



**OFFICE of EDUCATION INNOVATION**

# **CHARTER RENEWAL REPORT**

Indiana Math & Science Academy - North

**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 Indiana Math & Science Academy – North (IMSA N.) during its first five years of operation. The Renewal Report is structured based on the Mayor’s Performance Framework, which is used to determine a school’s success relative to a common set of indicators.

For each indicator in the Performance Framework, this Renewal Report initially summarizes the findings of the school’s Mid-Charter Review. After each school’s fourth year of operation, OEI conducts a comprehensive Mid-Charter Review relying on multiple sources of evidence. The complete results of the Mid-Charter Review for IMSA N. were issued in April 2015 and the report is publicly available online at [www.oei.indy.gov](http://www.oei.indy.gov). For each area within the Performance Framework, this Renewal Report includes the rating issued at the time of the Mid-Charter Review, additional evidence collected by OEI in subsequent years, as well as an overall Charter Renewal Rating.

Additionally, IMSA N. submitted a formal response on [enter date] with additional evidence supporting the school’s performance on indicators not *meeting standard* in the most recent 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.

Finally, 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.

IMSA N. submitted formal responses to the following indicators:

<b>Core Question 1.2</b>	Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?
<b>Core Question 1.3</b>	Does the school demonstrate that students are improving, the longer they are enrolled at the school?
<b>Core Question 1.5</b>	Is the school’s attendance rate strong?
<b>Core Question 1.6</b>	Is the school outperforming schools that the students would have been assigned to attend?
<b>Core Question 1.7</b>	Is the school meeting its school-specific educational goals?
<b>Core Question 2.1</b>	Is the school in sound fiscal health?
<b>Core Question 3.2</b>	Does the school satisfactorily comply with all its organizational structure and governance obligations?
<b>Core Question 3.3</b>	Is the school’s board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?
<b>Core Question 3.4</b>	Does the school’s board work to foster a school environment that is viable and effective?
<b>Core Question 3.6</b>	Is the school meeting its school-specific non-academic goals?
<b>Core Question 4.5</b>	Has the school developed adequate human resource systems and deployed its staff effectively?
<b>Core Question 4.7</b>	Is the school climate conducive to student and staff success?

IMSA N. was not evaluated on the following indicators:

<b>Core Question 1.8</b>	Since IMSA N. did not have a graduating class until the spring 2015, graduation data was unavailable during the years included in the charter renewal report.
<b>Core Question 1.9</b>	Because IMSA North did not enroll 30 students in more than one subgroup during the 2013-14 and 2014-15 school years, the school was not evaluated on this indicator for the charter renewal report.
<b>Core Question 1.10</b>	Since IMSA N. did not have a graduating class until the spring 2015, college- and career-readiness data was unavailable during the years included in the charter renewal report.
<b>Core Question 2.4</b>	Due to an invalid sample size of parent surveys submitted over the last several years, IMSA N. did not receive a rating on this indicator.

Summary of Ratings	
<b>Core Question 1: Is the educational program a success?</b>	
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 IDOE'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 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.	Meets 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.	Meets Standard
1.7. Is the school meeting its school-specific educational goals? *Previously classified as 1.4.	Approaching Standard
1.8. <b>High School:</b> Is the school preparing students to graduate from high school on time, as measured by Indiana's accountability system? *This indicator is new and was assessed beginning in the 2013-2014 school year.	Not Evaluated
1.9. <b>High School:</b> 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.	Not Evaluated
1.10. <b>High School:</b> Is the school preparing students for college and careers? *This indicator is new and was assessed beginning in the 2013-2014 school year.	Not Evaluated
<b>Core Question 2: Is the organization in sound fiscal health?</b>	
<b>Financial Evaluation from 2010-2012</b>	
2.1 Is the school in sound fiscal health?	Meets Standard
<b>Financial Evaluation from 2012-present</b>	
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

<b>Core Question 3: Is the organization effective and well-run?</b>	
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.	Approaching 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.	Exceeds Standard
<b>Indicators included in the previous framework, but not assessed with the new framework.</b>	
2.4. Is there a high level of parent satisfaction with the school?	Not Evaluated
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	Meets Standard
<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	
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?	Meets Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Approaching 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?	Approaching 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			
<b>Core Question 1: Is the educational program a success?</b>	<b>Mid-Charter Rating</b>	<b>2014-15</b>	<b>Renewal Rating</b>
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	MS	MS	MS
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	AS	DNMS	AS
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	AS	DNMS	DNMS
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	MS	NA	MS
1.5. Is the school's attendance rate strong?	MS	DNMS	MS
1.6. Is the school outperforming schools that the students would have been assigned to attend?	MS	DNMS	MS
1.7. Is the school meeting its school-specific educational goals?	MS	AS	AS
1.11. <b>High School:</b> Is the school preparing students to graduate from high school on time, as measured by Indiana's accountability system?	NA	NA	NA
1.12. <b>High School:</b> Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	NA	NA	NA
1.13. <b>High School:</b> Is the school preparing students for college and careers?	NA	NA	NA
<b>Core Question 2: Is the organization in sound fiscal health?</b>			
<b>Financial Evaluation from 2010-2012</b>	<b>Mid-Charter Rating</b>	<b>2014-15</b>	<b>Renewal Rating</b>
2.1 Is the school in sound fiscal health?	MS	NA	MS
<b>Financial Evaluation from 2012-present</b>	<b>Mid-Charter Rating</b>	<b>2014-15</b>	<b>Renewal Rating</b>
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	DNMS	AS	AS
2.2. Long Term Health: Does the organization demonstrate long term financial health?	MS	MS	MS
2.3. Does the organization demonstrate it has adequate financial management and systems?	MS	MS	MS

