NATIONAL CENTER FOR
SPECIAL EDUCATION
IN CHARTER SCHOOLS

Paramount
School of Excellence

Indianapolis, Indiana

Year Opened:	Grades Served:	Total Enrollment:
2010	K-8	700

Paramount Data Profile

Paramount School of Excellence is a public charter school serving approximately 700 students across grades K-8 in Indianapolis, Indiana. Paramount is an independent, open-enrollment, single campus school authorized by the Indianapolis Mayor's office in 2010. The school's mission is to "inspire learning through an unparalleled academic approach, and transform communities by changing lives."

Chart I: Demographics Comparison 2016[1]

Paramount: 48%, 28%, 10%, 14%

Indianapolis Public Schools (IPS): 49%, 21%, 5%, 25%

- African American
- Hispanic/Latino
- Multiracial
- White
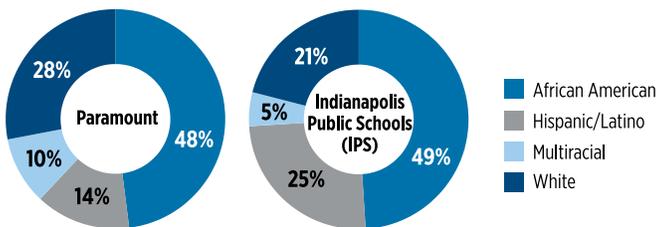
Chart 2: Enrollment of Students with Disabilities 2014-2016[2]

Paramount / IPS

	2014	2015	2016
Paramount	16.3%	16.7%	18.5%
IPS	18.7%	18.9%	18.0%
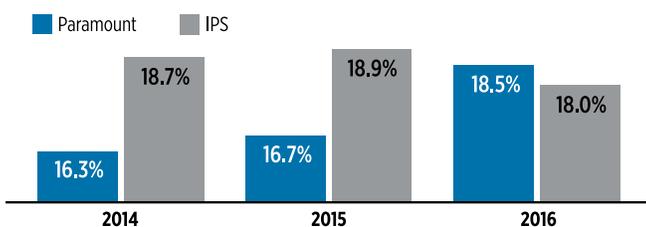
Chart 3: Suspensions of Students with Disabilities 2013-2015[3]

Paramount / IPS[4,5]

	2013	2014	2015
Paramount	7.8%	9.5%	7.8%
IPS	13%	27.7%	N/A
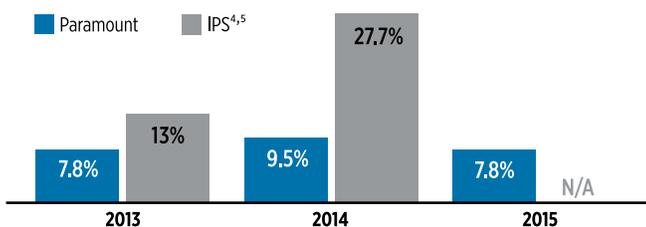
Table I: Comparison of Students with Disabilities

	State (6-21)[6]	IPS (ages 5-14)	Paramount (K-8)[7]
Autism	7.90%	8.49%	6.80%
Deaf-Blindness	0%	1.18%	0%
Emotional Disturbance	9.10%	6.45%	6.80%
Hearing Impaired	1.40%	1.40%	0.90%
Intellectual Disability	11.20%	8.10%	4.30%
Multiple Disabilities	1.30%	1.18%	0%
Orthopedic Impairment	1.00%	.96%	0.90%
Other Health Impairment	9.90%	11.14%	4.20%
Specific Learning Disabilities	36.10%	28.72%	49.50%
Speech or Language Impairment	21.20%	30.96%	23.10%
Traumatic Brain Injury	0.30%	.22%	0%
Visual Impairment	0.60%	.62%	0%
Developmental Delay	Not reported at this age	.59%	2.60%

Chart 4: Percent of Students with Disabilities Passing State-Wide Assessments 2014-2016

- Paramount English/Language Arts (E/LA) Pass Rate for Students with Disabilities
- IPS E/LA Pass Rate (SWD)
- Paramount Math Pass Rate (SWD)
- IPS Math Pass Rate (SWD)

