



**OFFICE of EDUCATION INNOVATION**

# **CHARTER RENEWAL REPORT**

Indianapolis Metropolitan High School

**2017**

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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 Indianapolis Metropolitan High School (Indy Met) 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 Indy Met were issued in April 2016 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, Indy Met 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 (2015-2016). 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.

Indy Met 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 1.3** Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana’s cohort graduation rate?
- Core Question 1.5** Is the school’s attendance rate strong?
- 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 3.6** Is the school meeting its school-specific non-academic goals?
- Core Question 4.2** Are the teaching processes (pedagogies) consistent with the school’s mission?

Indy Met was not evaluated on the following indicators:

- Core Question 1.4** Because Indy Met did not enroll 30 students in more than one subgroup during the 2013-14, 2014-15 and 2015-16 school years, the school was not evaluated on this indicator for the charter renewal report.

<b>Summary of Ratings</b>		
<b>High School Core Question 1: Is the educational program a success?</b>	<b>Mid-Charter Rating</b>	<b>Renewal Rating</b>
1.1 Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>
1.2 Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	<b>Not Applicable</b>	<b>Not Applicable</b>
1.3 Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?	<b>Meets Standard</b>	<b>Approaching standard</b>
1.4 Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	<b>Not Evaluated</b>	<b>Not Evaluated</b>
1.5 Is the school's attendance rate strong?	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>
1.6 Is the school preparing students for college and careers?	<b>Approaching standard</b>	<b>Meets Standard</b>
1.7 Is the school meeting its school-specific educational goals? *Previously classified as 1.4.	<b>Approaching Standard</b>	<b>Approaching Standard</b>
<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>Renewal Rating</b>
2.1 Is the school in sound fiscal health?	<b>Meets Standard</b>	<b>Meets Standard</b>
<b>Financial Evaluation from 2012-present</b>	<b>Mid-Charter Rating</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?	<b>Approaching standard</b>	<b>Approaching standard</b>
2.2. Long Term Health: Does the organization demonstrate long term financial health?	<b>Exceeds Standard</b>	<b>Exceeds Standard</b>
2.3. Does the organization demonstrate it has adequate financial management and systems?	<b>Meets Standard</b>	<b>Meets Standard</b>
<b>Core Question 3: Is the organization effective and well-run?</b>	<b>Mid-Charter Rating</b>	<b>Renewal Rating</b>
3.1. Is the school leader strong in his or her academic and organizational leadership? *Previously classified as 2.5.	<b>Meets Standard</b>	<b>Meets Standard</b>
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? *Previously classified as 3.1.	<b>Meets Standard</b>	<b>Meets Standard</b>

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

Summary of Historical Annual Performance Review Ratings							
<b>Core Question 1: Is the educational program a success?</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>MCR</b>	<b>2015-16</b>	<b>CRR</b>
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	AS	MS	DNMS	DNMS	DNMS	DNMS	DNMS
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	Not Applicable				NA	NA	NA
1.3. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?	Not Evaluated	AS	MS	MS	AS	AS	
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated	NA	NA	NA	NA	NA	
1.5. Is the school's attendance rate strong?	Not Evaluated	DNMS	DNMS	DNMS	DNMS	DNMS	
1.6. Is the school preparing students for college and careers?	Not Evaluated	AS	AS	AS	ES	MS	
1.7. Is the school meeting its school-specific educational goals?	Not Evaluated	DNMS	AS	AS	MS	AS	
<b>Core Question 2: Is the organization in sound fiscal health?</b>							
<b>Financial Evaluation from 2010-2012</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>MCR</b>	<b>2015-16</b>	<b>CRR</b>
2.1. Is the school in sound fiscal health?	MS	Not Evaluated			MS	N/A	MS
<b>Financial Evaluation from 2012-present</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>MCR</b>	<b>2015-16</b>	<b>CRR</b>
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	N/A	AS	AS	AS	AS	AS	AS
2.2. Long Term Health: Does the organization demonstrate long term financial health?	N/A	ES	ES	ES	ES	ES	ES
2.3. Does the organization demonstrate it has adequate financial management and systems?	N/A	MS	MS	MS	MS	MS	MS
<b>Core Question 3: Is the school meeting its operations and access obligations?</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>MCR</b>	<b>2015-16</b>	<b>CRR</b>
3.1. Is the school leader strong in his or her academic and organizational leadership?	ES	MS	MS	MS	MS	MS	MS
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	MS	MS	AS	MS	MS	ES	MS

3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?	ES	MS	MS	MS	MS	AS	MS
3.4. Does the school's board work to foster a school environment that is viable and effective?	Not Evaluated		MS	MS	MS	MS	MS
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?	MS	MS	MS	MS	MS	MS	MS
3.6. Is the school meeting its school-specific non-academic goals?	Not Evaluated		NA	MS	MS	AS	AS
<b>Indicators included in the previous framework, but not assessed the current framework.</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>MCR</b>	<b>2015-16</b>	<b>CRR</b>
2.4. Is there a high level of parent satisfaction with the school?	AS	NA	Not Evaluated		MS	N/A	MS
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	MS	MS	Not Evaluated		MS	N/A	MS
<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>						<b>Year 4</b>	<b>Year 6</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?						AS	AS
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	MS
4.6. Is the school's mission clearly understood by all stakeholders?						MS	MS
4.7. Is the school climate conducive to student and staff success?						MS	MS
4.8. Is ongoing communication with students and parents clear and helpful?						MS	MS
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?						MS	MS
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?						NA	NA

