



OFFICE of EDUCATION INNOVATION

CHARTER RENEWAL REPORT

Irvington Community School

2015

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Introduction

This *Charter Renewal Report* is a summary of the evidence collected by the Mayor’s Office of Education Innovation (OEI) pertaining to the performance, sustainability, and plans for improvement of Irvington Community School (ICS) during its first five years of operation. The Renewal Report is structured based on the *Mayor’s Performance Framework*, which is used to determine a school’s success relative to a common set of indicators.

For each indicator in the *Performance Framework*, this Renewal Report initially summarizes the findings of the school’s *Mid-Charter Review*. After each school’s fourth year of operation, OEI conducts a comprehensive *Mid-Charter Review* relying on multiple sources of evidence. The complete results of the *Mid-Charter Review* for ICS were issued in December 2015 and the report is publicly available online at www.oei.indy.gov. For each area within the *Performance Framework*, this *Renewal Report* includes the rating issued at the time of the *Mid-Charter Review*, a new rating based on additional evidence collected by OEI in subsequent years, and information provided by ICS in its *Charter School Renewal Application*.

ICS submitted a *Charter School Renewal Petition* on July 10, 2015 with additional evidence supporting the school’s performance on the *Performance Framework* indicators 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.2, and 3.4. Consistent with the renewal petition framework, these are the areas that OEI required the school to respond to, as the school was judged to have not fully met standards for these indicators at the time of its most recent annual accountability report.

The school submitted a plan for how it will sustain success and continue to improve over the next charter term if the charter is renewed, including a proposed five year budget. Information reported by ICS in its *Charter School Renewal Application* was considered and incorporated into the *Renewal Report* when appropriate. ICS was not evaluated on the following indicators:

Question 3.6 ICS did not have school-specific organizational goals that were evaluated at the time of these findings.

Summary of Ratings		
Elementary/Middle School Core Question 1: Is the educational program a success?	Mid-Charter Rating	Renewal Rating
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system? *Previously: 1.1. Is the school making adequate yearly academic progress, as measure by the Indiana Department of Education's system of accountability?	Meeting standard	Meeting standard
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model? *Previously: 1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	Approaching standard	Approaching standard
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school? *This indicator is new and was only assessed in the 2013-2014 school year.	Not evaluated	Approaching standard
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds? *This indicator is new and was only assessed in the 2013-2014 school year.	Not evaluated	Does Not Meet Standard
1.5. Is the school's attendance rate strong? *Previously classified as 2.2.	Approaching standard	Does Not Meet Standard
1.6. Is the school outperforming schools that the students would have been assigned to attend? *Previously classified as 1.3.	Meeting standard	Exceeding Standard
1.7. Is the school meeting its school-specific educational goals? *Previously classified as 1.4.	Not evaluated	Meeting standard
Core Question 2: Is the organization in sound fiscal health?		
Financial Evaluation from 2010-2012	Mid-Charter Rating	Renewal Rating
2.1 Is the school in sound fiscal health?	Approaching standard	Not evaluated
Financial Evaluation from 2012-present	Mid-Charter Rating	Renewal Rating
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	Not evaluated	Does Not Meet Standard
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Not evaluated	Does Not Meet Standard
2.3. Does the organization demonstrate it has adequate financial management and systems?	Not evaluated	Does Not Meet Standard
Core Question 3: Is the organization effective and well-run?		
Mid-Charter Rating	Renewal Rating	
3.1. Is the school leader strong in his or her academic and organizational leadership? *Previously classified as 2.5.	Meeting standard	Meeting standard

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? *Previously classified as 3.1.	Approaching standard	Does Not Meet Standard
3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight? *Previously classified as 2.3.	Meeting standard	Meeting standard
3.4. Does the school's board work to foster a school environment that is viable and effective? *This indicator is new and was only assessed in the 2013-2014 school year.	Not evaluated	Approaching standard
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility? *Previously classified as 3.2.	Meeting standard	Meeting standard
3.6. Is the school meeting its school-specific non-academic goals? *Previously classified as 2.6.	Not evaluated	Not evaluated
Indicators included in the previous framework, but not assessed with the 2013-2014 framework.	Mid-Charter Rating	Renewal Rating
2.4. Is there a high level of parent satisfaction with the school?	Exceeding Standard	Exceeding Standard
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	Meeting standard	Meeting standard
Core Question 4: Is the school providing the appropriate conditions for success?	4th Year Review	6th Year Review
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meeting standard	Meeting standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Approaching standard	Meeting standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Meeting standard	Meeting standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meeting standard	Meeting standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meeting standard	Meeting standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meeting standard	Meeting standard
4.7. Is the school climate conducive to student and staff success?	Meeting standard	Meeting standard
4.8. Is ongoing communication with students and parents clear and helpful?	Meeting standard	Meeting standard
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?	Meeting standard	Meeting standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Meeting standard	Meeting standard

Summary of Historical Annual Performance Review Ratings							
Core Question 1: Is the educational program a success?	2009-10	2010-11	2011-12	2012-13	MCR	2013-14	CRR
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	AS	AS	ES	MS	MS	MS	MS
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	MS	AS	AS	AS	AS	AS	AS
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	Not Evaluated					AS	AS
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated					DNMS	DNMS
1.5. Is the school's attendance rate strong?	Not Evaluated					DNMS	DNMS
1.6. Is the school outperforming schools that the students would have been assigned to attend?	MS	MS	ES	MS	MS	ES	ES
1.7. Is the school meeting its school-specific educational goals?	Not Evaluated					MS	MS
Core Question 2: Is the organization in sound fiscal health?							
Financial Evaluation from 2010-2012	2009-10	2010-11	2011-12	2012-13	MCR	2013-14	CRR
2.1 Is the school in sound fiscal health?	MS	MS	AS	NA	AS	NA	AS
Financial Evaluation from 2012-present	2009-10	2010-11	2011-12	2012-13	MCR	2013-14	CRR
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	Not Evaluated			DNMS	NA	DNMS	DNMS
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Not Evaluated			DNMS	NA	DNMS	DNMS
2.3. Does the organization demonstrate it has adequate financial management and systems?	Not Evaluated			DNMS	NA	DNMS	DNMS
Core Question 3: Is the school meeting its operations and access obligations?	2009-10	2010-11	2011-12	2012-13	MCR	2013-14	CRR
3.1. Is the school leader strong in his or her academic and organizational leadership?	AS	MS	MS	MS	MS	MS	MS
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	AS	AS	AS	DNMS	AS	DNMS	DNMS

3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?	MS	MS	MS	MS	MS	MS	MS
3.4. Does the school's board work to foster a school environment that is viable and effective?	Not Evaluated					AS	AS
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?	MS	MS	MS	AS	MS	MS	MS
3.6. Is the school meeting its school-specific non-academic goals?	Not Evaluated						NA
Indicators included in the previous framework, but not assessed with the 2013-2014 framework.	2009-10	2010-11	2011-12	2012-13	MCR	2013-14	CRR
2.4. Is there a high level of parent satisfaction with the school?	ES	ES	ES	ES	ES	NA	ES
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	MS	MS	MS	MS	MS	NA	MS
Core Question 4: Is the school providing the appropriate conditions for success?						Year 4	Year 6
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?						MS	MS
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?						AS	MS
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?						NA	NA
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?						MS	MS
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?						MS	MS
4.6. Is the school's mission clearly understood by all stakeholders?						MS	MS
4.7. Is the school climate conducive to student and staff success?						MS	MS
4.8. Is ongoing communication with students and parents clear and helpful?						MS	MS
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?						MS	MS
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?						MS	MS

Plan for Sustained Success and Continuous Improvement

In applying for renewal, Irvington Community School is required to respond to the items listed below, describing how the school will sustain success and continue to improve over the next charter term. ICS responses have been written to demonstrate that the school is planning carefully and strategically for the future and has the capacity to achieve long-term success.

Section B: Sustainability and Improvement

Part 1: Sustaining Success

A. The Governing Board

ICS, like many charter schools, operates on a razor-thin margin. One unforeseen budgetary challenge, governmental/administrative outcome, or state governmental funding decision can have amplified ripple effects throughout the school. This phenomena was witnessed during the late Spring of 2015 in which ICS closed the 2014-15 budget year having not met an optimistic budgeted revenue assumption for advancement, being informed that state funding (additional charter facilities grant offset by reduced ADM) would remain essentially flat, and being informed that its charter school Title I funding would be reduced by an estimated \$110,000.

The accumulation of these challenges, along with this upcoming renewal cycle, led the ICS Board of Governors to consider a series of budget adjustments in order to reduce 2015-2016 budget year expenditures, using any excess cash position to pay down existing 403(b) employer contribution liabilities and current accounts payable.

In doing so, it became evident to the board that, because monthly accounts payable detail and accounts payable aging data was a good means for identifying and addressing any short-term financial challenges, the board should initiate a monthly meeting tempo instead of the quarterly meeting pace that the board began during the 2014-2015 calendar year when it expanded to its current nine (9) members. These monthly board meetings will include review of the above-mentioned financial reports as well as other relevant financial, academic, and community data.

In addition to this change in the frequency and focus of board meetings, the board has also resolved to appoint and oversee a committee to focus specifically on a top to bottom review of ICS administration and staffing. This committee will, among other things, review the shared role of CEO/CFO, the duties and workload of administrative staff, the organization of academic-related staffing, and other items to ensure that ICS is organized and administered effectively and in the most cost-efficient manner possible. This committee will also review the need for and the organization of the advancement function at ICS and, if needed, how such a function should be budgeted.

The board will continue to focus on the recruitment and retention of new members to support the overall mission of the school. It will also work with ICS staff to ensure that the needs of ICS and other charter schools are adequately explained to lawmakers and that proposed legislative changes regarding the regulation and funding of charter schools positively impact ICS and other charters.

B. The Leadership Team

Irvington Community School, Inc. is led by an executive management team with nearly 40 years of collective management/leadership experience. That team includes Chief Executive and Financial Officer David Nidiffer and Chief Operating Officer Tim Mulherin. Each of our three schools – Irvington Preparatory Academy, Irvington Community Middle School, and Irvington Community Elementary School – features a Director of Operations/ Instruction who is charged with leading his/her school's academic performance and daily operations. These individuals work in close collaboration with each school's Behavior Coach or coaches and Counselor in comprising the building's leadership team. Along with the two corporate executives, the three building directors make up the ICS senior management team.

As CEO/CFO, Mr. Nidiffer reports directly to the ICS, Inc. Board of Governors. He leads the executive and financial functions of Irvington Community Schools, having previously served as Irvington's Chief Financial Officer for more than four years. He was named CEO in March 2011. Mr. Nidiffer was a founding ICS, Inc. Board of Directors member and served as treasurer from 2002 - 2006. His for-profit experience includes working for PricewaterhouseCoopers and Eli Lilly and Company in managerial, financial, and accounting roles. Mr. Nidiffer currently serves on the boards of the Indiana Consortium of Charter School Leaders (ICCSL) and Alternatives in Education (AiE), a newly formed charter school operator providing for

the educational needs of students in the Indianapolis Juvenile Detention Center and serving as an alternative high school for at-risk students. As well, Mr. Nidiffer is one of the charter representatives on Indiana Superintendent of Public Instruction Glenda Ritz's Stakeholder Roundtable. He is a graduate of Indiana University-Indianapolis, holding a bachelor's degree in accounting.

Mr. Mulherin has 25 years of management and executive leadership experience in a variety of fields, including emergency management, insurance, healthcare, the hospitality industry, and the nonprofit sector. In March 2011, he was named Irvington's COO. In 2007 he began working for ICS as Client Services Manager, an ombudsman role focusing on improving the school's communication and relationship with parents. His nonprofit management experience includes serving as executive director of the Indiana Hemophilia & Thrombosis Center, the largest comprehensive hemophilia treatment center in the United States. He was also the director of communications for the National Association of Mutual Insurance Companies. Mr. Mulherin holds a bachelor's degree in English and a master's degree in journalism from Indiana University-Indianapolis, as well as a master of science in management degree in leadership and organizational development from Indiana Wesleyan University. He has 10 years of higher education teaching experience for IUPUI and the University of Indianapolis.

Beyond formal leadership roles, all ICS employees are encouraged to lead by example and take initiative in their areas of expertise. The school corporation benefits tremendously from their perspectives and insight, which allows the senior management team to have the very best information at hand to make critical daily, short-term, and long-term decisions. Notably, ICES has relied upon the School Leadership Committee, staffed by teachers across the grade levels. And TAP Clusters have provided important feedback to ICMS and IPA school leaders. The leadership and pride of work displayed by ICS employees are one of the cornerstones of our success over the past 13 years as one of Indiana's oldest public charter schools.

For the past four years, IPA and ICMS have participated in the TAP System for Teacher and Student Advancement program, and so have benefited from this specialized framework and training. Going forward, we will continue with TAP's influence in all three ICS buildings as "schools of best practices" in how we train and advance our faculty's pedagogical competencies. The TAP rubric will still be used, and TAP philosophy will be embedded in our professional development and contribute directly to achieving our academic goals. This approach reinforces leadership in each building while contributing significantly to ongoing continuous improvement, which has always been our academic and operational approach.

