



OFFICE of EDUCATION INNOVATION

MID-CHARTER REVIEW
Indianapolis Metropolitan High School

2014 - 2015

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Introduction

This Mid-Charter Review 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 schools during the first four years of operation in the current charter term. The review 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 review summarizes the findings of the school’s accountability reports for the first four years of its current charter term. Each year’s accountability reports are publicly available online at www.oei.indy.gov. Additionally, OEI issues a “mid-charter rating”, which takes into consideration each year’s performance as well as the school’s trajectory in each area evaluated.

The report includes the following information:

- Summary of Mid-Charter Review Ratings: This chart contains an overview of the school’s mid-charter rating for each indicator evaluated.
- Summary of Historical Annual Performance Review Ratings: This chart contains the school’s ratings on each indicator over the past four years.
- Core Question 1 Detailed Report: This report contains detailed information regarding the school’s performance on each academic indicator over the past four years, as well as the overall mid-charter rating.
- Core Question 2 Detailed Report: This report contains detailed information regarding the school’s performance on each finance indicator over the past four years, as well as the overall mid-charter rating.
- Core Question 3 Detailed Report: This report contains detailed information regarding the school’s performance on each governance indicator over the past four years, as well as the overall mid-charter rating.
- Not included in this report but used in the Mid-Charter Review process is the school’s Core Question 4 report: This report is located on the OEI website and contains detailed information regarding the school’s performance during a site visit that occurred in the most recent two years.

Additionally, embedded within the Core Question 1, 2, 3, and 4 reports, the school has included a detailed response to any indicator that is not *meeting standard* for the Mid-Charter Review rating. The school’s response includes a root-cause analysis, any relevant or updated data pertaining to that indicator, as well as plans for improvement prior to renewal.

Mid-charter reviews are designed to provide OEI, schools, and the public a formative report on the school’s performance. The reviews are a tool to address current deficiencies and drive continuous improvement at the school level prior to the formal renewal process.

Summary of Mid-Charter Review Ratings

Elementary/Middle School Core Question 1: Is the educational program a success?

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?	Does Not Meet 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?	Not Applicable
1.3. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate? *This indicator is new and has only assessed since 2013.	Meets Standard
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds? *This indicator is new and has only assessed since 2013.	Not Evaluated
1.5. Is the school's attendance rate strong?	Does Not Meet Standard
1.6. Is the school preparing students for college and careers? *This indicator is new and has only assessed since 2013.	Approaching standard
1.7. Is the school meeting its school-specific educational goals? *Previously classified as 1.4.	Approaching Standard

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

Financial Evaluation from 2011-2012

2.1 Is the school in sound fiscal health?	Meets Standard
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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?	Approaching standard
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2.2. Long Term Health: Does the organization demonstrate long term financial health?	Exceeds Standard
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2.3. Does the organization demonstrate it has adequate financial management and systems?	Meets Standard
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Core Question 3: Is the organization effective and well-run?

3.1. Is the school leader strong in his or her academic and organizational leadership? *Previously classified as 2.5.	Meets Standard
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3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? *Previously classified as 3.1.	Meets Standard
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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.	Meets Standard
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3.4. Does the school's board work to foster a school environment that is viable and effective? *This indicator is new and has only assessed since 2013.	Meets 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.	Meets Standard
3.6. Is the school meeting its school-specific non-academic goals? *Previously classified as 2.6.	Meets Standard
Indicators included in the previous framework, but not assessed with the 2013-2014 framework.	
2.4. Is there a high level of parent satisfaction with the school?	Meets Standard
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	Meets Standard
Core Question 4: Is the school providing the appropriate conditions for success?	
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Approaching standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Meets Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7. Is the school climate conducive to student and staff success?	Meets Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Meets Standard
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?	Meets Standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Not Applicable

Summary of Historical Annual Performance Review Ratings					
Core Question 1: Is the educational program a success?	2011-12	2012-13	2013-14	2014-15	FYCR
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	AS	MS	DNMS	DNMS	DNMS
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	Not Applicable				NA
1.3. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?	Not Evaluated		AS	MS	MS
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated		NA	NA	NA
1.5. Is the school's attendance rate strong?	Not Evaluated		DNMS	DNMS	DNMS
1.6. Is the school preparing students for college and careers?	Not Evaluated		AS	AS	AS
1.7. Is the school meeting its school-specific educational goals?	Not Evaluated		DNMS	AS	AS
Core Question 2: Is the organization in sound fiscal health?					
Financial Evaluation from 2010-2012	2011-12	2012-13	2013-14	2014-15	FYCR
2.1 Is the school in sound fiscal health?	MS	Not Evaluated			MS
Financial Evaluation from 2012-present	2011-12	2012-13	2013-14	2014-15	FYCR
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	Not Evaluated	AS	AS	AS	AS
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Not Evaluated	ES	ES	ES	ES
2.3. Does the organization demonstrate it has adequate financial management and systems?	Not Evaluated	MS	MS	MS	MS
Core Question 3: Is the school meeting its operations and access obligations?	2011-12	2012-13	2013-14	2014-15	FYCR
3.1. Is the school leader strong in his or her academic and organizational leadership?	ES	MS	MS	MS	MS

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	MS	MS	AS	MS	MS
3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?	ES	MS	MS	MS	MS
3.4. Does the school's board work to foster a school environment that is viable and effective?	Not Evaluated		MS	MS	MS
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	MS	MS
3.6. Is the school meeting its school-specific non-academic goals?	Not Evaluated		NA	MS	MS
Indicators included in the previous framework, but not assessed with the 2013-2014 framework.	2011-12	2012-13	2013-14	2014-15	FYCR
2.4. Is there a high level of parent satisfaction with the school?	AS	NA	Not Evaluated		MS
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	MS	MS	Not Evaluated		MS
Core Question 4: Is the school providing the appropriate conditions for success?					FYCR
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?					MS
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?					AS
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?					MS
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?					MS
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?					MS
4.6. Is the school's mission clearly understood by all stakeholders?					MS
4.7. Is the school climate conducive to student and staff success?					MS
4.8. Is ongoing communication with students and parents clear and helpful?					MS
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?					MS
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?					NA

