

SHORTCHANGED CHARTERS:

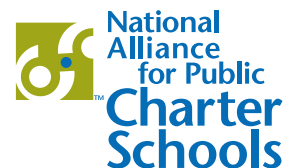
HOW FUNDING DISPARITIES HURT INDIANA'S CHARTER SCHOOLS



AUGUST | 2011



COLORADO LEAGUE of
CHARTER SCHOOLS
focus on achievement



This report was created as a collaboration by the above organizations.

INTRODUCTION

THE INDIANA PUBLIC CHARTER SCHOOLS ASSOCIATION, the Colorado League of Charter Schools, and the National Alliance for Public Charter Schools have published this report entitled *"Shortchanged Charters: How Funding Disparities Hurt Indiana's Charter Schools."* This report details the state of charter school facilities in Indiana.

In fall 2010 through spring 2011, the above three organizations worked to collect evidence that would accurately portray both the adequacy of charter school facilities (compared to standards derived from Indiana School Facility Guidelines, regional standards, and typical new school construction standards) and the average spending for facilities out of charter schools' operating budgets. Collectively, the results described in this report will help drive the Indiana Public Charter Schools Association's policy agenda, and provide further evidence that charter school students in Indiana are not treated equitably.

In order to ensure that the policy recommendations of this effort were research-based and supported by reliable data, Hutton Architecture Studio—a leader in educational facilities architecture—consulted on the project to provide a set of reasonable expectations for school facilities' size and amenities. The Colorado League of Charter Schools ("the League") is the pioneering organization behind the creation and development of the facilities survey. The League worked closely with the Indiana Public Charter Schools Association ("IPCSA") to collect and analyze the data to produce this report.

This report is based on survey, enrollment, and operating revenue data collected during the 2010-2011 school year. Results are based on the survey responses from 35 (59 percent) of Indiana's independent "start-up" charter schools. Participating schools were representative of the state's charter sector as far as size of enrollment, percent of minorities and low income students served, grade levels served and per-pupil operating revenue.





EXECUTIVE SUMMARY

Key Findings:

- **Charter schools are the only public schools in the state of Indiana forced to spend operating revenue on facilities.**
- On average, charter schools in Indiana spend **\$821 per student** from designated per-pupil operating revenue on facilities costs. For the average charter school in Indiana, with enrollment of 382 students, this translates into \$313,622--**enough to hire more than 7 additional teachers**¹.
- **Most Indiana charter schools have limited capacity to serve federally-subsidized meals for students from lower-income families.**
- **Over 60 percent** of Indiana charter schools surveyed do not have kitchen facilities that qualify the school to prepare federally-subsidized free and reduced price meals for students from low-income families.
- **Indiana charter school facilities are too small.**
- **62 percent** of Indiana charter school students are in facilities that are at least 20 percent smaller than a standard derived from published regional standards, new school construction guidelines, and national best practices. Students in Indiana charter schools are likely to attend classes in smaller classrooms and/or facilities that do not have specialized instructional spaces such as a library, science lab, art, or music room that are part of a comprehensive educational program.

¹ According to the 2007 University of Indiana CEEP report, the average salary for charter school teachers in Indiana was \$34,400. Thirty percent was added to account for benefits.

- **The Charter Schools Facilities Grant Incentive provides some relief to charters.**
 - During 2010, at least **70 percent** of Indiana charter schools surveyed received a grant through the Charter Schools Facilities Grant Incentive program. However, the amounts received (\$89,500 on average) were not sufficient to support major renovations or the purchase of a facility.
- **Not all districts are willing to share unused land or facilities with charter schools.**
 - **Fewer than 10 percent** of Indiana charter schools are in district facilities. For those schools that are not, 54 percent report unused district facilities nearby. However, 83 percent of requests to use these facilities have been rejected.
- **Physical education and recreational options are limited for Indiana charter school students.**
 - More than **64 percent** of Indiana charter schools do not have their own athletic fields or access to nearby athletic fields.
 - **16 percent** of Indiana charter schools with elementary grades do not have their own playground or access to a nearby playground.
 - **43 percent** of Indiana charter schools report not having a gymnasium.
- **Without comprehensive changes to policy, charter schools will continue to have facility challenges and the situation will very likely get worse.**
 - Almost 77 percent of Indiana charter schools plan to increase their enrollment by 2015, but more than 60 percent of these growing schools report that they do not have adequate space to serve their likely 2015 population.
 - More than 86 percent of Indiana charter schools are in facilities for which they pay rent. These rent payments will go on forever without assistance to purchase or build a facility or gain access to a district school.