Finally, the guiding light of how we lead, live, and learn at Irvington Community Schools is *The Irvington Way: be respectful, responsible, safe, involved, and focused*. This represents our "way of being" for all ICS employees and students, and parents/guardians are strongly encouraged to participate in this with us. *The Irvington Way* is a constant presence in Irvington Community Schools: it is displayed on walls, repeated daily at the start of school, and consistently referred to in all our behavior coaches' interactions with misbehaving students in getting them back on track. What's more, the impact of *The Irvington Way* reaches beyond our school campuses as a positive influence in the lives of all those in our school community.

C. The Teaching Staff

ICS has a high standard for academic excellence and strives to recruit, hire, and maintain an excellent teaching staff that hold similar core values as the school's *Irvington Way*. These values include taking the stance that failure is not an option for our students.

ICS leadership has spent years crafting and molding a profile of character attributes of a successful teacher. The ICS teacher profile includes someone:

- Who has a passion for working with disadvantaged youth;
- Strives to be a change-agent in the area of school reform;
- Has a love of teaching – and not just teaching from the textbook;
- Enjoys curriculum development and continuous improvement of his/her teaching craft;
- Is resourceful in the area of curriculum development;
- Enjoys working in a collegial environment; and
- Has a sense of humor.

Each member of the ICS teaching staff goes through a robust screening process before being offered a position within the school. The process begins with a phone interview in which the candidate is screened by members of the school leadership and teachers who ask about the candidate's thoughts on education, the charter school/school reform movement, and why he/she is interested in becoming part of our school community. If a potential candidate appears to be a good fit based upon the phone interview, then he/she is invited in for a panel interview with ICS management staff and faculty members. If appropriate, the leading candidates will conduct a sample lesson with students to give the panel an idea of their teaching style and rapport with students and to see how their pedagogy aligns with the school mission and practice. Once the hiring panel selects the best candidate, a teaching position will be offered.

To support this successful formula, ICS recognized the need for a performance-based compensation system (PBCS) at its inception in 2001, but it focused primarily on standardized test scores. As years went by, there was recognition that there needed to be a more consistent, comprehensive, multifaceted approach based on goal-setting, observations, and summative assessments, including NWEA and ISTEP+ scores. In 2007, a robust revision of the corporate performance management rubrics for all certified staff took place. Implementation of the new PBCS included a series of in-class observations and individual performance management meetings with teachers and evaluators (supervisors) throughout the school year. During the 2010-2011 school year, faculty in all three schools voted on becoming TAP schools. Irvington Community Middle School and Irvington Preparatory Academy voted to adopt the TAP program, with well beyond 75 percent of staff voting for TAP; Irvington Community Elementary School voted to retain the current corporate-developed PBCS, which has continued to evolve.

As ICS progresses into our next charter term, all three school campuses will become schools of best practice. They will be taking elements from the TAP system, evaluation, feedback, and professional development and applying them to teacher support in the schools.

Because ICS had performance bonuses in place since its inception, this PBCS is promoted to all teaching candidates. The ongoing performance philosophy and practice has a marked impact on teacher retention, as ICS continues to develop its school cultures by recruiting, hiring, and maintaining teachers who are driven by performance and embrace this evaluative methodology.

Another essential element of teacher retention is ongoing job-embedded professional development designed to support teachers in increasing their skills and effectiveness. At both ICMS and IPA all teachers receive frequent feedback on their instructional practice. In the TAP System, teachers receive regular feedback from Master and Mentor teachers whose job it is to support and develop their fellow colleagues. School administrators are also trained to provide meaningful feedback and coaching to teachers. Individualized support sessions are conducted weekly, and additional assistance can be provided whenever a teacher is struggling or is determined ineffective.

The school leadership team at each campus works in the analysis of student *and teacher data* to create and institute an academic achievement plan, including a series of goals, for the school each year. The team determines best practice strategies to address the issues and demonstrate those strategies in bi-weekly professional development meetings and in classrooms. Ultimately, career teachers embed these strategies into their own practice.

The ongoing, job-embedded professional development in a school of best practice is structured through bi-weekly meetings and functions as a focused, aligned, and purposeful professional learning community. During these meetings, Directors of Operations and Instruction will provide demonstration (i.e., "model") lessons and coaching for career teachers based on their instructional needs and the academic needs of the students. On a consistent basis, the school leadership team will analyze collected student work to see how the teaching strategy is translated into improved student outcomes. Career teachers are held accountable by the school leadership team for implementing the ideas presented and discussed in the bi-weekly Cluster meetings. To assist teachers in transferring the new learning back to their classroom, the director provides support following every meeting (e.g., observation/feedback, model teaching, demonstration lessons, and team-teaching and in individual teacher mentoring situations). This direct instruction is designed to build instructional capacity among the faculty and provide students with high quality lessons. Furthermore, to directly tie professional development to teacher evaluation results, the director and mentor teachers provide career teachers with individualized support in their area of refinement determined by the evaluation process during the bi-weekly professional development meetings. During this time, they assist teachers in working on their identified refinement area and connecting it to the strategies being taught in

the bi-weekly Cluster meetings. Through observations, modeling, coaching, and bi-weekly professional meetings, the building director and mentor teachers are able to support the development of all teachers' instructional skills. This type of observation and support provides an iterative feedback loop that aids the director and teachers in creating a system that can continuously improve.

D. Academic Achievement

Academically, our ISTEP+ scores (grades 3-8) are among the best in charter schools in the state and rival our township colleagues. K-8th grades participate in the NWEA assessment to check academic progress three times per year, ensuring that students are comprehending lessons in conjunction with Indiana's Academic Standards. At the high school level, students receive End of Course Assessments (ECAs) and gauge their preparation for college by taking the ACT regimen, which was introduced to IPA during the 2009-2010 school year. IPA requires all 11th graders to take the ACT exam. In 2014, the 11th grade class earned a class composite score of 19.6, which is 2.7 points below the state average. Of note, the state of Indiana does not require the ACT exam of all 11th grade students, showing that IPA has a strong commitment to preparing its students for this rigorous exam.

Beginning in 2014, ICS embarked on a robust technology upgrade and approach to teaching through a 1:1 device implementation at ICMS and IPA. Each student was assigned to check out a laptop device to use for the school day. Teachers created lessons using a content management program called My Big Campus. Teachers were allowed to post videos, assignments, quizzes, and activities for students to make lessons meaningful and provide opportunities for students to practice 21st century skills. Based on the success of the program, the 1:1 initiative is being carried down to 3rd grade, allowing more students to have access to cutting-edge technology and highly engaging lessons. This initiative is allowing students to gain the skills needed today for the requirements in digital competencies for tomorrow. In grades K-2, students will have access to five laptop computers in the classroom for teachers to utilize during literacy and math class time to differentiate instruction. Students will have access and utilize SuccessMaker, a skills-based program to either enrich or remediate students on specific skills. In addition, at ICES, the students will begin attending a technology culture class along with their PE, art, and music classes in their cultures rotation beginning in the fall of 2015. The addition of this class in the cultures rotation will provide students valuable keyboarding lessons beginning in kindergarten, as well as digital citizenship lessons and other technical applications to enhance classroom learning.

At ICMS, the focus is on early high school rigor to prepare the students for the increased academic expectations of high school. In the 2012-2013 school year, ICMS increased the number of students taking Algebra I and started offering Spanish I and French I for high school credit. Of the students completing these high school courses, 96% earned high school credit. ICMS students taking Algebra I have a 95% pass rate in the End of Course Assessment (ECA) in that subject. This sets up students for success at IPA by providing them a foundation in high school courses to allow them the opportunity to take AP courses or Dual-Credit courses in their high school career.

IPA's senior Class of 2014 had 53 graduates out of 68 students, resulting in a graduate rate of 77.9%. This percentage is significantly higher than that of Indianapolis Public Schools (IPS) high schools, yet our intentions are to continue to improve this outcome. Our academic success occurs within a student population that generally has pronounced challenges that manifest in poor student behaviors and educational performance – initially, that is – given the difficulty many of our families are under financially and as a result of a lack of parents' post-secondary education experience and success, as well as from a multi-generational family history of dropping out of high school being an acceptable practice. Increasing the number of our high school graduates will create more opportunities for post-secondary success after graduation, keeping students engaged with the community in a positive way.

Additionally, with the superior levels of performance of our schools, we are able to maintain a high level of student attendance. ICS, Inc.'s collective attendance rate is consistently at 95% for the school year. Promoting a safe environment where students are not coming to school in fear will allow us to continue to experience academic excellence.

The ICS plan for the next charter term is to continue this success by increasing student growth in state testing measures as well as on the NWEA. Starting in the 2015-2016 school year, the school will administer the NWEA in grades kindergarten through 12th grade to continue to track the progress of the academic skills of all our students, from when they start with us until they walk across the stage at graduation.

E. Long-Term Financial Health of the Organization

At the end of the SY13-14, Irvington Community Schools was in poor financial health. While we had improved our position from the prior last two school years, we were still not in the kind of financial position we wanted to be. In response to this condition, the senior staff and the Board of Governors took on two major initiatives. First, senior management was tasked with hiring a professional fundraiser, and second, the board was to increase in size and scope to aid in this effort. A Director of Advancement was hired and a fundraising budget target of \$250,000 was identified. The board increased in size from five to 12 (currently nine) and an outside board consultant was retained to work with ICS to steer us to the ultimate goal of strengthening our board and increasing our revenue. This would allow ICS to continue to provide outstanding programming and education to our 1,000+ students *and* allow us to work towards improving our financial condition by paying down aging short-term payables and starting to reserve cash. These two actions would move us closer to meeting standard of OEI's Core Question 2.

By the end of SY14-15, it was apparent that ICS was not going to meet our fundraising goal and consequently was not going to improve our financial position; and in some cases, it might become worse. In addition, ICS was unable to make its entire employer match obligation to the employee's 403(b) retirement plan. In response to these critical issues and the receipt of the "Notice of Deficiency" from OEI, senior management went about the task of making vast cuts to the SY15-16 budget. While the team was bolstered by the advent of the new \$500 per student charter grant and was prepared to reach our financial goals at a much faster pace (such as devoting all \$500 per student of the grant fund to improving the balance sheet), we were equally disappointed by the \$390 per student decrease in our Basic Grant and the unexpected \$110,000 decrease in our Title I funding. This put us roughly at break-even from a year-over-year perspective in total revenue.

This led the management team to look for drastic cuts in other ways. Because approximately 65% of our estimated revenue is compensation and benefits and 10% is related to interest, and other services have been continually scoured for savings (food contract, janitorial, lawn maintenance, copier contract, etc.), we knew we would have to look for the majority of our savings in personnel. We also were not going to put any amount in Advancement just to make the budget look better; consequently advancement dollars in SY15-16 would be looked upon as a "bonus."

After making many difficult decisions and determining that the vast majority of any "excess cash" be used to improve our balance sheet by paying short-term payables and our 403(b) obligation (note: as of August 31, 2015, the entire 2013-14 plan year 403(b) employer contribution has been paid), we presented our original budget to the ICS Board on June 25, 2015. It showed net income (after depreciation and amortization) of \$173,924, with ending cash of \$55,826. However, we were able to apply \$300,000 "excess cash" dollars to improve our short-term liabilities. The board approved that version of the budget, but asked us to dig even deeper. The resultant budget, presented and approved July 14, 2015, shows net income (after depreciation and amortization) of \$348,450, and if similar ending cash is assumed, ICS would apply \$400,000 in "excess cash" to our balance sheet. This would result in ending cash of \$118,278 and \$214,375 for the years ending June 30, 2016 and 2017, respectively.

Below are items and cuts that were made to reach the budget levels presented in the document and will continue into the subsequent years until we have improved our financial position to meet or exceed all of the OEI's Core Question 2 components:

- Personnel positions
 - Will not be back-filled:
 - Director of Title I Services
 - Title I Aide
 - Director of Advancement
 - Director of Corporate Administration
 - IPA TAP Master Teacher
 - Daily janitorial and lunch help (1.5 FTEs)
 - Will be back-filled, but with someone less expensive:
 - K-5 Spanish teacher (back-filled with a Title I Technology Aide)
 - 2 SpEd Teachers of Record (backfilled by 3 SpEd Teaching Assistants)
 - Numerous teaching back-fills at lower pay rates
 - Total personnel savings, fully loaded, net: ≈\$450,000

- Reduced assumed 2% pay increase to 1%
- CEO/CFO took a 5% pay reduction
- COO forfeited his SY14-15 bonus
- Eliminated our PPO group health plan
 - Impact was only to off-set anticipated premium rate increase
- Reduced ICS' contribution for non-employee group health persons covered to 50% from 75%

While these decisions are very difficult, they are necessary in the short-term to meet our obligations, meet OEI's Core Question 2, and most importantly, keep satisfied employees and vendors so ICS stays open for the long haul. (Please find the SY15-16 BOD approved budget template on the provided thumb drive.)

