

1999

GVSU Charter Schools Evaluation Summary (1999)

Grand Valley State University

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CHARTER SCHOOLS OFFICE

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PHONE (616) 895-3029 • FAX (616) 895-2330

September 1999

Dear GVSU Board of Control:

I am including in your packet two reports, which I will be presenting for your information at the Board of Control meeting on October 22, 1999, as follows:

1. GVSU Charter Schools Evaluation Summary - This report was commissioned in response to Board requests for an objective evaluation of our charter school effort to date.
2. Year-End Status Report on GVSU Authorized Charter Schools - This report continues an ongoing record of major changes, problems and successes at our authorized schools. **Information printed in blue on the status report is the 1998-99 school year updated information.**

The evaluation report was researched, compiled and written by the office of the Community Learning Enterprise at the Grand Rapids Community College. The year-end status report was written by me to keep you updated regarding the status of authorized schools.

In response to what I felt were the two major recommendations of the study, namely that we (GVSU) provide more assistance to our authorized schools in the area of grant writing and board training, we have done two things:

First, we conducted work sessions on the topic of grant writing at our monthly meetings; and

Second, we hired two consultants to work with our boards at their schools as needed and requested. These meetings are ongoing. In addition, Dave Annis has been retained by the Charter School Office on a 20% of-time basis to work individually with school boards and staffs as an ombudsperson. Currently, Dave is working with three of our schools helping them through their planning process.

I am attaching a memo I sent to Jean Enright on September 3, 1999, which reveals the success of our initial efforts to assist our schools with grant preparation. We feel our schools were very successful in this effort.

I will be ready to answer any questions you may have regarding these two reports.

Sincerely,

A handwritten signature in cursive script that reads 'Pat Sandro'.

Pat Sandro
Special Assistant for Charter Schools
Encl.

TO: Jean Enright
Executive Assistant to the President

FROM: Pat Sandro
Special Assistant for Charter Schools

Pat

SUBJECT: Grants

DATE: September 3, 1999

One of the recommendations contained within the GVSU Charter Schools Evaluation Summary conducted by the Community Learning Enterprise Center at the Grand Rapids Community College, was a suggestion that we, GVSU as authorizer of charter schools, find a way to provide assistance to our schools in the area of grant writing.

In response, we brought both Gary Cass and Dan Ballast to our monthly meeting of charters last year here at the University to conduct work sessions on the topic of grant writing.

I recently received the results of the grants awarded by the State of Michigan Department of Education.

Before I provide the results, I would like to first note that all of the schools, both operational and pre-operational who were in attendance and received the materials and instructions received a grant. The four schools who did not receive a grant were not represented at the work sessions or were not yet authorized.

The results are as follows:

<u>Academy</u>	<u>Grant Awarded</u>
Academy of Health and Science	\$39,998
Arbor Academy	\$40,000
Black River Public School	\$39,674
Cardinal Charter Academy	\$39,985
Crossroads Charter Academy	\$40,000
Endeavor Charter Academy	\$39,985
The Family Institute	\$40,000
George Washington Public Academy	\$39,492
Kalamazoo Advantage Academy	\$40,000
Knapp Charter Academy	\$39,985

<u>Academy (con't.)</u>	<u>Grant Awarded (con't.)</u>
Paragon Charter Academy	
Tri-Valley Charter Academy	\$39,985
Walker Charter Academy	\$40,000
William C. Abney Academy	\$39,985
	\$40,000

Grants not approved are as follows:

Chandler Woods Charter Academy
Oakland Charter Academy
Portage Charter Academy
Paramount Charter Academy

As always, please call with questions.

Introduction

As of March 1998, Grand Valley State University had authorized 16 charter schools within a 75-mile radius of Grand Rapids. In addition, 11 additional charter schools were approved for fall. A preliminary evaluation study of the GVSU charter schools had shown charters to produce overall positive results. For example, GVSU charter school enrollments included 54% minority students – a greater percentage than found in any other state. In addition, GVSU charters appeared to be enrolling a higher proportion of special needs students than found in a given public school population. And, public perception of these schools was clearly positive.