<b>Core Question 3: Is the school meeting its operations and access obligations?</b>	<b>Mid-Charter Rating</b>	<b>2014-15</b>	<b>Renewal Rating</b>
3.1. Is the school leader strong in his or her academic and organizational leadership?	MS	MS	MS
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	AS	AS	AS
3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?	AS	AS	AS
3.4. Does the school's board work to foster a school environment that is viable and effective?	AS	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
3.6. Is the school meeting its school-specific non-academic goals?	NA	ES	ES
<b>Indicators included in the previous framework, but not assessed with the 2013-2014 framework.</b>	<b>Mid-Charter Rating</b>	<b>2014-15</b>	<b>Renewal Rating</b>
2.4. Is there a high level of parent satisfaction with the school?	NA	NA	NA
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	MS	NA	MS
<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	<b>Mid-Charter Rating</b>	<b>Renewal Rating</b>	
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	MS	MS	
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	MS	MS	
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	MS	MS	
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MS	MS	
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	MS	AS	
4.6. Is the school's mission clearly understood by all stakeholders?	MS	MS	
4.7. Is the school climate conducive to student and staff success?	MS	AS	
4.8. Is ongoing communication with students and parents clear and helpful?	MS	MS	
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?	AS	MS	
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	AS	MS	

## Plan for Sustained Success and Continuous Improvement

In applying for renewal, Indiana Math & Science Academy - North is required to describe how the school will sustain success and continue to improve over the next charter term. IMSA N. 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	Mid-Charter Rating	2014-2015	Charter Renewal Rating
	MS	MS	MS

Indiana Math & Science Academy - North (IMSA North) achieved Adequate Yearly Progress (AYP) toward statewide academic goals set by the Indiana Department of Education in its first year, and has since met standard for three consecutive years by receiving an acceptable letter grade under the state's accountability system set forth in Public Law 221 and Indiana's ESEA Waiver. Because IMSA North has shown steady academic performance, it receives a **Meets Standard** for this indicator in the mid-charter review.

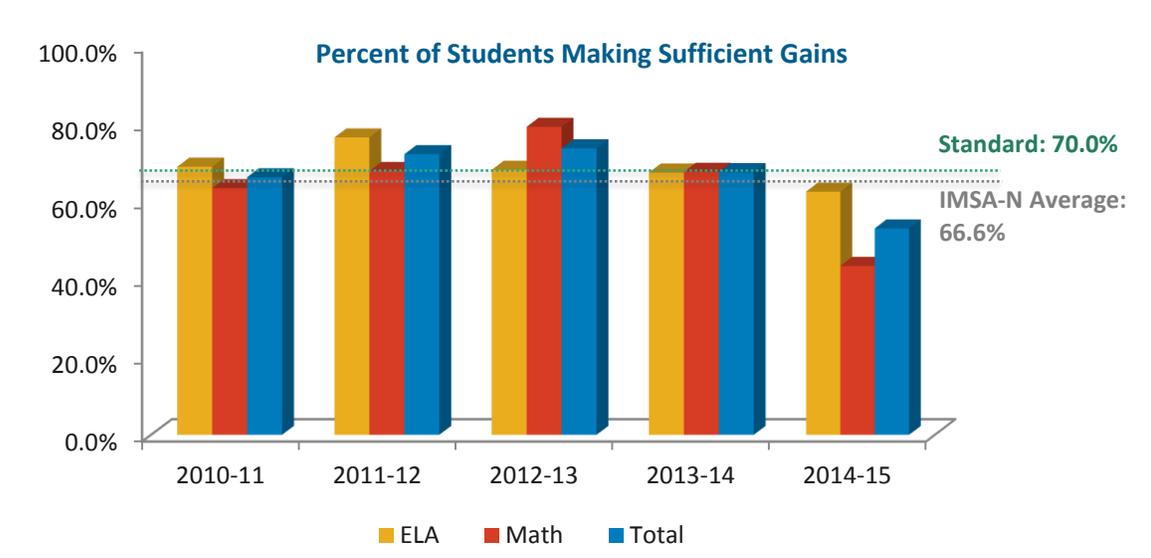
School Year	AYP Result / PL221
2010-11	Met 12 / 12 categories
2011-12	B
2012-13	A
2013-14	B
*2014-15	B

\*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 IMSA N. received a 'B' in 2013-14, 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	Mid-Charter Rating	2014-2015	Charter Renewal Rating
	AS	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 66.6% of IMSA-North students achieved sufficient gains between 2010 and 2015. This percentage is approaching the Office of Education Innovation's standard.



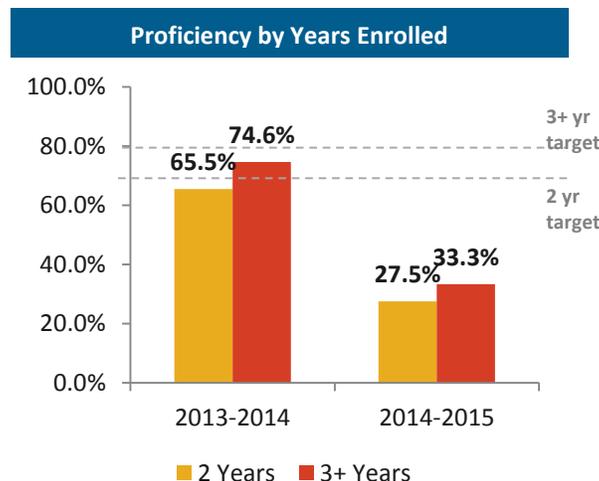
Due to the school's overall average of 66.6% of students achieving sufficient growth, IMSA North receives an **Approaching Standard** for this indicator on the charter renewal report.

