



OFFICE of EDUCATION INNOVATION

CHARTER RENEWAL REPORT

KIPP Indianapolis College Prep Middle 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 KIPP Indianapolis College Preparatory (KICP) during its first five years of its second charter term. 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 KICP were issued in April 2016 and the report is publicly available online at 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, KICP 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.

KICP submitted formal responses to the following indicators:

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| Core Question 1.2 | Are students making sufficient and adequate gains, as measured by the Indiana Growth Model? |
| Core Question 1.3 | Does the school demonstrate that students are improving, the longer they are enrolled at the school? |
| Core Question 1.5 | Is the school’s attendance rate strong? |
| Core Question 1.7 | Is the school meeting its school-specific educational goals? |
| Core Question 2.1 | Does the school demonstrate the ability to pay its obligations in the next 12 months? |
| Core Question 2.2 | Does the organization demonstrate long term financial health? |
| Core Question 2.3 | Does the organization demonstrate it has adequate financial management and systems? |

KICP was not evaluated on the following indicators:

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| Core Question 4.3 | KICP serves students in grades 6-8. Since this indicator is specific to secondary students (grades 9-12), the school was not evaluated on this indicator. |
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Summary of Ratings		
Elementary/Middle School Core Question 1: Is the educational program a success?	Mid-Charter Rating	Renewal Rating
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system? *Previously: 1.1. Is the school making adequate yearly academic progress, as measure by the Indiana Department of Education's system of accountability?	Approaching Standard	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	Approaching Standard
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school? *This indicator is new and was only assessed in the 2013-2014 school year.	Does Not Meet Standard	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 only assessed in the 2013-2014 school year.	Exceeds Standard	Exceeds Standard
1.5. Is the school's attendance rate strong? *Previously classified as 2.2.	Meets Standard	Does Not Meet Standard
1.6. Is the school outperforming schools that the students would have been assigned to attend? *Previously classified as 1.3.	Exceeds Standard	Exceeds Standard
1.7. Is the school meeting its school-specific educational goals? *Previously classified as 1.4.	Approaching Standard	Approaching Standard
Core Question 2: Is the organization in sound fiscal health?		
Financial Evaluation from 2010-2012	Mid-Charter Rating	Renewal Rating
2.1 Is the school in sound fiscal health?	Meets Standard	Meets Standard
Financial Evaluation from 2012-present	Mid-Charter Rating	Renewal Rating
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	Approaching Standard	Approaching Standard
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Does Not Meet Standard	Approaching Standard
2.3. Does the organization demonstrate it has adequate financial management and systems?	Approaching Standard	Approaching Standard
Core Question 3: Is the organization effective and well-run?		
Mid-Charter Rating	Renewal Rating	
3.1. Is the school leader strong in his or her academic and organizational leadership? *Previously classified as 2.5.	Meets Standard	Meets Standard
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? *Previously classified as 3.1.	Meets Standard	Meets Standard

3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight? *Previously classified as 2.3.	Exceeds Standard	Exceeds Standard
3.4. Does the school's board work to foster a school environment that is viable and effective?	Exceeds Standard	Exceeds 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	Meets Standard
Indicators included in the previous framework, but not assessed with the 2013-2014 framework.	Mid-Charter Rating	Renewal Rating
2.4. Is there a high level of parent satisfaction with the school?	Exceeds Standard	Exceeds Standard
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	Meets Standard	Meets Standard
Core Question 4: Is the school providing the appropriate conditions for success?	4th Year Review	6th Year Review
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?	Does Not Meet Standard	Meets Standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Not Applicable	Not Applicable
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Approaching Standard	Meets Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Approaching Standard	Meets Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Exceeds Standard	Meets Standard
4.7. Is the school climate conducive to student and staff success?	Approaching 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?	Not Evaluated	Meets Standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Not Evaluated	Not Evaluated