It was the desire of the GVSU Charter School Advisory Board to more fully evaluate the status of its charter schools as well as to consider the impact of these charter schools in the greater community. To this end, they requested the Community Learning Enterprise at Grand Rapids Community College to conduct a focused evaluation of GVSU charter schools. Specifically, the GVSU Charter School Advisory Board identified five evaluation areas for study:

1. What is the current status of each of the schools chartered through GVSU regarding mission, finances, governance, regulations, facilities, enrollment, and personnel?
2. To what extent do the charter schools appear to be successful in achieving their stated mission? What have been their barriers to success? What new opportunities have been provided?
3. What evidence exists that charter schools are meeting the educational needs of the students whom they enroll? How do they evaluate their own success in terms of student outcome? What are staff/student/parent perceptions of the quality of the learning environment provided by the charter schools?

4. What has been the educational impact of these charter schools within the larger community in which they reside? What lessons can be learned by the charter school experience to date? How has the relaxing of some of the public school policy regarding teacher unions, etc. resulted in change? What has been the impact on the local public school in general?
5. To what degree is GVSU doing a responsible job to its service area in terms of its chartering of schools? Is it providing an adequate support system for those schools it charters?

Interactive Learning History Session December 3, 1998

The interactive learning history session was held December 3, 1998, with members of the Charter School Advisory Board and members of the evaluation team. In preparation for the session, CLE staff had collected their evaluation data and synthesized their findings into a summary slide show. A copy of the interactive session slide show is found in Appendix A.

At the session, participants reviewed the findings, discussed their perceptions and reflections, and determined the project learnings to date. This report documents the outcomes from that session and provides a summary of the evaluation results.

Evaluation Summary

Research Design

The Community Learning Enterprise evaluators engaged in research over 18 months to determine the effectiveness of Grand Valley State University's charter schools and the effectiveness of GVSU in meeting the needs of its chartered schools. Research consisted of surveys and follow-up surveys to 16 principals in GVSU's charter schools. In addition, principals were interviewed by phone to gather data on the following areas:

1. The current status of the school including mission, finances, governance, regulations, facilities and personnel;
2. The effectiveness of the school in meeting its mission;

3. The effectiveness of the school in meeting the needs of its students;
4. The impact of the school on the larger community
5. The effectiveness of Grand Valley State University in meeting the needs of its charter schools.

Qualitative research gathered from a study being done by Michigan State University on the Ecology of School Choice in Kent County also was used to supplement the findings of the CLE.

Question 1: Current status of each of the schools chartered through GVSU.

Overall, the evaluation team found that many of the charters have revamped their facilities or have moved due to increases in enrollment. The principals at small schools report expansion to be an issue, as they are the most likely to struggle with financing better facilities.

In addition, principals report boards are doing their jobs, although many boards struggle with defining their role. Many of the boards were responsible for the set-up of the schools and then had to redefine their role as administrators were hired to handle day-to-day operations. Although the principals talk of micro-management, several schools have undergone transitions in leadership, which then required the boards to take over director duties. Some principals suggested that GVSU might help with board training, as many of these board members are parents or community members who have never served on a board. Overall, principals report finding good board members is not a problem. Regarding specific areas:

Mission: The mission of all of the schools have remained the same, although several report revisions in wording to make mission statements more concise.

Finances: Most of the charters said finances for day-to-day operations are stable, albeit tight. Seven principals report having solid finances, three report having strained finances. Others

report finances are tight, but they are able to work with the budgets they have. It is the lack of funding for building that causes concern. With no allotments from the state for building and with increasing enrollments, schools are struggling with how to finance necessary expansion. Transportation also is an issue for those schools, like the West Michigan Academy of Arts and Academics, which are located off the beaten path. Financing plays a role here, too, as transportation is expensive. Principals report little flexibility in the charter school budget. Small schools are more stressed about financial issues than larger schools.

