



OFFICE of EDUCATION INNOVATION

CHARTER RENEWAL REPORT

Andrew J. Brown Academy

2016

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Introduction

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

For each indicator in the *Performance Framework*, this *Renewal Report* summarizes the ratings the school received in each of its five years of operation as well as an overall Charter Renewal Rating. Additionally, AJB submitted a formal response on [insert date] with additional evidence supporting the school’s performance on indicators not *meeting standard* in the most recent school year (2014-2015). Consistent with the renewal petition framework, these are the areas that OEI required the school to respond to, as the school was judged to have not fully met standards for these indicators at the time of its most recent annual accountability report.

Additionally, the school submitted a plan for how it will sustain success and continue to improve over the next charter term if the charter is renewed, including a proposed five-year budget.

AJB submitted formal responses to the following indicators:

Core Question 1.1	Is the school’s academic performance meeting state expectation, as measured by Indiana’s accountability system?
Core Question 1.2	Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?
Core Question 1.3	Does the school demonstrate that students are improving, the longer they are enrolled at the school?
Core Question 1.5	Is the school’s attendance rate strong?
Core Question 1.6	Is the school outperforming schools that the students would have been assigned to attend?
Core Question 1.7	Is the school meeting its school-specific educational goals?
Core Question 2.1	Is the school in sound fiscal health?
Core Question 3.3	Is the school’s board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?
Core Question 3.4	Does the school’s board work to foster a school environment that is viable and effective?
Core Question 3.6	Is the school meeting its school-specific non-academic goals?

AJB was not evaluated on the following indicators:

Core Question 4.3	AJB serves students in grades K-8. Since this indicator is specific to secondary students (grades 9-12), the school was not evaluated on this indicator.
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Summary of 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?	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 assessed beginning 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 was assessed beginning in the 2013-2014 school year.	Approaching Standard
1.5. Is the school's attendance rate strong?	Meets Standard
1.6. Is the school outperforming schools that the students would have been assigned to attend? *Previously classified as 1.3.	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 2010-2012	
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?	Approaching Standard
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Meets 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.	Meets 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.	Approaching Standard
3.4. Does the school's board work to foster a school environment that is viable and effective? *This indicator is new and was assessed beginning in the 2013-2014 school year.	Approaching Standard
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility? *Previously classified as 3.2.	Meets Standard
3.6. Is the school meeting its school-specific non-academic goals? *Previously classified as 2.6.	Approaching Standard
Indicators included in the previous framework, but not assessed with the new 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 Assessed
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?	2010-11	2011-12	2012-13	2013-14	2014-15	CRR
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	MS	MS	AS	DNMS	DNMS	DNMS
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	AS	AS	DNMS	DNMS	DNMS	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			DNMS	MS	AS
1.5. Is the school's attendance rate strong?	Not Evaluated			MS	DNMS	MS
1.6. Is the school outperforming schools that the students would have been assigned to attend?	ES	MS	MS	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	2010-11	2011-12	2012-13	2013-14	2014-15	CRR
2.1 Is the school in sound fiscal health?	MS	MS	Not Evaluated			MS
Financial Evaluation from 2012-present	2010-11	2011-12	2012-13	2013-14	2014-15	CRR
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		MS	ES	MS	MS
2.3. Does the organization demonstrate it has adequate financial management and systems?	Not Evaluated		AS	MS	MS	MS
Core Question 3: Is the school meeting its operations and access obligations?	2010-11	2011-12	2012-13	2013-14	2014-15	CRR
3.1. Is the school leader strong in his or her academic and organizational leadership?	ES	MS	MS	AS	MS	MS
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	MS	MS	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	MS	AS	AS	AS	AS
3.4. Does the school's board work to foster a school environment that is viable and effective?	Not Evaluated			DNMS	AS	AS
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?	MS	MS	MS	MS	MS	MS
3.6. Is the school meeting its school-specific non-academic goals?	Not Evaluated				AS	AS
Indicators included in the previous framework, but not assessed with the 2013-2014 framework.	2010-11	2011-12	2012-13	2013-14	2014-15	CRR
2.4. Is there a high level of parent satisfaction with the school?	ES	MS	MS	Not Evaluated		MS
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	MS	MS	MS	Not Evaluated		MS
Core Question 4: Is the school providing the appropriate conditions for success?						CRR
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

Plan for Sustained Success and Continuous Improvement

In applying for renewal, Andrew J. Brown Academy is required to describe how the school will sustain success and continue to improve over the next charter term. AJB responses have been written to demonstrate that the school is planning carefully and strategically for the future and has the capacity to achieve long-term success.

Section B: Sustainability and Improvement

[Insert School's Response to Section B below.]