	2014[8]	2015[9]	2016[10]
Paramount E/LA	56%	49%	60%
IPS E/LA	13%	15%	29%
Paramount Math	75%	61%	81%
IPS Math	15%	19%	43%
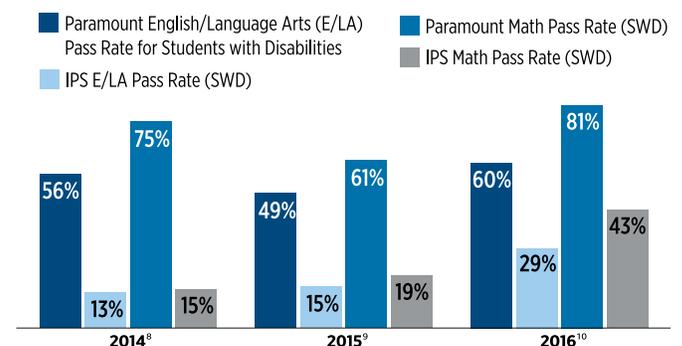
Paramount
School of Excellence

The mission of Paramount School of Excellence is to inspire learning through an unparalleled academic approach, and transform communities by changing lives.

Paramount School of Excellence is a public charter school serving approximately 700 students in Indianapolis, Indiana. Paramount is an independent, open-enrollment, single campus school that operates as a Local Education Agency (the equivalent of its own school district). It was authorized by the Indianapolis Mayor's office in 2010 and, in accordance with Indiana's state charter school law, operates under renewable 7-year charters based on explicit performance expectations.

Paramount serves students in kindergarten through eighth grade (See Chart 1). While any student in the Indianapolis area is eligible to attend, parents apply for enrollment and students are accepted on a first come, first serve basis – typically off of a waitlist at the beginning of each year. Students at Paramount mirror the demographics of the larger Indianapolis area, with similar percentages of African American students and, in 2016-17, a slightly higher percentage of students with disabilities (See Charts 2 and 3). Paramount's students with disabilities are similar to those across the State of Indiana, with the largest number identified as having "Learning Disabilities" and the second most prevalent with "Speech or Language Impairment" (See Table 1). However, the students with disabilities are less diverse than the district; Paramount enrolls fewer students with more moderate to significant disabilities. Since it first opened its doors, the school

has increased its enrollment of students with disabilities — 18.5% of students were eligible to receive special education services in 2016-17 — and achievement has risen as well. Indeed, students with disabilities at Paramount consistently outperform their peers in Indianapolis Public Schools (IPS) (See Chart 4). These strong student outcomes, along with Paramount's rich academic program, commitment to students with disabilities, and focus on inclusion led NCSECS to identify it as a Center of Excellence from which other schools could learn.

An explosion of colors greets visitors to Paramount; the five-acre campus is nestled between an open field on one side and trees on the other. Throughout the campus are large, outdoor sculptures; between the playground and the sports field is a pen filled with goats and chickens. The orange, grey, and glass building blends new construction with historic architectural features, such as original brick walls and aged wooden beams that are visible through glass cutouts.

Inside, a Time and Space Discovery Lab sparks students' imaginations with an impressive scale model of the solar system. Students can stand in a replica of the sun and look past a floating, life-size astronaut to view proportional likenesses of each planet. Paramount teachers may reserve the Lab and use

Centers of Excellence: Shining a Spotlight on Promising Practices for Students with Disabilities in the Charter Sector

State charter school laws provide an opportunity for schools to create an instructional environment outside the confines of standard operating procedures within traditional district systems. This autonomy gives charter schools a unique space to innovate – testing, refining, and expanding promising new practices that can better meet the needs of many students who are not well-served in traditional public school settings.

The National Center for Special Education in Charter Schools (NCSECS) identified four charter schools from across the country as "Centers of Excellence" to showcase and share examples of charter schools that leverage their autonomy particularly well to benefit students with disabilities.