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

3.4. Does the school's board work to foster a school environment that is viable and effective?	Not Evaluated		ES	ES	ES	ES	ES
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	MS	MS
Indicators included in the previous framework, but not assessed the current framework.	2011-12	2012-13	2013-14	2014-15	MCR	2015-16	CRR
2.4. Is there a high level of parent satisfaction with the school?	ES	ES	Not Evaluated		ES	N/A	ES
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	MS	MS	Not Evaluated		MS	N/A	MS
Core Question 4: Is the school providing the appropriate conditions for success?						Year 4	Year 6
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?						DNMS	MS
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?						NA	NA
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?						AS	MS
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?						AS	MS
4.6. Is the school's mission clearly understood by all stakeholders?						ES	MS
4.7. Is the school climate conducive to student and staff success?						AS	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?						NA	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, KIPP Indianapolis College Preparatory is required to describe how the school will sustain success and continue to improve over the next charter term. KICP 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
	Approaching Standard	Exceeds Standard	Meets Standard

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

Over the first four years of KIPP Indianapolis College Prep (KICP) charter term, the school demonstrated declining results on Indiana’s accountability system, starting the current charter term with an ‘A’ in 2011-12 and since dropping to a ‘B’ and then a ‘D’ in the two most recent years. In the 2015-16 school year, KIPP Indy College Prep Middle was in its first year of operation per their Innovation Network School agreement. As a result, the IDOE graded the school’s performance on a Growth Only model. Based off of KIPP Indy College Prep Middle’s results on performance and growth on Indiana’s accountability system, the school received an ‘A’ for the 2015-16 school year. As a result, KICP receives an **Approaching Standard** for this indicator in the mid-charter review.

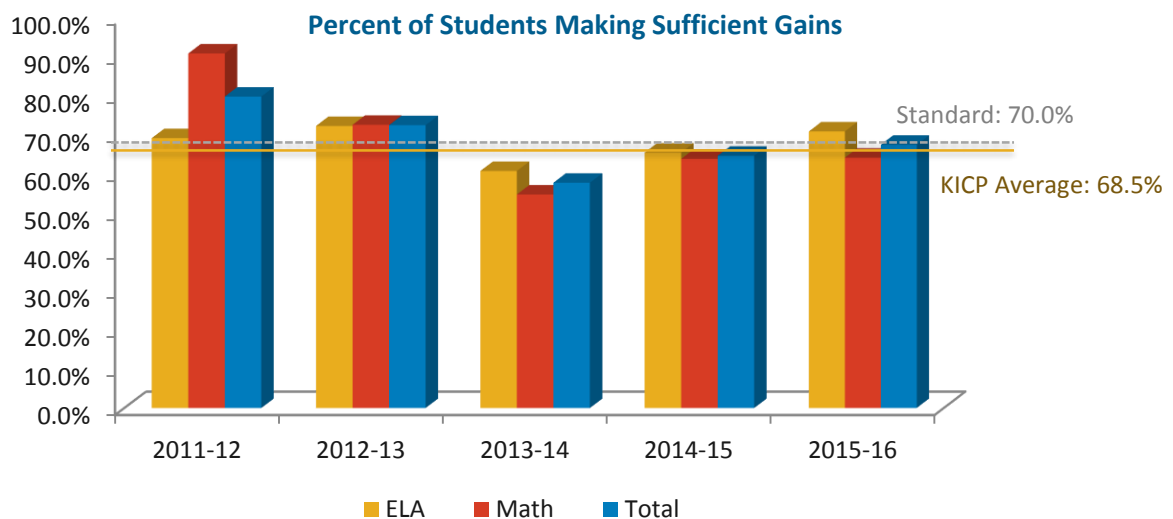
School Year	A-F Results
*2011-12	A
2012-13	C
2013-14	D
2014-15	D
2015-16	A

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

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 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 68.5% of KICP students achieved sufficient gains between 2011 and 2016. This percentage is approaching the Office of Education Innovation's standard.