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	The school's performance and trajectory over the last four years do not meet standard.			
	Approaching standard	The school's performance and trajectory over the last four years approach standard.			
	Meets standard	The school's performance and trajectory over the last four years meet standard.			
	Exceeds standard	The school's performance and trajectory over the last four years exceed standard.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	**AS	**MS	DNMS	DNMS	DNMS

As set forth in Public Law 221 and Indiana's ESEA Wavier, a school receives its high school letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on improvement in proficiency between 8th and 10th grade. High Schools also receive points based on graduation rate, and college and career readiness of graduates. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

As demonstrated in the chart below, Indianapolis Metropolitan High School (Indy Met) has achieved a 'D' under the state's accountability system for three out of the last four years. While the school received a 'C' in the 2012-13 school year, it dropped back down to a 'D' for the following two years. Since Indy Met has not met standard on Indiana's accountability system for the last two years, it receives a **Does Not Meet Standard** for this indicator in the mid-charter review.

School Year	A-F Results
2011-12	D
2012-13	C
2013-14	D
*2014-15	D

*On January 26, 2016, the State Board of Education voted to adopt Indiana's recently signed Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in assessment scores that schools experienced. It enabled schools to compare their grades from the 2013-14 and 2014-15 school years and to keep the better of the two. Since Indy Met received a 'D' in 2013-14, that is the school's final grade for the 2014-15 school year.

**The performance levels for this indicator changed in the 2013-14 school year to reflect more rigorous standards. In 2011-12 and 2012-13, a 'C' was considered *meeting standard* and a 'D' was considered *approaching standard*. This is why the ratings above vary from year to year.

To address areas of deficiency of Core Question 1.1 on the Mid-Charter Review, Indy Met stated:**1.1 Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?**

- a) For the 2013-2014 and 2014-2015 school years, Indianapolis Metropolitan High School received a "D" according to the state's accountability system. The graduation rate for the 2013-2014 school year was 52.17%. The graduation rate for the 2014-2015 school year was 47.67%. In addition to graduation rates under 60%, student scores on the English 10 and Algebra I End-of-Course Assessments were not sufficiently high to earn many points in the state accountability system.

Graduation rates have been negatively impacted by enrollment trends. For example, Indianapolis Metropolitan has often received applications from students in grades 11 and 12 that are not "on track." In other words, students with two years or less of high school have arrived with fewer than 20 core credits – and, at times – less than 10 core credits. Moreover, many of these students have not yet passed both required End-of-Course Assessments. Since Indianapolis Metropolitan fully embraces the mission to educate *all* students, we warmly welcome students in such circumstances.

Poor assessment results for students in grade 10 can be largely traced to the fact that most students in grades 9 and 10 arrive with reading and math skills below grade-level expectations. We are able to measure this accurately using the Scholastic Reading Inventory and a district-designed math assessment that includes skills from elementary and middle school standards. However, Indianapolis Metropolitan recognizes that citing students' lack of academic readiness cannot function as an excuse. We acknowledge that instructional practices and programming in some courses, especially English 10, contributed to our students' assessment results.

- b) Regarding graduation rates, Indianapolis Metropolitan has committed staff resources to ensuring senior cohort documentation is accurate and that enrollment targets receive significant prioritization. During the 2015-2016 school year, a staff member was tasked with following up with every student listed on our 2016 cohort (via Learning Connection) to ensure s/he had a viable plan to earn a diploma. If this was not the case, we followed the Indiana Department of Education's protocol for reporting students to mobility. In this way, our records for our senior cohort are more accurate, and we anticipate a graduation rate up to 70.9%. In addition, we have asked a regional director within the Goodwill Education network to lead marketing and enrollment efforts. By proactively partnering with community members and organizations, we are optimistic that enrollment targets will be met, which should create more stable and consistent cohorts of students who will benefit from our academic programming.

For the 2015-2016 school year, Indianapolis Metropolitan assigned its strongest math and English teachers to Algebra I and English 10, respectively. Although this decision required both teachers to embrace a new course, we are optimistic about what this will mean for student results. Unfortunately, summative assessment data is not yet available to determine the full impact of this action.

- c) For the 2016-2017 school year, Indianapolis Metropolitan will continue to attend to state records regarding student cohort data found in Learning Connection. After reviewing summative assessment data (e.g., ISTEP+ for Grade 10), decisions will be made about course assignments. Fortunately, both of the aforementioned educators will be returning for the 2016-2017 school year.

Marketing and enrollment efforts will continue to be led by a regional director through the summer of 2016 – and, if necessary – throughout part of the 2016-2017 school year.

Finally, a new principal, who will emphasize instructional leadership, will serve at Indianapolis Metropolitan during the 2016-2017 school year. The principal previously taught at the school and has since developed a track record of success at multiple Excel Centers. We are excited about benefitting from his leadership at Indianapolis Metropolitan.

d) Indianapolis Metropolitan acknowledges that results for indicator 1.1 are critical for ensuring that students achieve meaningful outcomes. We predict that the 2016-2017 school year will yield an exceptional graduation rate. Moreover, we will make every effort to provide instructional and academic supports so that students can demonstrate proficiency on the grade 10 ISTEP+ exams. For example, we plan to hire an additional math instructor as well as an additional English teacher, if necessary. As a result of these initiatives, we plan to meet standards on this indicator by the conclusion of the 2016-2017 school year.

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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
Indicator 1.2 does not apply to high school grades.					

The Indiana Growth Model does not currently include growth measures for high school assessments. Therefore, high schools do not receive a rating on this indicator in the OEI performance framework.