Governance: Many of the schools say their boards are good boards. Eleven schools, or about 69 percent, report their boards are strong. Principals acknowledge the boards are young and the majority of the principals said boards would benefit from board training.

Regulations: Few school principals report concerns regarding the regulations of charter school. One principal disagrees with the need for certification of teachers.

Facilities: Most of the schools are struggling with facilities. Expanding enrollments and staffs are creating a need for bigger and better space. Many of the schools are in the process of building or have just finished building. Seven principals report having expanded, remodeled, or moved their facility in the last two years. Five of these schools are National Heritage Academy schools. Three others report concern that space is either not adequate or does not allow for growth. Several principals report they are in the middle of major capital campaigns to finance building projects. The smaller schools were more concerned with expansion issues as they are the most likely to struggle with financing better facilities.

Enrollment: The majority of the charter schools are seeing increases in enrollments. Fourteen principals report increases in enrollment from the fall of 1997 to the fall of 1998. Two principals say their schools have seen a decrease in enrollment: one decreased by 16 students,

the other decreased by 6 students. The largest increase was a jump from 251 students to 508 students. The smallest increase was three students. Ten of the 14 schools that saw increases had an increase of less than 100 students. Four of the 14 schools had increases of more than 100 students. Many of the schools increased the number of grade levels offered. For example, Knapp Charter Academy, which saw the largest increase in students, began offering sixth grade classes this year. Excel Charter Academy, which saw an increase of 215 students, added eighth grade classes this year. Nine principals report adding grade levels this year.

Personnel: As a result of increased enrollment, most schools have increased staff. Nine schools report increases in full-time staff. In addition, six report increases in part-time staff. Overall, school principals are happy with their teaching staffs. Two principals say there is a fear of not getting the best teachers because the competition from public schools is too tough. Most principals are satisfied with the applicants they are getting, although one school principal, whose school has multi-age classrooms, said teachers who understand the philosophy of the school and are comfortable with the environment are difficult to find. Personnel turnover rates ranged from 0 percent to 50 percent with an average of 12.4 percent. Four principals report no change in personnel. One principal reports a 50 percent turnover in staff due to a "shakedown" from a prior administration. All principals report satisfaction with their stance as non-union schools, saying that having a union would only complicate issues. All say they are close enough to their staffs to handle issues effectively and to the satisfaction of all parties. Most of the teachers in these schools are certified; and if they are not certified, principals get one-year permits for them.

Question 2: Meeting their mission

Increases in enrollment are the most significant evidence that the charters are meeting their stated missions. Parent surveys and test scores also affirm for the charters that they are at least

holding ground with the public schools. Student turnover rates in charter schools range from 5 percent to 28 percent, with an average of 14.6 percent.

There are several barriers to success in charter schools. Most principals report the restrictions of building funds as a barrier. Some schools cited funding teacher salaries as a problem, as charters are unable to compete with the salaries of the larger school districts. Many of the schools say their boards micromanage the schools. However, for those principals in transition or who are new to the schools, a "hands-on" board is welcomed. Other schools say the young boards are not sure of their roles and training for board members is needed. The charter schools that serve low-income families also struggle with getting parental involvement.

For many, new opportunities for charters include new buildings and better facilities as growth occurs. Two principals report having a good relationship with neighboring public school districts and expressed an appreciation for that support. One school brings GRPS high school students to the elementary classes to teach French. Another participates in activities with a school in the public school district. For one principal, the struggles the school has been through have been an opportunity to show its ability to survive.

Question 3: What evidence exists that charter schools are meeting the needs of the students who enroll?

Many of the schools have strong parental involvement, including representation on the school boards, and most of the charter schools administer parent surveys. Ten principals report conducting ongoing surveys of their parents. Most of the principals report their parents participated in surveys of parents, staff and students through a Western Michigan University study completed in 1998. All administer standardized tests like the MEAP. Other measures

used to monitor success include teacher evaluations. Only one school reported results from student evaluations.