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	Mid-Charter Rating	2014-2015	Charter Renewal Rating
	AS	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.

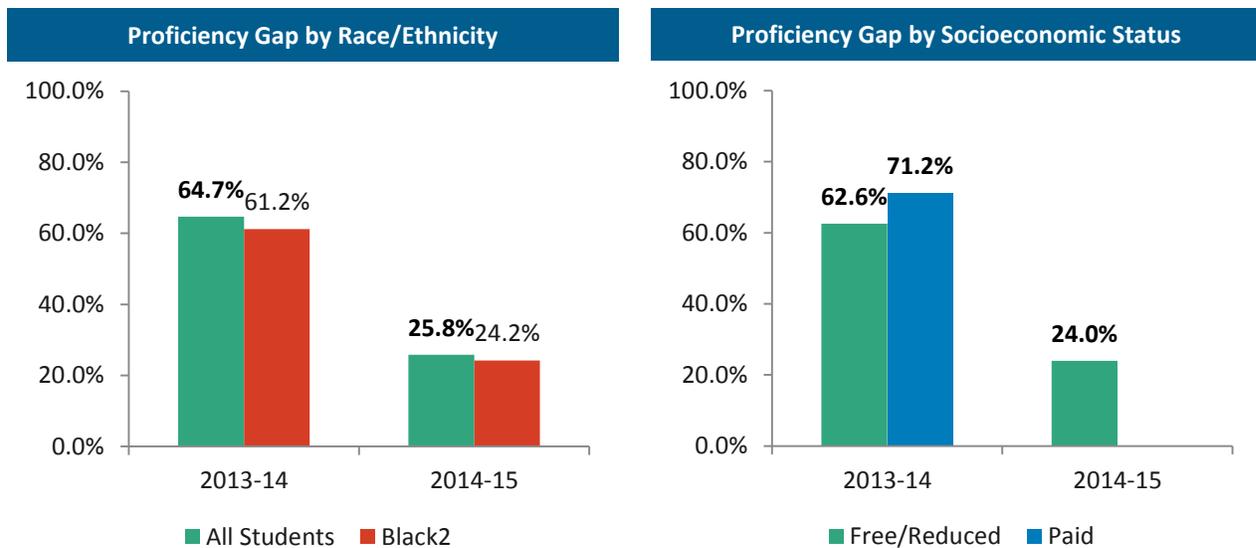
In 2013-14, of those students enrolled at IMSA North for two years, 65.5% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 74.6% were proficient on both subjects. In the 2014-15, of those students enrolled at IMSA North for two years, 27.5% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 33.3% 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. Seeing that IMSA North has decreased in performance on this indicator, the school earned a **Does Not Meet Standard** for 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	Mid-Charter Rating	2014-2015	Charter Renewal Rating
	MS	NA	MS

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for IMSA North as of their mid-charter review is captured below.



While 64.7% of

As shown in the right graph above, proficiency gaps occurred between paid lunch student proficiency and free/reduced lunch student proficiency, resulting in a difference of 8.6% in 2013-14 and a *Meets 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 race/ethnicity subgroups in 2013-14, as IMSA North did not enroll enough students in more than one racial subgroup. Thus, the above graph on the left shows the performance of the largest subgroup of students, Black students, compared to the performance of all students. Similarly, in 2014-15 IMSA North did not enroll 30 students in more than one racial or

Not Evaluated

Not Evaluated

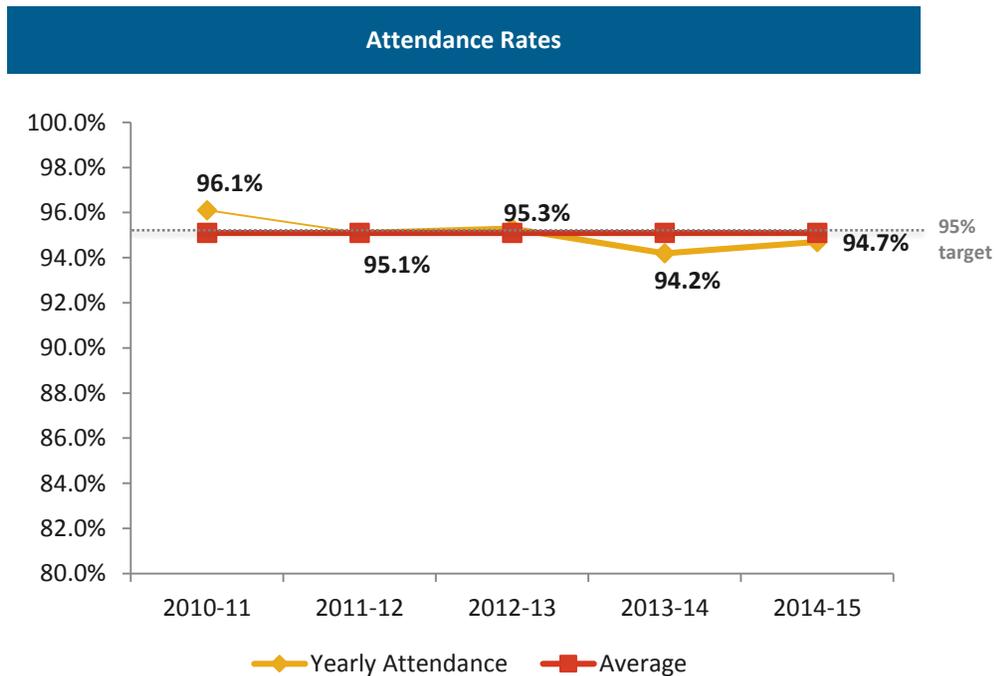
socioeconomic subgroup. Due to small numbers, IMSA North was not evaluated on this indicator for the 2014-15 school year.