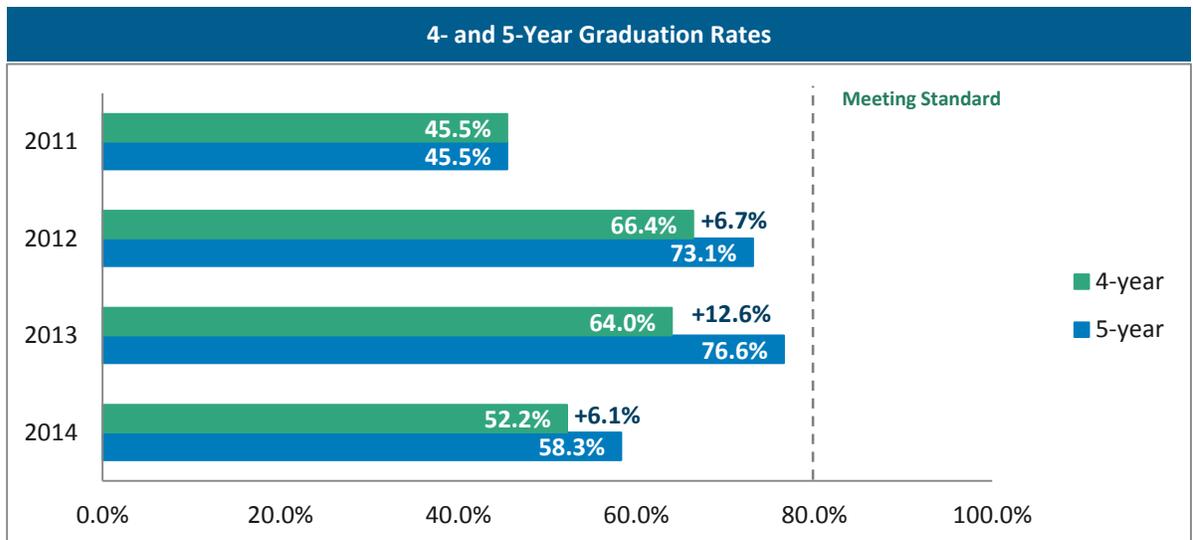
1.3. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?					
Indicator Targets	Does not meet standard	School's 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.			
	Approaching standard	School's 4-year graduation rate is 70.0-79.9%, or the school demonstrated greater than or equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.			
	Meets standard	School's 4-year graduation rate is 80.0-89.9%, or the school demonstrated greater than or equal to a 10.0 percentage point increase from its 4-year to 5-year graduation rate.			
	Exceeds standard	School's 4-year graduation rate is at least 90.0%, or the school demonstrated greater than or equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		AS	MS	MS

The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student's first date of enrollment in high school. By placing each student in a cohort, IDOE can measure schools' four-, five- and six-year graduation rates. For more information on how graduation rates are calculated in Indiana, click [here](#).

IDOE considers all students who have completed graduation requirements by October 1st of their cohort's graduation year as four-year graduates. Because of this extension, graduation rates are measured a year in arrears for accountability purposes in order to capture those students who graduate after the end of the school year.

The chart below captures the 4- and 5-year graduation rates for Indy Met. The 2011 cohort had a 4-year graduation rate of 45.5% with no increase in its 5-year rate. The 2012 cohort had a 4-year rate of 66.4% and a 5-year rate of 73.1% for an increase of 6.7%. The 2013 cohort had a 4-year graduation rate of 64.0% and a 5-year rate of 76.6% for an increase of 12.6%. The 2014 cohort had a 4-year graduation rate of 52.2% and a 5-year rate of 58.3% for an increase of 6.1%.

Since OEI did not evaluate graduation until 2013-14, only ratings from 2013-14 and 2014-15 are included in the overall mid-charter rating. Based on Indy Met's graduation rates over the last two years, the school earns a **Meets Standard** for the mid-charter review.



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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		Not Evaluated	Not Evaluated	Not Evaluated

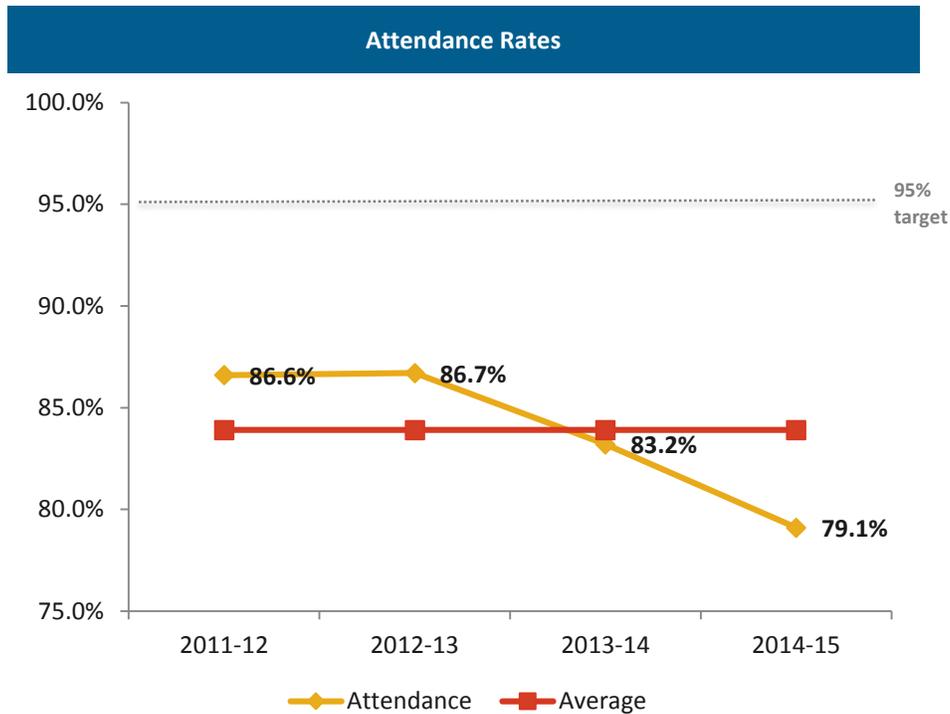
Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. OEI evaluates high school performance gaps by comparing the proficiency rates of students who pass both the English 10 and Algebra I ECAs across subgroups.

