was 2 trimesters of algebra, 2 trimesters esters of advanced algebra, 2 trimesters of geometry, and 2 trimesters of pre-calculus; students were then to take a year of calculus and at least one semester of another college math course. It became quickly evident that without controlling for skills at the entrance course (algebra), the sequence was difficult for the majority of students. This posed a significant problem to meeting the mission of preparing students to be successful in college, especially for students intending to pursue any major that requires a facility with higher level math.

The school added grades 6 and 7, reconfigured the math sequence for semesters to allow more time and depth for each course, and designated the exit course senior year as Calculus. The new curriculum is more intentional and based upon a skills articulation that at the bottom (6th and 7th grade) builds the skills for algebra in 8th grade and at the top prepares students to be successful in Calculus.

Middle school students take two math classes a day. The first class is traditional content, and the second class develops problem solving skills. Sixth grade students cover 6th and 7th grade standards, and scaffold in key prerequisite skills that students may not have mastered before entering Tindley. The sequence starting in 7th through 12th is as follows: Pre-Algebra, Algebra, Geometry, Advanced Algebra, Pre-Calculus and Calculus. The change in sequence has produced results, instead of limping through algebra last year's eighth graders pass rate of the State's End of Course Assessment was 92% compared to a statewide pass rate of 42%.

4. Instructional Methods:

Tindley uses frequent formative assessments to identify mastery of requisite course skills. A variety of instructional methods are implemented to address the needs of students who have not fully mastered skills, and to address the enrichment needs of those who have mastered the material even though additional instruction may be required for some of their classmates. Within the regular classroom setting the use of small group and individualized instruction for some students and enrichment exercises for other students is frequently utilized. Tindley has focused on increasing student engagement during instruction using the Uncommon Schools Taxonomy of Effective Practice as a means for better meeting varied instructional needs and interests. Many teachers have also incorporated Socratic seminars as a means for both deepening understanding for struggling students and affording enrichment opportunities for stronger students.

The school day is set up to also provide for additional instruction for those students who need additional help. All students have classes from 1st to 6th period. At 3:00 students whose grades are all above 75% have early release. These students also have the option to stay and work with teachers, or participate in silent group study. Students who have one or more grades below 75% are assigned to stay for seventh period from 3:05 – 5:00pm to work with teachers to strengthen skills and performance on assessments. The assignment is made each Friday based upon that week's grades.

Additional instructional time and resources are made available and sometimes mandated after 5:00 and/or on the weekend for students who are struggling. In these sessions often other students who have mastered the material volunteer to come in to work as tutors allowing a greater degree of one-to-one instruction from the teacher. Struggling students also have access to resource math and English language instruction during the year, and may have their year extended through the summer to allow more skills acquisition instruction.

5. Professional Development:

At the Tindley School, professional development is the lynchpin of our success. We dismiss our school each Friday at noon, so that we can commit each Friday to making our teachers more effective and making our curriculum stronger. We have been able to restructure our student assignments, realign our curriculum, adjust our school day, and build the instructional capacity of our teachers. In addition to our Friday sessions, we also host a three-week teaching institute with all of our teachers in advance of the school year.

Through our professional development program we have re-aligned our curriculum in the areas of Mathematics and English/Language Arts. We have been able to articulate the skills from 12th grade down to 6th grade in a way that gives us confidence that each student who matriculates will have the necessary skills to successfully complete our program. As a consequence, we have moved our school-wide performance from the low 40% range (in terms of proficiency) to exceeding the state-average. Our Friday afternoon sessions allow us to put student data on the table from our internally constructed interim assessments (which we also designed on Friday afternoons) and discuss the interventions that are necessary to help students be successful.

During our teaching institute we have been able to infuse some building-wide strategies to help all of our students succeed. In the Summer of 2009, we implemented the Uncommon Schools Taxonomy of Effective Teaching Techniques. These proven strategies have improved the teaching culture in our school, especially for new teachers who don't have the benefit of years of experience. We also use our summer training to have our teachers individually construct their own curriculum alignment templates (long range lesson and unit plans) which must reflect backward design planning (per Wiggins and McTighe's Understanding by Design) and be in synch with our course sequence and pacing guides.