Across the four years of the charter term, an average of 68.7% of students made sufficient gains. This percentage approaches, but does not yet meet the Mayor’s standard of 70% of students achieving sufficient gains. Therefore, KICP receives an **Approaching Standard** for this indicator on the mid-charter review.

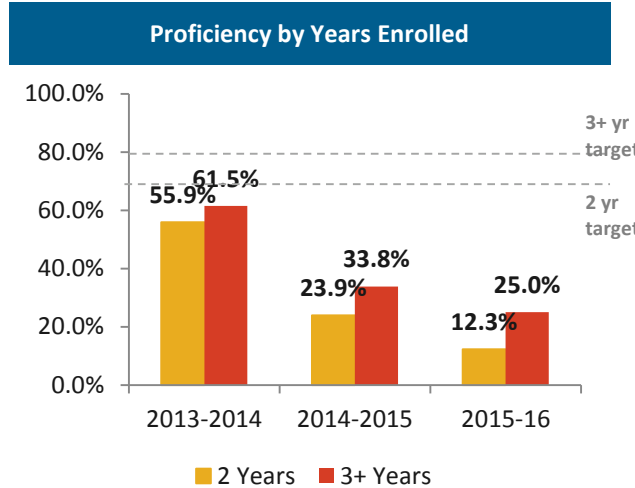
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?			
Indicator Targets	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.	
	Approaching 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	2015-2016	Charter Renewal Rating
	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

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 KICP for two years, 55.9% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 61.5% were proficient on both subjects.

In 2014-15, of those students enrolled at KICP for two years, 23.9% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 33.8% were proficient on both subjects. It is important to note that in the same year, the Indiana Department of Education adopted a new ISTEP+ assessment. In the transition, the majority of schools state-wide experienced a dip in proficiency: an average of 13% in English-language arts and 22% in Mathematics.

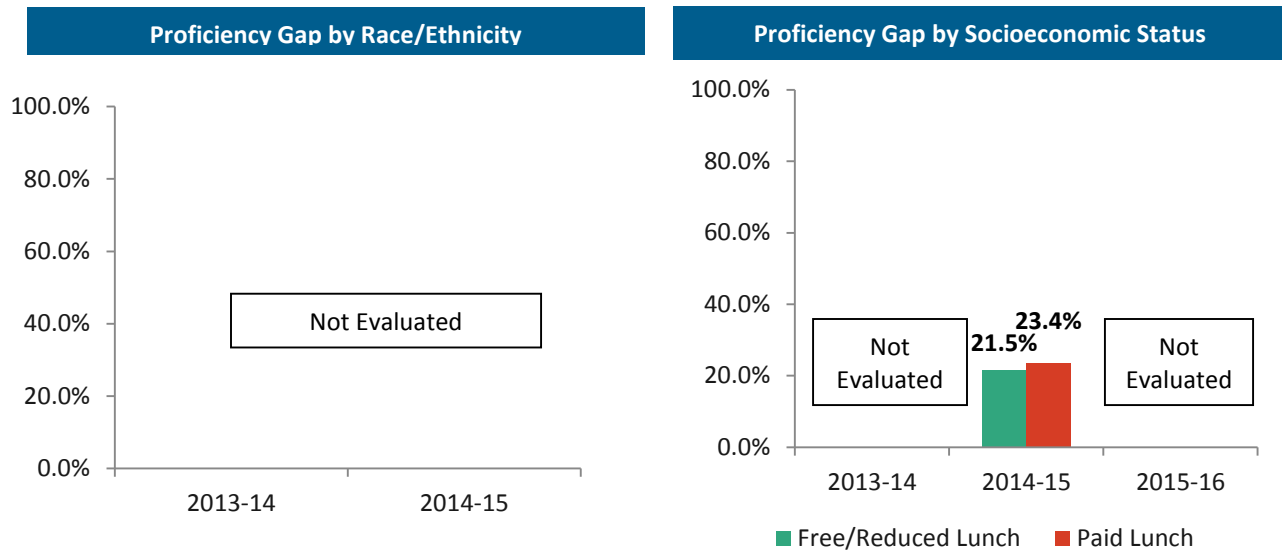
In 2015-16, Of those students enrolled at KIPP Indy College Prep Middle for two years, 12.3% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 25.0% were proficient on both subjects.



