OFFICE of EDUCATION INNOVATION

MID-CHARTER REVIEW

Southeast Neighborhood School of Excellence

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?	**Meets 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**
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.	**Does Not Meet 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.	**Exceeds Standard**
1.5. Is the school's attendance rate strong?	**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.	**Exceeds Standard**
1.7. Is the school meeting its school-specific educational goals? *Previously classified as 1.4.	**Meets 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**
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?	**Exceeds Standard**
2.2. Long Term Health: Does the organization demonstrate long term financial health?	**Exceeds Standard**
2.3. Does the organization demonstrate it has adequate financial management and systems?	**Meets Standard**
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.	**Exceeds Standard**
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? *Previously classified as 3.1.	**Meets 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.	**Meets Standard**

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.	Exceeds 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?	Meets Standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Not Applicable
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?	Meets Standard

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?	MS	AS	MS	MS	**MS**
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	AS	AS	MS	AS	**AS**
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	Not Evaluated		DNMS	DNMS	**DNMS**
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated		MS	ES	**ES**
1.5. Is the school's attendance rate strong?	Not Evaluated		DNMS	DNMS	**DNMS**
1.6. Is the school outperforming schools that the students would have been assigned to attend?	ES	MS	ES	ES	**ES**
1.7. Is the school meeting its school-specific educational goals?	Not Evaluated		AS	MS	**MS**
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	ES	ES	**ES**
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	AS	**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?	AS	MS	ES	ES	**ES**
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	DNMS	MS	MS	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?	MS	ES	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		ES	ES	**ES**
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?	ES	MS	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?					**MS**
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?					**NA**
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?					**MS**

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

Under Indiana's accountability system set forth in Public Law 221 and Indiana's ESEA Waiver, an elementary/middle school receives its letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click here.

Southeast Neighborhood School of Excellence (SENSE) has met standard on this indicator three out of the last four years of this charter term. Although the school did receive a 'D' in 2013-14, it has since improved to a 'B' for the last two years. As a result, SENSE receives a **Meets Standard** for this indicator in the mid-charter review.

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

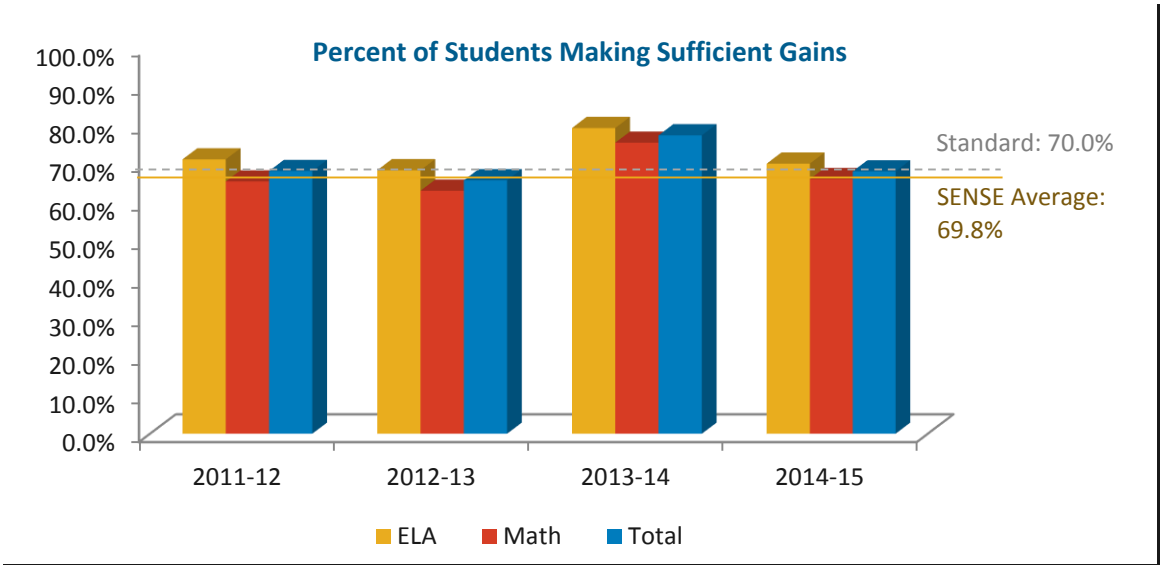
*On January 26, 2016, the State Board of Education voted to adopt Indiana's Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in assessment scores that schools experienced. It enables schools to compare their grades from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

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model					
Indicator Targets	*Only applicable to schools serving students in any one of, or combination of, grades 4-8.*				
	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
	AS	AS	MS	AS	**AS**

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click here.

Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. Analysis of spring-to-spring gains on the Indiana Growth Model data shows that an average of 69.8% of SENSE students achieved sufficient gains between 2011 and 2015. This percentage is approaching the Office of Education Innovation's standard.



Across the four years of the charter term, an average of 69.8% 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, SENSE receives an **Approaching Standard** for this indicator on the mid-charter review.

To address areas of deficiency of Core Question 1.2 on the Mid-Charter Review, SENSE stated:

Root Cause Analysis

Before 2012, systematic approaches for instruction were not in place. Instructional strategies were also not aligned vertically and horizontally, thus creating gaps in pedagogy. A core understanding of standards and data was also lacking.

Actions Taken

The school has implemented a yearly Instructional Placemat the outlines the instructional mission and vision. This is grounded in Best Practice and used to drive professional learning communities at the school. Additionally, school-wide strategies have been implemented. Strategies are scaffolded and shared both vertically and horizontally across the school. The mapping of state standards has been completed and is revisited quarterly in conjunction with transformative and formative data.

Next Steps

The school will continue to develop and use an annual instructional placemat to guide professional development and create systemic culture of learning. Data from various assessments (specifically NWEA MAP and NWEA Skills Assessment) will be used quarterly to align and plan for intentional prescriptive instruction. PLC's will continue to occur weekly across grade levels. A data coach will be hired for the 2016-2017 school year. The data coach will work to assist teachers in analyzing key data points for growth. The data coach and instructional coaches will work collaboratively with admin to align instructional strategies and differentiated teaching approaches to support individual student growth measures.

Time Line

Due to new accountability formulas and changing assessments, the school would like time to evaluate the new data and make course corrections if needed. The school would like to transition from approaching to meeting standard by the spring of 2019.

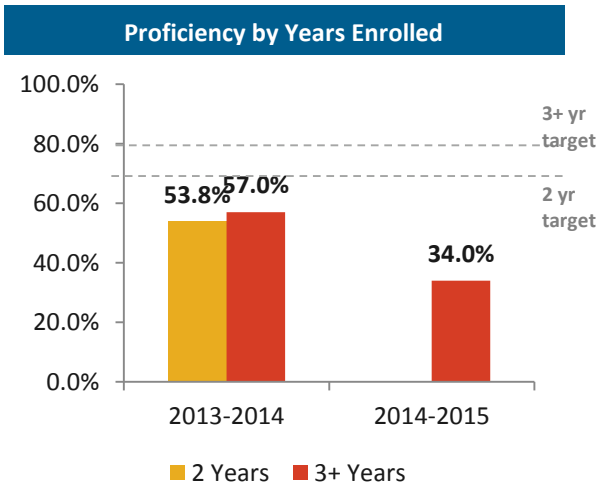
2015-2016- 2nd year of new assessment/first year of new accountability
2016-2017-Last year for current ISTEP/2nd year of new accountability
2017-2018- New assessment
2018-2019 2nd year for new assessment (hopefully same accountability)

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

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.

In 2013-14, of those students enrolled at SENSE for two years, 53.8% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 57.0% were proficient on both subjects.

In order to have a valid sample size, a minimum of 30 students is required. In the 2014-15 school year, fewer than 30 students had been enrolled at SENSE for just two years. Therefore, the school was not be evaluated on the proficiency of students enrolled for two years. SENSE did have a valid sample size to evaluate the proficiency of students enrolled for three or more years. Of those enrolled at the school for three or more years, 34.0% were proficient on both subjects. It is important to note that in the same year, the Indiana Department of Education adopted a new ISTEP+ assessment. In the transition, the majority of schools state-wide experienced a dip in proficiency: an average of 13% in English-language arts and 22% in Mathematics.



Because this indicator was first evaluated in 2013-14, there are only two years of data available for the mid-charter review. From the data reported above, the school earns a **Does Not Meet Standard** on the OEI performance framework.

To address areas of deficiency of Core Question 1.3 on the Mid-Charter Review, SENSE stated:

Root Cause Analysis

Before 2012, systematic approaches for instruction were not in place. Instructional strategies were also not aligned vertically and horizontally, thus creating gaps in pedagogy. A core understanding of standards and data was also lacking.