6. **School Leadership:**

The Leadership Team at the Tindley School is composed of: the Principal and Chief Executive Officer; the Academic Dean; the Dean of Faculty; the Director Guidance; the Assistant Principal and Director of Special Education; and the Director of Operations. Everyone's job (with the exception of the Director of Operations) is centered on student learning. The Academic Dean carries primary responsibility for school-wide assessment and school-wide academic support. She has the task of making sure that our students who do not meet the traditional prerequisites for honors classes can sustain themselves in an all-honors program. The Dean of Faculty is our team leader for Curriculum and Instruction. She coordinates our curriculum redesigns, our professional development, our observation and evaluation systems, and our Early College program. Our Director of Guidance coordinates our social support services, our major testing programs, college advising, and enrollment. Our Assistant Principal is responsible for student discipline and all support services for Exceptional Learners in our school program. The Director of Operations coordinates our corporate business affairs. The Principal and Chief Executive Officer is responsible for all aspects of school functions, both academic and corporate. In this regard, our principal hires and supervises teachers, coordinates and implements the public relations plan (both for student recruitment and development activities), cultivates donors who support the school financially, provides strategic vision and oversight for the academic program, and cultivates board members who provide governance to the school corporation.

The leadership team has continuously adapted the school program to suit the real needs of the students who attend Tindley. They shifted a co-educational institution to single-gender cadres to help foster student success. They led the faculty in realignment of curriculum and the commensurate supports that were necessary to help every student be successful. They often work the full spectrum of hours (through the various extended programs) which causes them to be at school across a 10-12 hour continuum. Without the solid guidance of the Leadership Team, Tindley would be in a poor position to reach its mission.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: ISTEP/GQE

Edition/Publication Year: Published Annually (the year given)

Publisher: CTB/Mcgraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	47	35	
% Advanced	18	5	0	0	
Number of students tested	28	19	34	43	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100		39	41	
% Advanced	11		0	0	
Number of students tested	18		18	27	
2. African American Students					
% Proficient plus % Advanced	100	100	45	35	
% Advanced	20	5	0	0	
Number of students tested	25	19	33	43	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The first two years of GQE scores (2005-06 and 2006-07) represent the first classes to enter Tindley in 2004-05 in Tindley's first year of operation in grades 8 and 9.

Subject: Reading

Grade: 10 Test: ISTEP/GQE

Edition/Publication Year: Published Annually (the year given) Publisher: CTB/Mcgraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	
SCHOOL SCORES					
% Proficient plus % Advanced	96	95	74	72	
% Advanced	0	0	0	2	
Number of students tested	28	19	34	43	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94		72	78	
% Advanced	0		0	4	
Number of students tested	18		18	27	
2. African American Students					
% Proficient plus % Advanced	96	95	73	72	
% Advanced	0	0	0	2	
Number of students tested	25	19	33	43	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 6 Test: ISTEP

Edition/Publication Year: Published Annually (the year given) Publisher: CTB/Mcgraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep		
SCHOOL SCORES					
% Proficient plus % Advanced	75	63	70		
% Advanced	5	4	4		
Number of students tested	102	67	46		
Percent of total students tested	100	100	100		
Number of students alternatively assessed		0	0		
Percent of students alternatively assessed		0	0		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	72	61	73		
% Advanced	3	5	0		
Number of students tested	60	38	22		
2. African American Students					
% Proficient plus % Advanced	75	64	68		
% Advanced	4	5	0		
Number of students tested	97	38	44		
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Tindley began serving 6th grade students in 2006-07.

Subject: Reading

Grade: 6 Test: ISTEP

Edition/Publication Year: Published Annually (the year given) Publisher: CTB/Mcgraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep		
SCHOOL SCORES					
% Proficient plus % Advanced	62	55	65		
% Advanced	2	0	0		
Number of students tested	102	60	46		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	58	55	68		
% Advanced	0	0	0		
Number of students tested	60	38	22		
2. African American Students					
% Proficient plus % Advanced	61	56	64		
% Advanced	2	0	0		
Number of students tested	97	66	44		
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	0				
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Tindley began serving 6th grade students in 2006-2007

Subject: Mathematics

Grade: 7 Test: ISTEP

Edition/Publication Year: Published Annually (the year given) Publisher: CTB/Mcgraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	
SCHOOL SCORES					
% Proficient plus % Advanced	87	85	69	55	
% Advanced	13	12	2	5	
Number of students tested	104	94	54	56	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	86	81	66	56	
% Advanced	10	7	0	6	
Number of students tested	63	42	29	52	
2. African American Students					
% Proficient plus % Advanced	87	83	67	55	
% Advanced	12	11	0	4	
Number of students tested	98	90	51	55	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Tindley began serving 7th grade in the 2005-06 school year.