## Plan for Sustained Success and Continuous Improvement

In applying for renewal, Indianapolis Metropolitan High School is required to describe how the school will sustain success and continue to improve over the next charter term. Indy Met 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	2015-2016	Charter Renewal Rating
	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

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

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

School Year	A-F Results
*2011-12	D
2012-13	C
2013-14	D
**2014-15	D
2015-16	D

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

\*\*On January 26, 2016, the State Board of Education voted to adopt Indiana's recently signed Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in assessment scores that schools experienced. It enabled schools to compare their grades from the 2013-14 and





2014-15 school years and to keep the better of the two. Since Indy Met received a 'D' in 2013-14, that is the school's final grade for the 2014-15 school year.

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	2015-2016	Charter Renewal Rating
	Not Applicable		

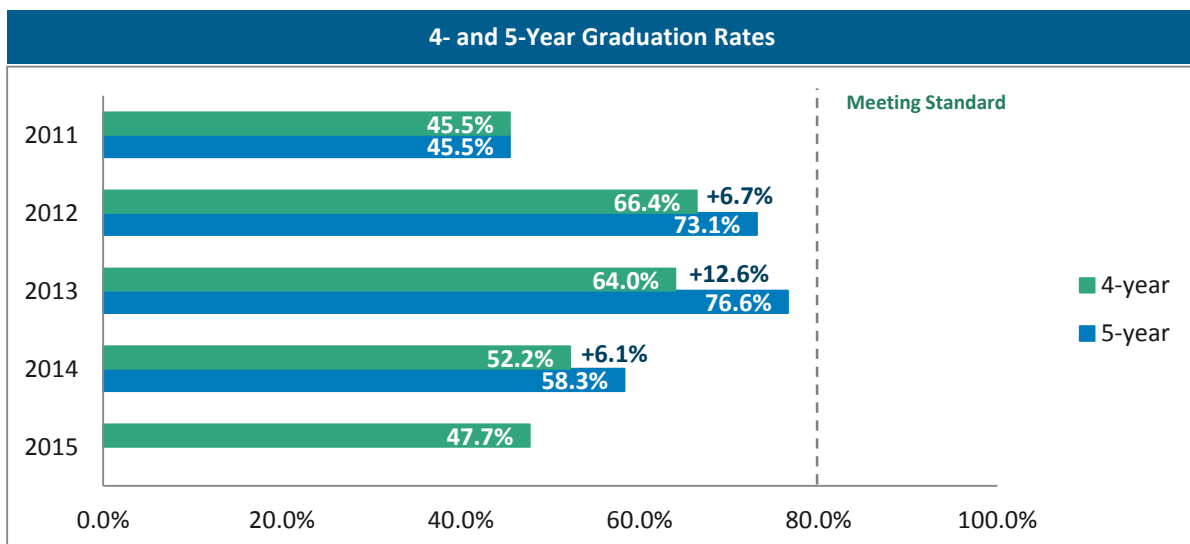
The Indiana Growth Model does not currently include growth measures for high school assessments. Therefore, high schools do not receive a rating on this indicator in the OEI performance framework.

1.3. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana’s cohort graduation rate?			
Indicator Targets	Does not meet standard	School’s 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.	
	Approaching standard	School’s 4-year graduation rate is 70.0-79.9%, or the school demonstrated greater than or equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.	
	Meets standard	School’s 4-year graduation rate is 80.0-89.9%, or the school demonstrated greater than or equal to a 10.0 percentage point increase from its 4-year to 5-year graduation rate.	
	Exceeds standard	School’s 4-year graduation rate is at least 90.0%, or the school demonstrated greater than or equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Approaching Standard	Approaching Standard

The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student’s first date of enrollment in high school. By placing each student in a cohort, IDOE can measure schools’ four-, five- and six-year graduation rates. IDOE considers all students who have completed graduation requirements by October 1<sup>st</sup> of their cohort’s graduation year as four-year graduates. Because of this extension, graduation rates are measured a year in arrears for accountability purposes in order to capture those students who graduate after the end of the school year.

The chart below captures the 4- and 5-year graduation rates for Indy Met. The 2011 cohort had a 4-year graduation rate of 45.5% with no increase in its 5-year rate. The 2012 cohort had a 4-year rate of 66.4% and a 5-year rate of 73.1% for an increase of 6.7%. The 2013 cohort had a 4-year graduation rate of 64.0% and a 5-year rate of 76.6% for an increase of 12.6%. The 2014 cohort had a 4-year graduation rate of 52.2% and a 5-year rate of 58.3% for an increase of 6.1%. The 2015 cohort had 4-year graduation rate of 47.7%.