In order to examine subgroup proficiency, a school must have at least 30 students enrolled in more than one subgroup in its 10th grade cohort. Because Indy Met did not enroll 30 students in more than one subgroup during the 2013-14 and 2014-15 school years, the school was **not evaluated** on this indicator for the mid-charter review.

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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		DNMS	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.

As shown in the chart below, Indy Met's attendance has been below the 95% standard for the last four years. Additionally, the attendance rate has declined in the last two years to a low of 79.1% in 2014-15. The school's average attendance rate, 83.9%, also falls below the target of 95%. Thus, the school receives a **Does Not Meet Standard** for this indicator.



To address areas of deficiency of Core Question 1.5 on the Mid-Charter Review, Indy Met stated:

1.5 Is the school's attendance rate strong?

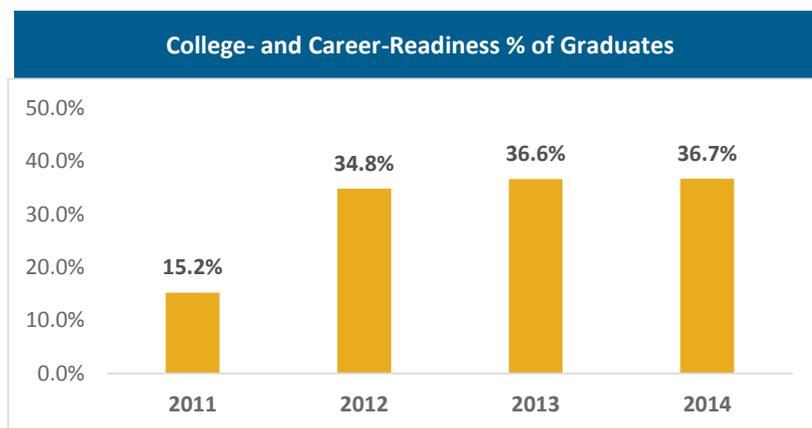
- a) Indianapolis Metropolitan's attendance rate is strongly tied to the challenges of poverty that most of our students encounter. We recognize that this statement cannot function as an excuse. However, there are ample reasons to justly attribute some attendance issues to myriad aspects of living in poverty.

Since opening in 2004, we have relied on IndyGo for transportation by providing bus passes to students. In recent years, we have heard from several parents/guardians about their concerns with this transportation arrangement. The lack of a school-provided alternative to IndyGo has likely impacted our attendance rate.

- b) Indianapolis Metropolitan employs a full-time social worker who provides weekly attendance reports to staff members. In addition, the social worker collaborates with students and families to develop plans intended to improve attendance. Since the 2014-2015 school year, each student has started and ended the day with the same advisor. This staff member is responsible for serving as the primary liaison to the student's family. Each staff member has been required to make at least 10 weekly calls, which may or may not be about attendance. Nonetheless, the frequency of these calls is intended to foster and sustain a relationship of trust and support between the family and the school, which should positively impact attendance.
- c) During the 2016-2017 school year, Indianapolis Metropolitan plans to partner with a transportation service provider. In other words, our goal is to ensure that every student living within Center Township has access to a school bus. We sincerely believe that this will improve attendance *and* enrollment. In addition, we will continue to ask our social worker to provide weekly attendance reports as well as targeted interventions.
- d) We predict that we will meet standard for this indicator by the conclusion of the 2016-2017 school year, especially if we are able to secure services from a transportation provider.

1.6. Is the school preparing students for college and careers?				
Indicator Targets	Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.		
	Approaching standard	30.0 - 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.		
	Meets standard	40.0 - 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.		
	Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.		
School Rating	2011-2012	2012-2013	2013-2014	2014-2015
	Not evaluated		AS	AS
		Mid-Charter Rating		
		AS		

The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list.



As shown in the chart above, Indy Met drastically increased the percentage of graduates who were college- and career-ready between 2011 and 2012. Since then, the school has maintained a rate between 30.0% and 39.9%. Since OEI did not evaluate this indicator prior to the 2013-14 school year and Indy Met approached standard for 2013-14 and 2014-15, the school receives an **Approaching Standard** on this indicator for the mid-charter review.

To address areas of deficiency of Core Question 1.6 on the Mid-Charter Review, Indy Met stated:
1.6 Is the school preparing students for college and careers?

- a) As mentioned in a previous response, many of our juniors and seniors enroll in Indianapolis Metropolitan with a significant need to earn more credits than is typical in one to two years. In addition, many of the students in this group have not yet passed both End-of-Course Assessments. This makes it difficult to place students into dual-credit courses or industry-recognized certification programs.
- b) For the 2015-2016 school year, we partnered with The Excel Center to offer English 111 and Math 136, Ivy Tech courses. This enabled our college-bound students to earn dual credits. Other students approaching graduation were offered the opportunity to participate in the following certification programs: nursing assistant, pharmacy technician, and welding. As of this writing, 16 seniors have met the Mayor’s Office requirements for college and career readiness, and three students are approaching this set of expectations. If all 19 students achieve this goal, Indianapolis Metropolitan’s CCR rate will be at least 34.5%, and likely closer to 45%.

Indianapolis Metropolitan was pleased to initiate a partnership with the University of Evansville during the 2015-2016 school year. The university president and other staff met with a few seniors from our school to celebrate that they would each receive a \$30,000 scholarship, renewable up to four years. The goal of this partnership is to provide this opportunity to up to five Indianapolis Metropolitan seniors each year.

- c) During the 2016-2017 school year, we plan to continue partnering with The Excel Center, Goodwill’s job placement agency (TalentSource), and institutions of higher education to ensure that at least 50% of graduating seniors meet the expectations for college and career readiness. Given our affiliation with Goodwill Industries of Central Indiana and commitment to helping students enter the workforce in high-demand careers, we will strive to exceed expectations in this category.
- d) Our goal, which we believe is ambitious but feasible, is to exceed expectations on this indicator with the graduating class of 2017.