Actions Taken

The school has implemented a yearly Instructional Placemat the outlines the instructional mission and vision. This is grounded in Best Practice and used to drive professional learning communities at the school. Additionally, school-wide strategies have been implemented. Strategies are scaffolded and shared both vertically and horizontally across the school. The mapping of state standards has been completed and is revisited quarterly in conjunction with transformative and formative data.

Next Steps

The school will continue to develop and use an annual instructional placemat to guide professional development and create systemic culture of learning. Data from various assessments (specifically NWEA MAP and NWEA Skills Assessment) will be used quarterly to align and plan for intentional prescriptive instruction. PLC's will continue to occur weekly across grade levels. A data coach will be hired for the 2016-2017 school year. The data coach will work to assist teachers in analyzing key data points for growth. The data coach and instructional coaches will work collaboratively with admin to align instructional strategies and differentiated teaching approaches to support individual student growth measures.

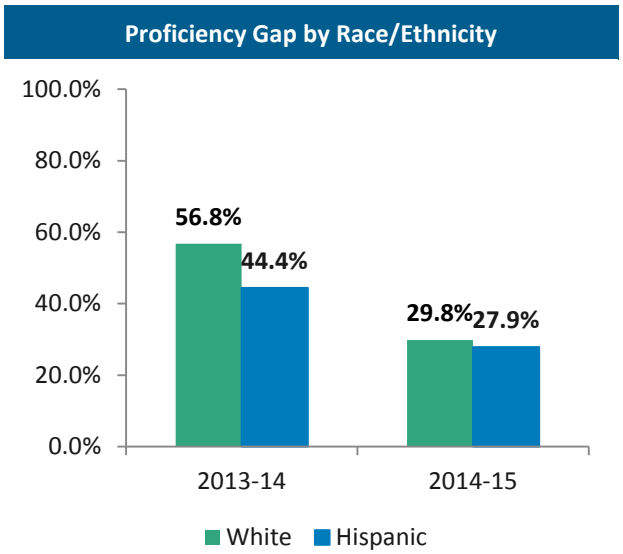
Time Line

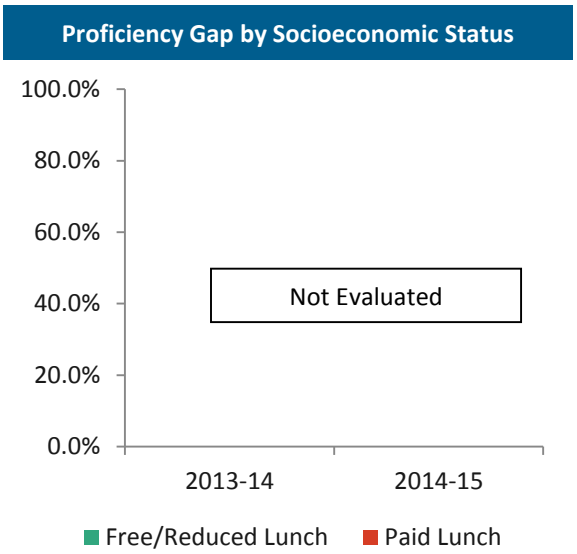
Due to new accountability formulas and changing assessments, the school would like time to evaluate the new data and make course corrections if needed. The school would like to transition from approaching to meeting standard by the spring of 2019.

2015-2016- 2nd year of new assessment/first year of new accountability
2016-2017-Last year for current ISTEP/2nd year of new accountability
2017-2018- New assessment
2018-2019 2nd year for new assessment (hopefully same accountability)

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		AS	ES	MS

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





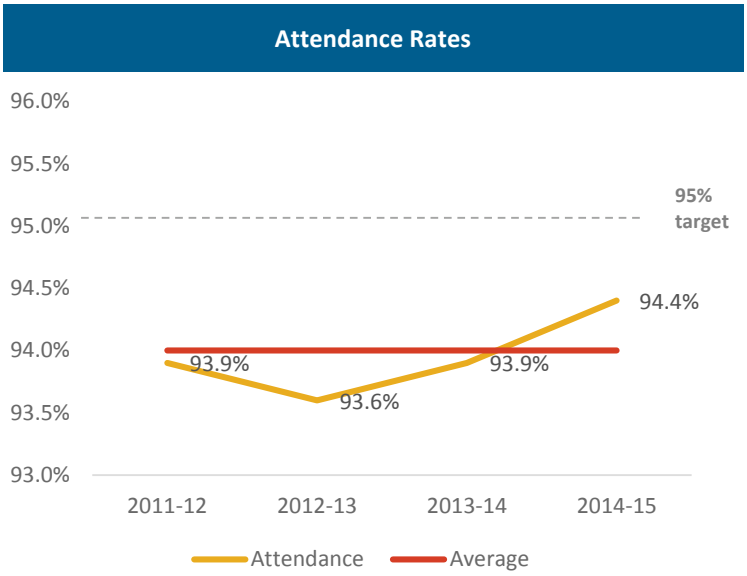
As shown in the left graph above, the largest of these proficiency gaps occurred between White student proficiency and Hispanic student proficiency, resulting in a difference of 12.4% in 2013-14 and 1.9% in 2014-15. In order to report a proficiently level for a subgroup, the school must enroll more than 30 students in that subgroup. OEI was unable to examine socioeconomic subgroups, as SENSE did not enroll enough students in more than one socioeconomic subgroup.