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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	MS	MS	AS	DNMS	DNMS	DNMS

Andrew J. Brown Academy (AJB) achieved Adequate Yearly Progress (AYP) towards statewide academic goals set by the Indiana Department of Education in 2010-11 by meeting all 21 of 21 categories for which it was evaluated. In 2011-12, the school received a B under Indiana's new accountability model and a D in 2012-13. The school has since not met standard for the last two years by receiving two consecutive F's under the state's accountability system set forth in Public Law 221 and Indiana's ESEA Waiver. Because AJB has not maintained an acceptable letter grade on state accountability for the majority of its charter term, the school receives a **Does Not Meet Standard** for this indicator on the charter renewal report.

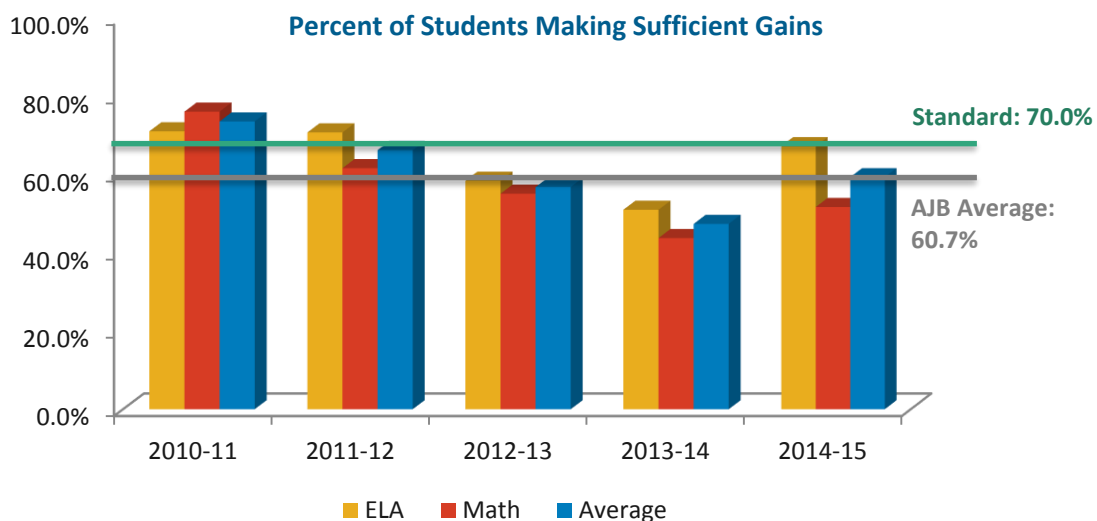
School Year	AYP Result / PL221
2010-11	21/21
2011-12	B
2012-13	D
2013-14	F
*2014-15	F

*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 AJB received an 'F' in both 2013-14 and 2014-15, that is the school's final grade for the 2014-15 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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	AS	AS	DNMS	DNMS	DNMS	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 60.7% of AJB students achieved sufficient gains between 2011 and 2015. Additionally, although there was some improvement in the 2014-15 school year, AJB has not met standard on this indicator over the last three years.



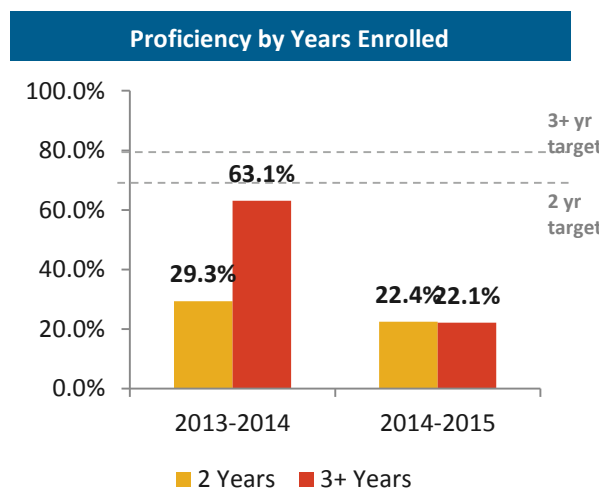
Across the five years of the charter term, an average of 60.7% of students made sufficient gains. This percentage approaches, but does not yet meet the Mayor's standard of 70% of students achieve sufficient gains. Therefore, AJB receives an **Approaching Standard** for this indicator on the charter renewal report.

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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal 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.