Each Center of Excellence enrolls a proportionate or higher number of students with disabilities relative to the district where the school is located, demonstrates an explicit commitment to developing exemplary programs with a focus on inclusion, and achieves higher-than-average outcomes for students with disabilities. Each Center of Excellence profile is designed to share the story of an outstanding school that provides particular insight into how charter schools – and all public schools – can provide exemplary services to students with disabilities.

prepared lesson plans to teach about the solar system; light pollution; or technology related to air, space, and time. In another section of the building, students can observe a live beehive and grow hydroponic plants. In middle school, students may join Paramount's nationally-recognized robotics club—or milk the goats to make and sell goat cheese. These hands-on learning features illustrate Paramount's philosophy that all students, including those with disabilities, can reach their full potential in a dynamic and inclusive setting with a rich academic program.

A School Day at Paramount

Paramount was founded based on its leaders' strong belief that all students have the ability to thrive academically and achieve great things, regardless of a disability. Students with disabilities are an integral part of the school culture at Paramount, educated alongside their general education classmates for most of the day and included in every experience. At Paramount, teachers view their role as providing supports and accommodations to help *all* students be successful. Each member of the faculty and staff

Paramount School's Master Schedule 2015-2016

K / 1 / 2

Time	K	1	2
7:20	Staff Arrival		
7:30	Breakfast/Title Time		
8:00	MA		
8:05	E/LA	E/LA	E/LA
10:00	(E/LA)	Specials 10:00-40	(E/LA)
10:40	LUNCH 10:40-10	E/LA	
11:00			Science/ SS
11:15	RECESS 11:15-35	LUNCH 11:15-35	
11:40		RECESS 11:40-00	LUNCH 11:40-00
11:45	Math		
12:05		E/LA	RECESS 12:05-25
12:30		Math	Math
1:00	Specials 1:00-40		
1:45	Science/ SS		
2:00			Title Time
2:10	Recess	Science/ SS	
2:30	Title Time		Specials 2:30-10
2:45		Title Time	
3:15	Dismissal to parents		
3:40	Walkers released		
3:45	Released to Y		
4:15	Staff Dismissal		

3/HAT* / 4/HAT* / 5 (8th)

Time	3/HAT*	4/HAT*	5 (8th)
7:20	Staff Arrival		
7:30	Breakfast/Title Time		
8:00	MA		
8:05	E/LA	E/LA	Specials 8:05-55 (& 8th)
9:00	(E/LA)	(E/LA)	E/LA
11:00		Specials 11:00-50 (& HAT)	
11:30	Math		
12:00		Science/ SS	Science/ SS
12:05	LUNCH 12:05-25		
12:30	RECESS 12:30-50	LUNCH 12:30-50	
12:40			LUNCH 12:40-00
12:55		RECESS 12:55-15	
1:05			RECESS 1:05-25
1:15	Math		
1:30		Math	Math
1:45	Specials 1:45-2:25		
2:45	Science/ SS		
3:15	Title Time		
3:30	Dismissal to parents		
3:40	Walkers released		
3:45	Released to Y		
4:15	Staff Dismissal		

Middle School

Time	6A STEM	6B SS	7A Math	7B ELA	8 Math	Periods
7:20	Staff Arrival					
7:30	Breakfast/Title Time					Periods
8:00	MA					
8:05	6A	6B	7A	7B	Specials 8:05-55 (8th)	1st
9:00	Specials 9:05-9:55				8	2nd
10:00	6B	7A	7B	8	6A	3rd
11:00	7A	7B	8	6A	6B	4th
12:00	7B	8	6A	6B	7A	5th
1:05	LUNCH 1:05:25					Lunch
1:30	RECESS 1:30:55					Recess
2:00	8	6A	6B	7A	7B	6th
3:05	Title Time 6A	Title Time 6B	Title Time 7A	Title Time 7B	Title Time 8	7th
3:30	Dismissal to parents					
3:40	Walkers released					
3:45	Released to Y					
4:15	Staff Dismissal					

* High achievement track (HAT) is challenging coursework for students identified as gifted and talented.

shares responsibility for students with disabilities' academic and behavioral success.

Teachers lead the core content areas of English/Language Arts (E/LA); science, technology, engineering, and math (STEM); and social studies through a hybrid teaching structure that engages students through technology, traditional textbooks, and teacher-led instruction. Three special education teachers at Paramount specialize by grade level, and sometimes by content area. Content area specialists plan closely with general education teachers in the same content area, and general educators often share lessons online to provide consistency across each student's day.