In spite of the facilities challenges faced by Indiana charter schools, these schools are in high demand as evidenced by over 3,000 children on waiting lists to enter these schools. In addition, a new report released by the Center for Research on Education Outcomes (CREDO) at Stanford University ² found that reading and math gains for charter school students in Indiana were significantly better when compared to their traditional public school peers.

2. Charter School Performances in Indiana (CREDO, 2011), available at: http://credo.stanford.edu/reports/IN_State_Report_CREDO_%202011.pdf.

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BACKGROUND

Facilities Initiative Background

In summer 2007, the Colorado League of Charter Schools (“the League”) launched its Facilities 2010 Task Force. The Task Force was established to identify prominent shortcomings in the charter school capital landscape and develop a blueprint of public policy and private sector changes leading to a comprehensive, long-range system of adequate public school facilities or facility funding sources that are accessible to charter schools. At the direction of the Task Force, the League developed a comprehensive Charter School Facilities Survey in partnership with a national leader in school facilities, Paul Hutton, AIA, of Hutton Architecture Studio, and local experts in school planning, Wayne Eckerling, Ph.D., and Allen Balczarek.

In April 2008, the first report of the Colorado results was published. As a result of the report, the League was able to successfully obtain more capital construction funds for charter schools, make legislative changes that required school districts to include district authorized charter schools in bond election discussions, and provide for the inclusion of charter schools as eligible applicants in the Colorado Building Excellent Schools Today program, a competitive grant program that provides funding to school districts and charter schools for capital construction projects.

Facilities Initiative Partnership

Seeing the success of the Colorado facilities initiative, the National Alliance for Public Charter Schools (“the Alliance”) partnered with the League to use the Colorado facilities survey model in other states to assess the charter facilities landscape across the country. The League and the Alliance, worked in conjunction with the Indiana Public Charter Schools Association (“IPCSA”) to collect and analyze the data used to produce this report.

Charter Schools in Indiana

Indiana’s charter school law was enacted in 2001, with the first 11 public charter schools opening in 2002. Indiana now has 62 public charter schools serving nearly 23,000 students. This number represents approximately two percent of public school students in Indiana.

Charter School Facilities in Indiana

As this report was being prepared, the 2011 Indiana General Assembly passed legislation to make vacant and unused public school buildings available to charter schools. However, charter school operators are still burdened with finding funding to renovate these abandoned buildings in order to make them suitable for serving students. Given that the surveys used to create this report were completed prior to this new legislation being passed, these results provide a picture of what the Indiana facilities landscape looked like before the new legislation was implemented.

Following the Colorado model, all Indiana charter schools were asked to complete an extensive and thorough survey asking about their facilities (see Appendix A for a detailed description of the survey). IPCSA led this data collection effort, and provided supplemental data on school enrollment and funding. Fifty-nine percent of Indiana's charter schools completed the survey between October, 2010 and March, 2011.

The standards cited throughout this report were identified using either Indiana School Facility Guidelines, when available, or a set of derived standards based on Indiana Guidelines, regional standards, or national best practices (see Appendix B for a more detailed description). To ensure accuracy in data collection and interpretation, the League consulted with two industry experts; Paul Hutton, a leader in school facilities construction and Wayne Eckerling, Ph.D., an expert on charter schools, facilities planning, research, and bond planning and implementation.