Overall, the average proficiency difference of 7.2% in racial groups leads to SENSE receiving a **Meets Standard** on the OEI performance framework 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.

Attendance continues to be an area of concern with SE Neighborhood School of Excellence. The school's average attendance rate, 94.7%, falls below the target of 95% and has not met OEI's target for the last four years. Therefore, SENSE receives a **Does Not Meet Standard** for this indicator for the mid-charter review.



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

Root Cause Analysis

Students and families are not invested in the importance of good school attendance. Additionally, there is no follow through from the prosecutors' office and DCS does not investigate attendance calls as required under the new state policy.

Actions Taken

Before 2012, there were no steps taken to correct attendance percentages falling below 95%. Since 2012, the following steps have been taken to improve attendance:

- Hired a school counselor/social worker who works with families to improve attendance. This includes 5 day letters, 7 day letters/phone call, 10 day letter, 12 day phone call and in person and home visits.
- Community Coordinator makes home visits and works with families to find resources.
- Incentive Program for attendance
- Awards for perfect attendance
- Individual incentive program for students/families with improved attendance

Next Steps

The school will take the following steps to improve attendance:

- Continue with current practices noted above.
- Board policy change on attendance, lowering the number of days a student can miss from 15 to 10 a year.
- Change in notification (stated above) to 3 day letter, 5 day phone call, 7 day letter, 10 day phone call and notification to prosecutor.
- Advocating for state follow through regarding failure to ensure and truancy.
- Monthly parent meetings regarding school attendance
- Work with others schools who are meeting enrollment target to identify targeted strategies.

Time Line

SENSE charter school will continue to work on improving attendance over the next 5 years by increasing the % of average daily membership by .2% every year over the next 5 years.

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

Each year, the Office of Education Innovation compares the performance of mayor-sponsored charter schools to that of Marion County public schools that students would have been assigned to attend based on their place of residence. Using this analysis, SE Neighborhood School of Excellence consistently outperformed the schools its students would otherwise have been assigned to attend in proficiency and growth in both English/Language Arts and Math during the 2011-12 and 2012-13 school years.

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

School Year	Proficiency		Growth	
	ELA	Math	ELA	Math
2011-12	Yes	Yes	Yes	Yes
2012-13	Yes	Yes	Yes	Yes
2013-14	Yes	No	Yes	Yes
2014-15	Yes	Yes	Yes	Yes

In summary, SENSE's overall performance in terms of both proficiency and/or growth is generally as good as or better than that of the schools the students would otherwise have been assigned to attend, and the school earns an **Exceeds Standard** for the mid-charter review.

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		AS	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, SENSE set its first goal on student performance on the DIBELS assessment and their second goal around student achievement on Acuity. As reflected in the chart below, SENSE received a does not meet standard for 1.7a and a meets standard on 1.7b. The overall rating was an **approaching standard.**

In 2014-15, SENSE set their school specific goals around student performance on the same assessments used in 2013-14. As reflected in the chart below, SENSE received a meets standard for 1.7a and was not evaluated on 1.7b dues to changes in state testing. Thus, the overall rating was **meets standard.**

School Year	School-Specific Goals	Result	Rating	Overall Rating
2014-2015	Students will increase their ability to comprehend text as measured by TRC Data collected from DIBELS M-Class (increased proficiency by 10%)	9.1%	MS	**MS**
	End of Year Acuity targets for Tiers III/IV will combine for a total of 50% as calculated for ELA and Math.	n/a	n/a	
2013-2014	The percentage of students who are green based on the DIBELS BOY assessment will increase by 10% when compared to the EOY assessment.	1.5%	DNMS	**AS**
	SENSE shows a 10-14.9% increase from BOY to EOY Acuity diagnostic assessments.	11.2%	MS	

Overall, SE Neighborhood School of Excellence receives a **Meets Standard** on the OEI performance framework for the mid-charter review.