Results from a parent and teacher evaluation done by Western Michigan University shows schools get high marks from both teachers and parents in areas of small class sizes, parental input and safety. The surveys also indicate that parents and staff feel positive about the future of the schools.

Michigan Educational Assessment Program (MEAP) scores in charter schools are as varied as they are in public schools. When MEAP scores were compared between charters and their home districts, scores were shown to be similar, if not slightly higher, than their district average. In Grand Rapids, for example, 27 to 48 percent of students scored satisfactory on the state tests. Excel Charter Academy students scored 53 to 75 percent satisfactory. Gateway Charter Academy, which scored below the state and county averages, turned in scores better than the Grand Rapids Public Schools. In Walker, Walker Charter Academy scores were lower than state and county averages but similar to those from Kenowa Hills Public Schools.

1998 Percentages of Satisfactory MEAP Scores, Math (M) and Reading (R), Grade 4

GR Public*	48.2 M; 31.9 R	Kenowa Hills PS*	68.3 M; 56.8 R
Excel Charter	75 M; 62.5 R	Walker Charter	69 M; 55 R
Wyoming Public*	76.7 M; 55.4 R	Byron Center PS*	91 M; 80 R
Vanguard Charter	72.9 M; 45.8 R	Learning Center	12.5 M; 0 R

*Public schools have scores from more than one school figured in total percentages.

Question 4: Impact of the charters schools within the larger community.

In terms of the public school districts, the biggest impact charter schools have had is financial. Grand Rapids Public Schools lost close to \$1 Million in revenue because of students who left the district. In Kent County, Grand Rapids is hurt the most financially. The fear of public school administrators and public school advocates is that the financial drain on the inner city school will eventually have negative effects on the social systems in Grand Rapids and Kent County. J. C. Huizenga, owner of the majority of charter schools in the county, believes that the strength of competition is that it forces everybody to improve and it weeds out the poor suppliers. The problem with that philosophy, say the superintendents, is that the consumers who are left do not have the means to choose their schools. Therefore, public school districts face the danger of being left with a population which traditionally is more expensive to serve – creating even more of a financial burden.

In terms of the way public schools operate, superintendents across the county said they have felt the need to increase the amount of money and time spent on marketing their programs to families within their districts. Many of the public schools also acknowledge that charters have pushed them to look at their students and their families differently. Many of the superintendents said the push to re-examine their approach to students and to their programs has been positive, although most say the charters have had little effect on the district's curriculum.

According to the charter principals, the public as a whole is becoming more accepting of charter schools. Newspaper articles are less critical of charter schools than they were three years ago. A charter school in Grand Haven has partnerships with community arts organizations.

Another charter school in Grand Rapids has worked out a collaboration with a private school for use of its buses for field trips in exchange for use of the charter school gymnasium.

The reasons principals cite for students to choose charter schools include decreased class sizes, a safer environment, opportunities for parental involvement, and a focus on character development. Lessons to be learned from the charter school experience include the significance of focusing on issues of safety and parental input. Research indicates some students are choosing to return to their public school district because there is a lack of extra-curricular activities. Very few charters offer classes at the high school level because it is expensive to run the programs students have come to expect from a high school experience. Superintendents have reported that some families have returned to the public school district because the instruction or the academic program offered at the charter schools was less than what is offered at the district. With charter school enrollments up and turnover rates relatively low, it seems charters are meeting the needs of their clientele. However, the public school districts are able to offer students a more comprehensive program than the charters.

The fact that the charters do not have unions is a positive to all the charter school principals. One charter principal credited the teacher's union for setting the standards by which they operate. All of the charter principals said they are better able to handle the issues of their small staffs without a union, and they believe relationships among teachers and administrators are better without union representation.

Question 5: To what degree is GVSU doing its job.

All of the charter school principals say GVSU is doing a good job as administrator of the charter schools. Specifically, they say Pat Sandro is very supportive. Principals at the smaller schools say they would like to see more assistance with board development, grant requests and

funding proposals, and professional development opportunities for staff. The smaller schools struggle more with these issues than the larger schools, and the independent schools are struggling more than the ones backed by a management company.