Overall, the 8.6% difference in socioeconomic groups led to IMSA North receiving a **Meets Standard** on the OEI performance framework for the mid-charter renewal. Because there is only one year of data available for this indicator, the school receives the same rating for 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	Mid-Charter Rating	2014-2015	Charter Renewal Rating
	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.

Attendance was an area of concern in the last two school years, but IMSA North has traditionally met the 95% attendance target. The school's average attendance rate since opening, 95.1%, meets the target, and the school 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	Mid-Charter Rating	2014-2015	Charter Renewal Rating
	MS	DNMS	MS

IMSA North has historically outperformed the schools its students would otherwise have been assigned to attend in proficiency and growth in both English/Language Arts and Math. However, there has been a downward trajectory on this indicator in the last two years, resulting in a *Does Not Meet Standard* in 2014-2015.

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

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

In summary, despite the most recent year's performance, IMSA North's overall performance in terms of both proficiency and/or growth has generally been as good as that of the schools the students would otherwise have been assigned to attend for the majority of the current charter term. As such, the school earns a **Meets Standard** on this indicator for 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	Mid-Charter Rating	2014-2015	Charter Renewal Rating
	MS	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, IMSA North set its first goal around individual student growth on NWEA and their second goal on student participation in after-school tutoring and clubs. As reflected in the chart below, IMSA North received an **approaching standard** for 1.7a and an **exceeds standard** on 1.7b. The overall rating was a **meets standard**.

In 2014-15, IMSA North set its first goal around individual growth targets on NWEA and their second goal around decreasing non-proficient students on ISTEP. As reflected in the chart below, IMSA North received an **approaching standard** for 1.7a and a **does not meet standard** on 1.7b. The overall rating was an **approaching standard**.

School Year	School-Specific Goals	Result	Rating	Overall Rating
2014-2015	60% of students will make normal gains on NWEA from fall to spring.	51%	AS	AS
	The percentage of non-proficient students will be reduced by 10% by grade level according to their ISTEP scores.	n/a	DNMS	

2013-2014	60% of students will make normal gains on NWEA from fall to spring.	54.9%	AS	MS
	50% of students will participate in after-school tutoring/clubs.	52%	ES	

Overall, due to the school's performance on school-specific goals for the last two years, IMSA North receives an **Approaching Standard** on the charter renewal report for this indicator.

### High School-Specific Academic Performance Indicators

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

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

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

Since IN Math & Science Academy North had its first graduating class in the spring of 2015, there will not be data to calculate graduation rate percentage until the 2015-2016 school year. Thus, the school is **not evaluated** on this indicator for the 2014-15 school year or for the charter renewal report.

1.9. 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.	
	Mid-Charter Rating	2014-2015	Renewal Rating
	Not Evaluated	NA	NA

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

In order to examine subgroup proficiency, a school must have at least 30 students enrolled in more than one subgroup in its 10<sup>th</sup> grade cohort. Because IMSA North did not enroll 30 students in more than one subgroup during the 2013-14 and 2014-15 school years, the school was **not evaluated** on this indicator for the charter renewal report.

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

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

Since IN Math & Science Academy North had its first graduating class in the spring of 2015, there will not be data to calculate the school's college & career readiness percentage until the 2015-2016 school year. Thus, the school is **not evaluated** on this indicator for the 2014-15 school year and for the charter renewal report.

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

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

#### Financial Evaluation from 2010-2012

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

Indiana Math & Science Academy - North received **Meets Standard** on the version of Core Question 2.1 used by the Office of Education Innovation for the mid-charter rating.

In 2010-2011, IMSA North **approached standard** for Core Question 2.1. Though the school managed to achieve a balanced budget, IMSA North attained this result only after major financial support was received from the school's CMO, Concept Schools. Additionally, financial systems were not fully in place such that the board received the most up to date information regarding the school's fiscal health.

The school's financial performance improved significantly in the 2011-12 school year, and it earned a rating of **Exceeds Standard**. IMSA North's third-party financial audit was completed by Fitzgerald Isaac. The document contained no material weaknesses or significant deficiencies though it did note some areas of non-compliance with the school's credit card policy. The school exhibited the establishment of sufficient financial staffing and systems and achieved a balanced budget with a positive net income. Further, it had revenue projections that demonstrated the school's expectations to keep expenses in line with revenues. Finally, the school complied with the financial reporting requirements in its charter. Due to the improvements in financial reporting, management, and projections, IMSA North receives an overall **Meets Standard** on the charter renewal report for this indicator.