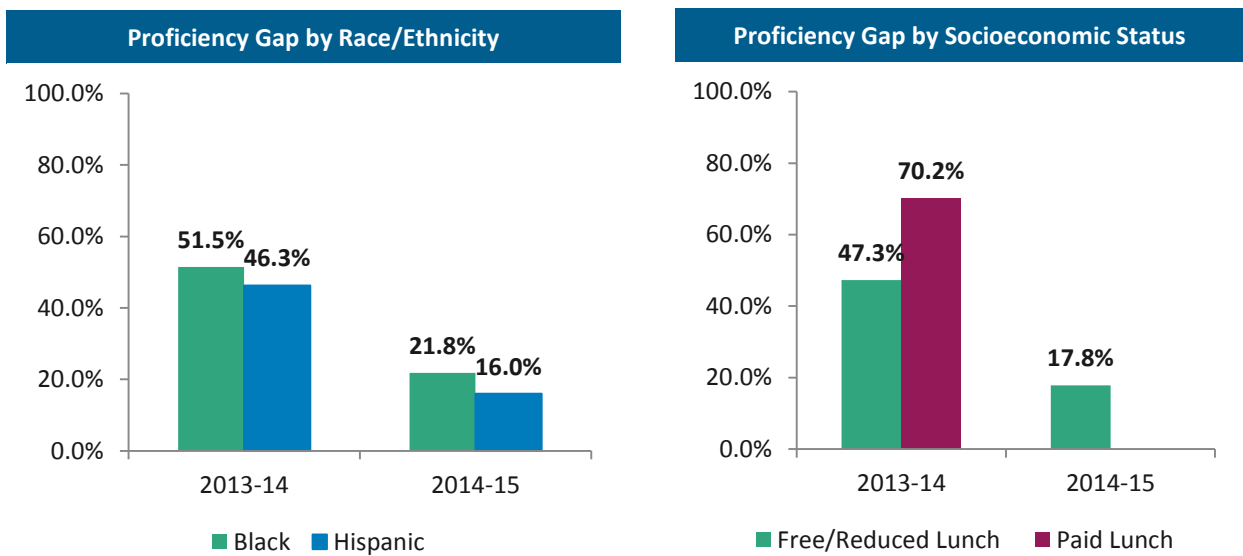
In 2013-14, of those students enrolled at AJB for two years, 29.3% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 63.1% were proficient on both subjects. In the 2014-15, of those students enrolled at AJB for two years, 22.4% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 22.1% were proficient on both subjects.

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



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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	Not Evaluated			DNMS	MS	AS

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



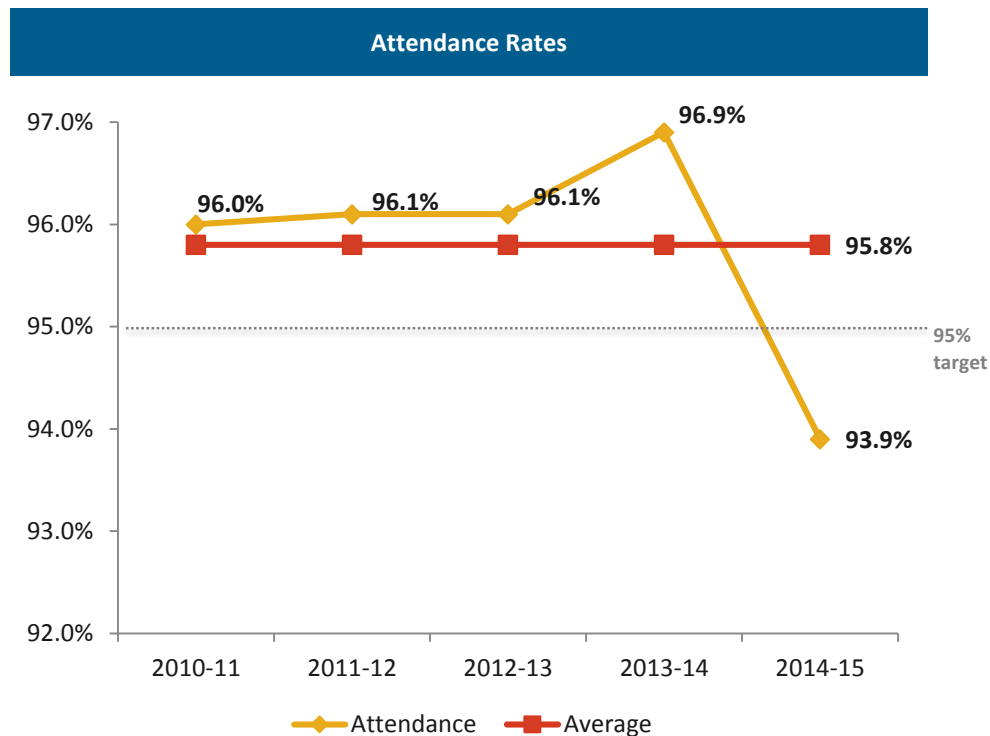
As shown in the left graph above, proficiency gaps occurred between Black student proficiency and Hispanic student proficiency, resulting in a difference of 5.3% in 2013-14. In the same year and as shown in the right graph above, there was a gap in performance between students who qualify for free/reduced lunch and those who pay for lunch, resulting in a difference of 22.9% and a *Does Not Meet Standard* on the performance framework. 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 in 2014-15, as AJB did not enroll enough students in more than one socioeconomic subgroup. However, OEI was able to examine the performance between Black and Hispanic student proficiency, which resulted in a difference of 5.8% and a rating of *Meets Standard*.