KEY FINDINGS

Key Finding #1: Charter schools must spend operating dollars on facilities.

Charter schools are among the few public schools in Indiana that must spend per-pupil operating revenue to cover the costs of their facilities. Most districts finance new school facilities through bonds that are repaid with revenue from local property taxes that are separate from operating dollars. However, charter schools do not receive access to these local property taxes for capital projects. As a result, charter schools across Indiana are forced to spend operating dollars on their facilities needs, raise private dollars or borrow money from banks. In many cases, this results in a drop in the funding available for operating expenses to a level significantly below comparable school revenue.

Results from the facilities survey and Indiana's 2010 per-pupil revenue data indicate the following:

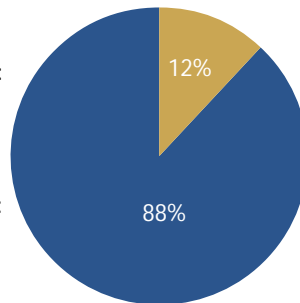
- On average, charter schools in Indiana spend **\$821 per student** from designated operating revenue on facilities costs.
- For schools renting space that figure is **\$786**.
- However, for schools that have purchased or built buildings they now own, the figure increases to **\$966**.



**Average Facilities Costs as a Percentage of Per-Pupil Operating Revenue (PPR)
for Charter Schools that Rent their Facilities.**

Average operating
revenue per student:
\$6610*.

Average operating
revenue spent on
facilities per student:
\$786.

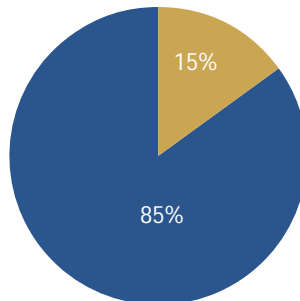


*Average amount based only on schools that participated in the survey.

**Average Facilities Costs as a Percentage of Per-Pupil Operating Revenue (PPR)
for Charter Schools that Own their Facilities.**

Average operating
revenue per student:
\$6610*.

Average operating
revenue spent on
facilities per student:
\$966.



*Average amount based only on schools that participated in the survey.

Adding to the financial burden is that 83 percent of Indiana charters have undertaken a major capital project in the last five years. Nearly one-half (46.7 percent) of these schools have used operating funds to help finance these projects. Per-pupil operating revenue is also one of the likely sources for the up-front funds needed to initiate a long-term bond program, further reducing the funds available for classroom instruction.

Key Finding #2: Charter schools have limited capacity to serve meals to lower-income students.

Most Indiana charter schools have limited capacity to serve federally-subsidized meals to students from lower-income families.

Cafeteria facilities are commonly considered a “given” in public school buildings. In the world of charter schools, however, kitchen facilities are a luxury that the majority of Indiana charter schools are forced to do without. Whether in a new school building or a commercial facility that has been converted into functional educational space, the cost of adding a federally-compliant kitchen is prohibitive when taken out of operating expenses. Without a formal, federally-approved kitchen, charter schools struggle financially to meet the needs of lower-income students.

On average, 64 percent of Indiana charter school students qualify for free and reduced priced meals. However, less than forty percent (39.3%) of Indiana’s charter schools have kitchen facilities that meet federal standards to prepare free and reduced price meals. According to IPCSA, charter schools providing a free and reduced lunch program without federally-approved kitchen facilities must seek other sources for meals, such as external catering, often at costs far in excess of the federally-subsidized rates—further eating into operational dollars.



Key Finding #3: Charter school facilities are too small.

Results from the survey found that Indiana charter school buildings and classrooms are considerably smaller than the standards used for this study. This is true even for charter schools that have recently built new schools buildings.

- **93 percent** of charter schools are on sites that are more than 20 percent smaller than called for by Indiana standards or standards derived directly from them. The schools struggling to provide adequate sites serve more than 85 percent of Indiana's charter school students.
- **Over 70 percent** of Indiana charter schools have facilities where the total square footage, per-pupil, is at least 20 percent smaller than a standard derived from published regional standards, new school construction guidelines, and national standards. These schools serve 62 percent of Indiana charter school students.
- **62 percent** of general education classrooms in charter schools are smaller than Indiana standards.