The daily schedule at Paramount is designed to maximize students' time in the classroom. From August through the end of May, students attend an extended school day from 7:30-3:15, and many remain after school for tutoring or clubs. Elementary students participate in 2.5 hours of E/LA each day, 75 minutes of math, and 30 minutes of science/social studies. Each day also includes 40 minutes of "specials," such as art or physical education. Middle school students participate in 2 hours each of math and E/LA instruction, 30 minutes of science, and 30 minutes each of social studies and specials. A special hour of "Title Time" each day — funded through Paramount's Title I funds — enables students who are struggling to dedicate additional time to small group work on foundational concepts or skills.

Paramount Frameworks: The Gears That Run the School

Paramount's success is due to the cohesion, communications, and consistency reflected across the school. This consistency is made possible in large part by Paramount's "Frameworks," policy and instruction guides that shape the school's approach to curriculum, communication, instruction, and the overall school culture. The Frameworks reflect the mission and vision of the school's founders and are central to the school's identity: school leaders frequently reference the Frameworks; and teachers have clear guidance about instruction, behavior, school culture, and their own evaluations. As students progress through the grades, they encounter similar instructional cycles and consistent strategies. While the Frameworks have been in place since the school's founding, administrators consider them "living documents," using them to guide their feedback to teachers during walk-throughs, team meetings, and data discussions; and using them to set the stage for shared communication practices that help the school run smoothly. The Frameworks support teachers and students' focus on teaching and learning, by enabling them to work from a foundation of common expectations and supportive tools.

Uniformly High Expectations

Paramount's Frameworks note that "every student will have academic performance goals with the expectation of improvement in each academic and content area." The Frameworks also articulate what improvement means in terms of school-level test score data and student-level growth in content area knowledge and skills. Teachers use these clear, intentional structures to maintain high expectations for each student and for

The Paramount Frameworks

1. Curriculum & Instruction
2. Data Driven Instruction
3. Behavioral System
4. Weather and Lock Down Drill
5. School Community
6. Teacher Evaluation/Incentive
7. Student Dress Code
8. Field Experiences
9. Arrivals and Departures
10. School Architecture/Aesthetics
11. School Nurse
12. Paramount School of Excellence Test Security Policy

Instructional Frameworks Guide Student Success

Sample instructional cycle to guide classroom instruction at Paramount:

1. Teacher provides a mini-lesson on character development (with examples).

2. Students identify examples of character development while reading the story.

3. Students write a paragraph discussing the character development they observed in the reading (this would be the formative assessment to make sure students independently understood before moving to a higher-order activity).

4. Students could then write their own original story that provides an example of character development (this could be differentiated for higher-level-thinking students who could write a ballad, or for students at a lower readiness level that would allow them to draw pictures with captions that display the academic concept).

Extension: students could turn their stories into books during art class.

Source: Paramount Frameworks 5A, pg. 1

Sample Framework for Math Instruction

Teacher instructs students to:

Step 1.   Read the Problem Carefully (Identify the Problem: read the entire problem, look for key words, look for the number of steps that will need to be taken; What is it asking for?)

Step 2.   Plan How to Solve the Problem (How will the problem be represented? Draw a Picture, Make a Diagram/Chart, etc.)

Step 3.   Solve the Problem Showing All Steps (Break the problem into the smaller steps you have identified)

Step 4.   Check Your Work (Does the answer make sense? Can you explain how you arrived at your answer? Can the problem be solved in more than one way? Can you represent the answer in different ways, i.e. — picture, chart, number, etc.?)

Source: Paramount Frameworks 5A, pg. 2

the school without simplifying the curriculum or teaching lower grade-level standards.

Just as it has for students, Paramount has also established Frameworks that articulate uniformly high expectations for how instruction occurs, and form the basis for walk-through tools that the administration uses on a regular basis. For example, all teachers at Paramount start each lesson by explaining the standard/concept they are working on and then providing a short lesson. Next, they cycle through a "gradual release" approach where the teacher models the concept, and the class completes a problem together. Students then tackle a few problems with help from the teacher as needed; and finally, the students work on the concept independently. This type of instruction is consistent across classrooms and grade levels, from general education students to those with Individualized Education Programs (IEPs). Teachers never assume that students know a concept at the beginning of the lesson, even if it is something they have worked on previously.