Several principals also suggest GVSU offer training and support to help principals and administrators deal with the paper work, regulations, and grant proposals. One suggestion was that GVSU hold a meeting three times a year to give a "heads-up" to grant opportunities as that would be helpful. Most of these schools are understaffed in terms of administrative support. The schools with a management group, particularly National Heritage Academy, do not seem to have the same concerns.

Interactive Session Results

GVSU advisory board members gathered in December to review CLE's findings. The board's discussion suggests a need for ongoing research, particularly to assess trends as charters continue to develop as part of the public school system. Below are the board's recommendations for further research:

- Committee members discussed the fact that little or no relationship exists between public districts and public charters. The lack of relationship and/or the existence of adversarial relationships are a barrier to sharing best practices. It was recommended that the GVSU Advisory Board work on recommendations to bridge the communication gap between public districts and public charters. It was reported at the advisory board meeting that Grand Valley State University is looking at the possibility of creating a

position that would support and facilitate stronger relationships between public districts and public charters.

- Grand Valley State University could enhance its support of the charter schools by providing more opportunities for school staff to learn about grant applications and funding opportunities. GVSU did one workshop with schools as the first charters were developing, but now there are more than a dozen new charters under development. Although there is not much sharing of information between public school districts and charter schools in Kent County, it was noted there is a strong relationship between the charter school and public school district in Big Rapids. It was suggested that research be done into this relationship and shared with the charters and public school districts in Kent County.

- As board training is an issue with a majority of the charter schools, it was suggested that charters find a way to work with the Michigan Association of School Boards, which has not provided training to charters so far. More research into the MASB and charter school relationship could be beneficial in building this link.

- Much of the board's discussion centered on whether charter schools are able to be selective in developing their school population. Research suggests there are concerns that some charters school have developed screening processes either before or after students are enrolled to determine if students fit the programs they offer. Discussion also ensued as to whether charters are meeting the needs of special education students, and whether special education students are considered a detriment or benefit to charter programs. While CLE's research determined most charter schools provide special

education resources, it is recommended further research examine the intake and exit processes of charter schools.

- Teacher education is an issue to be reviewed more closely as it was reported GVSU education students are frequently told to only consider student teaching in charter schools if they want to pursue charter school positions. There is a sense among some advisory board members that some public school districts will not consider teachers who have been trained in charter schools. Further research is called for to examine issues around teacher education, how schools choose their teachers, and differences that exist in charter and district student teaching assignments.

- It was recommended by advisory board members that research continues as a learning history, and that new research be used to generate new questions for further research. It was also suggested that learning histories of public school districts and public charters be used to draw comparisons and contrasts.

Appendix A

Learning History Slide Show

December 3, 1999


GVSU Charter Schools

Advisory Team
Interactive Learning Session
December 3, 1998


Community Learning Enterprise/GRCC

Five Evaluation Questions


- ➔ 1. What is the current status of each of the schools chartered through GVSU in regards to mission, finances, governance, regulations, facilities, enrollment and personnel?
- ➔ 2. To what extent do the charter schools appear to be successful in achieving their stated mission? What have been their barriers? What new opportunities have been provided?



⇒3. What evidence exists that charter schools are meeting the educational needs of the students whom they enroll? How do they evaluate their own success in terms of student outcome? What are the staff/student/parent perceptions of the quality of the learning environment provided by the charter schools?



⇒4. What has been the educational impact of these charter schools within the larger community in which they reside? What lessons can be learned by the charter school experience to date? How has the relaxing of some of the public school policy regarding teachers unions, etc. resulted in change? What has been the impact on the local public schools in general?



⇒ 5. To what degree is GVSU doing a responsible job in the community in terms of chartering of schools? Is it providing an adequate support system for those schools for which it charters?



What data are we using?

- ⇒ Data collected from 16 charter schools using surveys, telephone interviews, in-person visits from May 1998 - November 1998.
- ⇒ WMU parent/student/staff surveys
- ⇒ Additional interview data used with permission from Dr. David Plank/Department of Educational Administration/MSU. His paper entitled "Ecology of School Choice" to be published early next year.