Part 2: Ongoing Improvement

This summer, ICS staff leadership embarked on a strategic planning discussion. The first round, a daylong session in late June, identified immediate areas of improvement: finances, academics, staffing, constituent (i.e., parental) involvement, and leadership. Following is a summary of takeaways and targets ICS's senior management intends to map out for the entire school corporation's review, feedback, and refinement as we go forward with our continuous improvement efforts in the coming school year and beyond.

Finances

In order to be responsible fiscal stewards of public monies and trust, ICS must continually examine our revenue stream and expense allocations with great diligence. We must be realistic in our expectations for sustainable income and in developing accurate cost projections and understanding of limitations – and live by them. Additionally, we must be ever vigilant of conditions that may develop and require short-term spending adjustments and influence long-term projections to keep the bottom line intact, being especially cognizant when such projections become inaccurate or are subject to change due to the ever-present possibility of outside financial developments beyond our control – such as the recent unexpected announcement revealing unanticipated cuts in Title I funding – that can affect us significantly with little or no warning.

ICS and charter schools throughout the state know well the reality of having to exist in a cash-lean economic environment. Because of this, ICS must review staffing and the value of all positions, notably that of noncertified staff, revisiting and scrutinizing this every budget cycle. Our 2015-2016 school year budget development process reflects this diligence and awareness, showing spending and staff cuts that are never easy to make. We will do what is necessary to ensure our mission is sustainable and will continue with its hard-earned success, expanding our well-deserved reputation as a K-12 public charter school of excellence.

To enhance limited state funding, ICS took the initiative of establishing a formal fundraising function during the 2014-2015 school year. Although this will not be an overnight success, devoting time and resources to this effort is sure to augment our revenue stream. Staff-generated efforts must include a proper mix of grant writing, personal donor prospect solicitation (face-to-face, phone, mail, email), and events (both fundraising and “friend-raising”). To advance our fundraising work, volunteer-supported efforts must be continually encouraged. This should include board and parental involvement in the annual fund and special/ad hoc fundraising efforts and events.

ICS leaders must consider bold solutions to streamline costs and/or increase revenues. Difficult managerial and board discussions of late regarding the new school year's budget have included consideration of reducing the school year by five days to offset expenses (which was rejected by the ICS Board of Governors as going against the original intent of our charter), elimination of the PPO health insurance offering (effective January 1, 2016) and replacing this offering with two high deductible health plan selections, reducing the health insurance coverage cost to ICS from 75% to 50% for spouses and dependents (also effective January 1, 2016), and reducing the proposed all-staff raise from 2% to 1%. Additionally, there will be several reductions in force as well as a number of positions that will not be refilled due to attrition. Indeed, it is vital that the ICS Board of Governors develops a comprehensive understanding and appreciation of our financial formulas in order to guide the schools more effectively.

Another opportunity for continued success and improvement of our financial situation would be the receipt of the Children's Guardian's Home (CGH) from the city of Indianapolis. As OEI is aware, the CGH was slated for closure when ICS made an offer to occupy the building, keep its child-focused mission, and make substantial building improvements (\$1.5 million to date). In return, ICS was given 24 months of free utilities and 18 more months of utilities at a discounted (50%) rate. Now, ICS has all the risk, including liability for all utilities, major and minor repairs, upkeep, and all damages incurred – without having any of the benefits of building

ownership. Having title (“mortgageable” interest) to CGH would allow ICS to use it as collateral to establish an emergency low-interest fund to pay for any major unplanned building-related repairs. Otherwise, ICS would have to either use unplanned working capital (obviously in short supply) or have to go to the open market to borrow funds. Borrowing funds in this manner is not only potentially time consuming but very expensive (shorter terms and/or higher interest rates). We have discussed this possibility with OEI for a several years and have initiated conversations with our bank, Salin, and Stock Yards Bank & Trust, and both have responded favorably to the concept.

Academics

Student growth will always be our key metrics guideline for academic accomplishment. However, we cannot sacrifice the program breadth, rigor, and historic success in our perpetual efforts to trim costs. And certainly, we must continually strive to teach students at the leading edge of technology, as last year’s 1:1 computing initiative demonstrates, as does the expansion of that program this year into Irvington Community Elementary School. Although the expense is considerable, we view computer technology access and integration in our academic offerings as central to our students’ educational development as they prepare to enter the workforce, the military, and/or higher education.

We will continue to focus on academic growth and lowering the achievement gap between our socioeconomic subgroups, as identified in Indicator 1.4. We plan to show success in reducing and eventually eliminating this gap and meeting standard through our support services, such as built-in tutoring time during the school day, academic remediation courses, and Title I resource support.

Staffing

ICS must continually maintain a high standard of staffing and human resources policy development, services, and accountability. To be most effective, the ICS HR function must focus on three core areas:

1. A reliable and effective process of dealing with personnel issues;
2. Objectivity that encourages consistency in the application of HR policy and decision-making; and
3. Ease of accessibility and a high level of responsiveness that provide employees timely and accurate answers regarding their HR-related questions.

To ensure a good “fit” in hiring new ICS employees and maintaining organizational cultural integrity, our common qualities require those who are coming on board be, like their new colleagues, dedicated, self-motivated, flexible, challenging (of process), results-focused, mission-driven, ethical, enthusiastic, compassionate/empathetic. In that light, ICS leaders are responsible for modeling the way. They must hold themselves at a high level of accountability to cultivate morale through their decisions, conduct, and authenticity. To embody *The Irvington Way*, ICS must also place a supreme value on staff retention.

ICS must always advance an appropriate and engaging professional development program to reach the academic goals we aspire to attain. This includes best practices-inspired professional development focused on student academic achievement and growth and an applied commitment to lessons learned, as well as personal training at conferences, through webinars, and via in-school professional development.

Our employees desire a workplace environment that is uplifting and promotes a positive culture. Given all of its challenges and distractions that are native to school life, ICS must maintain if not increase its supportive practice of personal appreciation and meaningful recognition. Directly connected to this, ICS leaders must promote and maintain a trusting workplace and to be trusted in all they do. They must exhibit exemplary behavior with regard to respect, mutual concern, and honesty in every employee-employer relationship. Further, ICS leaders must inspire a sense of security and well-being evident through their daily interactions with staff.

Although ICS prides itself on “doing more with less,” leadership must seek to provide appropriate tools/resources and support to meet the desired academic and programmatic standards for each school year. And to the degree we can, ICS must provide advancement opportunity for every productive employee.

ICS must maintain our reasonable and competitive compensation scale to encourage the recruitment and retention of staff who will honor and promote *The Irvington Way*. Of course, part of the compensation package involves benefits, which must be marketplace

competitive as much as is feasible and attractive to ICS candidates for employment. This includes recognizing the high value that its staff members place on dependable retirement benefits; i.e., on the 403(b) program.

Constituent Involvement

As all schools today are keenly aware, cultivating parent engagement is a continuous yet increasingly difficult challenge. This is due to modern family lifestyles that tend to consume all the hours in a day, as well as community involvement apathy that has become far too common. Nonetheless, ICS will always strive to involve and engage parents/guardians. The first step leading toward increased parent engagement and the successful cultivation of school volunteers requires making prospective parental volunteers feel welcome in becoming part of academic and extra-curricular programs. ICS staff will always encourage parents to be involved in school academic events, such as student academic performance reviews (e.g., student-led conferences) and the ICS Parent Teacher Student Association chapter. And fan support for our students participating in athletic competitions will always be promoted.

We must always keep in mind that the traditional American sentiment of “I want my child to do better than I” is being lost within some segments of our society. Despite this, we will do whatever we can to counter such unfortunate and stifling negativity whenever we come across it. *The Irvington Way* is the primary tool for doing so. Parents/guardians are required to read and sign this key document, which includes expectations for their behavior and interactions with the school. ICS must continue to involve and engage the community as volunteers, financial supporters, and promoters of our schools. Securing such buy-in through *The Irvington Way* is one means of doing so. We should be aware that some of our parents were not academic achievers and may consider education and educators to be intimidating, which is why we need to be as welcoming and accommodating as possible – especially for the benefit of such family’s future generations in the making, meaning, the children we now serve.

It would be prudent for ICS to estimate the benefit of its presence (and the cost of its failure) to the community – Irvington specifically, as our primary service area, and the east side of Indianapolis in a wider sense. This information can be used effectively to recruit program sponsorship and to court potential donors.

From a fundraising perspective, ICS is wise to maintain excellent vendor relations because they can support a variety of programs if so inclined when approached. As well, now is the time for ICS to begin calling upon its alumni to remember the school, initially to forge a valued ongoing relationship with these young adult graduates of our program. Once that is in place, which is only accomplished over time, then we can discuss and encourage financial support. Meanwhile, ICS is wise to nurture an affiliation of our current students with the school, with the long-term goal of developing a close alumni bond.

It should also be noted that an integral part of the corporation’s relationship management effort calls for ICS leadership to pursue an effective program of legislative and political relations to maintain a healthy presence with political and financial decision-makers.

Leadership

ICS leaders must clearly define and promote the organization’s purpose, mission, vision, values, goals, and business plan for the entire school community. The school corporation must be vigilant in defining and measuring our accomplishments, and be proactive in promoting our successes. We have begun in earnest a clear branding message campaign that relies on *The Irvington Way* and success stories, as well as the on the foundational elements built into our charter – art, music, physical education, and foreign language instruction – that are an essential part of our educational offerings and, unlike other schools, will never go away. This is, admittedly, a previously underutilized marketing “hook,” which we plan to apply consistently going forward. And as we look to the obvious differentiation of what makes us unique and desirable as a school of choice, we must continue to explore the development of possible programs to enhance our existing strong offerings. This requires leadership that is open to new ideas while being grounded in a track record of what has worked well for Irvington Community Schools over the past 13 years.

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available. Please see overview above for specific updates.

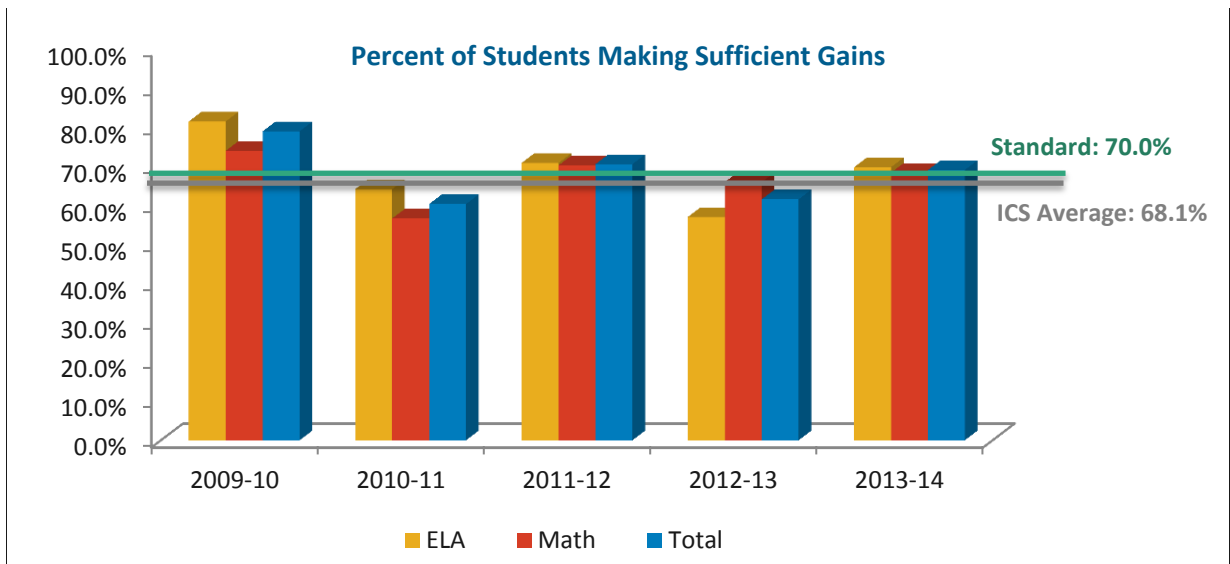
1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?			
Indicator Targets	Does not meet standard	School has not met standard the last two years.	
	Approaching standard	School has approached standard the last two years.	
	Meets standard	School has met standard the last two years.	
	Exceeds standard	School has exceeded standard the last two years.	
School Rating	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	MS	MS	MS

While Irvington Community School (ICS) did not achieve Adequate Yearly Progress (AYP) toward statewide academic goals set by the Indiana Department of Education in its first two years, it has since met standard for three consecutive years by receiving an acceptable letter grade under the state's accountability system set forth in Public Law 221 and Indiana's ESEA Waiver. Because Irvington has shown an upward trajectory in its academic performance, the school receives a **Meets Standard** for this indicator on the charter renewal report.