Since OEI did not evaluate graduation until 2013-14, only ratings from 2013-14 and 2015-16 are included in the overall renewal rating. Based on Indy Met’s graduation rates over the last three years, the school earns an **Approaching Standard** for the 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	2015-2016	Charter Renewal Rating
	Not Evaluated	Not Evaluated	<b>Not Evaluated</b>

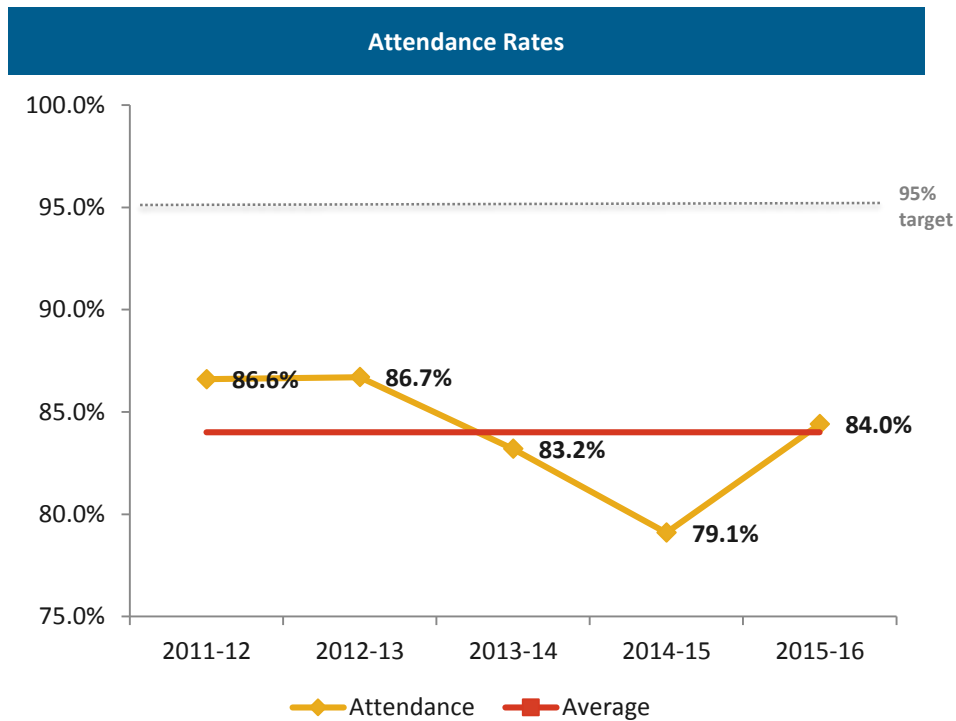
Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. OEI evaluates high school performance gaps by comparing the proficiency rates of students who pass both the English 10 and Algebra I ECAs across subgroups.

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 Indy Met did not enroll 30 students in more than one subgroup during the 2013-14, 2014-15 and 2015-16 school years, the school was **not evaluated** on this indicator for the 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	2015-2016	Charter Renewal Rating
	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

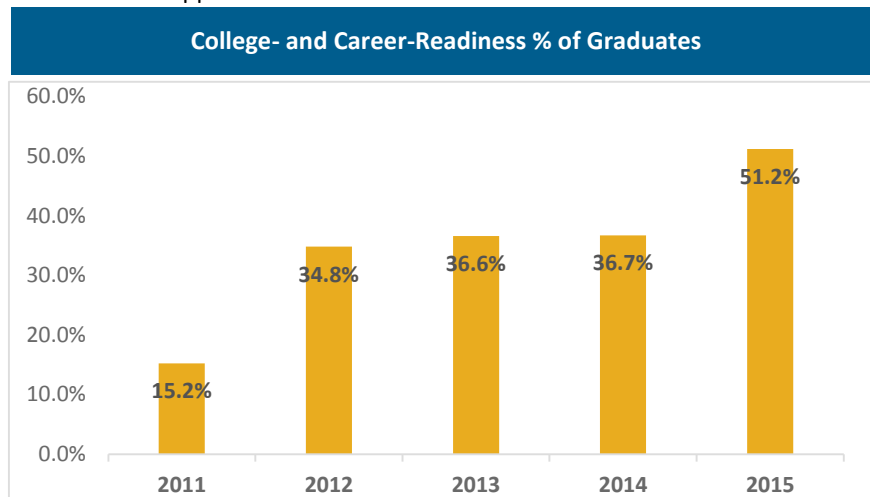
Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

As shown in the chart below, Indy Met's attendance has been below the 95% standard for the last five years. The school's average attendance rate, 84%, also falls below the target of 95%. Thus, the school receives a **Does Not Meet Standard** for this indicator.



