

THE INDIANAPOLIS PROJECT SCHOOL

2010-2011 Performance Analysis

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

3.1. Has the school satisfactorily completed all of its organizational and governance obligations?	
STANDARD	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: Approaching Standard

In 2010-11, the Indianapolis Project School (TPS) has successfully completed national criminal background checks on all Board members, however has not consistently posted notice of board meetings and submitted compliance documents to the Mayor’s Office in a timely fashion. The school has improved, throughout the course of the academic year, accuracy with regard to board minutes. Therefore, TPS approached standard for this indicator.

3.2. Is the school’s physical plant safe and conducive to learning?	
STANDARD	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 TPS facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility’s design, size, maintenance, security, equipment and furniture are all adequate to meet the school’s needs. The school was accessible to all including people with physical disabilities. Although the school has yet to establish a working elevator, plans have been arranged to meet the needs of students, parents, staff, and community members with mobile impairments in the interim. The Mayor’s Office monitoring of TPS’s compliance with health and safety code requirements has not revealed any significant concerns related to these obligations. Accordingly, the school met the Mayor’s Office standard for this indicator.

3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	
STANDARD	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.

2010-11 Performance: **Meets Standard**

In 2010-11, TPS'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 TPS'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 met the Mayor's Office standard for this indicator.

3.4. Is the school properly maintaining special education files for its special needs students?	
STANDARD	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.

2010-2011 Performance: **Approaching Standard**

An expert analysis and file review of the TPS's special education files was not conducted in their third year. However, the school's self-evaluation revealed that a majority of Individual Education Plans (IEP) were found to be well written and individualized, but components were not determined to be consistently present such as log sheets, documentation of case conferences, and documentation demonstrating parents were notified of case conferences. The school also noted confusion in the delegation of responsibilities between special education teachers, the hired special education cooperative, and outside services. In addition, the school found establishing and articulating improved special education procedures necessary. Therefore, the school approached standard for this indicator.

3.5. Is the school fulfilling its legal obligations related to access and services to English as a Second Language (ESL) students?	
STANDARD	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.

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