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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		DNMS	AS	AS

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

In 2013-14, Indy Met set its first goal around student achievement of reading ability and its second goal around student completion of a College and Career Portfolio. As reflected in the chart below, the school was not evaluated on 1.7a and received a **does not meet standard** on 1.7b for an overall rating of **does not meet standard**.

In 2014-15, Indy Met set its first goal around students demonstrating mastery on weekly assessments and its second goal around earning credits. As reflected in the chart below, the school received a **meets standard** for 1.7a and an **approaching standard** on 1.7b for an overall rating of **approaching standard**.

School Year	School-Specific Goals	Result	Rating	Overall Rating
2014-2015	On average, Indy Met students will demonstrate 75% mastery or higher on weekly, standards-based assessments.	75%	MS	AS
	On average, 80% of Indy Met students will earn 10 credits or more during the academic year.	72%	AS	
2013-2014	80% of students will obtain/maintain a reading ability level (measured by their Lexile score) sufficient to meet their career goal.	Not Evaluated	NA	DNMS
	Indianapolis Metropolitan High School students will complete a College and Career Portfolio outlining their Transition Plan for 'what comes next' and present this portfolio in their Gateway Exhibition, obtaining an acceptable rating (70%) facilitated by their College and Career Gateway Course.	71%	DNMS	

Overall, Indy Met receives an **Approaching Standard** on the OEI performance framework for this indicator on the mid-charter review.

To address areas of deficiency of Core Question 1.7 on the Mid-Charter Review, Indy Met stated:

1.7 Is the school meeting its school-specific educational goals?

- a) As noted in the Mid-Charter Review, one of the school-specific educational goals for the 2013-2014 school year was not measured. We recognize that this goal could have been written better, which would have enabled improved progress monitoring. For the 2014-2015 school year, the school administration believed the goals were ambitious but feasible. However, students' lack of academic readiness (as noted in a previous response) contributed to our rating of approaching standard on the second of our school-specific goals.
- b) For the 2015-2016 school year, Indianapolis Metropolitan recommitted to the goals established in the 2014-2015 school year. We nearly met both goals and believed they were worthy of deliberate efforts. Finalized data for both goals will not be available until the conclusion of the school year.
- c) For the 2016-2017 school year, we will likely revisit our school-specific educational goals. We look forward to participating in the charter school workshop hosted by the Mayor's Office, which will likely provide information that will guide the writing of our goals. Also, we will have a new principal for the 2016-2017 school year as well as other new staff members. Their input on upcoming goals will be important for ensuring staff investment, which is critical to student success on challenging initiatives.
- d) By continuing to refine our goalsetting process and engaging more stakeholders (e.g., staff, students, and families), we plan to meet standard for this indicator by the conclusion of the 2016-2017 school year.

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 2011-2012

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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	Not Evaluated			MS

While Indy Met’s 2011-2012 audit had no material weaknesses, its auditors did identify significant deficiencies within the school’s internal financial controls pertaining to reimbursement processes. Despite this deficiency, the school **met standard** because it proactively hired a competent controller to handle the issues described in the audit. Moreover, the school fulfilled all financial reporting requirements under Sections 10 and 17 of its charter agreement.

Because Indianapolis Metropolitan High School **met standard** for the 2011-12 school year, the school receives a **Meets Standard** for this indicator on its mid-charter review.

Financial Evaluation from 2012-Present

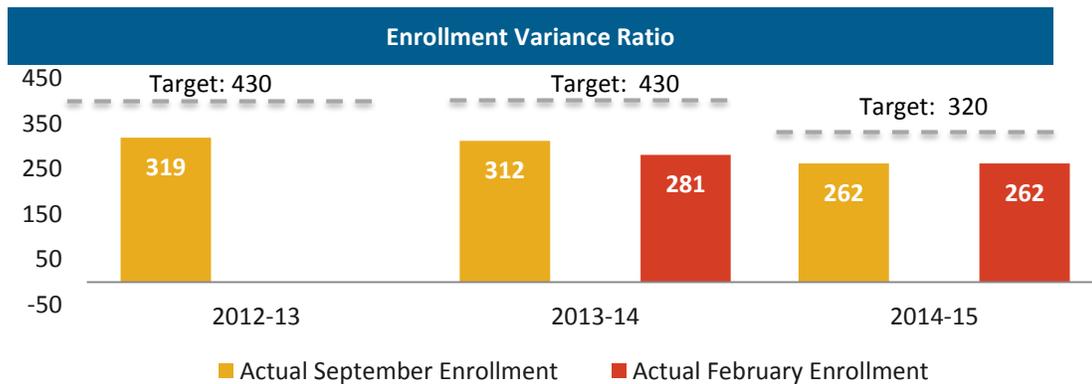
2.1. Short-term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?								
Indicator Targets	Does not meet standard	The school does not meet standard on 2 or more of the five sub-indicators shown below.						
	Approaching standard	The school approaches standard 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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating			
	Not Evaluated	AS	AS	AS	AS			
Sub-indicator Ratings								
Sub-indicator targets			12-13		13-14		14-15	
Enrollment Ratio	DNMS	Enrollment ratio is less than or equal to 89%	77%	DNMS	89%	DNMS	82%	DNMS
	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		90%	AS	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	4.8	MS	9.00	MS	12.28	MS
	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	60	AS	117	MS	166	MS
	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	Meets	MS	Meets	MS
	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, Indy Met’s enrollment did not meet the enrollment targets stated in its charter agreement, meaning that, for school year 2012-13, the school had to alter its budget in order to account for the smaller amount of revenue. As a result, the school **did not meet standard** for this sub-indicator. Similarly, in school year 2013-14, Indianapolis Metropolitan High School did not meet its enrollment targets for the September count day and thus **did not meet standard** for this sub-indicator. In 2014-15, Indy Met enrolled 82% of students anticipated by the targets stated in its charter agreement, resulting in a rating of **did not meet standard**.

