

# KIPP INDIANAPOLIS

## 2010-2011 Performance Analysis

### *Core Question 3: Is the school meeting its operations and access obligations?*

<b>3.1. Has the school satisfactorily completed all of its organizational and governance obligations?</b>	
<b>STANDARD</b>	School has substantially completed all of its organizational and governance obligations as specified in the Compliance and Governance Handbook, including: a) maintenance of adequate “compliance and governance binder” containing all required documents; b) completion of criminal background checks on all Board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate Board minutes. Any concerns are minor and the school presents a credible plan to address them.

#### 2010-11 Performance: Meets Standard

KIPP Indianapolis has improved significantly upon its organizational and governance obligations as specified in the Compliance and Governance Handbook. KIPP Indianapolis hired an experienced operations manager to bring the compliance binder up-to-date and perform required reporting in a more efficient manner. The plan has improved compliance with the Mayor’s Office, the Indiana State Board of Accounts, and the Indiana Department of Education.

The school has also significantly improved in transparency of meeting and decision-making and ensures strict adherence to the Open Door Law including timely posting of board meetings. In addition, evidence that national criminal background checks of all board members have been conducted has been provided to the Mayor’s Office as well obtaining valid, state teaching licenses for members of its instructional staff. Based on their performance in 2010-11, KIPP Indianapolis meets the Mayor’s Office standard for this indicator.

<b>3.2. Is the school’s physical plant safe and conducive to learning?</b>	
<b>STANDARD</b>	Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.

#### 2010-11 Performance: Meets Standard

In 2010-11, the KIPP Indianapolis facility met all health and safety code requirements and provided a safe environment conducive to learning. The school shares space with Indianapolis Public School programs in a facility owned and operated by the district. The facility’s design, size, maintenance, security, equipment and furniture are all adequate to meet the school’s needs.

The school is accessible to all including people with physical disabilities. The Mayor’s Office monitoring of KIPP’s compliance with health and safety code requirements has not revealed any significant concerns related to these obligations. Accordingly, the school meets the Mayor’s Office standard for this indicator.

<b>3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?</b>	
<b>STANDARD</b>	<b>The school’s enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriately; AND the school has engaged in outreach to students throughout the community.</b>

2010-11 Performance: **Meets Standard**

In 2010-11, KIPP Indianapolis’s admission and enrollment practices met the requirements of Indiana’s charter school law. The Mayor’s Office received no complaints from parents regarding the school’s enrollment practices. The Mayor’s Office received copies of KIPP’s enrollment policies and marketing plans. The school has implemented a lottery system and gives preference to siblings of current students, as allowed for by law. Based on the 2010-11 academic year, the school meets the Mayor’s Office standard for this indicator.

<b>3.4. Is the school properly maintaining special education files for its special needs students?</b>	
<b>STANDARD</b>	<b>The school is fulfilling its legal obligations regarding special-needs students, as indicated by conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences.</b>

**Not Evaluated.** The school was not evaluated for this indicator in 2010-11.

<b>3.5. Is the school fulfilling its legal obligations related to access and services to English as a Second Language (ESL) students?</b>	
<b>STANDARD</b>	<b>The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.</b>

**Not Applicable.** This sub-question was not examined in 2010-11 because the school did not serve a significant number of ESL students.