School Year	AYP Result / PL221
2009-10	Met 15/16 categories
2010-11	Met 16/21 categories
2011-12	A
2012-13	C
2013-14	B

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model			
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>		
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).	
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).	
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).	
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).	
School Rating	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	AS	AS	AS

Analysis of fall-to-spring gains on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and Indiana Growth Model data between the years 2009 and 2014 shows that an average of 68.1% of ICS students achieved sufficient gains. This percentage is approaching the Office of Education Innovation's standard.



Each year, analysts examined the amount of progress students made on the NWEA MAP test between the fall and spring, or the progress students made under the Indiana Growth Model. Analysts then determined whether students had made sufficient gains, and calculated a weighted average across grades and subjects. The percentage used for rating the school according to the rubric for this indicator was a weighted average calculated across five years.

Across the five years of the charter term, an average of 68.1% of students made sufficient gains. This percentage approaches, but does not yet meet the Mayor's standard of 70% of students achieve sufficient gains. Therefore, ICS receives an **Approaching Standard** for this indicator on the charter renewal report.

To address progress made in areas of deficiency of Core Question 1.2 for the 2013-14 school year ICS stated:

At Irvington Community Elementary School, student assessment data is analyzed to determine placement in the school's Response to Intervention (RtI) program. Northwest Evaluation Association (NWEA), Fountas & Pinnell, SuccessMaker and ISTEP+ data are analyzed for trends and for specific student needs. Students identified as high risk in either English/Language Arts or Math are placed in Tier 2 and Tier 3 intervention groups that meet four times a week with either a highly trained instructional assistant or a licensed content area coach.

In addition to the robust RtI program, students are also required to attend tutoring in the afternoon. Tutoring for Tier 2 students is provided by both a classroom teacher and a highly trained instructional assistant. Tier 3 students receive tutoring by a content area coach. Assessment data is used to plan the academic content of the intervention instruction, which takes place four times per week. To augment teacher and instructional assistant instruction, ICES uses the SuccessMaker program by Pearson Education, which is a prescriptive intervention program approved by the Indiana Department of Education (IDOE). Student achievement data is evaluated periodically to evaluate growth in either Reading or Math, and the specific content area may be assigned to students based on the results.

According to the "School Achievement and Growth" chart provided on the IDOE's Learning Connection website, in the area of Mathematics ICS scored in the 50th percentile for growth compared with schools of the same achievement level (82% passing), and in the 53rd percentile for growth in English/Language Arts when compared with other schools of the same achievement level (80% passing).

By continuing to focus in Tier 2 and Tier 3 interventions on specific student needs, we will bring each student closer to proficiency in both ELA and Math. In addition, as the school continues to identify trends within our data (as noted: inferencing, problem solving, and computation in years past), we will be able to focus our instructional efforts as a school on our students' overall needs, thus increasing student proficiency in targeted areas.

When Spring 2015 ISTEP+ data is made available to the school, we will be able to identify specific areas of need for each student and plan Tier 2 and Tier 3 intervention groups to target each individual student's needs.

Irvington Community Elementary School recognizes that computation continues to be an area of opportunity for growth. To address the need, the school has developed a Math all-stars recognition program for computation achievement, and has implemented daily spiral review, mental math, and problem-solving initiatives. These initiatives are aimed at improving overall Math performance in all standardized testing environments for students of all grade levels.

The school also implemented writing initiatives that focus on the Six Traits of Effective Writing and the writer's workshop format. Teachers receive training using methods developed by Smekens Education, which are centered on mini-lessons for each writing trait that are applicable for all genres of writing. Additionally, English language conventions are evaluated for all writing assignments and for constructed response items across all subject areas. The focus on conventions is directly related to assessment data trends for the elementary school.

At Irvington Community Middle School, in grades 6-8 student data is analyzed on a near-constant basis, and this data analysis drives our decisions for student support. Utilizing what we call the "three-legged stool," grades are monitored weekly by instructional staff and the Director of Instruction. During the summer, ISTEP+ scores are analyzed by the school leadership team, both to develop plans of improvement/goal-setting as a whole school and identify those students most in need of support systems. Finally, the thrice-yearly NWEA scores are consistently monitored, noting those in need of support for literacy instruction and those in need of Mathematics support through our Title I classes, Critical Thinking, and Math Lab.

In the weekly grade monitoring, the Director of Instruction assigns "mandatory remediation" to students who are not in good academic standing (this is defined as an A, B, or C in both Core and Cultures classes). Mandatory remediation is fulfilled with the classroom teacher in a small group setting and provides extra support with the current units of study and Indiana Academic Standards. Through the data analysis of NWEA, students who are

struggling to perform at or near grade-level are enrolled in our Title I Critical Thinking class for literacy support or our Title I Math Lab class for support with mathematical concepts.

Through our participation as a TAP school during the past four years, teachers gathered weekly in Cluster meetings for professional development, with the goal of implementing school-wide practices to support students who struggle. For instance, this past school year (2014-2015) as a whole school we implemented strategies related to data analysis, an area in need of attention based on the 2013-2014 ISTEP+ data. Through the support of the Master Teacher, classroom teachers implemented data analysis strategies building-wide and reinforced those skill sets for all ICMS students, with the goal of raising the "Pass and Pass+" scores in the spring 2015 test cycle, thereby increasing student achievement.

For the past several years, Irvington Preparatory Academy (IPA) has administered the ACT PLAN/EXPLORE assessments in the Fall and Spring to students in 9th and 10th grades, and in the Fall to students in 11th grade. This assessment serves as a predictor for success on the ACT test, which all students take in the Spring of their junior year. Fall assessment data is used to identify student needs in the areas of Reading, English, Math, and Science. Spring data is then used to measure growth for each student. Assessment data is also used to determine areas of focus in the school's TAP Cluster (professional development) meetings. For example, in the 2014-2015 school year, our Cluster meetings focused primarily on differentiated instruction and teaching inferencing skills to students.

Students at Irvington Preparatory Academy are enrolled in either Language Lab or Math Lab courses if they have previously taken and failed the corresponding End of Course Assessment (ECA), and remain enrolled in those courses until they are able to pass the required graduation exam. In addition, for the 2015-2016 school year, IPA is adding Developmental Reading and Developmental Math courses to our course offerings. Students who are significantly below grade level in these areas will be identified through teacher recommendations, NWEA scores, and ACT PLAN/EXPLORE scores for placement in these support classes.

In the 2015-2016 school year, IPA will begin administering the NWEA assessment each Fall and Spring to all students in grades 9-12. This will replace the current ACT PLAN/EXPLORE assessments. We believe that the data provided through NWEA testing will be more relevant and usable in planning data-driven interventions and instruction. By adopting the NWEA benchmarking assessment at IPA, we will be better equipped to identify specific skills for struggling students and target those needs through interventions mentioned previously (Developmental Reading & Math, Math Lab, and Language Lab) along with an improved RtI program at the high school.

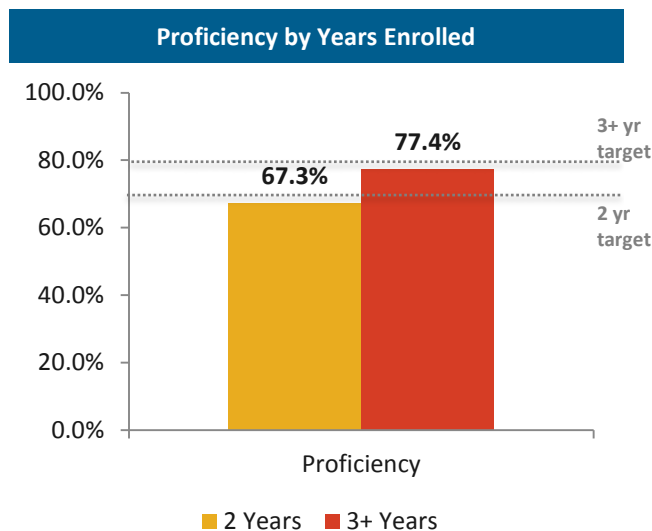
Because Spring 2015 ISTEP+ data is not expected to be delivered to schools until December 2015, and the 2016 test will take place in early March, this won't leave much instructional time between receiving new data and making instructional decisions in response to the data before testing again. While we anticipate that our efforts in the 2014-2015 school year will pay off and we will be deemed "meeting standard" based on the Spring 2015 results, due to delays in testing results and major changes in the assessments, we realistically anticipate that this goal will be met by the Spring 2017 testing season.

Similar to both ICMS and ICES, students at IPA who are not making satisfactory academic progress (those who have a D or an F in any subject) are required to attend after-school tutoring and remediation until their grades have been brought up to good academic standing.

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?			
Indicator Targets	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.	
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.	
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.	
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.	
School Rating	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	NA	AS	AS

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

Of those students enrolled at Irvington Community School for two years, 67.3% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 77.4% were proficient on both subjects. Thus, the school earned an **Approaching Standard** on the OEI performance framework. Because this indicator was first evaluated in 2013-14, there is only one year of data available for the charter renewal report and thus, the school also earns an **Approaching Standard** for the charter renewal rating.



To address progress made in areas of deficiency of Core Question 1.3 for the 2013-14 school year ICS stated:

At Irvington Community Elementary School, student assessment data is analyzed to determine placement in the school's RtI program. NWEA, Fountas & Pinnell, SuccessMaker, and ISTEP+ data are analyzed for trends and for specific student needs. Students identified as high risk in either English/Language Arts or Math are placed in Tier 2

and Tier 3 intervention groups that meet four times a week with either a highly trained instructional assistant or with a content area coach.

In addition to the robust Rtl program, students are also required to attend tutoring in the afternoon. Tutoring for Tier 2 students is provided by both a classroom teacher and a highly trained instructional assistant. Tier 3 students receive tutoring by a content area coach. Assessment data is used to plan the academic content of the intervention instruction, which takes place four times per week. To augment teacher and instructional assistant instruction, ICES uses the SuccessMaker program by Pearson Education, which is a prescriptive intervention program approved by the Indiana Department of Education. Student achievement data is evaluated periodically to determine growth in either Reading or Math, and the specific content area may be assigned to students based on the results.

All ICS students, regardless of number of years enrolled at ICS, are provided equal access to Tier 2 and Tier 3 interventions based on their specific needs. However, students who are returning year after year have the benefit of several years of consistent, targeted interventions to reduce skill deficits. Because our Title I Department is staffed with only Highly Qualified Paraprofessional Assistants, and because our Instructional Assistants have remained the same at ICS for several years, we are able to build a ladder of support that continues from year to year, with our support staff understanding how to address each individual student's needs as he/she progresses in his/her K-12 education.

In the weekly grade monitoring, the Director of Instruction at ICMS assigns "mandatory remediation" to students who are not in good academic standing (this is defined as an A, B, or C in both Core and Cultures classes). Mandatory remediation is fulfilled with the classroom teacher in a small group setting that provides extra support with the current units of study and Indiana Academic Standards. Through the data analysis of NWEA, students who are struggling to perform at or near grade level are enrolled in our Title I Critical Thinking class for literacy support or our Title I Math Lab class for support with mathematical concepts.

IPA students are enrolled in either Language Lab or Math Lab courses if they have previously taken and failed the corresponding End of Course Assessment and remain enrolled in those courses until they are able to pass the required graduation exam. In addition, for the 2015-2016 school year, IPA is adding Developmental Reading and Developmental Math courses to our course offerings. Students who are significantly below grade level in these areas will be identified through teacher recommendations, NWEA scores, and ACT PLAN/EXPLORE scores for placement in these support classes.

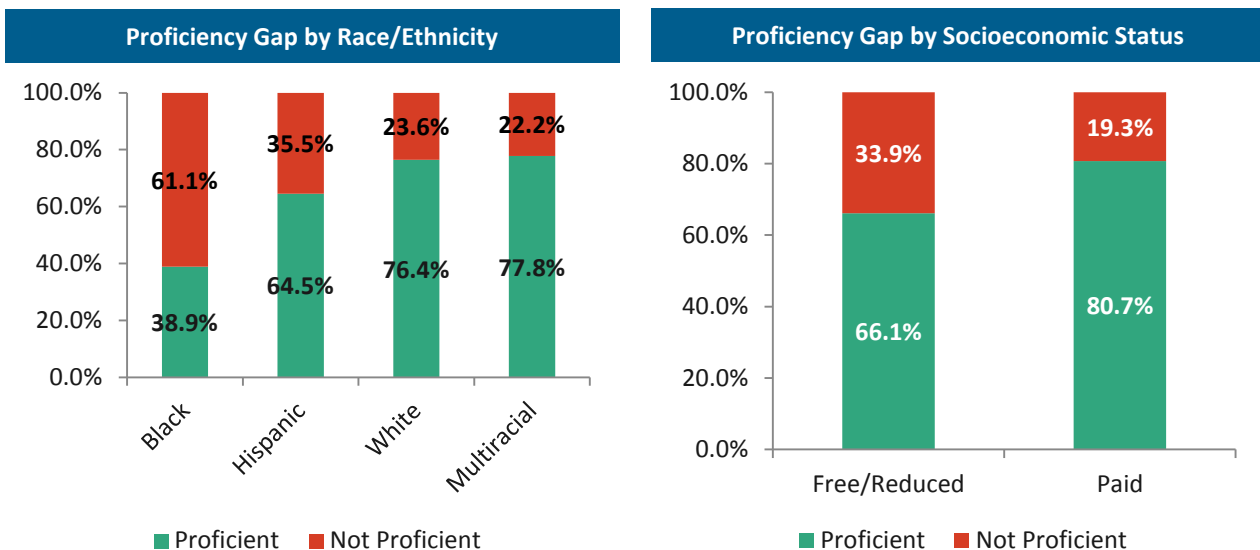
ICS has not previously disaggregated NWEA data by number of years enrolled at ICS, and there are no INORS (Indiana On-line Reporting System) reports provided by CTB McGraw Hill (ISTEP+) or Questar (ECA) that disaggregate data in this manner, either. Going forward, we will create a custom group in NWEA for "number of years enrolled at ICS," and place students in categories of "first year," "second year," or "third year and beyond." This will allow us to compare student data in this category for the 2015-2016 school year and thereafter.