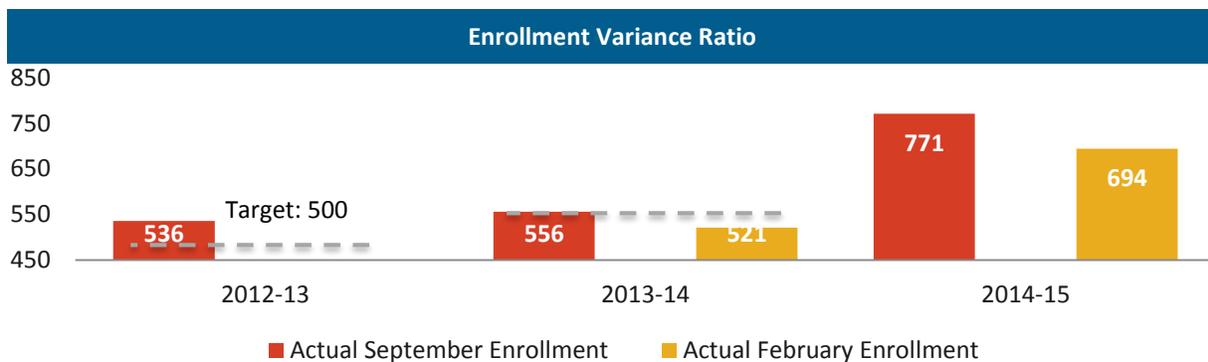
<b>Financial Evaluation from 2012-Present</b>
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2.1. Short-term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?								
Indicator Targets	Does not meet standard	The school does not meet standard on 2 or more of the five sub-indicators shown below.						
	Approaching standard	The school approaches standard for all 5 sub-indicators shown below, OR meet standard on 3 sub-indicators, while approaching on the remaining 2 OR meets standard on 4 sub-indicators, while not meeting standard for the final sub-indicator.						
	Meets standard	The school meets standard for 4 sub-indicators shown below, while approaching standard on the final sub-indicator.						
	Exceeds standard	The school meets standard for all 5 sub-indicators.						
School Rating	Mid-Charter Rating		2014-2015			Renewal Rating		
	DNMS		AS			AS		
Sub-	Sub-indicator targets		12-13		13-14		14-15	
Enrollment Ratio	DNMS	Enrollment ratio is less than or equal to 89%	107%	MS	101%	MS	113%	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		94%	AS	90%	AS
	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	1.09	AS	0.50	DNMS	1.11	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	16	DNMS	6	DNMS	30	AS
	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	MS	MS	MS	MS	MS	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.

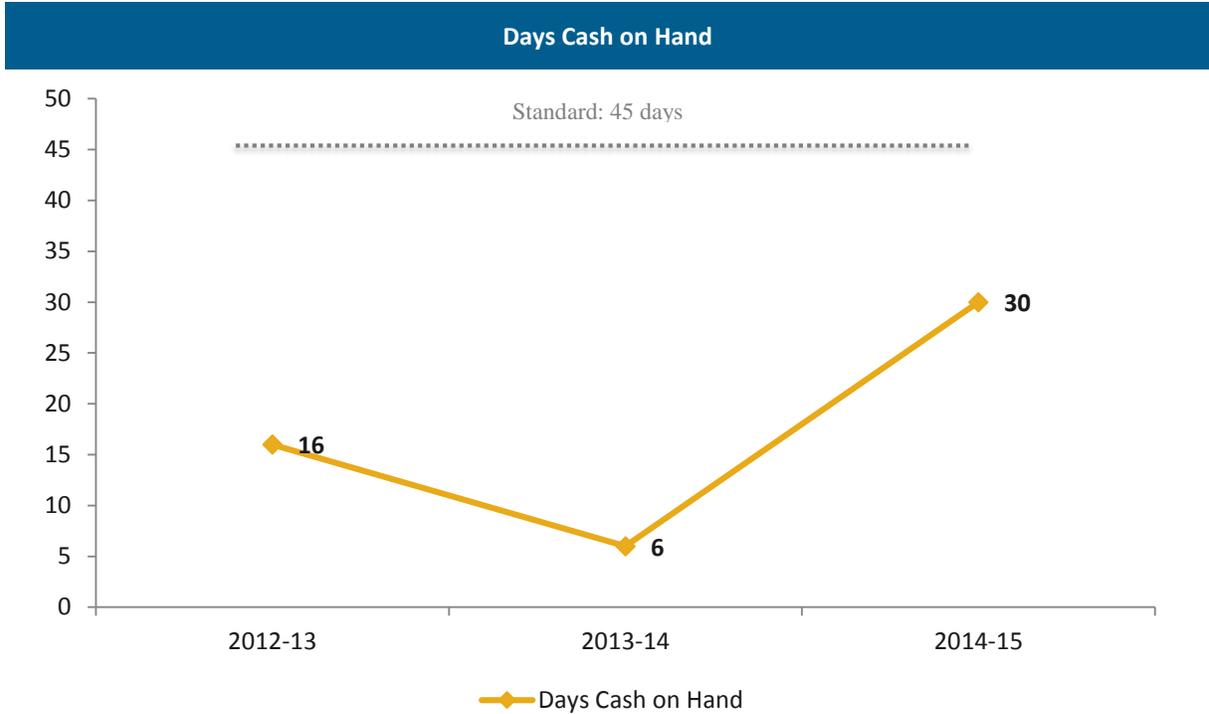
Based on data from the September 2012 count day, IMSA North’s enrollment exceeded the enrollment targets stated in its charter agreement, meaning for school year 2012-13, the school was generating sufficient revenue to fund ongoing operations. As a result, the school **met standard** for this sub-indicator. In school year 2013-14, IMSA North met 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 2013-14 school year, IMSA North’s enrollment dropped and the school **approached standard** for this sub-indicator. In school year 2014-15, IMSA North successfully met its enrollment targets for the September count day and **met standard** for this sub-indicator. On the February 2015 count day, IMSA North had only 90% of students enrolled at the school, resulting in a February enrollment variance of 90% and a rating of **approaching standard** for this sub-indicator. The school’s performance for the February count day is listed as “N/A” for school year 2012-13 because the state did not perform a February count prior to the 2013-14 school year.