When total facility size is too small, charter schools are challenged to provide the same quality instructional spaces that are enjoyed by other public school students; such as a library, computer labs, or a space exclusively used for a gymnasium or lunch room. Even when these specialized instructional spaces are present, they frequently do not meet the size standard. Results from the 2010-2011 Indiana Facilities survey bear this out and are reviewed on pages 10-11 of this report.



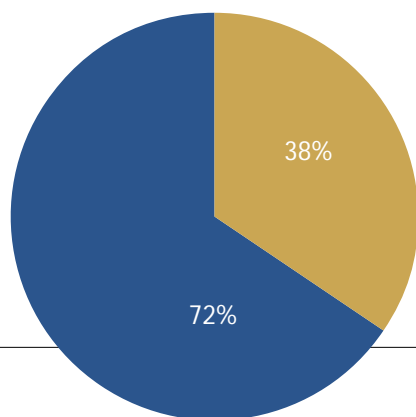
93% of charter schools in Indiana are 20 percent smaller than Indiana Department of Education Facility Standards.

Key Finding #4: Charter School Facilities Grant Incentive provides some relief for charters.

While Indiana's Charter School Facilities Grant Incentive program provides some financial relief for charters, other options that are available to charter schools are not providing a benefit to many schools and a good deal of facilities funding comes out of the schools' operating budget.

- At least **70 percent** of Indiana charter schools received a grant through the Charter School Facilities Grant Incentive program in 2010. However, the amounts received (\$89,500 on average) were not sufficient to support major renovations or the purchase of a facility.
- **None** of the charters that responded to the survey reported getting funds from the Indianapolis Bond Bank or the Charter School Development Corporation for their capital construction projects.
- Only **16 percent** of the charter schools surveyed accessed available Common Loan Funds for the purpose of capital construction projects and only 10 percent received funds from IFF, a credit enhancement and direct loan organization for charter schools in Indiana.
- **38 percent** of funding for capital projects, completed over the last five years, came from per-pupil operating revenue reserves.

Percentage of Capital Project Spending from Per-Pupil Operating Revenue (PPR) over the Past Five Years



Total amount spent by charters on capital projects: \$25,582,899.

Amount spent on capital projects out of per-pupil operating revenue: \$9,701,400.



Key Finding #5: Physical education and recreational options are limited for charter schools.

Physical education and opportunities to participate in sports, both in extracurricular activities and during school time, are an important component of any student's educational program. According to the President's Council on Physical Fitness and Sports, "Physical education in school provides the best opportunity for a child to learn and develop lifelong health and fitness skills. Without opportunities for school physical education, many children have no access to safe, supervised physical activity of any kind." However, gymnasiums dedicated to physical education and safe, functional athletic fields are, for many charter schools, an important component of the students' overall educational program they must do without.



- **43 percent** of Indiana charter schools do not have their own gymnasium, or access to one nearby. Of the schools that do have their own gymnasium, 25 percent of them also serve as the school's lunch room, and more than 8 in 10 are over 20 percent below the Indiana standard for the grade levels served. This limits the activities that can be offered by the school as well as the regularity with which they can be offered.
- Only **36 percent** of Indiana charter schools have an athletic field or access to one nearby.
- About **16 percent** of Indiana charter schools with elementary grades do not have a playground or access to one for students to play on during recess, lunch, and before and after school. About 71 percent of charter schools with a playground do not have an isolated playground space for their youngest students.