While this indicator was rated as "approaching standard," those scores were within 3 percentage points of "meeting standard" for both students enrolled 2 years and students enrolled 3 years at ICS. We believe that gap is small enough, and that the interventions put into place in the 2014-2015 school year were effective, so that we should be able to reach "meeting standard" for the Spring 2016 testing cycle.

Because Spring 2015 ISTEP+ data is not expected to be delivered to schools until December 2015, and the 2016 test will take place in early March, this won't leave much instructional time between receiving new data and making instructional decisions in response to the data before testing again. While we anticipate that our efforts in the 2014-2015 school year will pay off and we will be deemed "meeting standard" based on the Spring 2015 results, due to delays in testing results and major changes in the assessments, we realistically anticipate that this goal will be met by the Spring 2017 testing season. ICS is committed to improving the educational growth and accomplishments of all students who enter our doors. Our methodology of supporting students has been especially successful for our students who have been with us since kindergarten compared to students who come to us as freshmen with few credits.

1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?			
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.	
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.	
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.	
	Exceeds standard	School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.	
School Rating	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	NA	DNMS	DNMS

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for Irvington Community School is captured below.



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While 72.7% of all Irvington Community School students were proficient, there are gaps between the overall performance of a variety of student groups.

As shown in the left graph above, the largest of these gaps occurs between Multiracial student proficiency and Black student proficiency, resulting in a difference of 38.9%.

Additionally, as shown in the right graph above, Irvington Community School has a proficiency gap between Paid student proficiency and Free/Reduced lunch student proficiency, resulting in a difference of 14.6%.

The larger of these two differences, the 38.9% difference in Racial groups, leads to Irvington Community School receiving a **Does Not Meet Standard** on the OEI performance framework for the 2013-14 school year. Because there is only one year of data available for this indicator, ICS receives the same rating for the charter renewal report.

To address progress made in areas of deficiency of Core Question 1.4 for the 2013-14 school year ICS stated:

At Irvington Community Schools, all students regardless of ethnicity or socioeconomic status are afforded support systems to increase achievement as evidenced by standardized assessment data. At ICS, student data is analyzed on a near-constant basis, and this data analysis drives our decisions for student support.

In K-8, class grades, NWEA, Fountas & Pinnell, SuccessMaker, and ISTEP+ data are analyzed for trends and for specific student needs. Students identified as high risk in either English/Language Arts or Math are placed in Tier 2 and Tier 3 intervention groups that meet four times a week with either a highly trained instructional assistant or a content area coach at the elementary level. Similarly, students in grades 6-8 are assigned to mandatory remediation/small group support on a weekly basis with classroom teachers. They are also enrolled in the Title I support classes in both/either Literacy and/or Math. With the new 1:1 laptop computing program implemented this year in grades 6-8, students have also become more skilled at utilizing IXL and Khan Academy online, both of which challenge students “where they are at” in their academic development and help them improve their comprehension through proven adaptive learning techniques.

ICS has analyzed additional data from the Spring 2015 NWEA assessment to determine if there are any trends in this area (essentially confirming whether or not the results of ISTEP+ are consistent with other assessment results available). It is worth noting in this area that NWEA’s data reports specifically state, “Summary data for groups of less than 10 are generally suppressed because they are not statistically reliable.” In this analysis, the subgroup analysis for African American students contained 1-11 students per grade level. This same statement regarding reliable data would hold true for ISTEP+ accountability as well – in ethnic groups with small numbers within a particular grade level, data may not be statistically accurate for fair comparisons among groups.

In analyzing NWEA results, the following trends among African American students were identified:

- *MATHEMATICS: In 7 possible categories (Number Sense, Computation, Algebra & Functions, Geometry, Measurement, Statistics/Probability, and Problem Solving) and 9 possible grade levels (K-8), there were 8 instances in which African American students’ average scores indicated an area of concern (out of a possible 63 instances). There were no specific trends in areas of concern across grade levels. In comparison, there were 8 instances in which African American students’ average scores indicated a relative area of strength. This is an indication that there is not a significant disparity in the performance of African American students in the area of Mathematics based on NWEA data.*
- *READING: In 5 possible categories (Word Recognition, Informational Text Structures, Comprehension of Informational Text, Literary Text Structures, and Comprehension of Literary Text) and 9 possible grade levels (K-8), there were 4 instances in which African American students’ average scores indicated an area of concern (out of a possible 40 instances). There were no specific trends in areas of concern across grade levels. In comparison, there were 8 instances in which African American students’ average scores indicated a relative area of strength. This is an indication that there is not a significant disparity in the performance of African American students in the area of Reading based on NWEA data.*
- *LANGUAGE USAGE: In 4 possible categories (Writing Process & Features, Writing Applications, Grammar, and Mechanics) and 7 possible grade levels (2-8), there was 1 instance in which an African American student’s average scores indicated an area of concern (out of a possible 32 instances). There were no specific trends in areas of concern across grade levels. In comparison, there were 3 instances in which African American students’ average scores indicated a relative area of strength. This is an indication that there is not a significant disparity in the performance of African American students in the area of Language Usage based on NWEA data.*
- *In comparing average RIT scores of African American students to those of Caucasian students on the Spring NWEA Assessment, Caucasian students outperformed African American students by an average of*

9.6 points (scale score) in Math, 8.8 points in Reading, and 7.3 points in Language Usage. Again, it should be noted that in this analysis, the subgroup analysis for African American students contained 1-11 students per grade level, making this information statistically unreliable.

In analyzing NWEA results, the following trends among Free/Reduced Lunch students were identified:

- In comparing average RIT scores of students on F/R Lunch to the average scores of all students assessed in each grade level on the Spring NWEA Assessment, scores of F/R Lunch students averaged 3.6 points (scale score) lower than the overall average in Math, 3.4 points lower than the overall average in Reading, and 2.9 points lower than the overall average in Language Usage. While there is a difference in scores when comparing F/R Lunch students to the overall average, the difference is slight and does not indicate an overall concerning trend in achievement.
- When analyzing areas of concern in each RIT category (7 categories for Math, 5 categories for Reading, and 4 categories for Language Usage), students on F/R lunch did not show areas of concern in any of the categories in any grade level. Areas of strength, however, were noted in 7 categories.

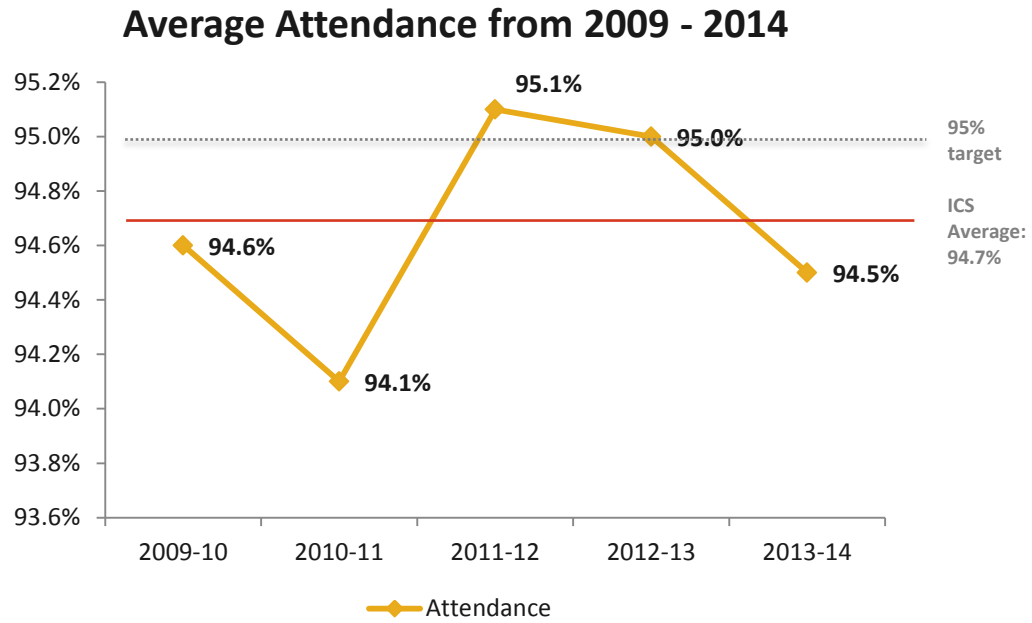
In grades K-12, teachers participate in ongoing professional development to implement research-based strategies building-wide in order to refine and reinforce the skills of all students, with the goal of raising competence through “Pass and Pass+” scores in the Spring 2015 ISTEP+ and ECA test cycle thereby increasing student achievement for all students. In addition, ICS offers parent nights such as Title I Math and Literacy Nights, each with the goal of providing families with the necessary tools to support their students educationally at home. Activities might include study tips, math games, summer reading information, and phonics activities. While all ICS families are welcomed and invited to attend these events, the purpose is to focus on providing resources to low-income families who might not otherwise have access to such information.

1.5. Is the school’s attendance rate strong?			
Indicator Targets	Does not meet standard	School’s attendance rate is less than 95.0%.	
	Meets standard	School’s attendance rate is greater than or equal to 95.0%.	
School Rating	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	NA	DNMS	DNMS

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

ICS has maintained an attendance rate between 94.1% and 95.1% for the last five years of its charter. While all five years were close to the target of 95% attendance, the average attendance rate of 94.7% does not quite meet standard and thus, the school receives a **Does Not Meet Standard** for this indicator on the charter renewal report.

Attendance Rates



To address progress made in areas of deficiency of Core Question 1.5 for the 2013-14 school year ICS stated:

Irvington Community Schools’ aggregate attendance rate for the 2013-2014 school year was 94.5%, missing the meeting standard mark by 0.5%. The sub-ratings by each campus showed the elementary/middle school had an attendance rate of 95.6% and the high school had an attendance rate of 92.2%. ICS has a robust policy to address student attendance and hold families accountable (see attachment). The attendance policy outlines due process for families on notification of absences, promotes constructive meetings between school officials and families to explore ways of improving student attendance (Attendance Referral Boards), and provides additional corrective measures to ensure sufficient attendance of students, including home visits conducted by the ICS School Resource Officer and the involved school’s Behavior Coach.

In comparison with local public schools, Irvington Community Elementary School and Irvington Community Middle School are either at or above neighboring public schools’ attendance rates. Irvington Preparatory Academy’s attendance rate is not meeting standard, but is well above the rate of the nearest high school, TC Howe High School, which had an attendance rate of 81.8% in the 2013-2014 school year. Nonetheless, we are committed to meeting if not exceeding the standard.

School	Attendance Rate
ICS Elementary/Middle School	95.6%
IPS School #57	96.4%
IPS School #82	95.8%
IPS School #88	94.9%
IPA	92.2%
TC Howe High School	81.8%

To that end, during the 2014-2015 school year, ICS centralized the process of sending letters to families and tracking attendance with a district-level Attendance Officer. Responsibilities include monitoring attendance, sending notification to families to help them track their student’s absences, and coordinating directly with the School Resource Officer to conduct home visits with families that have chronic attendance problems.

Worth noting, if a student is absent for two consecutive days without the family making any contact with the school, the School Resource Officer and Behavior Coach conduct a home visit to check on the safety and well-being of the absent student. Moreover, this serves as an opportunity to encourage the family to get the child to school to be in compliance with Indiana’s compulsory attendance law and to see to the best educational interests of the child. As a result of these measures, ICS Meets Standard on attendance for the 2014-2015 school year with an attendance rate of 95%.

1.6. Is the school outperforming schools that the students would have been assigned to attend?			
Indicator Targets	Does not meet standard	School’s overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in each of the last three years.	
	Approaching standard	School’s overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in two of the last three years.	
	Meets standard	School’s overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.	
	Exceeds standard	School’s overall performance consistently outpaces that of the schools the students would otherwise have been assigned to attend.	
School Rating	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	MS	ES	ES

ICS has consistently outperformed the schools its students would otherwise have been assigned to attend in proficiency in both English/Language Arts and Math. While ICS sometimes does not outperform the schools its students would otherwise have been assigned to attend in growth, it is always generally as good as the assigned schools.