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

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
	Exceeds Standard	Not Evaluated	Exceeds Standard

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



Due to a largely homogenous student population, KICP was not evaluated on the OEI performance framework for this indicator in the 2013-14 school year.

In 2014-15, 23.4% of all KICP students were proficient on both English/Language Arts and Mathematics, but there was a gap in performance among student groups. As shown in the right graph above, the largest of these gaps in 2014-15 occurs between students who pay for lunch and those who qualify for free/reduced lunch, resulting in a difference of 1.9%. In order to report a proficiency level, a subgroup must have at least 30 students. Since KICP did not enroll 30 students in more than one racial subgroup in 2013-14 or 2014-15, the school was not evaluated for this. The 1.9% difference in socioeconomic status, leads to KIPP Indianapolis College Prep receiving an **Exceeds Standard** on the OEI performance framework for the 2014-15 school year.

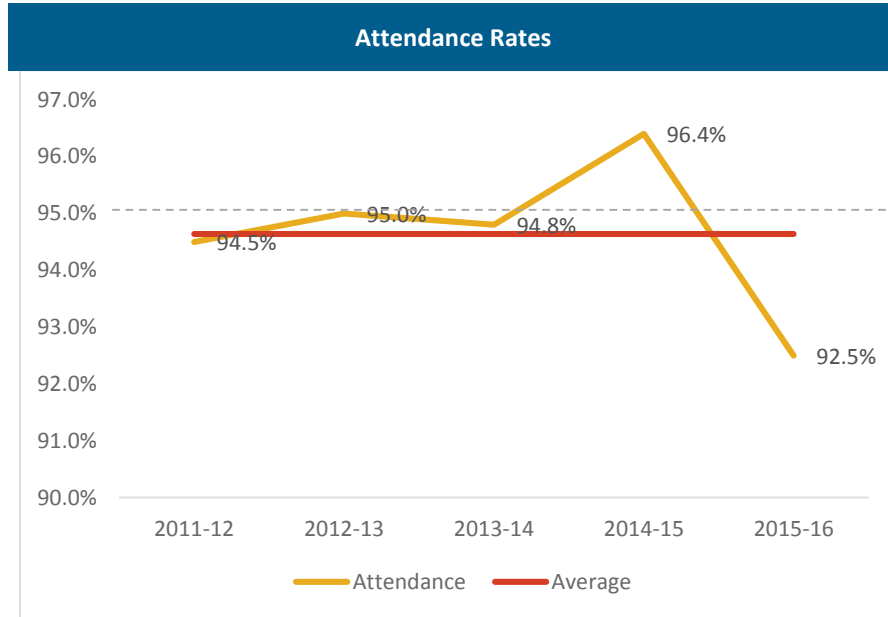
Due to a largely homogenous student population, KICP was not evaluated on the OEI performance framework for this indicator the 2015-16 school year.

Because this indicator was first evaluated in 2013-14 and due to a largely homogenous student population, KICP only received one rating this charter term for this indicator. KICP receives the same rating of **Exceeds Standard** 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
	Meets 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.

Between 2011 and 2016, KICP achieved an average attendance of 94.6%, with three years falling below the target percentage. Due to the school's overall average of 94.6%, KICP receives a **Does Not Meet 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	2015-2016	Charter Renewal Rating
	Exceeds Standard	Exceeds Standard	Exceeds Standard

Each year, the Office of Education Innovation compares the performance of mayor-sponsored charter schools to that of Marion County public schools that students would have been assigned to attend based on their place of residence. Using this analysis, KICP consistently outperformed the schools its students would otherwise have been assigned to attend in proficiency and growth in both English/Language Arts and Math during the 2011-12, 2012-13, 2014-15 and 2015-16 school years.