1.6. Is the school preparing students for college and careers?			
Indicator Targets	Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.	
	Approaching standard	30.0 - 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.	
	Meets standard	40.0 - 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.	
	Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Approaching Standard	Exceeds Standard	Meets Standard

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



As shown in the chart above, Indy Met drastically increased the percentage of graduates who were college- and career-ready between 2011 and 2012. The school's received **approaching standard** college and career-readiness rating between 2012 and 2014. In 2015 the college and career-readiness rating increased to 51.2% resulting in an **exceeds standard** rating. Since OEI did not evaluate this indicator prior to the 2013-14 school year, based on Indy Met's ratings since that year, the school receives a **Meets Standard** on this indicator for the 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	2015-2016	Charter Renewal Rating
	Approaching Standard	Meets Standard	Approaching Standard

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

Individual goals, results, and ratings for 2013-14, 2014-15, and 2015-16 can be found in the chart below.

School Year	School-Specific Goals	Result	Rating	Overall Rating
2015-2016	On average, Indy Met students will demonstrate 75% mastery or higher on weekly, standards-based assessments.	74%	AS	MS
	On average, 80% of Indy Met students will earn 10 credits or more during the academic year.	92%	ES	
2014-2015	On average, Indy Met students will demonstrate 75% mastery or higher on weekly, standards-based assessments.	75%	MS	AS
	On average, 80% of Indy Met students will earn 10 credits or more during the academic year.	72%	AS	
2013-2014	80% of students will obtain/maintain a reading ability level (measured by their Lexile score) sufficient to meet their career goal.	Not Evaluated	NA	DNMS
	Indianapolis Metropolitan High School students will complete a College and Career Portfolio outlining their Transition Plan for 'what comes next' and present this portfolio in their Gateway Exhibition, obtaining an acceptable rating (70%) facilitated by their College and Career Gateway Course.	71%	DNMS	

Due to the school-specific goal results over the last three years, Indianapolis Metropolitan receives an **Approaching Standard** on the OEI performance framework for the 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 2011-2012

2.1. Is the school in sound financial health?			
Indicator Targets	Does not meet standard	The school presents concerns in three or more of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.	
	Approaching standard	The school presents significant concerns in one or two of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.	
	Meets standard	The school presents significant concerns in no more than one of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by the Mayor’s Office.	
	Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Not Evaluated	Meets Standard

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

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



**Financial Evaluation from 2012-Present**

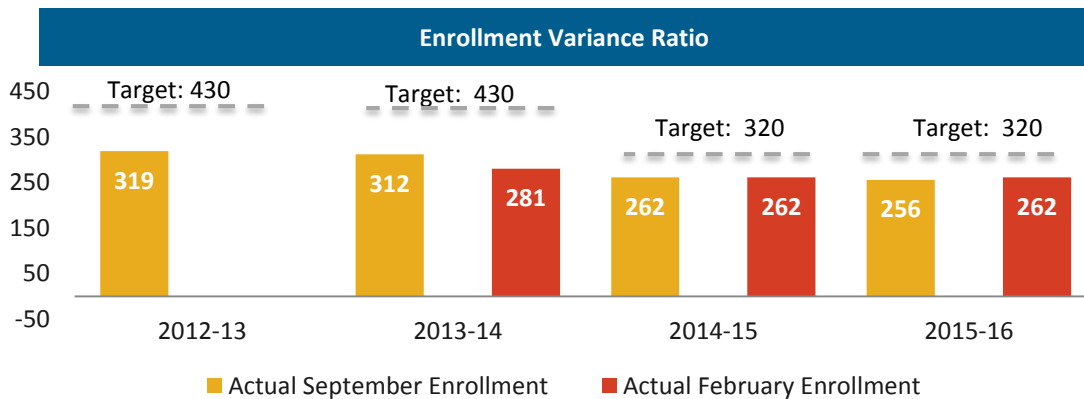
2.1. Short-term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?			
Indicator Targets	Does not meet standard	The school does not meet standard on 2 or more of the five sub-indicators shown below.	
	Approaching standard	The school approaches standard for all 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	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Approaching Standard	Approaching Standard	Approaching Standard
Sub-indicator Ratings			
Enrollment Ratio	Does not meet standard	Enrollment ratio is less than or equal to 89%	
	Approaching standard	Enrollment ratio is between 90 – 98%	
	Meets standard	Enrollment ratio equals or exceeds 99%	
February Enrollment Variance	Does not meet standard	Enrollment ratio is less than or equal to 89%	
	Approaching standard	Enrollment ratio is between 90 – 95%	
	Meets standard	Enrollment ratio equals or exceeds 95%	
Current Ratio	Does not meet standard	Current ratio is less than or equal to 1.0	
	Approaching standard	Current ratio is between 1.0 – 1.1	
	Meets standard	Current ratio equals or exceeds 1.1	
Days Cash on Hand	Does not meet standard	Days cash on hand is less than or equal to 30	
	Approaching standard	Days cash on hand is between 30-45	
	Meets standard	Days cash on hand equals or exceeds 45	
Debt Default	Does not meet standard	Default or delinquent payments identified	
	Meets standard	Not in default or delinquent	