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
	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

In 2011-2012,

Southeast Neighboood School of Excellence (SENSE) established adequate staffing and systems for managing its finances. The school had a capable treasurer and school leader who frequently communicated about the financial operations of the school. In addition, the school worked with Bookkeeping Plus to prepare financial statements.

Southeast Neighborhood School of Excellence's (SENSE) audit had no material weaknesses or significant deficiencies for the 2011-12 school year. However, the supplemental audit report did indicate some challenges that the school faced throughout the year. In particular, the school struggled with timely payments, and frequently had to pay late fees for these tardy payments. However, new leadership indicated that processes and systems were in place to ensure that such late payments would not occur again. Given that the auditors did not identify any material weaknesses or significant deficiencies with the internal controls of the school's financial systems, the Office of Education Innovation had no concerns.

Because SENSE **met standard** for school year 2011-12, the school receives a rating of **Meets 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	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated	AS	ES	ES	**ES**

Sub-indicator Ratings

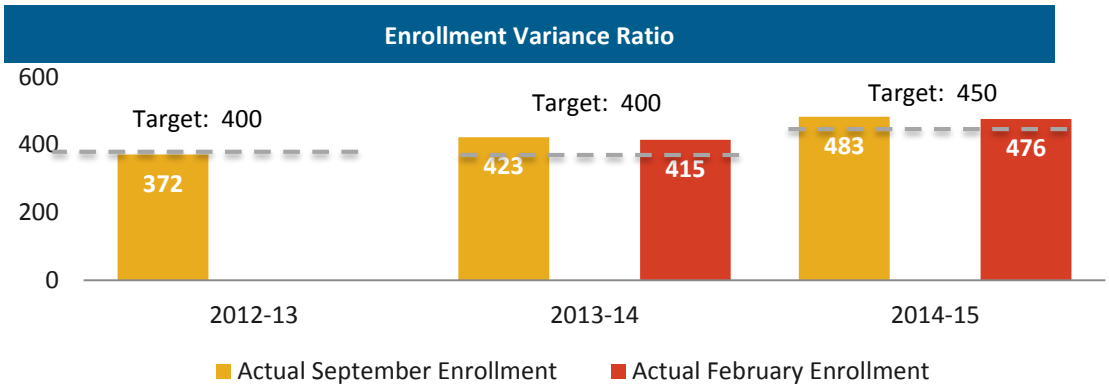
Sub-indicator targets			12-13		13-14		14-15	
Enrollment Ratio	DNMS	Enrollment ratio is less than or equal to 89%	93%	AS	106%	MS	107%	MS
	AS	Enrollment ratio is between 90 – 98%						
	MS	Enrollment ratio equals or exceeds 99%						

February Enrollment Variance	DNMS	Enrollment ratio is less than or equal to 89%	N/A		98%	MS	99%	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	2.82	MS	1.46	MS	1.61	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	35	AS	46	MS	56	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						