Subject: Reading

Grade: 7 Test: ISTEP

Edition/Publication Year: Published annually (the year given) Publisher: CTB/Mcgraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	
SCHOOL SCORES					
% Proficient plus % Advanced	72	73	63	50	
% Advanced	1	4	5	2	
Number of students tested	104	94	60	56	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	65	69	63	48	
% Advanced	0	2	5	2	
Number of students tested	63	42	33	52	
2. African American Students					
% Proficient plus % Advanced	68	73	63	49	
% Advanced	1	3	5	2	
Number of students tested	98	90	57	55	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Tindley expanded to include 7th grade in the 2005-2006 school year.

Subject: Mathematics

Grade: 8 Test: ISTEP

Edition/Publication Year: Published Annually (the year given) Publisher: CTB/Mcgraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Proficient plus % Advanced	88	63	72	46	40
% Advanced	16	7	12	2	1
Number of students tested	82	71	60	82	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	60	70	47	39
% Advanced	10	4	12	3	2
Number of students tested	31	45	33	79	44
2. African American Students					
% Proficient plus % Advanced	87	64	73	45	41
% Advanced	14	7	12	3	1
Number of students tested	79	70	57	80	74
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Tindley opened as a school in 2004-05 with 8th and 9th grade students.

Subject: Reading

Grade: 8

Test: ISTEP

Edition/Publication Year: Published annually (the year given)

Publisher: CTB/Mcgraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Proficient plus % Advanced	71	66	63	52	45
% Advanced	2	4	5	0	1
Number of students tested	82	71	71	82	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			2	0	0
Percent of students alternatively assessed			2		0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	71	69	70	52	39
% Advanced	4	4	6	0	0
Number of students tested	31	45	33	79	44
2. African American Students					
% Proficient plus % Advanced	71	67	63	51	45
% Advanced	3	4	5	0	1
Number of students tested	79	70	57	80	44
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Tindley opened in 2004; the 2004-05 ISTEP scores reflect the benchmark scores for the school (first scores ever attained.)

In 2006, two new students whose first language is Tagalog entered Tindley. Because they were so new to the country, they were given an alternative language assessment. The state reported their scores as "undetermined". Both students did take the ISTEP math test.

Subject: Mathematics

Grade: 9

Test: ISTEP

Edition/Publication Year: Published Annually (the year given)

Publisher: CTB/Mcgraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month		Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Proficient plus % Advanced		92	79	47	30
% Advanced		26	14	0	1
Number of students tested		39	29	59	67
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		92	67	49	32
% Advanced		29	11	0	0
Number of students tested		24	9	43	31
2. African American Students					
% Proficient plus % Advanced		94	78	46	31
% Advanced		26	15	0	2
Number of students tested		32	27	57	64
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Tindley opened in 2004 with 9th and 10th grade students.

The state of Indiana stopped giving the 9th and 10th grade ISTEP exams, and changed the testing graduation requirement to passing the End of Course Assessment in Algebra and English 10. The last year the 9th grade test was administered was 2007-08.

Subject: Reading

Grade: 9

Test: ISTEP

Edition/Publication Year: Year tested (new test published each year)

Publisher: CTB/Mcgraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month		Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Proficient plus % Advanced		92	83	59	52
% Advanced		5	3	0	0
Number of students tested		39	29	59	67
Percent of total students tested		100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		92	77	58	48
% Advanced		0	0	0	0
Number of students tested		24	9	43	31
2. African American Students					
% Proficient plus % Advanced		94	81	58	52
% Advanced		6	4		
Number of students tested		34	27	57	64
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Tindley opened in 2004 with 8th and 9th grades, the 2004 scores are the first 9th grade scores for the school. In 2007-08 the state announced that the 9th and 10th grade tests were being discontinued to be administered, and would be replaced with the graduation requirement of passing the end of course assessment in English 10 and Algebra. Thus 2007-08 was the last year the state tested 9th grade.