ADDITIONAL EVIDENCE:**THE LACK OF FACILITIES FUNDING FOR CHARTER SCHOOLS HAS A NEGATIVE IMPACT****Specialized Instructional Spaces**

Most instruction during the school day takes place in generic classrooms, however, specialized instructional spaces such as science labs, libraries, and music rooms are an important part of a comprehensive educational program. Indiana charter schools have a limited number of these types of spaces and, even when present, they frequently do not meet accepted standards:

- 71 percent of Indiana charter schools do not have a dedicated library space. Of those that do, only 17 percent meet size Indiana standards, and 50 percent do not have a listening and viewing area.
- Only 41 percent of Indiana charter schools that serve middle or high school students have at least one dedicated science lab. Of the limited labs available, 50 percent do not meet Indiana standards for science labs.
- 43 percent of Indiana charter schools do not have a computer lab. For those that do, 67 percent fall more than 20 percent below Indiana size standards.
- 64 percent of Indiana charter schools do not have an art room. For those that do, 60 percent fall well below (by 20 percent or more) Indiana size standards.
- 50 percent of Indiana charter schools have neither an art nor a music room.

School Environment

Recent studies demonstrate a link between the quality of the physical environment within a school facility and educational outcomes. Facility characteristics that are believed to have an impact on student learning are: acoustics, access to views through windows, presence of natural day lighting, thermal comfort, and indoor air quality. Questions within the survey asked Indiana charter school leaders to rate their schools on these aspects. Selected relevant findings follow:

- 29 percent of Indiana charter school respondents strongly disagree or disagree that, 'Most classrooms/ instructional spaces have enough natural day-lighting, sufficient to occasionally turn off electric lights.'
- 43 percent of Indiana charter school respondents strongly disagree or disagree that, 'Most classrooms/ instructional spaces have windows that operate (open and close).'
- 25 percent of Indiana charter school respondents strongly agree or agree that, 'the school's roof leaks.'
- 22 percent of Indiana charter school respondents strongly disagree or disagree or that, 'The temperature throughout the building is reasonably comfortable throughout the school year.'

Energy

In the last few years, new school construction has become much more energy efficient. The result of energy efficient school construction is that new schools typically pay less in combined utility costs per square foot, per year than older school buildings. The survey gathered information on the cost to charter schools of total utilities in their buildings. The median utility cost for Indiana charter schools is within the range of typical utility costs for Indiana's urban public schools.

- The median utility (gas, propane, and/or electricity) cost for Indiana charter schools is \$1.00 per square foot, compared to \$1.19 per square foot in urban area public schools.
- 25 percent of Indiana charter schools pay slightly more than Indiana's urban schools, paying an average of \$1.21 per square foot.

Looking Ahead

Charter school facility challenges – paying more for facilities, a high percentage of which do not meet generally accepted standards – will continue or get worse without a comprehensive action program.

- More than 86 percent of Indiana charter schools are in facilities that are owned by another organization and for which they pay rent. These rent payments will go on forever without assistance to purchase or build a facility.
- 77 percent of Indiana charter schools plan to increase their enrollment by 2015. Median projected growth is 51 percent of current enrollment. More than 59 percent of Indiana charter schools report that they do not have adequate space to serve their desired 2015 enrollment.

CONCLUSIONS AND RECOMMENDATIONS

All Indiana public school students deserve to be in adequate facilities. However, the results from the 2010-2011 Indiana Charter School Facilities Study clearly indicate that students attending Indiana charter schools are not currently housed in adequate facilities.

Even with the passage of new legislation that provides charter schools access to unused district facilities, Indiana policy makers can do more to reduce facility inequities. Pursuant to the National Alliance for Public Charter Schools' model charter law that was released in 2011, the menu of options to support and improve charter schools' facility needs includes the following:

1. A per-pupil facilities allowance that annually reflects actual average district capital costs.
2. A state grant program for charter school facilities.
3. A state loan program for charter school facilities.
4. Equal access to tax-exempt bonding authorities or allow charters to have their own bonding authority.
5. A mechanism to provide credit enhancement for charter school facilities.
6. Equal access to existing programs available to traditional public schools.
7. Right of refusal to purchase or lease at or below fair market value a closed, unused, or underused public school facility or property.
8. Prohibition of facility related requirements that are stricter than those applied to traditional public schools.