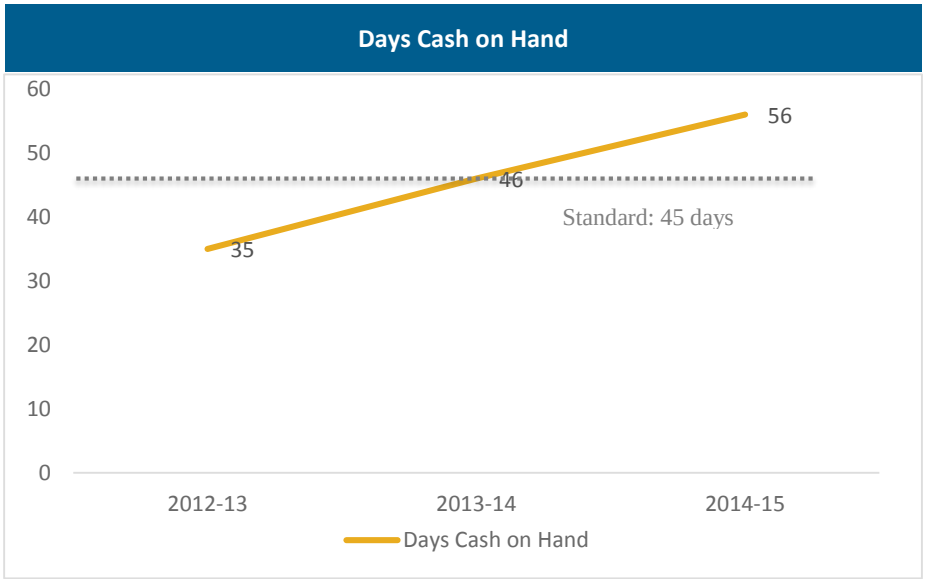
Beginning in the 2012-13 school year, the Office of Education Innovation (OEI) added and revised several key indicators of its financial performance framework. The enrollment ratio tells authorizers whether or not the school is meeting its enrollment projections in its charter. Each charter school commits 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, SENSE's enrollment fell below the enrollment targets stated in its charter agreement, meaning that, for school year 2012-13, the school had to make adjustments to its budget to account for the loss of revenue. As a result, the school **approached 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, SENSE exceeded its enrollment targets for the September count day and thus **met 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, SENSE's enrollment dropped only slightly and the school **met standard** for this sub-indicator. At the September 2014 count day, SENSE had 483 students enrolled. This was 107% of the 450 students that the school promised it would serve in its charter contract. As such, the school **met standard** for this sub-indicator. IDOE indicated that the school had 476 students enrolled at the February Count Day. This represents 99% of the number of students enrolled at the time of the September Count Day. This resulted in the school receiving a rating of **meets standard** for this sub-indicator.



Between 2012 and 2014, SENSE 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. SENSE ended the year with 35 days of cash on hand in 2013, 46 days cash on hand in 2014, and 56 days cash on hand in 2015. 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 35 more days after June 30, 2013, 46 days after June 30, 2014, and 56 days after June 30, 2015. Based on this data, the school **approached standard** for this sub-indicator in 2012-13 and **met standard** in 2013-14 and 2014-15. Finally, between 2012 and 2014, 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.



Since the school **approached standard** in 2012-13, and was **exceeding standard** in 2013-14 and 2014-15, SENSE receives a rating of **Exceeds Standard** for its mid-charter rating on the short-term financial health indicator.

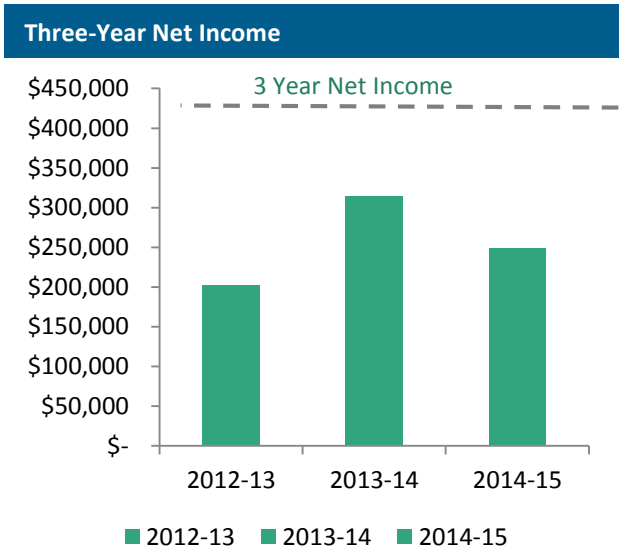
2.2. Long-term Health: Does the organization demonstrate long-term financial health?					
Indicator Targets	Does not meet standard	The school does not meet standard on any of the 3 sub-indicators **OR** meets standard on 1 sub-indicator but does not meet standard on the remaining 2.			
	Approaching standard	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.	$242,138 $314,387 (current)	MS	$444,231 (3 yr) $202,093 (current)	MS	$785,940 (3 yr) $269,460 (current)	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	.22	MS	.5	MS	.83	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	4.15	MS	4.73	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.

SENSE **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 $242,138 in school year ending 2013, $444,231 in school year ending 2014 and $785,940 for school year ending 2015. The graph to the right shows the annual net income at SENSE for school years ending 2013, 14, and 15.



The school also **met standard** on the debt to asset ratio sub-indicator for school years endings 2013, 2014 and 2015. This means that the school does not have an overly burdensome level of debt on its books.

Additionally, the school **met standard** for the sub indicator regarding debt service coverage ratio for all three years. In 2013, the school obtained a loan, payable to Old National Bank, for $350,000. Principal payment on this loan for fiscal year 2016 is $69,818. By meeting standard on this sub-indicator, SENSE demonstrates that it is more than able to cover its debt service costs from its operating income. It should be noted, however, that the school added $3.7 million in long term debt to finance the purchase of its building during school year 2015-2016. Although the school found favorable interest rates for this financing, its yearly debt service will significantly increase starting in 2016.