Over the last two years AJB has increased their performance on this indicator from not meeting standard to a meets standard. This leads to Andrew J. Brown receiving an **Approaching Standard** for this indicator on the charter renewal report.

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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	Not Evaluated			MS	DNMS	MS

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.

Between 2010 and 2015, Andrew J. Brown achieved an average attendance of 95.8%, with only one year falling below the target percentage. Due to the school's overall average of 95.8%, AJB receives a **Meets Standard** for this indicator.



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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	ES	MS	MS	AS	AS	AS

Each year the Office of Education Innovation compares the performance of charter schools to that of Marion County public schools that students would have been assigned to attend based on their place of residence. As demonstrated in the chart below, Andrew J. Brown has experienced a slight decrease in their overall performance on this indicator in the past two years. On average, students who attend AJB have outperformed other schools in proficiency in both English/Language Arts and Math, as well as in English/Language Arts growth. However, AJB students have not outperformed the other schools in Math growth.

The table below answers the question "Did AJB outperform schools students would otherwise have been assigned to attend?" for each category between 2010 and 2015.

School Year	Proficiency		Growth	
	ELA	Math	ELA	Math
2010-11	Yes	Yes	Yes	Yes
2011-12	Yes	Yes	Yes	No
2012-13	Yes	Yes	Yes	No
2013-14	Yes	Yes	No	No
2014-15	No	Yes	Yes	No

In summary, since AJB has approached standard on this indicator for the last two years, the school earns an **Approaching Standard** on the charter renewal report.

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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	Not Evaluated			DNMS	AS	AS

Beginning in 2013, 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, AJB set its first goal around individual student growth in reading on NWEA and their second goal on individual student growth in Mathematics on NWEA. As reflected in the chart below, AJB received a **does not meet standard** for 1.7a and a **does not meet standard** on 1.7b. The overall rating was a **Does Not Meet Standard**.

In 2014-15, AJB set its first goal around individual math growth targets on NWEA and their second goal around individual reading growth targets on NWEA. As reflected in the chart below, AJB received a **meets standard** for 1.7a and an **approaching standard** on 1.7b. The overall rating was an **Approaching Standard**.

School Year	School-Specific Goals	Result	Rating	Overall Rating
2014-2015	In the spring of each year, 50 to 75 percent of students will meet their individual growth targets in math in grades 2-8.	52.5%	MS	AS
	In the spring of each year, 50 to 75 percent of students will meet their individual growth targets in reading in grades 2-8.	47.2%	AS	
2013-2014	80% of students will make their necessary growth as measured by NWEA reading assessment.	29.6%	DNMS	DNMS
	80% of students will make their necessary growth as measured by NWEA math assessment.	29.6%	DNMS	

Overall, Andrew J. Brown receives an **Approaching Standard** on the OEI performance framework and for the charter renewal rating.

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

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

Financial Evaluation from 2010-2012

2.1. Is the school in sound financial health?						
Indicator Targets	Does not meet standard	The school presents concerns in three or more of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.				
	Approaching standard	The school presents significant concerns in one or two of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.				
	Meets standard	The school presents significant concerns in no more than one of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by the Mayor’s Office.				
	Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.				
School Rating	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	MS	MS	Not Evaluated			MS