In 2012-13, IMSA North had more current assets versus current liabilities (those due in the next 12 months), but fell short of the target ratio and earned an **approaching standard**. In 2013-14, the school had half as many assets as liabilities. As a result, the school **did not meet standard** for the current ratio sub-indicator. In school year 2014-15, the school had 11% more current assets than current liabilities, resulting in a rating of **meets standard** for this sub-indicator. Additionally, the school ended the year with 16 days cash on hand in 2013, 6 days cash on hand in 2014 and 30 days cash on hand in 2015. This means that if the school had stopped receiving payments for any reason, it would have been able to operate for only 16 more days in 2013, 6 more days in 2014, and 30 more days in 2015 after the fiscal year end on June 30 (see graph on page 20). Based on this data, the school **did not meet standard** for this sub-indicator in 2013 and 2014, but **approached standard** in 2015. Despite its tight

cash flow in both years, the school successfully met its debt obligations based on the information that Fitzgerald Isaac, the school's auditor, provided. Furthermore, there were no negative communications from the school's lenders.

With all of the ratings described above, IMSA North **approached standard** in 12-13, **did not meet standard** in 13-14 and **approached standard** in 14-15. Therefore, the school receives a renewal rating of **Approaching Standard**.

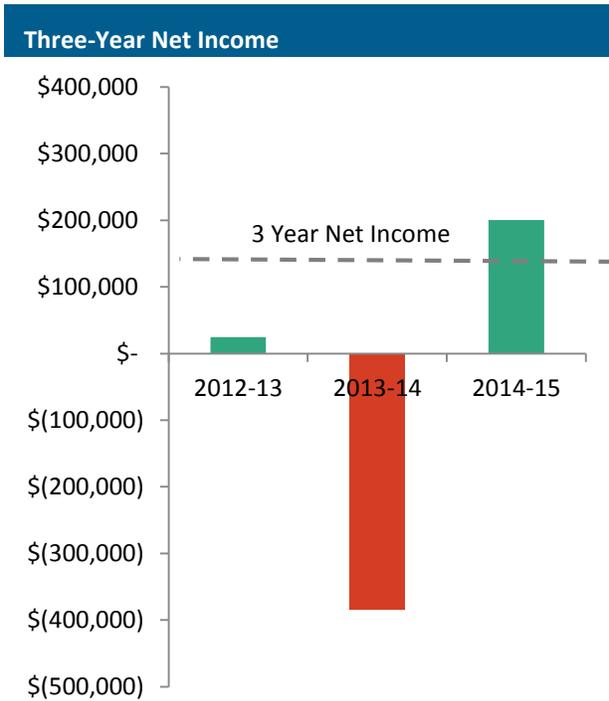


2.2. Long-term Health: Does the organization demonstrate long-term financial health?									
Indicator Targets	Does not meet standard		The school does not meet standard on any of the 3 sub-indicators <b>OR</b> meets standard on 1 sub-indicator but does not meet standard on the remaining 2.						
	Approaching standard		The school meets standard on 2 of the sub-indicators while not meeting on the third, <b>OR</b> approaches standard on all 3 sub-indicators.						
	Meets standard		The school meets standard on 2 of the sub-indicators and approaches standard on the third.						
	Exceeds standard		The school meets standard for all 3 sub-indicators.						
School Rating	Mid-Charter Rating			2014-2015			Renewal Rating		
	MS			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.	\$24,700 (current year)	MS	-	\$385,043 (current year)	AS	\$200,382 (current)	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	0.35	MS	0.64	MS	.59	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	38.48	MS	-19.00	DNMS	107.7	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.

In the 2012-13 school year, IMSA North **exceeded standard** for this core question. Though it was not possible to calculate aggregate three year net income that year because the school only had accrual based audited financials for two years, the school did generate a positive net income of \$24,700 and **met standard** for this sub-indicator. In school year 2013-14, the school had a positive three year aggregate net income, but a negative net income for the school year, resulting in a rating of **approaching standard**. In school year 2014-15, the school approached standard on this sub-indicator, as it had a positive year-end net income, but a negative three year aggregate net income. The graph to the right shows the annual net income at IMSA North for school years ending 2013, 14, and 15.



The school **met standard** for its debt to asset ratio in 2012-13 because its debts were equal to only 35% of its assets. In school year 2013-14, the school's liabilities were 65% of its assets, resulting in another rating of **meets standard** for the sub-indicator. Finally, the school **met standard** on the debt to asset ratio for school year 2014-15, as its liabilities were only 59% of its assets.

IMSA North **met standard** on its debt service coverage ratio in 2012-2013. This means that the school was able to cover its debt service for the year from its operating income. This is an important metric for long term sustainability, as a negative ratio indicates that a school must dip into its cash reserves in order to service its debt obligations. In school year 2013-2014, the school's negative net income resulted in a rating of **does not meet standard** for this sub-indicator. However, by year 2014-2015 the school **met standard** on this sub-indicator by having more than enough operating income to cover its capital leases.

Due to the schools' strong financial performance in 2012-2013 and the its ability to continue to fulfil its financial obligations, Indiana Math and Science Academy North received a mid-charter rating of **Meets Standard** for Core Question 2.2. Additionally, the school received a rating of **Meets Standard** for school year 2014-2015, resulting in a renewal rating of **Meets Standard**.