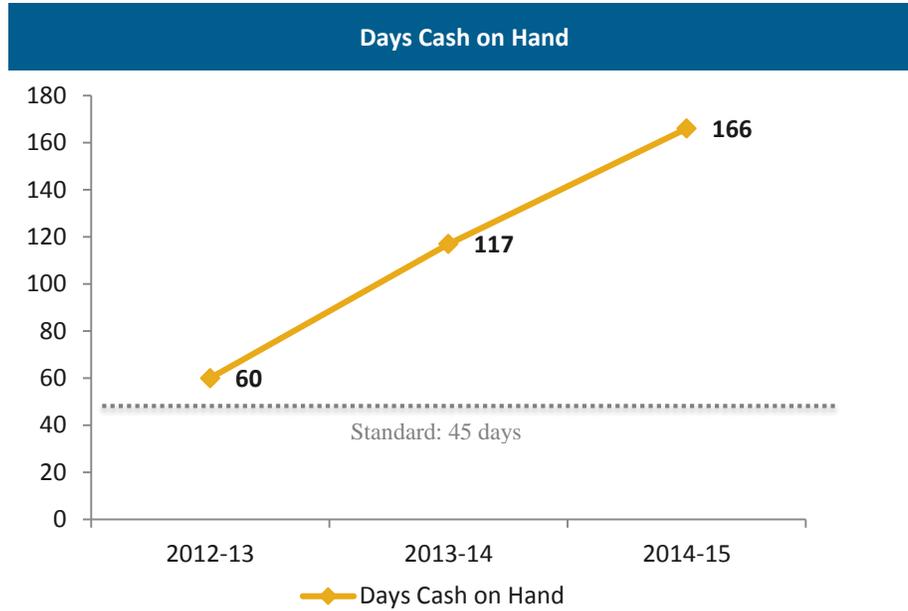
During the 2013-14 school year, OEI also looked at the change (variance) between fall and February enrollment. Since the February enrollment influences funding for coming year, schools need to retain enough students between September and February to be able to serve the same number of students the following year. In the 2013-2014 school year, Indy Met’s enrollment dropped sharply and the school **approached standard** for this sub-indicator. During the 2014-2015 school year, the school had the same number of students enrolled in February 2015 as it did in September of 2014, resulting in a rating of **meets standard** for the February Enrollment Variance sub-indicator.



Between 2012 and 2014, Indy Met had more current assets than current liabilities (those due in the next 12 months). As a result, the school **met standard** for the current ratio sub-indicator for all three years.

As reflected in the chart on the next page, Indy Met ended the 2012-13 school year with 60 days of cash on hand, 117 days cash on hand in 2013-14, and 166 days of cash on hand in 2014-15. 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 60 more days after June 30, 2013, 117 days after June 30, 2014, and 166 days after June 30, 2015. Based on this data, the school **met standard** for this sub-indicator in both years.

Finally, between 2012 and 2014, the school successfully met its debt obligations based on the information that Greenwalt CPA’s, the school’s auditor, provided.



Since the school **approached standard** for all three years, Indianapolis Metropolitan High School receives a rating of **Approaching Standard** for its mid-charter rating on Core Question 2.1.

To address areas of deficiency of Core Question 2.1 on the Mid-Charter Review, Indy Met stated:

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

- a) While four of the five sub-indicators for this category were met, Indianapolis Metropolitan's stated enrollment targets have not been achieved in recent school years. There are many contributing factors to this challenge, including increased competition in the market (e.g., choices of schools), the lack of a transportation alternative to IndyGo, and inconsistent marketing.
- b) During most of the 2015-2016 school year, a marketing and enrollment manager focused on meeting enrollment targets. However, as needs shifted at the school and a grant expired, this position was reassigned. Indianapolis Metropolitan recognized the importance of marketing the school effectively and achieving stated enrollment targets, so a regional director was asked to lead these efforts throughout the remainder of the school year and into the summer. In addition, the executive director of Goodwill Education made it clear to multiple staff members that a team-oriented mindset was necessary to meet enrollment targets.
- c) For the 2016-2017 school year, we are optimistic that a transportation service provider as well as carefully-designed marketing and community outreach opportunities will positively impact student enrollment. We understand that a school's reputation is built over time and that enrollment trends often change slowly. However, we are willing to dedicate the staff resources, marketing funds, and community outreach efforts necessary to meet revised enrollment targets for the upcoming school year.
- d) Indianapolis Metropolitan would like to work with the Mayor's Office to revise our charter's enrollment targets. With the Mayor's Office approval of modified goals, we anticipate meeting enrollment targets by the end of the 2016-2017 school year.

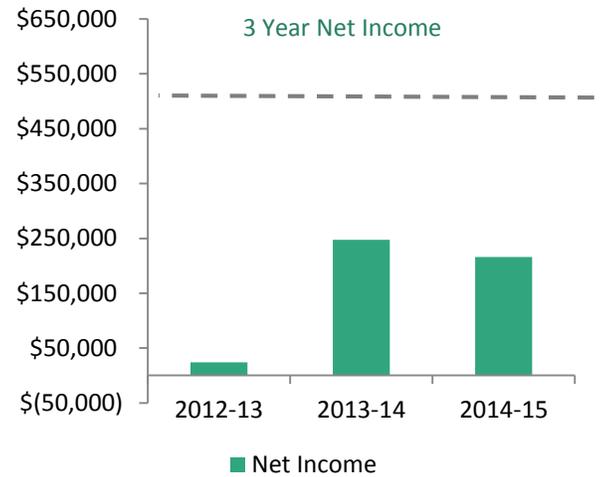
2.2. Long-term Health: Does the organization demonstrate long-term financial health?								
Indicator Targets	Does not meet standard	The school does not meet standard on any of the 3 sub-indicators OR meets standard on 1 sub-indicator but does not meet standard on the remaining 2.						
	Approaching 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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating			
	Not Evaluated	ES	ES	ES	ES			
Sub-indicator Ratings								
Sub-indicator targets			12-13		13-14		14-15	
Aggregate Three-Year Net Income	DNMS	Aggregate 3-year net income is negative.	\$24,142 (current)	MS	\$578,507 (3 yr)	MS	\$487,735 (3 yr)	MS
	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	.13	MS	.09	MS	.07	MS
	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	N/A	MS	N/A	MS	N/A	MS
	AS	DSC ratio is between 1.05-1.2						
	MS	DSC ratio equals or exceeds						

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.

