

MARION ACADEMY

ALTERNATIVES IN EDUCATION (AIE)

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STUDENT POPULATION

- Hillside - service any student that is incarcerated in Marion County Juvenile Detention Center.
 - This can include from anywhere in the country, majority are Marion Co. residents.
- Open Campus – Technically can service any resident in the state of Indiana but majority come from Marion Co.
 - There are no pre-qualifications for students to enroll, only factor is number of seats.
 - Transportation is via bus passes for IndyGo.

FACILITIES

- School 68, currently a building rented from Indianapolis Public Schools
- Hillside, located inside of Marion County Juvenile Detention Center. Marion Academy is only responsible for educating not the physical building.

RATIONALE FOR CREATION

- Was created to:
 - address the lack of credits being earned by students while incarcerated at MCJDC
 - to service students that have no other place to attend due to expulsions
 - county wide service versus one school district to address mobility issues
 - continue education of students that were truant, after having been detained
 - accelerated / multi credited curriculum to allow students that are behind academically to obtain a high school diploma in order to continue education or enter work force

CURRICULUM

- Non-sequential or prerequisite based nor based on number of years in school rather test data driven.
 - If a student does not improve reading level this can create an issue.
 - Mastery based learning.
- English courses taught at Hillside are stand alone single credit Core 40 classes, which can substitute for traditional course work in the student's home school. Uses the same standards as course work at the open campus in order to allow students to smoothly transfer.
 - Short Stories, Contemporary Literature, Biographies, Poetry, Language Arts Lab
- Open campus utilizes an integrated approach for a multi-credited course work.
 - English 3 – Language Arts Lab, Composition, Classical Literature and World History / Civilization. (requires a Lexile of 1000 or greater)
 - Algebra I – Algebra IA and an Algebra Lab

STRENGTHS

- Greater flexibility for curriculum.
 - Example is that incarcerated youth read, a lot, thus the reason for the courses selected to be taught at Hillside.
- Alternative accountability – growth model verses traditional AYP based on test scores or attendance.
- All credits at Hillside are earned through direct instruction. Majority at the open campus are through direct instruction.
- Conversation between authorizer and administration at least four times a year.
 - What's working?
 - Weakness or areas for improvement?
 - How can we help?

CHALLENGES

- Funding inequality.
 - Receive same ADM as a public school, however charters can not raise funds through taxes nor can charters require other school districts transfer ADM funds. (Average Daily Membership)
- When recruiting students and staff overcoming stigma associated with “Charter.”
- Alternative – negative image of this being the “last” opportunity for a student.
- Audience was not fully understood by charter developers.

ATTRIBUTES OF STAFF

- Data, Data, Data / Documentation
Documentation Documentation
- Proper utilization of data
- Growth mind set with ability to encourage
- The innate desire for professional growth

ATTRIBUTES OF LEADERSHIP

- Creating a strong SOP culture for smooth operation even with staff turn over.
- Having strong partnership between Marion staff and Juvenile staff.
- Common professional development between all stake holders creating common language and expectations.
- Creating opportunities for interchanging of staff between sites.
- A charter is a district.

SUGGESTIONS

- Know the restrictions of the sites and population serviced.
- Be able to accentuate the strengths.
- Develop a strong line of communication with other school districts, especially registrars and counselors.
- Develop a strong relationship with DOE.
- Think marketing before choosing verbiage.
- Consider district identity versus school identity.
- Plan ahead for technology and marketing issues.