The table below answers the question “Did ICS outperform schools students would otherwise have been assigned to attend?” for each category.

School Year	Proficiency		Growth	
	ELA	Math	ELA	Math
2009-10	Yes	Yes	Yes	No
2010-11	Yes	Yes	Yes	No
2011-12	Yes	Yes	Yes	Yes
2012-13	Yes	Yes	No	Yes
2013-14	Yes	Yes	Yes	Yes

In summary, ICS’s overall performance in terms of both proficiency and/or growth has been generally as good as that of the schools the students would otherwise have been assigned to attend. Additionally, since the school outperformed other schools in reading and math in terms of both proficiency and growth, the school earns an **Exceeds Standard** for its charter renewal rating.

1.7. Is the school meeting its school-specific educational goals?			
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific educational goal.	
	Approaching standard	School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.	
	Meets standard	School is 1) meeting standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.	
	Exceeds standard	School is exceeding standard on both school-specific educational goals.	
School Rating	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	NA	MS	MS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2013-14, Irvington Community School set its first goal around student achievement on the NWEA Reading assessment. The school reports that all grade levels met their targeted goals, earning an **Exceeds Standard** on the first goal.

Irvington Community School set its second goal around student achievement on the PLAN/EXPLORE exams. The school reports that 29% of students met the requirements for this goal in math, and 28% in science, earning the school an **Approaching Standard** on its second goal.

School Year	School-Specific Goals	Result	Rating
2013-2014	Irvington Community Elementary & Middle Schools will decrease the targeted number of students at each grade level who score below grade-level RIT range on the Spring administration of the NWEA Reading assessment.	Met	ES
	By the end of the 2013-14 school year, 33% of 9-11 graders will meet or exceed the grade level benchmark in math and science as measured by the spring PLAN/EXPLORE exams.	29%	AS

Overall, Irvington Community School received a **Meets Standard** on the OEI performance framework for this indicator. Because there is only one year of data available for this indicator, ICS receives the same rating for the charter renewal report.

Core Question 2: Is the organization in sound fiscal health?

The Financial Performance Framework, outlined in Core Question 2, gauges both near term financial health and longer term financial sustainability while accounting for key financial reporting requirements. It is worth noting that the Office of Education Innovation reorganized the performance framework in 2012, and some indicators may not have four years of complete data, or may be based on more than one measure of data.

Financial Evaluation from 2010-2012

2.1. Is the school in sound financial health?			
Indicator Targets	Does not meet standard	The school presents concerns in three or more of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.	
	Approaching standard	The school presents significant concerns in one or two of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.	
	Meets standard	The school presents significant concerns in no more than one of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by the Mayor’s Office.	
	Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.	
School Rating	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	AS	NA	NA

Based on the Mayor’s office performance analyses for school years 2009-10 through 2011-12, The Irvington Community School (ICS) had sound staffing and systems for managing the school’s finances and its financial reporting requirements. The school regularly met its reporting deadlines in a timely and accurate manner.

In school years 2009-10 and 2010-11, the Mayor’s Office contracted with an independent audit firm to complete annual financial performance reviews of each of the schools in its portfolio. Based on a review of ICS’s finances for 2009-10, the Mayor’s Office found that the school achieve a balanced budget with a surplus. In 2010-11, however, the school faced high facility debt. In school year 2011-12, the school contracted with an independent

auditor, who gave the school a clean audit opinion with one material weakness. During the same school year, the Mayor’s Office expressed concerns with the “school’s success in achieving a balanced budget over the past 3 years” and the “adequacy of the school’s projections of revenues for the next 3 years.”

Because ICS was **meeting standard** for school year 2009-10 and 2010-11 and was **approaching standard** in 2011-12, the school receives an **Approaching Standard** at its mid-charter review.

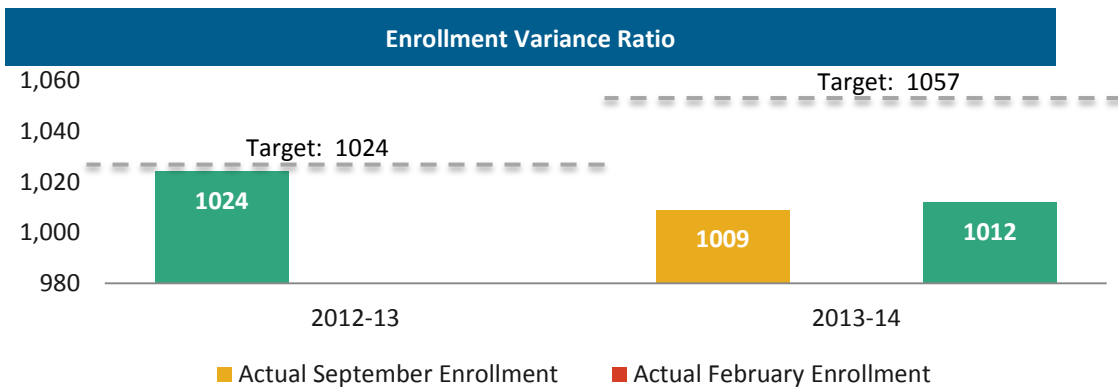
Financial Evaluation from 2012-Present

2.1. Short-term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?




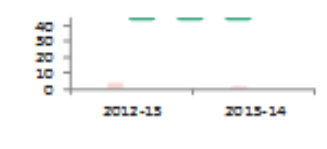
Indicator Targets	Does not meet standard	The school does not meet standard on 2 or more of the five sub-indicators shown below.							
	Approaching standard	The school approaches standard for all 5 sub-indicators shown below, OR meet standard on 3 sub-indicators, while approaching on the remaining 2 OR meets standard on 4 sub-indicators, while not meeting standard for the final sub-indicator.							
	Meets standard	The school meets standard for 4 sub-indicators shown below, while approaching standard on the final sub-indicator.							
	Exceeds standard	The school meets standard for all 5 sub-indicators.							
School Rating	Mid-Charter Rating		2013-2014		Charter Renewal Rating				
	NA		DNMS		DNMS				
Sub-indicator Ratings	Sub-	Sub-indicator targets				12-13		13-14	
	Enrollment Ratio	DNMS	Enrollment ratio is less than or equal to 89%		100%	MS	95%	AS	
		AS	Enrollment ratio is between 90 – 98%						
		MS	Enrollment ratio equals or exceeds 99%						
	February Enrollment Variance	DNMS	Enrollment ratio is less than or equal to 89%		N/A		100%	MS	
		AS	Enrollment ratio is between 90 – 95%						
		MS	Enrollment ratio equals or exceeds 95%						
	Current Ratio	DNMS	Current ratio is less than or equal to 1.0		.35	DNMS	.33	DNMS	
		AS	Current ratio is between 1.0 – 1.1						
		MS	Current ratio equals or exceeds 1.1						
	Days Cash on Hand	DNMS	Days cash on hand is less than or equal to 30		4	DNMS	2	DNMS	
		AS	Days cash on hand is between 30-45						
		MS	Days cash on hand equals or exceeds 45						
Debt Default	DNMS	Default or delinquent payments identified		Meets	MS	DNMS	DNMS		
	MS	Not in default or delinquent							

Beginning in the 2012-13 school year, the Office of Education Innovation (OEI) added and revised several key indicators of its financial performance framework. The enrollment ratio tells authorizers whether or not the school is meeting its enrollment projections in its charter. Each charter school commits in its charter contract to offering the community a certain number of seats to educate students. It is important that each school is fulfilling its commitment to the community by working diligently to ensure that families and children seeking educational opportunities are aware of the school. Additionally, charter schools, like all public schools, receive state funding based on their enrollment. This means that enrollment is an important factor in the fiscal health of charter schools.

Based on data from the September 2012 count day, ICS’s enrollment exceeded the enrollment targets stated in its charter agreement, meaning that, for school year 2012-13, the school was generating sufficient revenue to fund ongoing operations. As a result, the school was **meeting standard** for this sub-indicator. The school’s performance for the February count day is listed as “N/A” because the state did not perform a February count prior to the 2013-14 school year. In school year 2013-14, ICS enrolled 95% of the students that the school promised the community it would serve in its charter contract and was thus **approaching standard** for this sub-indicator. In the same year, OEI also looked at the change (variance) between fall and February enrollment. Since the February enrollment influences funding for coming year, schools need to retain enough students between September and February to be able to serve the same number of students the following year. In the 2013-2014 school year, ICS maintained its September enrollment figures and the school was **meeting standard** for this sub-indicator.



Between 2012 and 2014, ICS had fewer current assets than current liabilities (those due in the next 12 months). As a result, the school **did not meet standard** for the current ratio sub-indicator for both years. ICS ended the year with 4 days of cash on hand in 2013, and 2 days cash on hand in 2014. This means that if payments to the school had stopped or been delayed post June 30 of each respective year, the school would have been able to operate for 4 more days after June 30, 2013 and 2 days after June 30, 2014. Based on this data, the school **did not meet standard** for this sub-indicator in both years. In 2012-13, the school successfully met its debt obligations based on the information that Sikich, the school’s auditor, provided. Furthermore, there were no negative communications from the school’s lenders. However, in 2013-14, the school’s audit indicated that the school defaulted on its credit line and that the line is now in forbearance (see Note 6 in the Financial Statements for more information). Furthermore, though the school did not default on its bond covenants, Note 8 in the Financial Statements indicates that the school ended the fiscal year in non-compliance with its bond covenants.

Current Ratio	0.35	0.33
 MS		
Days Cash on Hand	2012-13	2013-14
Days Cash on Hand	4	2
 MS		

Since the school **did not meet standard** in either 2012-13 or 2013-14, ICS receives a **Does Not Meet Standard** for its mid-charter rating on the short-term financial health indicator.

To address progress made in areas of deficiency of Core Question 2.1 for the 2013-14 school year ICS stated:

Indicator Targets

Enrollment Ratio – ICS’s current Enrollment Ratio is 95% and is considered Approaching Standard (AS). ICS had 1,009 students enrolled as of the September 2013 ADM count day as reported to the Indiana Department of Education. Our September 2014 count was 1,024 (97% -- AS) and had 1,043 students (99% -- Meeting Standard [MS]) currently on our enrollment roles for SY15-16, with 213 students on our K-12 waiting list. ICS has a maximum enrollment of 1,053 (450 at ICES, 243 at ICMS, and 360 at IPA). At the next opportunity to create an amendment to our charter agreement, we will reduce our estimated enrollment count from 1,057 to 1,053. ICS will Meet Standard by SY15-16.

February Enrollment Targets – ICS met standard in SY13-14 and in SY14-15. We have no reason or indication to believe SY15-16 would be any different from our enrollment history.

Current Ratio – As of the June 30, 2014 audited financial statements, ICS has a current ratio (short-term assets divided by short-term liabilities) of 0.33 (Does Not Meet Standard [DNMS]). As of the June 30, 2015 YTD unaudited financial statements, ICS will have a current ratio of 0.34 (DNMS), only slightly higher than SY13-14. Given the budget presented and the philosophy of paying down short-term payables as quickly as possible, we estimate ICS’s current ratio to be 0.40 (DNMS) and 1.21 (MS) in SY15-16 and SY16-17, respectively.

Days Cash on Hand – As of the June 30, 2014 audited financial statements, ICS had 2 days cash on hand (cash expenses divided by 365; DNMS). As of the June 30, 2015 YTD unaudited financial statements, ICS had 5 days cash on hand (DNMS), only slightly higher than SY13-14. Given the budget presented and the philosophy of paying down short-term payables as quickly as possible, we estimate ICS’s cash on hand to be 9 days (DNMS) and 20 (DNMS) in SY15-16 and SY16-17, respectively. While this does not yet Meet Standard of 45 days, we believe it is a solid step in the appropriate direction and that paying off short-term payables will improve; then ICS can focus on reserving cash to this and our bond-holder’s covenants (bond-holders require 30 days of days cash on hand). ICS projects to be Approaching Standard in SY18-19 with 36 days and Meeting Standard with 45 days cash on hand in SY19-20.

Debt Default – As of the June 30, 2014 audited financial statements, ICS has two primary debt defaults. In regards to our Line of Credit (LOC) with Old National Bank (currently seeking to refinance this LOC for the same terms with Stock Yards Bank & Trust), we are still paying this debt down under the current forbearance agreement. This debt will not be completely paid until midway through SY16-17; as such, ICS will continue to be in forbearance in regards to the LOC until paid or refinanced, whichever comes first. In regards to the days of cash on hand for the Series 2009 bonds, as noted above, our days of cash on hand will not exceed 30 until after SY18-19; however, the bond-holder covenants are cash on hand and available cash, such as an open LOC, which could be established if ICS is given title to the Children’s Guardian Home (please see the “Finance” section in Part B of this document, specifically pages 21-22); consequently, given the advent of an LOC, ICS could Meet Standard and eliminate the default as soon as SY15-16. Without the LOC, ICS will continue to be in default. However, it should be noted, both creditors waived their covenant requirement for the June 30, 2014 audit and were told that ICS would “miss” these covenants in continuing years. As we have “paid-as-agreed” on both of these instruments, we have no reason to believe the defaults on these covenants will not be waived in subsequent years. Unfortunately, the bond-holders will not make a forward-looking covenant guarantee; however, Salin Bank did change the covenants to accommodate our cash flow situation in the next few years. Using our internal (unaudited) financial statements, ICS believes to have successfully made 3 of the 4 outside bond-holder’s covenants; the covenant missed was minimum cash on hand.