Indianapolis Metropolitan High School **met standard** for the net income sub-indicator for school years ending 2013, 2014 and 2015. The school had an aggregate three-year net income of \$578,507 in school year ending 2014 and \$487,735 in school year ending 2015. The graph to the right shows the annual net income at Indianapolis Metropolitan High School for school years ending 2013, 14, and 15.

The school also **met standard** on the debt to asset ratio sub-indicator for the past three years. This indicates that the school has not accrued burdensome levels of debt, a key gauge for long term financial health.

Additionally, the school **met standard** for the sub indicator regarding debt service coverage ratio, as Indianapolis Metropolitan currently does not have any outstanding long term debt.

Three-Year Net Income


Since the school **met standard** for all of the sub-indicators in core question 2.2, it **exceeded standard** for this indicator for all three years and receives a rating of **Exceeds Standard** at its mid-charter review.

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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter
	Not Evaluated	MS	MS	MS	MS
Sub-indicator Ratings					
Sub-indicator targets			12-13	13-14	14-15
Financial Audit	DNMS	The school receives an audit with multiple significant deficiencies, material weaknesses, or has an ongoing	MS	MS	MS
	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.	MS	MS	MS
	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.

In 2012-13 Indy Met received a clean audit with no material weaknesses or significant deficiencies and satisfied its financial reporting requirements by submitting its audit report before the November 30, 2013. Thus, the school **met standard**.

In the 2013-14 and 2014-15 school years, Indy Met received a clean accrual audit report with no significant deficiencies or material weaknesses noted. Moreover, the school met all of its financial reporting requirements, submitting its audit and other compliance materials in a timely fashion.

Because Indy Met **met standard** on core question 2.3 for the past three school years, the school receives a rating of **Meets Standard** at its mid-charter review.

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 in 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				
3.1 Rating	Consistency in providing information to and consulting with the schools' board of directors				
	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	ES	MS	MS	MS	MS

A new school leader took over Indianapolis Metropolitan High School during the 2011-2012 school year and created many school-wide goals and policies that were adopted by the staff and shared with parents regularly. The school leader created small school models at each grade level, allowing for smaller, closely knit learning communities. Due to these innovations and the level of collaboration between the school leader and the board of directors, the school received a rating of **exceeds standard** for this indicator in the 2011-12 school year.

Since the 2012-2013 school year, Indy Met has consistently **met standard** for its school leadership. In 2013-2014, the school underwent another leadership transition. As part of a larger network of Goodwill Education Initiatives (GEI), the Principal who began the year transitioned to another position in the network for the second semester. The Assistant Principal was promoted to Principal and a master teacher was promoted to Assistant Principal. Despite the turnover, the decision to hire from within allowed for the institutional knowledge of school systems and culture to remain at the administrative level. The new leadership team remained intact for the 2014-15 year as well.

The school leader had experience in both teaching and leadership at Indy Met and completed a school leadership program through Columbia University. Indy Met employed the TAP program, which outlines clear roles and responsibilities for teachers and leaders, and utilizes data-driven decision making to affect positive change in student outcomes. The Principal consistently communicated with internal and external stakeholders, including the school staff, Chief Operating Officer (COO) of GEI, board of directors, Mayor’s Office (OEI), community partners, and families. He, along with other school and GEI staff, developed several community partnerships (i.e. IUPUI, Harrison College, Kinney Group, Upward Bound, Girls Inc., etc.) that provided valuable services and supports to the school and its students.

Due to the strong leadership within the school from 2011-2015, Indy Met receives a rating of **Meets Standard** for this indicator on the mid-charter review.

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				
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines				
3.2 Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	MS	AS	MS	MS

Over the course of the last four years, Indy Met has consistently met all compliance obligations as specified by the Mayor’s Office (OEI) and the Indiana Department of Education. While there have been relatively few occasions when compliance documents and reports were submitted late, the vast majority have been submitted on time or early.

Additionally, the school has maintained compliance with all material sections of its charter and submitted amendments as necessary. All school leaders have been consistently engaged in meetings with OEI and have maintained frequent communication with OEI between scheduled meetings. For these reasons, Indy Met receives a rating of **Meets Standard** for compliance obligations.

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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	ES	MS	MS	MS	MS

Similar to the school leadership, Indy Met's board of directors has engaged in a process of continual improvement since school year 2011-2012. The board of directors for Indy Met is experienced and is comprised of members who bring a wide range of skillsets including finance, government, education, business, nonprofit leadership, real estate, and community engagement. In an effort to ensure alignment, two representatives from Goodwill Initiatives of Central Indiana (GICI) reside on the board as non-voting, ex-officio members. Many of the directors have served with GICI for several years, as membership has remained very stable.

The board has consistently maintained compliance with the vast majority of its bylaws, policies, and procedures over the past four years. However, for the second half of school year 2014-2015, it was out of compliance with its bylaws due to having too few directors.

Over the last four years, the principal of Indy Met and the Chief Operating Officer (COO) of GEI handled the majority of communication between the board and the Mayor's Office and were both proactive in communicating

updates and concerns with both parties. Meetings were held as scheduled and met quorum with the majority of directors in attendance at each meeting. Additionally, the board abided by Indiana Open Door Law for each scheduled meeting. No conflicts of interest were noted over the past several years.

Due to consistent leadership and stewardship of the board of directors, Indy Met receives a rating of **Meets Standard** for core Question 3.3 at its mid charter review.