School leaders use frequent observation data to inform the intensity of support each teacher receives. If the walk-through highlights areas of need for a teacher, the administration increases the number of walk-throughs and corresponding post-observation conferences, works with the teacher individually, and might pair the teacher with a mentor who helps the struggling teacher plan. The Frameworks articulate high expectations and create a positive feedback loop of policy, practice, and support for both students and teachers.

Shared Responsibility

Paramount's teachers use a combination of co-teaching and intentional resource support that aligns closely with general education classroom instruction to provide special education students with the supports and accommodations they need. All students are assigned to a general education homeroom, and the general educators consider all students a part of their class rather than expecting special educators to be solely responsible for meeting specific needs of students with IEPs. While all students receive part of their math or E/LA instruction in the general education classroom, some students may receive part of their math and/or E/LA instruction in a resource room. However, instruction in each resource room works toward the same goals and concepts as in the general education classroom. Each general educator knows the basic IEP goals and accommodations for the students in his or her class. Furthermore, paraprofessionals are included in instructional planning either by being physically present during meetings, having access to students' data, or by having the special educator explain the lesson and how it connects to general classroom instruction.

Consistent Communications

Staff members credit the communication structures outlined in Paramount's Frameworks for supporting special education students' success. For example, the school's special education director built upon basic expectations within the Frameworks to develop the "IEP At A Glance." This communications document gives all teachers a short summary of their students' IEP accommodations, goals, and needs; the special education team then supplements the document with training for general education teachers on how to implement each student's IEP within the classroom. Clear communications and regular collaboration between administration and teachers, as well as among general and special education teachers, means that while students with IEPs may have multiple teachers, each educator works toward the same goals. Students' learning increases through focus and intensity rather than becoming disjointed as they shift from the general education to the special education classroom.

Communication between individual teachers is also critical to supporting Paramount's students with disabilities. Special education teachers meet with general education teachers during weekly grade-level team meetings, dedicated time that helps them all stay on the same page about to what is being taught in the classroom. Thus, even if some students with disabilities spend time in a pull-out for group or one-on-one instruction, the lessons between the resource room and general education classroom work together.

IEP at a Glance: Paramount's special education director develops and provides all general education teachers a one-page summary of the IEPs for students in their class. It includes brief and accessible information on behavior strategies, accommodations/modifications, and IEP goals for each student.

Common Planning Time

At Paramount, teams of general and special educators share the same professional development times, which include regular trainings for all staff on special education regulations and best practices. The Frameworks outline expectations and provide guidance for weekly grade-level team planning, time protected by the school's schedule. Paramount's administrators, including the special education director, attend each grade-level team's planning meeting at least once a month. The general and special educators who work together find additional ways to plan and align their lessons, as well. For instance, in the middle school math classroom, the general and special education teachers have established regular times to discuss and plan lessons. In other classes, the general educator will post a lesson on a shared drive and the special educator is able to review it, comment on supports or accommodations that may be helpful, and plan additional lessons to provide extra support to students with disabilities in the resource room.

How It Works for Jordan

Jordan is a sixth grade student at Paramount who receives special education for both math and E/LA. He starts his day by popping into the Resource room to say hello to one of the three special educators or two paraprofessionals. He asks them to check his homework and review his behavior goals for the day. Jordan then heads to his E/LA classroom, where he will start his day with other sixth grade students. After the teacher delivers her 5-10 minute lesson, Jordan and several other students with disabilities transition to the resource room for additional focused instruction and skill practice. The lesson he will receive is either a modified version of the instruction in the general education classroom or a foundational set of skills that directly support the general education classroom instruction.

During math, Jordan will sit alongside general education students in rows of desks while the teacher presents a 10-minute review on linear equations. Both the general and special education teacher then walk up and down the rows helping Jordan and his peers. The special education teacher asks a few students if they want to join her to work on their worksheets at a small table at the side of the room. Jordan chooses not to join, but due to his IEP, he is one of a few students in the classroom who is allowed to have a calculator. Several other students, including some who have not been identified with a disability, join the special education teacher at the small table. After the special educator does a short review of the concept, some of the students return to their desks to work, and others continue to work at the table together. Jordan's teachers then move throughout the room offering support and redirection to each student.