2.2. Long-term Health: Does the organization demonstrate long-term financial health?							
Indicator Targets	Does not meet standard	The school does not meet standard on any of the 3 sub-indicators OR meets standard on 1 sub-indicator but does not meet standard on the remaining 2.					
	Approaching standard	The school meets standard on 2 of the sub-indicators while not meeting on the third, OR approaches standard on all 3 sub-indicators.					
	Meets standard	The school meets standard on 2 of the sub-indicators and approaches standard on the third.					
	Exceeds standard	The school meets standard for all 3 sub-indicators.					
School Rating	Mid-Charter Rating		2013-2014		Charter Renewal Rating		
	NA		DNMS		DNMS		
Sub-indicator Ratings	Sub-indicator	Sub-indicator targets		12-13		13-14	
	Aggregate Three-Year Net Income	DNMS	Aggregate 3-year net income is negative.	-\$377,227	DNMS	-	DNMS
		AS	Aggregate 3-year net income is positive, but most recent year is negative.				
		MS	Aggregate three year net income is positive, and most recent year is positive.				
	Debt to Asset Ratio	DNMS	Debt to Asset ratio equals or exceeds .95	1.02	DNMS	1.07	DNMS
		AS	Debt to Asset ratio is between .9 - .95				
		MS	Debt to Asset ratio is less than or equal to .9				
	Debt Service Coverage (DSC) Ratio	DNMS	DSC ratio is less than or equal to 1.05	.99	DNMS	.93	DNMS
		AS	DSC ratio is between 1.05-1.2				
		MS	DSC ratio equals or exceeds 1.2				

The Mayor’s Office of Education Innovation introduced Core Question 2.2 in its current form in the 2012-13 school year. As such, it is only evaluated for the 2012-13 and 2013-14 school years for the purpose of the mid-charter review. This Core Questions evaluates each school’s long term fiscal health with the understanding that a charter school, like any non-profit entity, can only operate for so long with year over year losses, extreme amounts of debt, or an inability to meet its debt obligations.

ICS **did not meet standard** for the net income sub-indicator for school years ending 2013 and 2014. The school had an aggregate three-year net income of -\$377,227 in school year ending 2013 and -\$1,295,770 in school year ending 2014. The graph to the right shows the annual net income at ICS for school years ending 2012, 13, and 14.

The school **did not meet standard** on the debt to asset ratio sub-indicator for school years ending 2013 and 2014. The graph to the right shows that, in both years, the schools' total assets exceeded its total debts.

Additionally, the school **did not meet standard** for the sub indicator regarding debt service coverage ratio. At the end of 2014, it had a debt service coverage ratio of 0.93, meaning that it generated a net income in the 2013-14 fiscal year that was insufficient to meet the requirements of its debt payable for the 2014-15 school year. The school's debt for the 2014-15 school year is comprised of a combination of bonds and capital leases that are payable by June 30, 2015.

Since the school **did not meet standard** for all of the sub-indicators in core question 2.2, it **did not meet standard** for this indicator in either 2012-2013 or 2013-2014, and receives a rating of **Does Not Meet Standard** at its mid-charter review.

To address progress made in areas of deficiency of Core Question 2.2 for the 2013-14 school year ICS stated:

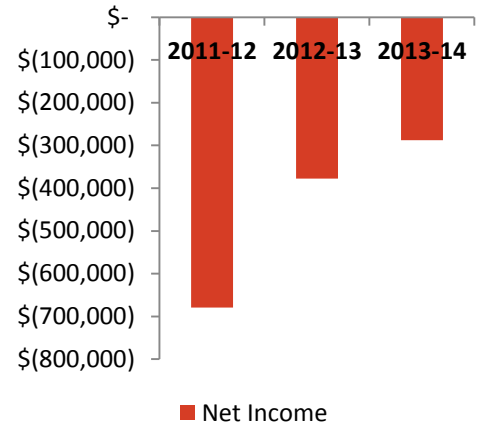
Indicator Targets

Aggregate Three-Year Net Income – As of the June 30, 2014 audited financial statements, ICS has an aggregate net income/(loss) of (\$918,543, net of a one-time extraordinary non-operating charge of \$377,227 for charges resulting from a legislative change in charter school funding and includes \$1,392,313 in depreciation and amortization; DNMS. ICS anticipates our three-year aggregate net income/(loss) at to be (\$429,000) and \$134,000 for years ending June 30, 2015 and 2016, respectively. Given this trend, we will be Meeting Standard by SY15-16.

Debt to Asset Ratio – As of the June 30, 2014 audited financial statements, ICS had a debt to asset ratio (total debt divided by total assets) of 1.07 (DNMS). Given the proposed budget and philosophy mentioned in the upcoming Sustaining Success section, ICS anticipates its debt to asset ratio to be 1.30, 1.26, and 1.25 for the fiscal years ended/ending June 30, 2015, 2016, and 2017, respectively. To Meet Standard in this area, the debt to current asset ratio needs to be equal to or less than 0.95. While SY16-17's estimated ratio is still at DNMS, the trend is going the correct direction, and as ICS continues to improve the balance sheet and then reserve cash, this ratio will continue to improve. Given that total assets decrease every year by approximately \$540,000 because of depreciation and amortization, and ICS's corresponding debt decreases by an average of \$600,000 per year, ICS's current ratio will not change rapidly. The ratio is trending down in a favorable direction, but ICS does not estimate it will Meet Standard until SY29-30. It should also be noted that this will be the only OEI financial standard ICS will not have Met Standard during the term of this requested renewal. This also, of course, assumes no Advancement revenue or any increases to the Basic Grant or the Charter School Grant, as these would allow ICS to pay down debt at a faster rate, which in turn, would reduce the Debt to Current Asset ratio more rapidly.

Debt Service Coverage Ratio – As of the June 30, 2014 audited financial statements, ICS had a debt service coverage (DSC) ratio of 0.93 (net income plus depreciation and amortization plus interest (EBITDA) divided by debt service (interest plus principal); DNMS). Given the proposed budget and philosophy mentioned in the upcoming Sustaining Success section, ICS anticipates its DSC ratio to be 0.65 and 1.40 for the fiscal years ended June 30, 2015 and 2016, respectively. In order to Meet Standard for this indicator, a DSC that is 1.2 or greater is required. ICS will Meet Standard by the end of SY15-16 in this indicator.

Three-Year Net Income



2.3. Does the organization demonstrate it has adequate financial management and systems?					
Indicator Targets	Does not meet standard	The school does not meet standard on 1 of the sub-indicators.			
	Approaching standard	The school meets standard on 1 sub-indicator, but approaches standard for the remaining sub-indicator.			
	Meets standard	The school meets standard on both sub-indicators.			
School Rating	Mid-Charter Rating		2013-2014	Charter Renewal Rating	
	NA		DNMS	DNMS	
Sub-indicator Ratings	Sub-indicator	Sub-indicator targets		12-13	13-14
	Financial Audit	DNMS	The school receives an audit with multiple significant deficiencies, material weaknesses, or has an ongoing concern.	DNMS	DNMS
		AS	The school receives a clean audit opinion with few significant deficiencies noted, but no material weaknesses.		
		MS	The school receives a clean audit opinion.		
	Financial Reporting Requirements	DNMS	The school fails to satisfy financial reporting requirements.	DNMS	DNMS
		MS	The school satisfies all financial reporting requirements.		

Core question 2.3 ensures that schools have the proper internal controls and that schools are reporting financial data both to the state of Indiana and to the Office of Education Innovation in a timely manner.

For the year ending 2013, the school **did not meet standard** for its annual accrual based audit because its report contained a material weakness for OMB A-133 compliance. The school struggled throughout the year to provide quarterly compliance documents and to regularly complete compliance meetings. As a result, the school did not meet standard for all of its reporting requirements. The school's audit was finalized on October 2, 2014.

For the year ending 2014, the school received a **does not meet standard** for the financial audit sub-indicator because the audit, completed by Sikich, contained material weaknesses and significant deficiencies in the financial statements. The school's OMB A-133 audit of federal funds also contained significant deficiencies. While ICS was on the whole timely with its submission of interim financial statements, the initial draft of the school's audit was not received until January 6, 2015 - well after the November 30th deadline. The audit was not finalized until May 6, 2015. As such, the school **did not meet standard** for the financial reporting requirements sub-indicator.

Because ICS **did not meet standard** on core question 2.3 in either school year ending 2013 and 2014, ICS receives a rating of **Does Not Meet Standard** at its mid-charter review.

To address progress made in areas of deficiency of Core Question 2.3 for the 2013-14 school year ICS stated:

Indicator Targets

Financial Audit – *To Meet Standard in this area, a school must receive a “clean” opinion from its auditors with no material weaknesses, ongoing concerns, or significant deficiencies. ICS was found to have a material weakness in its audited financial statement in the fiscal year ended June 30, 2014. From the beginning of SY14-15, ICS converted from using Bookkeeping Plus (outside accounting and bookkeeping service) to bringing its own general ledger system (Blackbaud-Financial Edge) in-house and being monitored and assisted by an outside accounting and consulting firm known as the Indiana Network of Independent Schools, LLC, a division of Goodwill Education Initiatives, Inc. (INI). As a result, ICS found many errors and inconsistencies with Bookkeeping Plus’s accounting practices, including the noted material weakness of certain bond transactions and reporting in-kind revenue. It should be noted that ICS had both of those situations in prior years, as we relied on our outside bookkeeper and its auditors to ensure that appropriate accounting was occurring. All three of Sikich’s (our outside auditor) prior audits were “clean,” and Sikich did not note these errors until the SY13-14 audit work was underway and then deemed them “material.” Given the work done during the SY13-14 audit, bringing ICS’s general ledger system in-house, and the retention of INI, it is our belief that ICS will have nothing short of “clean” opinions going forward.*

Financial Reporting Requirements – *As noted in the most current “Core Question 2: Financial Performance Framework” from OEI, ICS was not responsible for its current rating of DNMS. Because the audit work was started late and was delayed by Sikich due to their internal reasons (ICS was not late in delivering interim financial statements to OEI or in the timely delivery of Sikich’s needed internal documents), both the interim and final reports were delivered to OEI past their deadline. ICS has retained Sikich for our SY14-15 audit, with the condition that if they are late in their reporting, ICS would disengage and find new auditors. Sikich has already performed their interim fieldwork on August 26 & 27, 2015. Given this, it would follow that ICS will have timely reporting and Meet Standard in FY15-16.*

Core Question 3: Is the organization effective and well-run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations. It is worth noting that the framework was updated for the 2013-2014 school year. While some indicators were re-organized into Core Question 3, two are new, and two have since been removed.

3.1. Is the school leader strong in his or her academic and organizational leadership?			
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.	
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.	
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.	
Sub-indicators	Sub-indicators		
	Demonstration of sufficient academic and leadership experience		
	Leadership stability in key administrative positions		
	Communication with internal and external stakeholders		
	Clarity of roles among schools and staff		
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner		
	Consistency in providing information to and consulting with the schools' board of directors		
3.1 Rating	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	MS	MS	MS

The administration and leadership at Irvington Community School (ICS) has demonstrated sufficient academic and business expertise, with the creation of an Executive Leadership team providing much of the vision and management for daily school operations.

Following the 2009-2010 school year, the President and Chief Executive Officer (CEO) resigned, resulting in the Chief Financial Officer (CFO) being selected as the new CEO, while continuing the CFO role as well. To clarify roles and responsibilities among all stakeholders, the board created an Executive Leadership team in 2010-2011, which consisted of the CEO/CFO, a Chief Operating Officer (COO), and a Chief Academic Officer (CAO). Since this transition, leadership has remained relatively stable, with all members of the Executive Leadership team working with individual school Directors of Operations (DOO).

Internally, DOOs maintain frequent communication with school families and staff and participate in regular meetings with the CEO. The CEO and COO are responsible for the majority of communications with external stakeholders, including the board of directors, Board Chair, Mayor's Office (OEI), and community partners.

Between 2009 and 2014, the school administration worked consistently to adjust to school data and make decisions to continuously improve. At the K-5 and 6-8 level, leaders utilized TAP to develop teacher leaders and improve classroom instruction. They also developed robust data analysis systems that allow the schools to intentionally direct supports to students. At the 9-12 level, leaders used credits earned, attendance, discipline, and assessment data to inform programming and student supports. Additionally, ICS continually focused on retaining talent at the school level by implementing thorough evaluation and bonus systems. While student-level data has been effectively monitored and analyzed over the course of the last five years, responding effectively to financial data has been an area of concern and is one that the school and board are working to address.