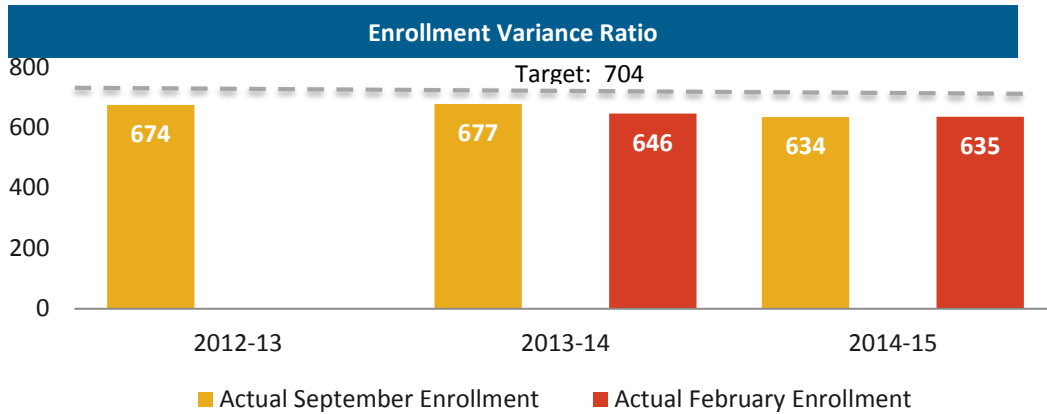
In fiscal years 2010-11 and 2011-12, Andrew J. Brown’s (AJB) audit contained no material weaknesses or significant deficiencies. The school had also established adequate staffing and systems for managing its finances. AJB employed a Business Analyst Manager through National Heritage Academies and authorized the school leader to manage the school’s finances. Based on a review of the school’s finances for each fiscal year, AJB successfully achieved a balanced budget although the school had to rely on beginning cash and investments. The school successfully achieved a balanced budget for fiscal year ending 2012 but generated a negative change in net assets for fiscal year ending 2011. AJB furnished adequate budget projections for the next 3 years. The school fulfilled financial reporting requirements under Sections 10 and 17 of the charter agreement. Accordingly, the school **met standard** for this indicator for fiscal years 2010-11 and 2011-12 and thus, earns a **Meets Standard** for its charter renewal rating.

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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating			
	Not Evaluated		AS	AS	AS	AS			
Sub-	Sub-indicator targets			12-13		13-14		14-15	
Enrollment Ratio	DNMS	Enrollment ratio is less than or equal to 89%		96%	AS	96%	AS	90%	AS
	AS	Enrollment ratio is between 90 – 98%							
	MS	Enrollment ratio equals or exceeds 99%							
February Enrollment Variance	DNMS	Enrollment ratio is less than or equal to 89%		N/A	N/A	95%	MS	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		1.05	AS	1.06	AS	1.05	AS
	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		9	DNMS	9	DNMS	12	DNMS
	AS	Days cash on hand is between 30-45							
	MS	Days cash on hand equals or exceeds 45							
Debt Default	DNMS	Default or delinquent payments identified		Meets	MS	Meets	MS	Meets	MS
	MS	Not in default or delinquent							

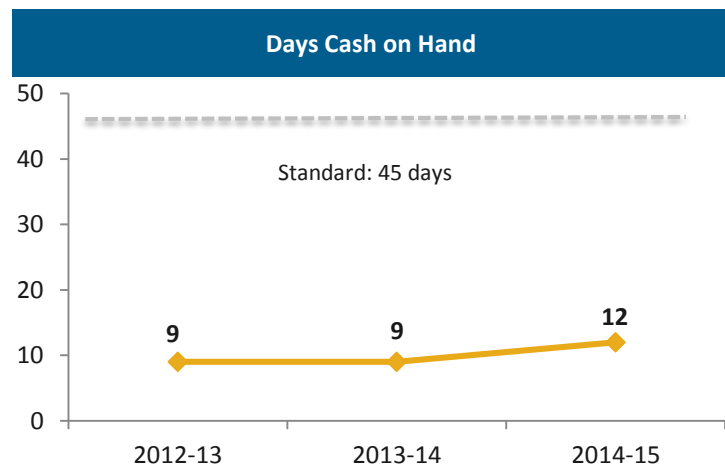
Beginning in the 2012-13 school year, the Office of Education Innovation (OEI) added and revised several key indicators of its financial performance framework. The enrollment ratio tells authorizers whether or not the school is meeting its enrollment projections in its charter. Each charter school commits 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, September 2013, and September 2014 count days respectively, the school’s enrollment came in slightly under the targets stated in its charter agreement. For this reason, the school **approached standard** for this sub-indicator in each of the three years. In the 2013-14 school year, OEI also looked at the change (variance) between fall and February enrollment. Since the February enrollment influences funding for the 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, AJB’s enrollment dropped slightly in February, but the school retained 95% of its September enrollment count. February counts improved in 2014-15, with the school retaining 100% of its September enrollment count. Thus, the school **met standard** for this sub-indicator in both years. For 2012-13, 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.