Data-Driven Interventions

Paramount's grade-level teams, including both special and general educators, review students' benchmark achievement data together at least weekly to identify patterns, determine interventions, and brainstorm next steps. Ongoing assessment of student progress is at the core of how Paramount ensures that each student receives the appropriate interventions to help him or her succeed.

Teachers use several data sets to inform instruction. State-level standardized testing on Indiana's College and Career Ready State Standards (CCRSS) provides classroom group data. The same tests provide student longitudinal data, which enables educators to track students across grade levels and evaluate trends as students progress through Paramount.

To help translate assessment results into patterns that can inform instruction and interventions, Paramount teachers create compelling data visualizations for their students. Each teacher posts a "progress monitoring display" that indicates which students are meeting benchmarks on formative and summative assessments through color-coding: green (at or above grade level), yellow (barely meeting grade level or just below grade level), or red (below grade level).

Each teacher at Paramount also keeps a more detailed "electronic data wall" that indicates whether a student has an IEP, receives Title I services, has a concerning number of absences or late arrivals, or is involved in programs such as English Language Learning or Response to Intervention. These layered levels of student characteristics, updated weekly, enable teachers and administrators to sort and identify trends that may require changes in their instructional approach.

These data are used to inform instruction and identify when and how to intervene for both students and educators. Grade-level teams, which include an administrator and special educator, host weekly "data discussions" to place students on the monitoring display (while taking care not to individually identify students). This supports teachers as they identify trends across groups of students, and longitudinally for individual students to set goals and identify areas of need. Some students may need to move

from red to yellow, for example, or — less often — start by moving from a lower to a higher red. To help students make these gains, teachers provide instructional interventions for students who are consistently on yellow. Students who are regularly on red will be referred to special education to determine if there are underlying disabilities interfering with a student's learning. Similarly, if one teacher's class is struggling with a concept or skill, while another class is excelling, administrators seize the opportunity to support joint lesson planning or additional mentoring for the teacher.

Sample Framework for Data Discussions

"These [data] conversations should be focused-forward, with the primary goal of future interventions/ supports/alterations. These conversations should not, in any way, involve excuses or complaints. The fault cannot, under any circumstance, be placed on our demographics, students, or community."

Source: Paramount Frameworks 5A pg. 18

Individualized Instruction

When visiting Paramount classrooms, it is difficult to distinguish students with IEPs from those without, as all students are engaged in similar work, with flexible groupings and students moving from one skill to the next seamlessly. In a first grade classroom, for example, all students are involved in a short lesson on adding by creating groups of 10. The teacher reviews the lesson with the whole class on the interactive white board, using call and response to maintain engagement and conduct real-time assessment for understanding. Any student who chooses additional help, whether they have an IEP or not, then completes a few addition problems together at a small table on the side of the room before returning to their seats for individual practice. Each student is provided a different worksheet based on his or her individual mastery of addition. Some students work on 0 and 1 facts, while others work on addition fact worksheets from 0 to 14.

Looking to the Future

Paramount plans to replicate its model and open a new PreK-5 campus in 2018 in partnership with Indianapolis Public Schools. In anticipation of the new school, Paramount is developing a leadership infrastructure by grooming the current assistant principal to become the principal at the new campus. Thus, the new leader will be well-positioned to develop the new site in line with Paramount's mission and guiding philosophy. The leadership at Paramount welcomes outside experts to provide support and critical analysis of its policies and practices. For instance, The Mind Trust, an Indianapolis based non-profit whose mission is to improve public education for underserved students, is working with the assistant principal to support his transition to the new campus.