Since the school **met standard** for all of the sub-indicators in core question 2.2, it **exceeded standard** for this indicator in 2012-2013, 2013-2014, and 2014-2015. As such, SENSE 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	AS	**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	AS
	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.

The school received a clean audit with no material weaknesses or significant deficiencies and satisfied its financial reporting requirements by submitting its audit report on December 27, 2013. Thus, the school **met standard** for core question 2.3 for the 2012-2013 school year.

SENSE also received a rating of **meets standard** for Core Question 2.3 for the 2013-14 school year. The school received a clean accrual audit report with no significant deficiencies or material weaknesses noted. During the 2014-2015 school year, Sikich, the school's auditor, noted a significant deficiency in the school's financial controls. The auditor noticed a need for adjustments to accrued payroll calculations for current employees. These adjustments would affect financial statements for the 2013-14 and 2014-15 school year. According to the auditor, internal financial controls should be in place to ensure that these line items are correctly accounted for. Management has responded to the deficiency by adjusting the financial statements and by implementing financial controls to ensure proper recording processes for Fiscal Year 2016 and beyond. As this was not a material weakness, the school approached standard for this sub-indicator for school year ending 2015.

The school **met standard** for all of its reporting requirements, as the school turned in its audit and all other compliance materials in a timely fashion.

Although SENSE **approached standard** in its most recent school year, it **met standard** on core question 2.3 in both school year ending 2013 and 2014. As such, SENSE 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	
	Consistency in providing information to and consulting with the schools' board of directors	

	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
3.1 Rating	AS	MS	ES	ES	**ES**

In school year ending 2012, the school leader at Southeast Neighborhood School of Excellence was credited with creating numerous systems to improve the outcomes of students. Most notably, the leader changed the schedule of the school day to allow for more instructional time, and also provided an early dismissal day each week to allow teachers to engage in professional development related activities. The school also hired a Dean of Students during this year in order to more effectively delineate responsibilities amongst administrators. However, the school leader transitioned out of the role at the end of the year, and the school did not have a succession plan in place for her departure. Therefore, the school received a rating of **approaching standard** for this sub-indicator for the 2011-2012 school year.

A new school leader took over at SENSE during the 2012-2013 school year and immediately began implementing a data driven, process improvement approach towards instruction. The new school leader had a strong instructional background coupled with advanced degrees in Education. She was cited as having excellent collaboration and communication not only with the board of directors, but also with her business administrator. Due to the school leader's wealth of experience and her implementation of data-driven systems, SENSE **met standard** on this sub-indicator in school year ending 2014.

Since the 2012-2013 school year, SENSE has **exceeded standard** on Core Question 3.1. The Head of School consistently communicated with internal and external stakeholders, including the school staff, board of directors, Board Chair, Mayor's Office (OEI), community organizations and partnerships, and families. She has worked over the course of the past two school years to develop regular and strategic professional development and evaluation systems for staff and has continued to build and maintain meaningful relationships with the local community and families. For example, she regularly participated in meetings with the SE Congress, Southeast Neighborhood Development, and the Southeast Education Task Force. Additionally, she built opportunities throughout the year for parents to be involved in school activities and to receive services such as the school's community food bank.

Moreover, since the Head of School joined SENSE, she has engaged in an intensive and focused process of school improvement. Previously, the school struggled academically, operationally, and financially. Upon taking the leadership role, the Head of School, along with support from the board of directors, identified targeted areas for improvement, set rigorous goals for improvement, and developed systemic school-wide interventions. Since then, the school has made constant considerable improvements, most notably in academics. A thorough report was provided to the board at every meeting that included section on multiple measures of school performance. Information was consistently accurate, relevant, and timely. Additionally, the Head of School sat on the board's Education Committee and provided critical updates and perspective for the school

Due to the strong leadership, continuous improvement, and recent success of the school, SENSE receives a rating of **Exceeds 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**
	DNMS	MS	MS	MS	**MS**

Over the course of the last three years, SENSE has consistently met all compliance obligations as specified by the Mayor's Office (OEI) and the Indiana Department of Education. In school year ending 2012, the school did not meet standard primarily because of its tardy submission of compliance materials. Moreover, the school did not file all necessary background checks with the Office of Education Innovation. However, since 2012-2013, the school has been under very strong leadership, and 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, SENSE 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, SENSE 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**
	MS	ES	MS	MS	**MS**

Since 2011-2012, the SENSE board has been actively engaged in the oversight of many aspects of school operations, including financial management, academic achievement, curriculum, programming, and extra-curricular activities. The school added five new board members in school year 2011-2012, and the board worked diligently to create on-boarding materials for the growing board. Additionally, the school director and board chair met weekly to discuss progress towards school-level initiatives.