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

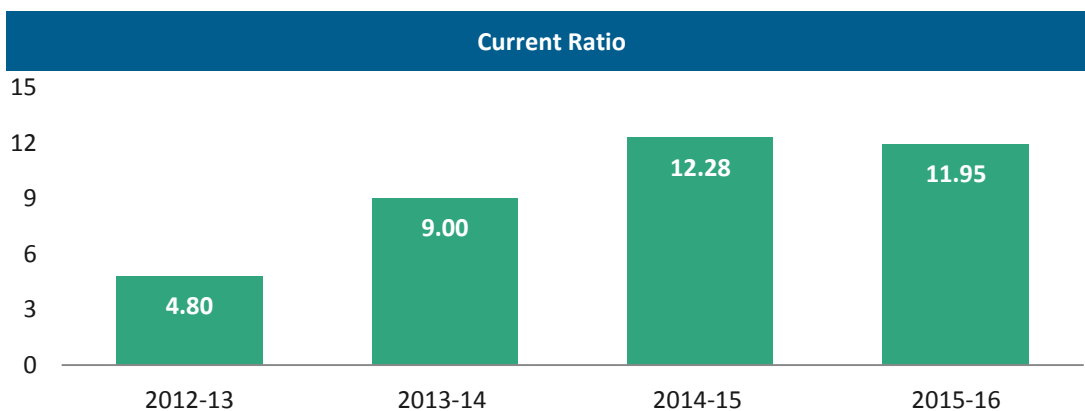
Based on data from the September 2012 count day, Indy Met’s enrollment did not meet the enrollment targets stated in its charter agreement, meaning that, for school year 2012-13, the school had to alter its budget in order to account for the smaller amount of revenue. As a result, the school **did not meet standard** for this sub-indicator.

Similarly, in school year 2013-14, Indianapolis Metropolitan High School did not meet its enrollment targets for the September count day and thus **did not meet standard** for this sub-indicator. In 2014-15, Indy Met enrolled 82% of students anticipated by the targets stated in its charter agreement, resulting in a rating of **did not meet standard**. Finally, in 2015-16, Indianapolis Metropolitan High School enrolled 80% of the 320 students it anticipated on its charter agreement. As a result, the school **did not meet standard** for this sub-indicator.

Starting 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 ensure the school remains financially viable through the end of the school year. In the 2013-2014 school year, Indy Met’s enrollment dropped significantly and the school **approached standard** for this sub-indicator. During the 2014-2015 school year, the school had the same number of students enrolled in February 2015 as it did in September of 2014, and the school **met standard** for the February Enrollment Variance sub-indicator. In 2015-16, the school added six students between the September 2015 Count Day and the February 2016 Count Day. As a result, the school **met standard** for the February Enrollment Variance sub-indicator in 2015-16.

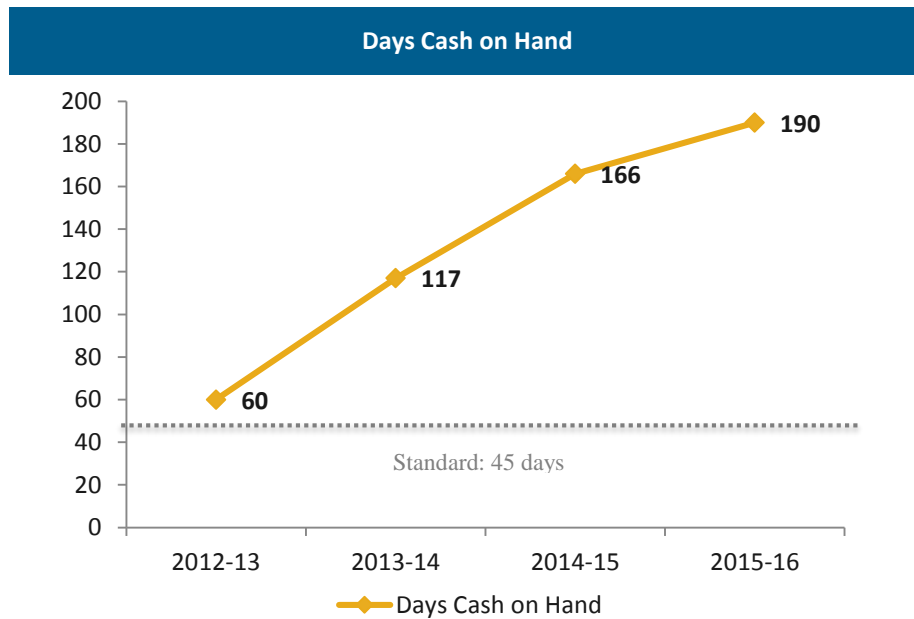


Between 2012 and 2016, Indy Met had more current assets than current liabilities (those due in the next 12 months). For school year 2012-13, the school had a current ratio of 4.8. In 2013-14, Indy Met had a current ratio of 9 and, at the end of school year 2014-15, the school’s current ratio increased to 12.28. Finally, the school ended school year 2015-16 with a current ratio of 11.95. As a result, the school **met standard** for this sub-indicator for all four years.