Currently, Indiana has three of the eight statutes in place (italicized in the list above) and the Indiana Public Charter Schools Association continues to work with Indiana policy makers to make the other items in the model law a priority for charter schools across the state.

Despite the facilities challenges faced by Indiana's charter schools, these schools are in demand and performing well. According to the facilities survey, there are over 3,000 students on waiting lists to attend Indiana charter schools. In addition, a recent report by CREDO at Stanford University³ showed that, on average, Indiana public charter school students had higher learning gains in math and reading than similar students attending traditional public schools.

Providing access to, and funding for, Indiana's charter school facilities would help to widen programming options offered by charter schools, help to increase the quality of the educational experience for students attending charters, and increase the number of seats available to waiting students.

3. Charter School Performances in Indiana (CREDO, 2011), available at: http://credo.stanford.edu/reports/IN_State_Report_CREDO_%202011.pdf.

APPENDIX A: METHODOLOGY

Questionnaire Development

A critical first step in this analysis of Indiana charter schools was to develop the best possible set of data and information about charter school facilities and their needs.

To accomplish this, the League commissioned Hutton Architecture Studio. The firm's principal architect, Paul Hutton, has designed a variety of schools and is known for his creative, cost-effective, and environmentally conscious facilities. Hutton has designed numerous new charter schools and charter school additions. Wayne Eckerling, Ph.D., a former assistant superintendent with Denver Public Schools, with responsibilities for supervision of charter schools, educational planning, and research, was also selected to assist in the design of the survey and analysis of the data. In addition to his public school facilities expertise, Dr. Eckerling has experience with general obligation bond planning and implementation.

A questionnaire was developed that included more than 300 items. Some items required multiple responses meaning that, for each charter school, more than 1300 pieces of information might be provided, depending primarily on school size. The questionnaire addressed topics that include the following:

- Demographic information including grades served, year of inception, and number of students on the waiting list.
- Future facility plans.
- Facility information including year of construction and site size.
- Facility ownership, financing, and annual payments.
- Facility and classroom size and information technology resources.
- Facility amenities such as gymnasiums, lunch rooms, libraries, and playgrounds.
- Facility adequacy, condition, and maintainability.
- Facility funding.

The questionnaire was reviewed by the League's facility task force, League staff, and others with expertise in school construction and educational policy. A draft questionnaire was then field tested with a small group of charter schools to ensure clarity and comprehensiveness of the items. Based on this, as well as visits to a number of charter schools, further revisions to the questionnaire were made.

Indiana Survey Procedures

The Colorado League of Charter Schools' questionnaire was revised to address Indiana-specific issues through a collaborative effort of the Indiana Public Charter Schools Association, the Colorado League of Charter Schools, Mr. Hutton, and Dr. Eckerling. Indiana Public Charter Schools Association staff assisted schools with completing the questionnaires to ensure both timely and accurate responses. Submitted questionnaires were reviewed again for accuracy and completeness. Follow-up was done with the schools as necessary. While the completed questionnaires are the primary source of information for this study, information from the Indiana Department of Education was used to provide data on pupil membership, per-pupil funding and free and reduced price lunch eligibility.



APPENDIX B: SCHOOL FACILITY STANDARDS

This section provides information about the standards used in this report. Some standards come directly from the Indiana State Board of Education School Facility Guidelines. Others were derived from published regional standards, new school construction guidelines, national best practices, and/or extrapolation from the Indiana standards. Site size is an example of how standards were developed by extrapolating from Indiana facility guidelines. In this case, there is a standard for elementary, middle and high schools, but no standards for K-8, 6-12, and K-12 schools. Standards for these school configurations were developed by weighting Indiana level standards; for example, the K-8 minimum site size is 12 acres based on a weighting the elementary minimum of 7 acres at 40 percent and the middle school minimum of 15 acres at 60 percent.