In 2012-2013, the board exhibited extensive knowledge about the school, its policies, and its issues of concern. Board members displayed very strong ties to the community and took into consideration the impact of school based-decisions on the surrounding neighborhoods. During this period of time, turnover led to a board of only ten directors, down three members from 2011-2012. Despite this attrition, the board was commended for its strong communication with internal and external stakeholders on key issues impacting the school.

A review of meeting minutes and notes since school year 2013-2014 demonstrates the board's clear commitment to the school's mission as a community-driven school that nurtures academics, social development, and civic responsibility. Along with typical oversight of academic and financial documents, board members regularly engaged in thoughtful discussions around student and family well-being. For example, the board regularly discussed how to better engage families in the school and worked alongside the Community Outreach Coordinator to ensure family needs and concerns were voiced. Individual directors were consistently engaged and offered support as well as expertise during meetings. While the board met monthly and consistently met quorum, attendance varied, with an average of four directors absent at each meeting.

The Board Chair and Head of School maintained consistent communication with one another and the Mayor's Office (OEI). They both were proactive in providing to OEI up to date and transparent information about school performance, concerns, and future plans throughout the course of the year. Regarding governance operations, the board maintained proper oversight of its bylaws. The board met monthly with the majority of meetings held as scheduled. Meetings regularly met quorum with the majority of directors in attendance. All meetings abided by Indiana Open Door Law.

For the reasons explained above, SENSE receives a **Meets Standard** on this indicator for 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.

The SENSE board held monthly meetings at which all stakeholders, including committees and members of the school leadership team, provided updated reports. Between meetings, committees met regularly to monitor topics discussed at board meetings and to provide oversight and support. The board had six established committees: Executive, Governance, Finance, Education and Curriculum, Community Outreach and Marketing, and Building (ad hoc).

For the 2014-2015 school year, the board combined OEI's Performance Framework, school priorities and goals, and staff feedback to provide a thorough evaluation of the Head of School. While the board continued to engage in training and practices to maintain a high level of performance itself, there was no formal method of setting board goals or evaluating its own performance, hindering the board from objectively gauging its effectiveness at the close of the year.

All meetings and observed interactions between the board and school staff were held in a professional and collaborative manner. The board provided a high level of autonomy to the Head of School and relied on her experience to make decisions regarding school operations, but also provided a high level of encouragement, praise, and support where needed. For the reasons explained above, SENSE receives a **Meets Standard** for school and board environment

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 2010 and 2014, SENSE'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 SENSE'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 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	Mid-Charter Rating
	Not Evaluated			ES	ES

Each year, Mayor-sponsored charter schools set two non-academic 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 the 2014-15 school year, SENSE set its first non-academic goal around serving a population of students where the majority of the students are from the Southeast Neighborhood. The school reported that 82% of their students resided in the surrounding neighborhood. Therefore, the school receives an Exceeds Standard on this goal.

SENSE set its second goal around increasing parental involvement with at least 60% of families participating in various academic family functions. The school reported a 94.7% parental participation rate, and therefore receives an Exceeds Standard on this goal.

School Year	School-Specific Goals	Result	Rating
2014-2015	Earn a "Meets Standard" on Indicator 1.1.	82%	ES
	Earn a "Meets Standard" on Indicator 1.2.	94.7%	ES

Overall, Southeast Neighborhood School of Excellence receives an **Exceeds Standard** on this indicator for its mid charter review.

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 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
	ES	MS	NA	NA	**MS**

Averaged across the last four years, 92% of parents surveyed indicated that they are satisfied overall with SENSE. 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 87% and 100% of parents indicated overall satisfaction (see chart below). With an average satisfaction rate of 88%, the school receives an overall rating of **Meets Standard** on the mid-charter review.

School Year	Percent Satisfied
2011-12	94%
2012-13	87%
2013-14	87%
2014-15	100%
Multi-Year Average	**92%**

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 Southeast Neighborhood School of Excellence 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 2015 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.