What is an “Interactive Learning Session?”

- ⇒ Interactive learning sessions are key components in a learning history evaluation
- ⇒ Data is collected by the evaluation team and then used by stakeholders in a reflective process
- ⇒ Provides for a critical learning opportunity where stakeholders and evaluation team work together to determine “What are we learning?”



Q1. Current Status

- ⇒ Mission
 - ⇒ Missions at all schools have remained stable
- ⇒ Finances
 - ⇒ 50% of schools report finances are an issue
 - ⇒ Operations money is very tight
 - ⇒ Difficult to compete with public schools on wages
 - ⇒ Major financial need is facilities
 - ⇒ Budgets have no flexibility in them



Q1. Current Status (continued)

⇒Governance

- ⇒Overall, feeling is that Boards are strong
- ⇒No problems reported in finding Board members
- ⇒Issue of board training emerged at several schools as Boards struggle to define their “role”
- ⇒Smaller, newer schools report that the Board is micro-managing. This is reported as both good and bad.



Q1. Current Status (continued)

⇒Regulations

- ⇒Only 1 school reported a concern about teacher certification regulations.
- ⇒No other concerns reported



Q1. Current Status (continued)

⇒ Facilities

- ⇒ 6 schools report they are either in progress or just completed major building projects (5 are National Heritage Academy (NHA) schools)
- ⇒ Another 6 report they need a larger facility
- ⇒ Several are in the middle of major capital campaigns to finance building projects
- ⇒ Principals report little money available for facilities. They need donations of land, buildings, money for re-modeling, new construction.



Q1. Current Status (continued)

⇒ Enrollment

- ⇒ 15 schools reported increases in enrollment for this fall.
- ⇒ Range of increase from 6 to 257 students (average 64 student increase)
- ⇒ Many schools added grades, sections



Q1. Current Status (continued)

⇒ Personnel

- ⇒ 8 schools report increases in staff, other schools remained stable
- ⇒ Range of increase from 0.5 to 12 new positions
- ⇒ Personnel turnover rates ranged from 0% to 50% (average 12.4%). 4 schools reported no changes.
- ⇒ Concern over ability to offer competitive salary/benefit packages to keep staff in coming years




Q2. Evidence that schools are achieving their mission

⇒ Enrollment rates

- ⇒ Student turnover rates range from 5% to 28% (average 14.6%).
- ⇒ New student enrollment increases reported in all but one school

⇒ Test scores


- ⇒ Test score data is limited at this point as most charters are only 2-3 years old.
- ⇒ Evidence of achievement gains needs more complex study



Q2. Evidence that schools are achieving their mission (continued)

⇒ Parent/student/staff surveys

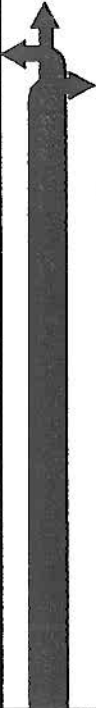
- ⇒ All schools participated in the surveys done by WMU last spring. Results still coming in.
- ⇒ Results show parents are satisfied with the school staff and direction of the school
- ⇒ Top survey areas
 - ⇒ Good teachers, safety
 - ⇒ Academic standards, small class sizes
 - ⇒ Opportunities for parental input
- ⇒ Area of concern
 - ⇒ Finances



Q2. Evidence that schools are achieving their mission (continued)

⇒ Barriers to success:


- ⇒ Facilities issues
- ⇒ Teacher salaries (able to compete)
- ⇒ Charters serving low income areas are struggling with parent involvement
- ⇒ Defining the Board's role
- ⇒ As school enrollments grow, so does class size. Small class size is a significant attractor.
- ⇒ Relationship with the public school districts needs improving. Little collaboration occurring.