As reflected in the chart below, Indy Met ended the 2012-13 school year with 60 days of cash on hand, 117 days cash on hand in 2013-14, 166 days of cash on hand in 2014-15 and 190 days cash on hand in 2015-16. This means that if payments to the school had stopped or been delayed post June 30 of each respective year, the school would have been able to operate for 60 more days after June 30, 2013, 117 days after June 30, 2014, 166 days after June 30, 2015 and 190 days beyond June 30, 2016, assuming that spending levels remained constant. Based on this data, the school **met standard** for this sub-indicator for all four years. However, on several occasions OEI has asked the school if it has any plans to allocate these resources towards student achievement-related initiatives. While school leaders have been able to provide short-term solutions to these inquiries, leadership turnover has made it difficult to sustain momentum on long-term strategic resource allocation initiatives.

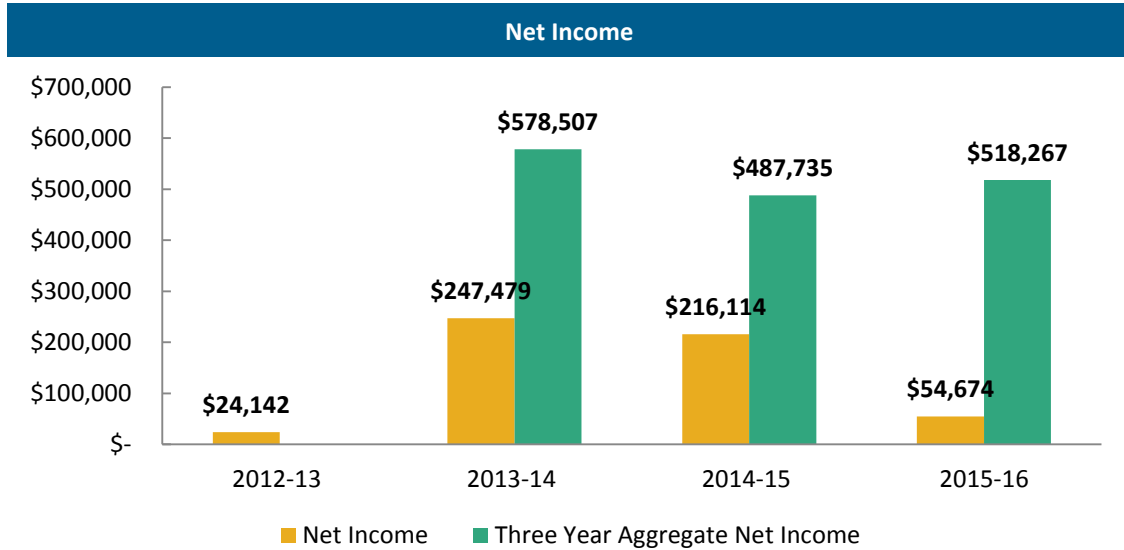
Finally, between 2012 and 2016, the school successfully met its debt obligations based on the information that Greenwalt CPA's, the school's auditor, provided.



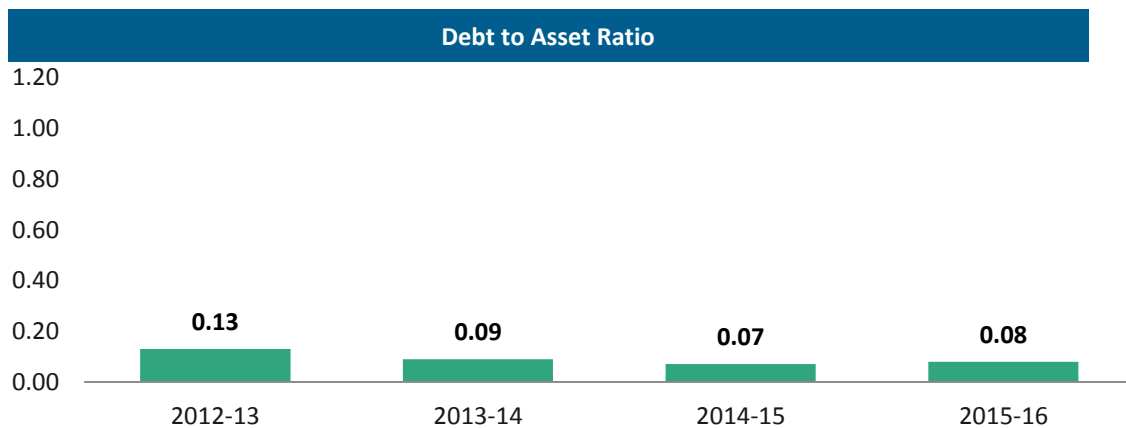
Since the school **approached standard** for all four years, Indianapolis Metropolitan High School receives a rating of **Approaching Standard** for its renewal rating on Core Question 2.1.