2.3. Does the organization demonstrate it has adequate financial management and systems?					
Indicator Targets	Does not meet standard		The school does not meet standard on 1 of the sub-indicators.		
	Approaching standard		The school meets standard on 1 sub-indicator, but approaches standard for the remaining sub-indicator.		
	Meets standard		The school meets standard on both sub-indicators.		
School Rating	Mid-Charter Rating		2014-2015		Renewal Rating
	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.	MS	MS	MS
	AS	The school receives a clean audit opinion with few significant deficiencies noted, but no material weaknesses.			
	MS	The school receives a clean audit opinion.			
Financial Reporting Requirements	DNMS	The school fails to satisfy financial reporting requirements.	MS	MS	MS
	MS	The school satisfies all financial reporting requirements.			

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

IMSA North **met standard** on Core Question 2.3 for school years 2012-13, 2013-14 and 2014-15. Fitzgerald Issac completed the school’s audits for all three years. The firm did not identify any material weaknesses or significant deficiencies within the school’s internal controls.

With regard to financial reporting requirements, the school **met standard** for all three years. IMSA North brought the preparation of its interim financial statements in house 2013-14 and experienced some difficulties in timely reporting during the transition. However, once the controls were brought in house and systems were established, on-time reporting improved dramatically.

Based on this data, the school receives a rating of **Meets Standard** for its charter renewal for Core Question 2.3.

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

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

3.1. Is the school leader strong in his or her academic and organizational leadership?		
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.
Sub-indicators	Sub-indicators	
	Demonstration of sufficient academic and leadership experience	
	Leadership stability in key administrative positions	
	Communication with internal and external stakeholders	

	Clarity of roles among schools and staff		
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner		
	Consistency in providing information to and consulting with the schools' board of directors		
3.1 Rating	Mid-Charter Rating	2014-2015	Charter Renewal Rating
	MS	MS	MS

Indiana Math & Science Academy - North (IMSA North) contracts with Concept Schools, a charter management organization serving 30 schools in the Midwest, three of which are located in Indianapolis. As part of the school leadership team, Concept Schools provides regional support in the areas of human resources, leadership coaching, academics, operations, and finances through a Superintendent, treasurer, instructional coordinators, and finance staff. In 2013, the founding Principal of IMSA North was promoted to the role of Superintendent and his successor, a former Assistant School Director was promoted to Principal. The leadership team experienced additional transition in 2014 with a new Superintendent and Principal. The leadership team, though new to Indianapolis, demonstrated sufficient academic and operational expertise and was able to delineate roles and responsibilities more effectively.

As mentioned in IMSA North's mid-charter report, Concept Schools has provided consistent structures and supports around curriculum and instruction, professional development, finances, and other organizational functions. Concept Schools has continued to utilize an extensive system of data analysis and has provided IMSA North with tools and training to systematically collect and analyze student data to set goals and inform academic programming. Leaders have created an elaborate dashboard to monitor real-time student data in several areas, including academics, attendance, discipline, participation in extracurricular activities, etc. As shown in Core Question 1, the school experienced a dip in academic performance in the 2014-2015 school year, demonstrating the need to review various systems to ensure academic programming is being implemented effectively.

Overall, the school and network leadership have been consistently effective in their organizational and academic oversight and receive a **Meets Standard** for this indicator.

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		
<b>3.2 Rating</b>	<b>Mid-Charter Rating</b>	<b>2014-2015</b>	<b>Charter Renewal Rating</b>
	AS	AS	AS

From 2010-2013, IMSA North consistently met all compliance obligations as specified by the Mayor’s Office (OEI) and the Indiana Department of Education. Compliance documents and reports were complete and thorough and submitted in a timely manner. However, during the 2013-2014 and 2014-2015 school year, various documents and reports were submitted late. Part of this was due to an unclear shift in responsibility and expectations during the leadership transitions. Although documentation was significantly late, the school did work with OEI and were responsive with requests. Additionally, by the second half of the 2014-2015 school year, the school was regularly on time with reporting obligations.

IMSA North maintained compliance with all material sections of its charter and has submitted amendments as necessary. The Superintendent, Principal, and relevant network staff consistently engaged in meetings with OEI. Due to the previous issues with timely compliance reporting, IMSA North receives an **Approaching Standard** on this indicator for the charter renewal report.

<b>3.3. Is the school’s board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?</b>	
<b>Indicator Targets</b>	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.
<b>Sub-indicators</b>	Sub-indicators
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor’s Office; or when the school’s management company (if applicable) fails to meet its obligations as set forth in the charter
	Clear understanding of the mission and vision of the school
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training
	Effective and transparent management of conflicts of interest

	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns		
	Adherence to its charter agreement as it pertains to governance structure		
	Holding of all meetings in accordance with Indiana Open Door Law		
3.3 Rating	Mid-Charter Rating	2014-2015	Charter Renewal Rating
	AS	AS	AS

Since IMSA North opened in 2010, the founding board president has led board of directors for IMSA North as well as its sister school, IMSA West. In the 2014-2015 school year, the board overseeing IMSA North and West merged with the IMSA South board to create a consolidated board. While the founding board president and a few directors from both boards continued to serve, several directors resigned throughout the year or were asked to discontinue their directorship due to missing three or more consecutive meetings. During this time, the Mayor’s Office also noted concerns with Indiana Open Door Law (IODL) compliance. Meeting schedules were posted on the outside of the school building; however, there were a few instances in which the board neglected to post an agenda prior to the meeting. Additionally, the board had to be reminded that discussing board business on a through an email thread was not in compliance with Indiana Open Door Law (IODL). By the end of the 2014-15 school year, the board had a better understanding of IODL compliance and worked to stay in compliance.

As noted in the mid-charter review and in 2014-15, the board has yet to capitalize from adding directors with a broad and varied skillset, including: legal, marketing, facilities, and/or financial expertise. Adding these skillsets would allow the board to operate and govern with more autonomy so as not to rely as heavily upon Concept Schools.