General classroom standards are shown in Table 1. While Indiana did not have square feet per student standards based on the number of students served in a classroom, these standards were derived from the overall size standards and the assumed number of students per class, 30. For classrooms, square feet per student standards are preferred to overall size requirements because charter school class sizes are often lower than those in traditional schools. Adjustments were made for Montessori and Expeditionary Learning programs to reflect that larger classrooms are required to implement these educational programs.

Table 1. General Classroom Standards		
School Level	Indiana Facility Standards	Facility Study Standards
ECE/Pre-K	1100 SQ FT	37 SQ FT/Student
K	1100 SQ FT	37 SQ FT/Student
Grades 1-6	900 SQ FT	30 SQ FT/Student
Grades 7-8	900 SQ FT	30 SQ FT/Student
Grades 9-12	900 SQ FT	30 SQ FT/Student

Site size standards are shown in Table 2. The table shows that Indiana standards were used for elementary, middle and high schools. Adjustments for enrollment used the Indiana starting points of 200, 450, and 600 for elementary, middle, and high schools. For other grade configurations, the adjustment minimum was the same as for the lowest configuration served – for example, 200 was the starting point for K-8 enrollment adjustments. Derived acreage requirements were established to ensure that site size would at least be minimally sufficient to address the programmatic needs for that grade configuration.

Table 2. School Site Standards		
School Level	Indiana Facility Standards	Facility Study Standards
Grades K-5	7 acres + $((1 \text{ FTEs})/100)$, starting with 200 pupils	7 acres + $((1 \text{ FTEs})/100)$, starting with 200 pupils
Grades K-8		12 acres + $((1 \text{ FTEs})/100)$, starting with 200 pupils
Grades K-12		15 acres + $((1 \text{ FTEs})/100)$, starting with 200 pupils
Grades 6-8	15 acres + $((1 \text{ FTEs})/100)$, starting with 450 pupils	15 acres + $((1 \text{ FTEs})/100)$, starting with 450 pupils
Grades 6-12		18 acres + $((1 \text{ FTEs})/100)$, starting with 450 pupils
Grades 9-12	20 acres + $((1 \text{ FTEs})/100)$, starting with 600 pupils	20 acres + $((1 \text{ FTEs})/100)$, starting with 600 pupils

Facility standards assuming an enrollment of 525 students are shown in Table 3. Standards are adjusted for larger and smaller enrollments with square feet per student typically declining as enrollment increases above 525. For smaller schools, square feet per student is larger than the standards for 525 students. These standards were derived from published regional standards, new school construction guidelines, and national best practices.

Table 3. Total School Facility Standards for 525 Students	
School Level	Standard
Grades K-5	137 SQ FT/Student
Grades K-8	147 SQ FT/Student
Grades K-12	165 SQ FT/Student
Grades 6-8	153 SQ FT/Student
Grades 6-12	177 SQ FT/Student
Grades 9-12	193 SQ FT/Student

Indiana standards were used for specialized instructional spaces such as libraries, computer rooms, science labs, art rooms, music rooms, special education classrooms, gymnasiums, and lunch rooms. Some of these standards are shown below.

Table 4. Specialized Instructional Spaces			
	Elementary	Middle	High
Gymnasium	4000 SQ FT	7000 SQ FT	10,000 SQ FT
Science Lab/Class	40 SQ FT/Student	40 SQ FT/Student	40 SQ FT/Student
Art	33 SQ FT/Student	50 SQ FT/Student	50 SQ FT/Student
Library	1000 or (25*(FTE/10))	1200 or (25*(FTE/10))	1200 or (25*(FTE/10))
Lunch Room	12 SQ FT/Student Enrolled		

For spaces like art, music, science, and computer rooms, Indiana standards include having at least one room meet a minimum size requirement. This standard was not used in the results included in this report, and charter schools typically do not meet these standards. For example, only 13 percent of charter schools serving secondary grade levels had one science room that met the minimum size requirement. For art and music, only 25 percent of charters had a room that met the minimum size requirement.

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