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	2015-2016	Charter Renewal Rating
	Exceeds Standard	Exceeds Standard	Exceeds Standard
Sub-indicator Ratings			
Aggregate Three-Year Net Income	Does not meet standard	Aggregate 3-year net income is negative.	
	Approaching standard	Aggregate 3-year net income is positive, but most recent year is negative.	
	Meets standard	Aggregate three year net income is positive, and most recent year is positive.	
Debt to Asset Ratio	Does not meet standard	Debt to Asset ratio equals or exceeds .95	
	Approaching standard	Debt to Asset ratio is between .9 - .95	
	Meets standard	Debt to Asset ratio is less than or equal to .9	
Debt Service Coverage (DSC) Ratio	Does not meet standard	DSC ratio is less than or equal to 1.05	
	Approaching standard	DSC ratio is between 1.05-1.2	
	Meets standard	DSC ratio equals or exceeds 1.2	

The Mayor's Office of Education Innovation introduced Core Question 2.2 in its current form in the 2012-13 school year. As such, school year 2011-12 is excluded from this analysis for the purpose of the charter renewal. Core Question 2.2 evaluates each school's long term fiscal health with the understanding that a charter school, like any non-profit entity, can only operate for so long with year over year losses, extreme amounts of debt, or an inability to meet its debt obligations.



Indianapolis Metropolitan High School **met standard** for the net income sub-indicator for school years 2012-13, 2013-14, 2014-15 and 2015-16. The school had an aggregate three-year net income of \$578,507 in school year 2012-13, \$487,735 in school year 2013-14, \$487,735 for school year 2014-15 and \$518,267 in school year 2015-16. The graph above shows the annual and three-year net income for Indianapolis Metropolitan High School for the school years ending 2013, 2014, 2015 and 2016.



The school also **met standard** on the debt to asset ratio sub-indicator for the school years ending 2013, 2014, 2015 and 2016. The debt to asset ratio means that, for school 2012-13, Indianapolis Metropolitan's total liabilities represented 13% of its total assets. Similarly, total liabilities accounted for 9%, 7% and 8% of Indianapolis Metropolitan's total assets from school years, 2013-14, 2014-15 and 2015-16, respectively.

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

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

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		2015-2016		Charter Renewal Rating	
	Meets Standard		Meets Standard		Meets Standard	
Sub-indicator Ratings						
Sub-indicator targets			2012-13	2013-14	2014-15	2015-16
Financial Audit	DNMS	The school receives an audit with multiple significant deficiencies, material weaknesses, or has an ongoing concern.	MS	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
	MS	The school satisfies all financial reporting requirements.				

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

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

In 2013-14 Indy Met also received a clean audit with no material weaknesses or significant deficiencies and satisfied its financial reporting requirements by submitting its audit report before the November 30, 2014 deadline. As a result, the school **met standard**.

Indy Met also **met standard** for school year 2014-15, as it received a clean accrual audit report with no significant deficiencies or material weaknesses. Moreover, the school met all of its financial reporting requirements, submitting its audit and other compliance materials in a timely fashion.

Lastly, the school **met standard** in school year 2015-16, as it received, as it received a clean accrual audit report with no significant deficiencies or material weaknesses. In addition, the audit report was submitted to the State Board of Accounts ahead of the November 30, 2016 deadline.

Because Indy Met **met standard** on core question 2.3 for the past four school years, the school 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?			
<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		
	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		
<b>3.1 Rating</b>	<b>Mid-Charter Rating</b>	<b>2015-2016</b>	<b>Charter Renewal Rating</b>
	Meets Standard	Meets Standard	Meets Standard

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

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

Indy Metropolitan High School (Indy Met) hired a new Principal for the 2015-16 school year. The school leader had experience in urban education as both a teacher and a founding principal of an Indianapolis high school. While the



leadership team remained stable throughout the course of the year, the school has had three principals over the course of the current charter term. Additionally, in April of 2016, the COO of GEI stepped down from his position, resulting in some internal transitions and turnover.

While these transitions caused some temporary instability in leadership, GEI quickly identified someone with a significant amount of network experience to take on many of those responsibilities and to continue setting the vision and oversight for the network. GEI and Indy Met leadership have consistently communicated with internal and external stakeholders, including the school staff, Chief Operating Officer (COO) of GEI, board of directors, Mayor's Office (OEI), community partners, and families.

Due to the strength of leadership and communication throughout multiple transitions within the school from 2011-2016, Indy Met receives a rating of **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 presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The school 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 complies with and presents no concerns in the sub-indicators below.	
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.	
Sub-indicators	Sub-indicators		
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation		
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws		
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations		
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines		
3.2 Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Exceeds Standard	Meets Standard

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

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

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 board presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The board 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 board complies with and presents no concerns in the sub-indicators below.	
	Exceeds standard	The board consistently and effectively complies with and presents no concerns in the sub-indicators below.	
Sub-indicators	Sub-indicators		
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter		
	Clear understanding of the mission and vision of the school		
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary		
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training		
	Effective and transparent management of conflicts of interest		
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns		
	Adherence to its charter agreement as it pertains to governance structure		
Holding of all meetings in accordance with Indiana Open Door Law			
3.3 Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Approaching Standard	Meets Standard

The board of directors for Indy Met is experienced and is comprised of members who bring a wide range of skillsets including finance, government, education, business, nonprofit leadership, real estate, and community engagement. In an effort to ensure alignment, two representatives from Goodwill Initiatives of Central and Southern Indiana (GCSI) reside on the board as non-voting, ex-officio members. Many of the directors have served with GCSI for several years, but there also has been recent transition of old board members and the onboarding of new members.