Between fiscal years 2012-13 and 2014-14, AJB had fewer current assets than current liabilities (those due in the next 12 months). As a result, the school **approached standard** for the current ratio sub-indicator in all three years. AJB ended the year with 9 days of cash on hand in 2013, and 9 days cash on hand in 2014, and 12 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 9 more days after June 30, 2013, 9 days after June 30, 2014, and 12 days after June 30, 2015. These outcomes are driven by the school’s agreement with its EMO (education management organization) National Heritage Academies (NHA). While NHA captures any remaining revenue the school has once all of its expenses are paid, leaving the school with little excess cash, NHA also contributes revenue if the school has more expenses than revenue. Based on this data, the school **did not meet standard** for this sub-indicator in each of the three years. Finally, between 2012 and 2014, the school successfully met its debt obligations based on the information that Deloitte, the school’s auditor, provided. Furthermore, there were no negative communications from the school’s lenders.

Since the school received a rating of **approaching standard** for 2012-13, 2013-14, and 2014-15, AJB receives a rating of **Approaching Standard** for its charter renewal 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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating		
	Not Evaluated		MS	ES	MS	MS		
Sub-indicator	Sub-indicator targets		12-13		13-14		14-15	
Aggregate Three-Year Net Income	DNMS	Aggregate 3-year net income is negative.	N/A (aggregate) \$7,858 (current yr)	MS	\$25,728 (aggregate) \$14,963 (current yr)	MS	\$6,838 (aggregate) - (current yr) \$15,983 (current yr)	AS
	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	.95	AS	.85	MS	.95	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 1.2						

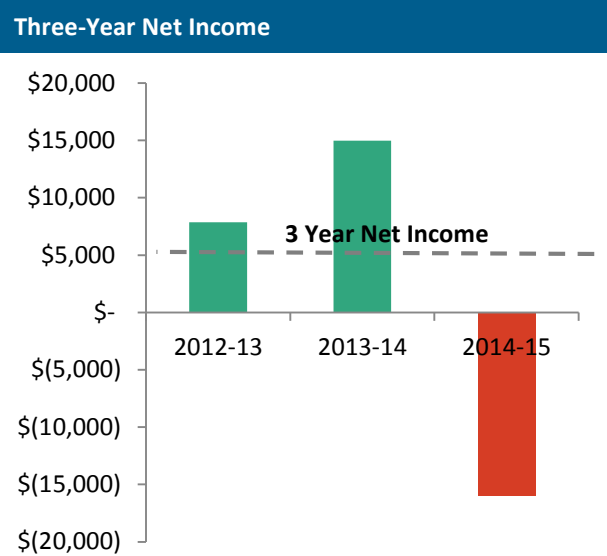
The Mayor’s Office of Education Innovation introduced Core Question 2.2 in its current form in the 2012-13 school year. This indicator evaluates each school’s long term fiscal health with the understanding that a charter school, like any non-profit entity, can only operate for so long with year over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

AJB **met standard** for the net income sub-indicator for the 2012-13, and 2013-14 school years, and **approached standard** for the 2014-15 school year. The school generated a positive aggregate three-year net income in each school year, but had a negative current year net income in 2014-15. The graph to the right shows the annual net income at AJB from 2012-2015.

The school **met standard** on the debt to asset ratio sub-indicator each year from 2012-2015. This indicates that the school has not accrued burdensome levels of debt, a key gauge for long term financial health.

Lastly, the school's audit indicates that it does not hold any long-term maturities. As a result, it is not possible to calculate a Debt Service Coverage (DSC) ratio for the school, resulting in a **meets standard** rating all three years.

Since AJB **met standard** for core question 2.2 in 2012-13, **exceeded standard** in 2013-14, and **met standard** in 2014-15, the school receives a rating of **Meets Standard** for its charter renewal on the long-term financial health indicator.



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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	Not Evaluated		AS	MS	MS	MS
Sub-indicator	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 concern.		AS	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, the school **approached standard** for its annual accrual based audit because it received a clean audit report with a significant deficiency. The significant deficiency in question pertains to the way in which the school prepared its Form 9 report. Pages 29-32 of the audit contain a full explanation of the findings. The school met standard for all of its reporting requirements throughout the school year and the school's auditors issued their report on October 29, 2013.

In both 2013-14 and 2014-15, AJB received a clean audit with no material weaknesses or significant deficiencies and satisfied its financial reporting requirements by submitting its audit report on time. Thus, the school **met standard** for core question 2.3 for the 2013-2014 and 2014-15 school years.

Because AJB **approached standard** on core question 2.3 in school year ending 2013 and **met standard** in 2014 and 2015, AJB receives a rating of **Meets Standard** for its charter renewal rating.