Even amidst turnover in directors over the course of the charter, conversations at meetings were consistently in alignment with the school’s mission of preparing student for college through a rigorous science, technology, engineering, and mathematics curriculum. Directors approved the implementation of STEM-based programs and frequently discussed ways to incentivize teacher retention and support. However, at the close of the 2014-15 school year, the board had yet to develop clear and robust expectations for board member roles and responsibilities, resulting in limited participation and engagement during and between board meetings.

The Superintendent has primarily managed communications between the board, Concept Schools, and the Mayor’s Office. Even through transition in this position, he has remained proactive in providing up to date and transparent information regarding school progress and concerns. Concept Schools has handled the majority of governance-related responsibilities, including setting meeting agendas, providing reports, and organizing training and development and generally ensuring IMSA North maintains compliance with the board’s bylaws and policies. In several accountability reports, OEI has noted that while this route has ensured IMSA North has remained in compliance with the board’s bylaws and policies, it would be beneficial for more direct oversight to come from the board itself.

Due to consecutive years of receiving an approaching standard on this indicator, OEI issued a formal notice of deficiency to the IMSA North 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 board’s performance in the areas explained above, and consecutive ratings of *approaching standard*, IMSA North receives an **Approaching Standard** for board governance on the renewal report.

#### 3.4. Does the school’s board work to foster a school environment that is viable and effective?

<b>Indicator Targets</b>	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.	
<b>Sub-indicators</b>	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		
<b>3.2 Rating</b>	<b>Mid-Charter Rating</b>	<b>2014-2015</b>	<b>Charter Renewal Rating</b>
	AS	AS	AS

**2013-2014 was the first year this indicator was evaluated.**

During both the 2013-2014 and 2014-2015 school years, representatives of Concept Schools remained in consistent contact with the IMSA North board. Concept Schools provided support in the areas of leadership coaching, academics, operations, and finances. Primarily through the Superintendent, Concept Schools provided up to date information at relevant times throughout the year and maintained consistent communication with both the board and the Mayor's Office.

One of the responsibilities of Concept Schools is to provide an annual evaluation of the School Director. In both years, the Superintendent evaluated the School Director, using a national evaluation tool from Concept Schools. However, at the close of the 2014-2015 school year, the board had not yet implemented a formal method of evaluating the Superintendent's performance (individually or as part of the CMO, Concept Schools) or that of its own. While the board provided informal, formative feedback on school progress and guided the Superintendent to focus on specific priorities, the lack of a formalized evaluation and benchmarking system continued to prohibit the board from clearly identifying goals and priorities for itself and the school and from evaluating either at the close of the year.

In all observed meetings and interactions, the board, school staff, and network staff all acted in a professional and respectful manner, indicating a shared commitment to the school's mission. However, due to the lack of formal evaluation systems, IMSA North receives an **Approaching Standard** on this indicator for the 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	Mid-Charter Rating	2014-2015	Charter Renewal Rating
	MS	MS	MS

From 2010-2015, the IMSA North facility met all the health and safety code requirements and provide a safe environment conducive to learning. The facilities design, size, maintenance, security, equipment, and furniture were all adequate to meet the school's needs. The school has recently undergone construction to expand its services to fully meet the needs of high school students, but it has maintained all safety compliance in the process. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of IMSA North's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a Meeting 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	Mid-Charter Rating	2014-2015	Charter Renewal
	Not Evaluated	ES	ES

School-Specific Goals	Sub-indicators		Rating
	At least 70% of students will participate in after-school tutoring/clubs.		ES
	At least 20% of students receive a home visit.		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, IMSA North set its first non-academic goal around student participation in after-school tutoring or clubs. The school reported a 100% student participation in after-school activities. Therefore, the school receives an **Exceeds Standard** on this goal.

IMSA North set its second goal around staff members visiting the homes of their students. The school reported that 48% of students received a home visit, and therefore receives an **Exceeds Standard** on this goal.

Overall, due to the ratings of the individual goals above, IMSA North received an **Exceeds Standard** on this indicator for the 2014-15 school year. Since 2014-2015 is the only year this indicator was evaluated, the rating is the same for the 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 2013-14 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.	
	Mid-Charter Rating	2014-2015	Charter Renewal Rating

<b>School Rating</b>	NA	NA	NA
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In the spring of each year, an anonymous survey was administered to all parents and guardians of students enrolled at IMSA North by the Research & Evaluation Resources. In 2010-2011 school year, 100% of parents indicated they were overall satisfied with the school. However, the sample size was only 16 respondents, around 5% of the total population. Since then, required sample sizes have been adjusted to ensure statistically significant ratings. IMSA North has not been able to collect a statistically significant sample size of surveys since. Therefore, the school did not receive a mid-charter or renewal rating for this indicator.

School Year	Percent Satisfied
2010-11	100%
2011-12	NA
2012-13	NA
2013-14	NA
2014-15	NA
<b>Multi-Year Weighted Average</b>	<b>NA</b>

*Note: "Percent Satisfied" includes "very satisfied", and "satisfied" responses which were on a five-point scale that also included "neutral", "somewhat 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?			
<b>Indicator Targets</b>	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.	
<b>School Rating</b>	<b>Mid-Charter Rating</b>	<b>2013-2014</b>	<b>Charter Renewal Rating</b>
	MS	NA	MS

The admissions and enrollment practices of IMSA North 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 no complaints from parents around the school's enrollment process. Accordingly, the school receives a Meeting Standard for this indicator.