Q2. Evidence that schools are achieving their mission (continued)

⇒ Opportunities

- ⇒ Many charters are getting new buildings, better facilities
- ⇒ Relationship with the community (I.e. press articles) seems to be improving
- ⇒ Some evidence of improving relationships with both public schools and private schools (I.e. bussing, use of facilities)
- ⇒ Enrollments are strong
- ⇒ No concern expressed about achievement test scores




Q3. Evidence that schools are meeting needs of students

- ⇒ All schools administer MEAPs. Only 1-2 years of data exist. Most also administer CAT or MAT
- ⇒ Too early to determine achievement trends - although no concerns expressed
- ⇒ WMU surveys show that parents and teachers are satisfied with the charter school efforts to meet the needs of students.



Q4. Impact of Charters on Other Schools

- ⇒ Biggest negative impact reported by public school superintendents is financial (loss of student headcount \$\$)
- ⇒ Public schools report putting new \$\$ into marketing
- ⇒ Has changed the way public schools think about/interact with their “clients”
- ⇒ Public schools report a close examination of their educational programming



Q4. Impact of Charters on Other Schools (Continued)

- ⇒ Public schools report an increased awareness of their accountability to the public
- ⇒ Has not resulted in significant changes to curriculum
- ⇒ Little evidence of true collaboration between charter and public schools




Q5. GVSU Support

- ⇒ Overwhelming praise for Pat Sandro and President Lubbers for the job they have done with the charter schools
- ⇒ Areas of needed support include:
 - ⇒ Assistance with Board development
 - ⇒ Dealing with grant applications
 - ⇒ Assisting with “the paperwork”
 - ⇒ Professional development opportunities for staff, especially teachers



Issues Raised

- ⇒ Is the lack of high school charters a concern?
- ⇒ Does the issue of transportation limit real choice?
- ⇒ Is there a concern that the public schools will serve only the neediest of students?
- ⇒ Can charters provide in the long run for the needs of teachers? (professional development, salary steps, benefits)

- 
- Michigan law states that charters exist is to experiment and find innovations which will then be shared with the public schools. This does not appear to be happening. Is this reason for concern?
 - It appears that the only issues raised about charter schools are political. Is this reason for concern?

Appendix B

List of Charter Schools

GVSU Charter Schools included in report:

Academy of Health and Science
Black River Public School
Discovery Elementary School
Excel Charter Academy
Gateway Middle School
Knapp Charter Academy
Lakeshore Public Academy
The Learning Center Academy
Northside Preparatory School
Tri-Valley Academy
Vanderbilt Charter Academy
Vanguard Charter Academy
Vista Charter Academy
Walker Charter Academy
West Michigan Academy of Arts and Academics
West Michigan Academy of Hospitality Sciences

Appendix C

Charter School Questionnaire

GVSU Charter Schools Questionnaire

2nd Notice

Your Name: _____ School: _____

Will you be available for a follow-up telephone interview this summer?

____ Yes. Phone number to reach me is: _____

____ No.

Part 1: Current Status

Note: Please give numbers as of the close of school, June, 1998.

1.1 Number of students by grade: K _____ 1st _____ 2nd _____ 3rd _____
4th _____ 5th _____ 6th _____ 7th _____
8th _____ 9th _____ 10th _____ 11th _____
12th _____ Other _____

1.2 Number of teachers: Full time _____ Part time _____

1.3 Number/title of administrative staff:

1.4 Number/title of all other staff:

Part 2: Accomplishment of Mission

2.1 What is the mission of your school?

2.2 What evidence do you collect regularly to determine the extent to which you are achieving your mission? (What data has been collected?)

- 2.3 What evidence exists that you are meeting the educational needs of the students at your school? (What data has been collected?)

Part 3: Significant Issues

- 3.1 Please list those things about your school of which you are especially proud. What do you think you are doing exceptionally well?
- 3.2 Please list those things that need to be addressed or about which you have concerns.
- 3.3 How can GVSU better serve the schools it has chartered?
- 3.4 What issues do you think need to be addressed during this evaluation process?
- 3.5 Are you currently participating in any other charter school evaluation project? (If yes, please describe)