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

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

3.1. Is the school leader strong in his or her academic and organizational leadership?						
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.				
Sub-indicators	Sub-indicators					
	Demonstration of sufficient academic and leadership experience					
	Leadership stability in key administrative positions					
	Communication with internal and external stakeholders					
	Clarity of roles among schools and staff					
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner					
	Consistency in providing information to and consulting with the schools' board of directors					
3.1 Rating	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	ES	MS	MS	AS	MS	MS

The founding principal at Andrew J. Brown Academy led the school through the 2013-2014 school year. With over a decade of teaching and administration experience, she spent several years developing systems, processes, and culture for the school. The leadership team, consisting of three deans, shared responsibility of academic, instruction, culture, and general operation oversight. While the school began the current charter term with strong academic performance, this performance began to decline in the 2011-2012 school year. In 2013, the Indiana Department of Education identified AJB as a “Focus School” for low ISTEP+ proficiency and growth. To monitor progress during the 2013-2014 school year, AJB used formative assessments, including Acuity and NWEA Measures of Academic Progress. To address declining academic performance these assessments, the school incorporated a few interventions, including Saturday school. However, students continued to perform low and AJB’s 2013-2014 ISTEP+ results showed a significant decrease in both proficiency and growth, demonstrating a lack of appropriate mid-year interventions.

Upon retirement in 2014, a new principal began at AJB. Due to the school’s low academic performance, it became a “Priority School” through the Indiana Department of Education (IDOE). This required creating an extensive Student Achievement Plan, receiving two site visits from the IDOE, as well as participating in additional meetings and check ins with OEI. In the process, the principal engaged the staff to identify root causes of low performance, set

meaningful goals, and develop robust action steps to address the root causes. For example, the school worked to improve systems regarding classroom data analysis, student culture and discipline, Response to Instruction, TAP cluster meetings, and professional development. While the school remained an “F”, students demonstrated significant improvements in both proficiency and growth, indicating some effective implementation of strategies.

Throughout the charter term, AJB has contracted with National Heritage Academies (NHA), an Education Management Organization (EMO). NHA has provided many organizational supports and services including curriculum and instruction development, marketing, human resources, state and federal reporting, budgeting, etc. While there has been some transition among the school leadership team, NHA has been able to maintain consistency in the areas it manages, allowing the school leader to focus on his current academic and operational priorities. Additionally, through constant communication, the principal has been able to leverage additional supports from NHA to better support the student population, including staff training for English Language Learners, remediation curriculum, tailored professional development, and hiring practices that recruit a more qualified and diverse staff.

While Andrew J. Brown Academy did experience some organizational concerns regarding academic performance, the school leadership has been consistently dedicated to the school and students. Given the recent implementation of effective systems leading to improved academic outcomes, the school receives a **Meets Standard** for this indicator on the charter renewal report.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?						
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.				
Sub-indicators	Sub-indicators					
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor’s Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation					
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws					
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations					
3.2 Rating	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	MS	MS	MS	MS	MS	MS

As mentioned in 3.1, AJB contracts with NHA. One of the services NHA provides is managing the school’s compliance with the Mayor’s Office, the Indiana Department of Education, and state and federal laws. Since the beginning of the current charter term, NHA has submitted the majority of required reports on time or early and has remained in constant communication with OEI regarding compliance requirements.

Additionally, NHA has worked with the school and the board to oversee compliance with the charter agreement and in meeting governance obligations. An NHA representative has attended every board meeting to provide operational support and oversight (including meeting agendas and adherence to board policies and bylaws) and to ensure alignment between the school, the board, and the EMO.

Due in large part to NHA’s compliance and support in governance, AJB receives a **Meets Standard** on this indicator for its charter renewal rating.

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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	MS	MS	AS	AS	AS	AS

The founding board president has led the board of directors for Andrew J. Brown Academy since the school opened in 2003. While the board’s roster has seen some transition during the current charter term, the president as well as the vice president have maintained consistency in governance management. Currently, the board is comprised of seven directors with backgrounds in education, business, law, and community engagement. Additionally, in an effort to ensure alignment between the board and EMO, a NHA representative attended every meeting. While the board is able to utilize NHA staff for a variety of services, OEI has noted the last several years that the board lacks a comprehensive and diverse roster and would greatly benefit from adding directors with skillsets such as finance and marketing to its oversight.

Throughout the term of the current charter, the board has consistently met quorum and individual directors have demonstrated support for the school and its mission. Discussions regularly revolved around supporting the school leader in identifying resources for teacher recruitment, student events, and community engagement.