The board has typically maintained compliance with the vast majority of its bylaws, policies, and procedures over the past five years. However, for the second half of school year 2014-2015, it was out of compliance with its bylaws due to having too few directors. In June 2015, the board voted for a variance in the membership bylaws to allow for 8 members with the caveat that the board would be back to 9 members by the annual meeting on December 7, 2015. At the time of the writing of this report, all board positions have been filled.

Over the last five years, the principal of Indy Met and the Chief Operating Officer (COO) of GEI prior to the transition in April 2016, handled the majority of communication between the board and the Mayor's Office and were both proactive in communicating updates and concerns with both parties. Meetings were held as scheduled and met



quorum with the majority of directors in attendance at each meeting. Additionally, the board abided by Indiana Open Door Law for each scheduled meeting. No conflicts of interest were noted over the past several years.

Due to consistent leadership and stewardship of the board of directors, Indy Met receives a rating of Meets Standard for core Question 3.3 on its charter renewal report.

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 board presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The board 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 board complies with and presents no concerns in the sub-indicators below.	
	Exceeds standard	The board 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		
3.4 Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Meets Standard	Meets Standard

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

At each board meeting, the school leaders provided data to demonstrate the school's progress towards achieving the goals and received feedback from the board. Additionally, the principal met individually with the board chair and COO throughout the year to receive more formal feedback and support. At the close of the school year, the COO provided a formal evaluation of the principal. Currently, the board does not have a formal method of setting goals for itself or assessing its own performance, making it difficult to objectively gauge its own effectiveness at the end of the year. In all observed meetings and interactions, the board and the school leadership team appeared to have a positive and productive working relationship.

For all of the reasons described above, Indy Met receives a Meets Standard for school and board environment at its 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 presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The school 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 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		
3.5 Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Meets Standard	Meets Standard

Between 2011 and 2016, Indy Met’s facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility’s design, size, maintenance, security, equipment and furniture were all adequate to meet the school’s needs. The school was accessible to all, including people with physical disabilities. The Mayor’s Office monitoring of Indy Met’s compliance with health and safety code requirements did not reveal any significant concerns related to these obligations.

Accordingly, the school receives a rating of Meets Standard for this indicator for its charter renewal report.

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	2015-2016	Charter Renewal Rating
	Meets Standard	Approaching Standard	Approaching Standard

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

Individual goals, results, and ratings for 2014-15 and 2015-16 can be found in the chart below.

School Year	School-Specific Goals	Result	Rating	Overall Rating
2015-2016	70% of students will demonstrate a cumulative CRG grade of 3.0 or higher.	NA	NA	AS
	Each trimester, each teacher will contact parent(s)/guardian(s) ten (10) times per week on average.	6	AS	
2014-2015	The school average Career Readiness Grade (CRG) will increase at a rate of 5% each trimester or 70% of students will demonstrate a cumulative CRG grade of 3.0 or higher.	64%	AS	MS
	Each trimester, each teacher will contact parent(s)/guardian(s) ten (10) times per week on average.	13	ES	

Since 2014-15 was the first year this indicator was evaluated, Indy Met was only evaluated on this indicator for two years. Thus, the school also receives a rating of **Approaching Standard** on this indicator for its 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 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?			
<b>Indicator Targets</b>	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.	
<b>School Rating</b>	<b>Mid-Charter Rating</b>	<b>2015-2016</b>	<b>Charter Renewal Rating</b>
	Meets Standard	Not Evaluated	Meets Standard

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

School Year	Percent Satisfied
2011-12	78%
2012-13	N/A
2013-14	82%
2014-15	95%
2015-16	N/A
Multi-Year Average	85%

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

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



3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?			
Indicator Targets	Does not meet standard	The school's enrollment process does not comply with applicable law AND/OR the school exhibits one or both of the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.	
	Approaching standard	The school's enrollment process complies with applicable law but exhibits or both the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.	
	Meets standard	The school's enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriate; AND the school has engaged in outreach to students throughout the community.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Not Evaluated	Meets Standard

The admissions and enrollment practices of Indianapolis Metropolitan High School have consistently met the requirements of Indiana's charter school law. Each year, the Mayor's Office collects the school's enrollment policies and marketing procedures to ensure compliance with state law. The school employs a lottery system and gives preference to siblings of current students, as allowed by law. Between the 2011 and 2016 school years, the Mayor's Office received minimal complaints from parents around the school's enrollment process. Accordingly, the school receives a rating of Meets Standard for this indicator.

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

Indianapolis Metropolitan High School's reports for Core Question 4: "Is the school providing the appropriate conditions for success?" can be located on the OEI website through [this link](#).