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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		MS	MS	MS

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

Over the last four years, the Indy Met board held semi-monthly meetings in which many stakeholders, including representatives from GEI, the Indy Met principal, and other relevant staff provided thorough reports on school performance. Between meetings, the Principal communicated with the COO for GEI and the board chair when necessary to provide leadership and support in school initiatives and events.

The GEI and Indy Met staffs created and managed rigorous priorities and goals for the school. At each board meeting, they provided data to demonstrate the school’s progress towards achieving the goals and received feedback from the board. Additionally, the principal met individually with the board chair and COO throughout the year to receive more formal feedback and support. At the close of the school year, the COO provided a formal evaluation of the principal. Currently, the board does not have a formal method of setting goals for itself or assessing its own performance, making it difficult to objectively gauge its own effectiveness at the end of the year.

In all observed meetings and interactions, the board and the school leadership team appeared to have a positive and productive working relationship. The principal and COO were self-reflective and proactive, which allowed for relevant and transparent meetings that demonstrate a constant commitment to school improvement.

For all of the reasons described above, Indy Met receives a **Meets Standard** for school and board environment at its mid-charter review.

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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	MS	MS	MS	MS

Between 2011 and 2014, Indy Met’s facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility’s design, size, maintenance, security, equipment and furniture were all adequate to meet the school’s needs. The school was accessible to all, including people with physical disabilities. The Mayor’s Office monitoring of Indy Met’s compliance with health and safety code requirements did not reveal any significant concerns related to these obligations.

Accordingly, the school receives a rating of **Meets Standard** for this indicator for its mid-charter review.

3.6. Is the school meeting its school-specific non-academic goals?				
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific non-academic goal.		
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, or 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.		
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, or 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.		
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals.		
School Rating	2011-2012	2012-2013	2013-2014	2014-2015
	Not Evaluated			MS

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

In 2014-15, Indy Met set its first goal around student performance on the school's Career Readiness Grade. The CRG is a measurement of several success factors including behavior, attendance, class participation, and attitude, among others. The school reported that 64% of students met the performance or growth goal for the CRG and therefore the school received an **approaching standard** on its first goal.

Indy Met set its second goal around parent and guardian communication. The school reported that, on average, teachers contacted an average of 13 parents and guardians each week during the school year, and therefore the school received an **exceeds standard** on its second goal. Due to the individual ratings on the goals above, Indy Met received a **meets standard** in the 2014-15 school year.

School Year	School-Specific Goals	Result	Rating
2014-2015	The school average Career Readiness Grade (CRG) will increase at a rate of 5% each trimester or 70% of students will demonstrate a cumulative CRG grade of 3.0 or higher.	64%	AS
	Each trimester, each teacher will contact parent(s)/guardian(s) ten (10) times per week on average.	13	ES

Since 2014-15 was the first and only year this indicator was evaluated, the school also receives a rating of **Meets Standard** on this indicator for its mid-charter review.

Indicators included in the previous framework, but not assessed with the current framework.

The following two indicators were included in the performance framework used for the 2011-2013 school years. While they are no longer included in the current framework, the results of these indicators are important for a comprehensive review of performance between the years 2011-2015.

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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	AS	Not Evaluated	NA	NA	MS

Averaged across the last four years, 85% of parents surveyed indicated that they are satisfied overall with Indianapolis Metropolitan High School. In the spring of each year, an anonymous survey was administered to all parents and guardians of students enrolled at the school by Research & Evaluation Resources. Of the parents surveyed, between 82% and 92% of parents indicated overall satisfaction (see chart below). The school was not evaluated during school year 2012-2013 because the sample size of parents was not large enough to properly conduct the study. Due to the overall average parent satisfaction rate of 85%, the school receives a rating of **Meets Standard** for this indicator for its mid charter review.

School Year	Percent Satisfied
2011-12	78%
2012-13	N/A
2013-14	82%
2014-15	95%
Multi-Year Average	85%

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

Source: Confidential survey results administered by Research & Evaluation Resources.

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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	MS	NA	NA	MS

The admissions and enrollment practices of Indianapolis Metropolitan High School have 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 2011 and 2014 school years, the Mayor's Office received minimal complaints from parents around the school's enrollment process. Accordingly, the school receives a rating of **Meets Standard** for this indicator.

Core Question 4: Is the school providing the appropriate conditions for success?

Indianapolis Metropolitan High School's report for Core Question 4: "Is the School providing the appropriate conditions for success?" can be located on the OEI website: [through this link](#). In the report, the school received an Approaching Standard on indicator 4.2: *Are the teaching processes (pedagogies) consistent with the school's mission?*

To address areas of deficiency of Core Question 4.2 on the Mid-Charter Review, Indy Met stated:

4.2 Are the teaching processes (pedagogies) consistent with the school's mission?

- a) Throughout the 2011-2012, 2012-2013, 2013-2014, and 2014-2015 school years, The System for Teacher and Student Advancement (TAP) was implemented. This program centers on four pillars: multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance-based compensation. Our implementation of the TAP System was supported by grant funds. In addition to the expiration of grant funds supporting this program, staff changes in the 2015-2016 school year made it difficult to sustain each element of TAP effectively.
- b) The effectiveness of Indianapolis Metropolitan's instructional programming was inconsistent during the 2015-2016 school year due to less-than-optimal implementation of the TAP System and the lack of strong instructional leadership. However, Goodwill Education Initiatives fully recognizes the need to address this challenge.
- c) During the 2016-2017 school year, an effective school administrator will provide instructional leadership and align pedagogical practices with the RISE rubric as well as proven practices within our school network. Rather than implementing a teaching and evaluation system independently, Indianapolis Metropolitan will benefit from the wisdom and practices of our network of 12 schools.
- d) With renewed investment in professional development and purposeful instructional leadership, Indianapolis Metropolitan plans to exceed standard for this indicator by the end of the 2016-2017 school year.