Key Takeaways

Centers of Excellence sites are schools that provide examples of effective practices that other public schools — traditional and charter — can implement to create programs where all students thrive, including those with disabilities. The lessons learned from Paramount will, we hope, inspire other schools that are committed to improving outcomes for all students, with a particular focus on those with disabilities. Key among them:

1. Develop an explicit and intentional philosophy of inclusion, coupled with high expectations for all students;

2. Encourage school wide adoption of instructional practices, such as problem solving and differentiation, that benefit all students;

3. Foster shared responsibility for the success of all students, regardless of their disability status, among general education teachers, special educators, and paraprofessionals;

4. Maintain clear communication to support consistent expectations and practices;

5. Create time for general and special education teachers to co-plan and co-teach together on a regular basis, as well as share professional development activities to support inclusion; and

6. Employ regularly updated data, disaggregated by multiple sub-groups, to inform development, staffing, and instructional practices.

As schools seek to create exemplary programs for students with disabilities, the practices emerging at Paramount provide practical lessons that could be readily applied for the benefit of all students.

Acknowledgments

Research Methodology

This research brief highlights one charter school that is achieving remarkable success with students with disabilities. NCSECS began our nationwide search for such schools with nominations from experts in the field, and narrowed the list based on publicly available data that illuminate charter schools that use inclusive practices and have similar student demographics to the district in which they are located. Within this narrowed list of schools, our team then spoke by phone with school leaders using a semi-structured interview protocol, reviewed documents about the schools' policies and procedures, and made school visits to conduct additional interviews and observe educators and students in action. Our research protocol was based on research-based practices related to inclusion, effective teaching, equitable funding, school-wide systems of support, and administrative structures such as professional development, staffing, and communications.

NCSECS conducted at least one and typically two information-gathering sessions by phone prior to our school visit. School leaders, including charter network leaders, principals, and special education directors, shared information about each school's routines and structure, as well as areas they believed most contributed to the school's success with students with disabilities. These school teams shared school-wide and special-education specific data, as well as school handbooks, master schedules, and charter applications or renewals to help orient NCSECS to their school.

Each school visit included classroom observations and interviews with school and network administrators, teachers, family members, and staff (e.g., instructional aides). Our interviews ensured similar information was collected from each school, while enabling school teams to introduce strategies or characteristics unique to their school community.

Our findings from the data and document review, interviews, and school visits inform each research brief, highlighting the areas most important for the school's success with students with disabilities. We have shared drafts and integrated feedback from each school's administration and faculty to ensure a full and accurate picture of their school.

Resources

Paramount School of Excellence homepage:
http://www.Paramountindy.org/

Endnotes

1   http://www.doe.in.gov/accountability/find-school-and-corporation-data-reports
2   http://www.doe.in.gov/accountability/find-school-and-corporation-data-reports
    http://www.doe.in.gov/sites/default/files/accountability/corporation-enrollment-ell-special-education-2006-16-updated-jan-10-2017.xlsx
    http://www.doe.in.gov/sites/default/files/accountability/school-enrollment-ethnicity-and-free-reduced-price-meal-status-2006-16.xlsx
3   http://compass.doe.in.gov/dashboard/apr.aspx?type=school&id=5508
4   http://ocrdata.ed.gov/Page?t=d&eid=27606&syk=7&pid=2128
5   http://ocrdata.ed.gov/Page?t=d&eid=27606&syk=7&pid=2269
6   https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html
7   Personal email October 6, 2016. S. Ritter
8   http://www.doe.in.gov/accountability/school-and-corporation-data-reports-archive
    http://www.doe.in.gov/sites/default/files/accountability/disagg2014istepsch_1.xlsx
    http://www.doe.in.gov/sites/default/files/accountability/disagg2014istepcorp.xlsx
9   http://www.doe.in.gov/accountability/school-and-corporation-data-reports-archive
    http://www.doe.in.gov/sites/default/files/accountability/2015_istep_school_disagg.xlsx
    http://www.doe.in.gov/sites/default/files/accountability/2015_istep_corp_disagg.xlsx
10 http://www.doe.in.gov/accountability/find-school-and-corporation-data-reports
    http://www.doe.in.gov/sites/default/files/accountability/press2016istepschooldisagg-grades-03-08.xlsx
    http://www.doe.in.gov/sites/default/files/accountability/press2016istepcorpdisagg-grades-03-08.xlsx
11 The Indiana charter school law grants the Indianapolis Mayor's Office authority to grant (i.e., "authorize") charter schools to operate within the city. See Addendum One for a description of the internal governance of the school.