The Board and administration sought and accepted feedback from year to year, and made annual school improvements which have led to improved student outcomes. They have shown to be effective in creating, promoting, and meeting school goals through consistent and effective leadership. Due to the consistently effective operational and academic leadership of ICS, the school receives a **Meets Standard** on this indicator for its charter renewal rating.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?			
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.	
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.	
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.	
Sub-indicators	Sub-indicators		
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation		
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws		
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations		
3.2 Rating	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines		
	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	AS	DNMS	DNMS

Between 2009 and 2014, Irvington Community School (ICS) has completed its organizational and governance obligations as required by the Mayor's Office. However, the school has consistently struggled to meet submission deadlines on a year to year basis.

The main issue ICS has faced in its governance obligations is in its timely submission of academic, financial, and governance documentation to the Mayor's Office. Although some improvements were made, the school continuously missed deadlines and submitted incomplete or insufficient documentation. Additionally, communication with the administration at ICS was somewhat limited in that there was often a lack of response to requests for documentation or information. This made school meetings challenging on occasion, as there was insufficient documentation to efficiently lead discussions.

Aside from compliance documentation, ICS has maintained compliance with all material sections of its charter and has submitted amendments as necessary. However, due to the continued significant concerns with timely compliance reporting, ICS receives a **Does Not Meet Standard** on this indicator for the charter renewal report.

To address progress made in areas of deficiency of Core Question 3.2 for the 2013-14 school year ICS stated:

During the 2013-2014 school year, ICS Did Not Meet Standard on the sub-indicator of satisfactorily complying with all its governance obligations in the area of submitting documents to OEI in a timely manner and according to established deadlines. ICS leadership acknowledged that this responsibility, placed on the CEO/CFO of the school, was not the best approach. To remedy this challenge, the ICS Board of Governors elected to create the position of Director of Corporate Administration to help the school meet its OEI governance obligations and provide additional assistance to the school's CEO and COO in back-office administrative functions. During the 2014-2015 school year, all compliance documents were submitted to OEI in a timely fashion. If deadlines could not be met, the Director of Corporate Administration proactively communicated with OEI to provide the reason for the delay and worked with the office on determining an appropriate deadline extension to be beneficial to both parties.

ICS did Met Standard in the sub-indicator rating of compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws. In the creation of the Director of Corporate Administration position, ICS also improved the Approaching Standard to Meeting Standard in the sub-indicator ratings of being proactive and having productive collaboration with the board in meeting governance obligations. The Director of Corporate Administration served as the primary point of contact between the school and the board on governance obligations, meeting collaboration, and board meeting development. To enhance collaboration among our board members, ICS agreed to pilot working with BoardOnTrack, a company that specializes in digitizing board documents in a cloud-based environment and providing real-time access to documents.

The sub-indicator stating active participation in scheduled meetings with OEI and submission of required documentation also improved during the 2014-2015 school year. Documentation was typically submitted to OEI in a timely manner, and if not, reasons as to why and action plans on when documentation would be received were immediately communicated to allow for the quarterly compliance meetings to be highly engaging and productive for all participants.

The Director of Corporate Administration position was eliminated for the SY15-16 as part of ICS's budget cuts. However, ICS recognizes the importance of timely reporting to OEI and has assigned that task to the ICMS Director of Operations. The process was greatly improved from SY13-14 and we will continue to make this an area of focus.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?			
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.	
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.	
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.	
Sub-indicators	Sub-indicators		
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter		
	Clear understanding of the mission and vision of the school		
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary		
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training		
	Effective and transparent management of conflicts of interest		
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns		
	Adherence to its charter agreement as it pertains to governance structure		
	Holding of all meetings in accordance with Indiana Open Door Law		
	3.3 Rating	Mid-Charter Rating	2013-2014
MS		MS	MS

The Board of Irvington Community School (ICS) has consistently provided active and knowledgeable leadership and stewardship for the school. The Board has maintained membership of between six and eight members who have experience in law, finance, education, business and technology, and community representation. In fact, several directors (past and present) live in Irvington and have children who attend(ed) Irvington. During the 2013-2014 school year, the board engaged in a year-long strategic plan to recruit and onboard additional directors to continue expanding its reach and expertise.

For its first five years in operation, the Board maintained compliance with its by-laws and policies and as well as clear roles and responsibilities through position assignments and subcommittee structures. Meetings were generally efficient, with board packets prepared and delivered in advance to allow for effective discussion and strategy. Board meeting minutes and notes demonstrate all directors were engaged in the school, working towards its mission of "preparing students for the next level of their education – and beyond." The Board consistently met quorum and demonstrated a high level of engagement during meetings.

As mentioned in indicator 3.1, one area of continued concern has been the financial health of ICS. While academic, financial, and operational information was regularly prepared and presented to the board during board meetings,

the board has lacked the necessary urgency in managing the CEO to make improvements that would improve the financial footing of ICS. This has led to a downward trend in financial performance and is an area that the school leadership team and the board are actively working to address.

Regarding governance operations, the board maintained proper oversight of its bylaws, including a revision during 2013-14 to prepare for the strategic expansion of the board roster. All meetings abided by Indiana Open Door Law and minutes were readily available in an appropriate amount of time. For the reasons explained above, ICS receives a **Meets Standard** for its charter renewal rating.

3.4. Does the school's board work to foster a school environment that is viable and effective?			
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.	
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.	
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.	
Sub-indicators	Sub-indicators		
	Regular communication with school leadership and/or its management company		
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)		
	Collaboration with the school leader to establish clear objectives, priorities, and goals		
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans		
3.2 Rating	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	NA	AS	AS

2013-2014 was the first year this indicator was included in schools' accountability reports.

The ICS board held monthly meetings at which several stakeholders, including the CEO, COO, and DOOs provided updated reports. Board packets were provided to all directors prior to meetings that allowed for review and meaningful discussions.

Annually, the CEO and DOOs receive a thorough evaluation, with the board evaluating the CEO and the CEO evaluating the DOOs. They all worked collaboratively in the beginning of the year to review school data and develop rigorous goals for the year. Evaluations were based the school's performance on these goals as well as on staff feedback. While the board created a thorough plan for the 2013-2014 school year to move from a start-up board to more strategic board, received training during a formal board retreat, reflected on initiatives, and developed a plan for recruiting several additional members and establishing committees, there was no formal method of setting board goals or evaluating its performance at the close of the year.

In all observed interactions, the board and the school leadership team appeared to have a positive and collaborative working relationship. The board provided a significant amount of autonomy to the CEO to use his expertise to make school-level decisions. While the school has managed a great deal of success in several areas, one area of concern for the past few years has been finances. On OEI's annual performance evaluation, ICS has continually not met standard for financial performance. As mentioned in indicators 3.1 and 3.3, this has been a continuous concern of OEI's and an area that the board and school leaders are working to address.

Overall the board created a positive and collaborative environment in working with the school leadership team, but lacked a few formal systems for accountability and evaluation during the 2013-2014 school year. For these reasons, ICS receives an **Approaching Standard** for school and board environment. Because there is only one year of data available for this indicator, ICS receives the same rating for the charter renewal report.

To address progress made in areas of deficiency of Core Question 3.2 for the 2013-14 school year ICS stated:

Beginning in January 2014, the then-current board, along with the ICS CEO, initiated a concerted effort to recruit additional board members. The intent behind this recruitment strategy was to expand the board's base of talent, create a board with sufficient critical mass in terms of numbers and talent to succession plan and form specialized committees, and to assist in ongoing advancement efforts. Seven additional board members were recruited, all of whom had substantial experience in nonprofit management and/or governmental service. In addition, two of the new board members were involved parents of ICS students (giving the school three active board members who are also parents of ICS students).

Since that initial recruitment effort, five board members have resigned, two because they moved out of state to pursue career advancement opportunities, one who cited potential conflicts of interest because his firm was a potential vendor partner to the school. ICS has recruited an additional member and is actively recruiting another with expertise in the field of K-12 education.

The board has reorganized itself for greater effectiveness by forming active committees in the areas of finance, advancement, and policy. It has supported early advancement efforts such as the annual spring golf outing (the ICS Open) and the ICS-sponsored Irvington Art Show held last December.

Although early advancement results lagged behind budgeted expectations for the 2014-2015 school year, the board is dedicated to continued individual giving participation and ongoing advancement efforts, which are planned to grow year over year, all the while being realistic from a budgetary standpoint.

As a result of delayed employer contributions to the 403(b) plan offered as part of the corporation's benefit plan, there has been recent and justified attention to the ICS budget for the 2015-2016 school year, in terms of both staff concerns and authorizer scrutiny during the renewal process. The board is addressing these concerns by insisting upon an amended 2015-2016 budget that:

- *Brings current all employer obligations to the 403(b) plan by budget year-end;*
 - *Note: As of August 31, 2015, all 403(b) participants are current;*
- *Reduces the amount of all other current liabilities over a three-year period; and*
- *Reduces the aging of all current liabilities during the 2015-16 school year.*

The board has met several times during the past three months (June - August) to address these issues and has actively listened to staff concerns throughout the process. Although these issues present challenges to our school corporation during the charter renewal process, the board is confident that by working closely with school leadership and through staff collaboration ICS will manage expenditures while maintaining a school environment that continues to promote learning, deliver academic excellence, and cultivate community cohesiveness.

The board will be meeting September 3, 2015 in a closed session to conduct the CEO's performance evaluation. The board is currently planning a full day retreat later this Fall. The primary topics of the retreat will be the following:

- *Improving board effectiveness and communication;*

- *Augmenting subject matter expertise of the Board through recruitment of additional members; and*
- *Improving the evaluation process of the CEO and key administrative staff, including more timely and comprehensive review of criteria decided upon at the retreat.*

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?			
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.	
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.	
Sub-indicators	Sub-indicators		
	Health and safety code requirements		
	Facility accessibility		
	Updated safety and emergency management plans		
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community		
3.2 Rating	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	MS	MS	MS

Between 2009 and 2014, ICS's facility met all health and safety code requirements and provided a safe environment conducive to learning. The design, size, maintenance, security, equipment and furniture of the facilities were all adequate to meet the needs of students, staff, and visitors. After some renovations at the middle school facility, the buildings were accessible to all, including people with physical disabilities. The Mayor's Office monitoring of ICS's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a **Meets Standard** for this indicator.

Indicators included in the previous framework, but not assessed with the 2013-14 framework.

The following two indicators were included in the performance framework used for the 2010-2013 school years. While they are no longer included in the 2013-14 framework, the results of these indicators are important for a comprehensive review of performance between the years 2010-2014.

2.4. Is there a high level of parent satisfaction with the school?			
Indicator Targets	Does not meet standard	Less than 70% of parents surveyed indicate that they are satisfied overall with the school.	
	Approaching standard	More than 70% but less than 80% of parents surveyed indicate that they are satisfied overall with the school.	
	Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.	
	Exceeds Standard	At least 90% of parents surveyed indicate that they are satisfied overall with the school.	
School Rating	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	ES	NA	ES

Averaged between 2009 and 2014, 95.8% of parents surveyed indicated that they are satisfied overall with ICS. In the spring of each year, an anonymous survey was administered to all parents and guardians of students enrolled at the school by the Center for Evaluation and Education Policy at Indiana University (2009-2010) and Research & Evaluation Resources (2010-2013). Of the parents surveyed, between 91% and 99% of parents indicated overall satisfaction (see chart below). With an average satisfaction rate of 95.8%, the school receives an overall rating of **Exceeds Standard** on the charter renewal report.

School Year	Percent Satisfied
2009-10	91%
2010-11	92%
2011-12	98%
2012-13	99%
2013-14	99%
Multi-Year Weighted Average	95.8%

Note: "Percent Satisfied" includes "very satisfied", "satisfied", and "somewhat satisfied" responses which were on a five-point scale that also included "somewhat dissatisfied", and "very dissatisfied".

Source: Confidential survey results administered by Indiana University (2009-2010) and Research & Evaluation Resources (2010-2013).

3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?			
Indicator Targets	Does not meet standard	The school's enrollment process does not comply with applicable law AND/OR the school exhibits one or both of the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.	
	Approaching standard	The school's enrollment process complies with applicable law but exhibits or both the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.	
	Meets 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 appropriate; AND the school has engaged in outreach to students throughout the community.	
School Rating	Mid-Charter Rating	2013-2014	Charter Renewal Rating
	MS	NA	MS

The admission and enrollment practices of Irvington Community School (ICS) consistently met the requirements of Indiana's charter school law. Each year, the Mayor's Office collects the school's enrollment policies and marketing procedures to ensure compliance with state law. The school employs a lottery system and gives preference to siblings of current students, as allowed by law. Between the 2009 and 2014 school years, the Mayor's Office received minimal complaints from parents around the school's enrollment process and the school recently developed plans to better engage in community outreach for increased student enrollment. Accordingly, the school receives a **Meets Standard** for its charter renewal rating.