As noted in 3.2, NHA has provided operational support and oversight for governance obligations. While NHA has fulfilled this obligation, the board has been reliant upon NHA to remain in compliance with governance obligations. For example, NHA ensures compliance with Indiana Open Door Law (through posting meeting notices and providing minutes), sets the meeting agendas, and informs the board

of policies and procedures (such as when terms are expiring and when it is necessary to vote for officers). This delegation has raised concern over the board’s capacity to independently manage governance obligations. Additionally, although the board regularly met quorum, attendance has varied greatly over the last few years, as has the participation and engagement of individual directors. This became concerning when the school’s academic performance began dropping in 2012-13 and there was no strong direction for course correction from the board.

Skill Sets Represented on Board

Community



Education



Business



Legal



Board Overview

Andrew J. Brown Charter School, Inc. holds the charter for Andrew J. Brown Academy.

7

Members

majority

Required for Quorum

The AJB board holds 7 meetings per year.

The board contracts with an Education Management Organization, National Heritage Academies (NHA), to provide services for the school.

Due to consecutive years of receiving an approaching standard on this indicator, OEI issued a formal notice of deficiency to the AJB board in the spring of 2015. As a result and to address the concerns above, the board decided to engage an external charter school board consultant to provide training on effective school oversight for the 2015-2016 school year.

Due to the concerns noted above and for the last several years, AJB receives an **Approaching Standard** for board governance.

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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	Not Evaluated			DNMS	AS	AS

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

Over the course of the current charter term, NHA has provided support in the areas of governance compliance and management, human resources, facilities, accounting, contracts and legal services, professional development, and curriculum. They have provided up-to-date information in these areas at critical times throughout the year and have maintained consistent communication with both the board and the Mayor's Office.

One of the specific responsibilities of NHA is to provide an annual evaluation of the school principal. While NHA has completed principal evaluations every year, the board has never review the evaluations, nor has the board discussed objective measurements of principal or NHA performance. In 2014-2015, the board did implement a formalized tool to assess its own performance and reviewed the results during a regular board meeting. However, the lack of formal and informal review processes for the principal and NHA has hindered the board's ability to assess and reflect on performance throughout the year and to create meaningful school improvement plans.

The Mayor's Office (OEI) has met with the board extensively over the last two years to discuss concerns over academic, financial, and governance performance. Accordingly, directors have engaged much more in discussions of school performance and improvement plans and have held the Principal and NHA accountable for providing additional information around these concerns. While the increased involvement of the board and the plans to engage with the charter school board consultant demonstrated a commitment to improvement, due to the lack of formalized monitoring and evaluation systems at the close of the 2014-2015 school year, the board receives an **Approaching Standard** for the charter renewal report.

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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	MS	MS	MS	MS	MS	MS

Between 2010 and 2015, AJB'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 Mayor's Office monitoring of AJB'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.

3.6. Is the school meeting its school-specific non-academic goals?						
Indicator Targets	Does not meet standard	The 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				
3.6 Rating	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	N/A	N/A	N/A	N/A	AS	AS
Sub-indicator Ratings	Sub-indicators					Rating
	Each year, AJB will have an overall parent satisfaction rate of 80% with at least 50% of parent responding to a school-administered parent satisfaction survey.					ES
	AJB will incrementally reduce level 5 and 6 discipline referrals.					DNMS

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, AJB set its first non-academic goal around parent satisfaction. The school reported that 86% of parents responded that they were overall satisfied with the school with 67% of parents participating in the survey. Therefore, the school receives an **Exceeds Standard** on this goal.

AJB set its second goal around the reduction in level 5 and 6 discipline referrals. The school reported a 0% reduction of these specific levels of referrals, and therefore receives a **Does Not Meet Standard** on this goal.

Overall, due to the ratings of the individual goals above and since 2014-2015 is the only year this indicator was measured, AJB receives an **Approaching Standard** for the charter renewal report.

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

The following two indicators were included in the performance framework used for the 2010-2013 school years. While they are no longer included in the current framework, the results of these indicators are important for a comprehensive review of performance between the years 2010-2015.

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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	ES	MS	MS	Not Evaluated		MS

Averaged from 2010 through 2014, 87.3% of parents surveyed indicated that they are satisfied overall with AJB. 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 80% and 94% of parents indicated overall satisfaction (see chart below). The school did not receive a valid number of responses in 2014-15 and thus, did not receive an overall satisfaction rate. With an average satisfaction rate of 87.3%, the school receives an overall rating of **Meets Standard** on the charter renewal report.

School Year	Percent Satisfied
2010-11	94%
2011-12	89%
2012-13	86%
2013-14	80%
2014-15	n/a
Multi-Year Average	87.3%

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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Renewal Rating
	MS	MS	MS	Not Evaluated		MS

The admissions and enrollment practices of AJB 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 2010 and 2015 school years, the Mayor's Office received minimal complaints from parents around the school's enrollment process. Accordingly, the school receives a **Meets Standard** for this indicator.