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

School Year	Proficiency		Growth	
	ELA	Math	ELA	Math
2011-12	Yes	Yes	Yes	Yes
2012-13	Yes	Yes	Yes	Yes
2013-14	Yes	Yes	Yes	No
2014-15	Yes	Yes	Yes	Yes
2015-16	Yes	Yes	Yes	Yes

In summary, KICP's overall performance in terms of both proficiency and/or growth was generally better than that of the schools the students would otherwise have been assigned to attend, and the school earns an **Exceeds Standard** 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	Approaching 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, ratings, and results 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	60% of KIPP students meet their typical growth target on NWEA-MAP in mathematics.	56.7%	AS	AS
	60% of KIPP students meet their typical growth target on NWEA-MAP in reading.	65.1%	MS	
2014-2015	65 – 74.9% of KIPP students will meet their NWEA-MAP Math standard growth goals.	68.7%	MS	AS
	65 – 74.9% of KIPP students will meet their NWEA-MAP Reading standard growth goals.	58.7%	AS	
2013-2014	80% of KIPP students will meet their NWEA MAP standard growth goals.	62% Math; 52% Reading	DNMS	AS
	The average staff response to the survey question "Overall, I am satisfied with this school" will equal 3.9.	3.9	AS	

Overall, KICP receives an **Approaching Standard** on the OEI performance framework for this indicator.

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	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Not Evaluated	Meets Standard

In the 2011-2012 school year, KICP received a clean audit without any material weaknesses or significant deficiencies. Additionally, the Office of Education Innovation saw no concerns with the quality of the financial staff at KIPP Indianapolis College Prep. The school achieved a balanced budget during school year 2011-2012, but had trouble maintaining a balanced budget in previous years. Finally, the school fulfilled all financial reporting requirements in its charter agreement during school year 2011-2012. The Office of Education Innovation determined that KICP received a rating of **Meets Standard** for the 2011-2012 school year. Since 2011-12 is the only year this indicator was evaluated, the school receives the same rating for its renewal report 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	Meets 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	

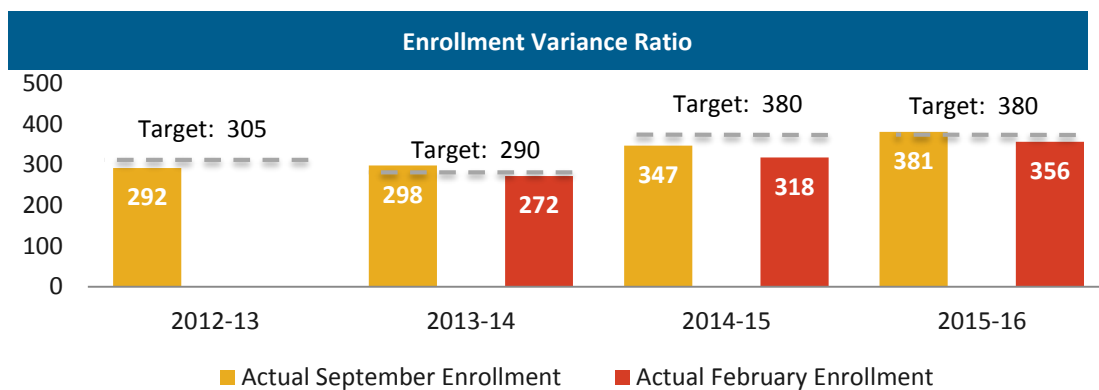
Beginning in the 2012-13 school year, the Office of Education Innovation (OEI) added and revised several key indicators of its financial performance framework. The enrollment ratio tells authorizers whether or not the school is meeting its enrollment projections in its charter. Each charter school commits 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, a charter school, like all public schools, receives state funding based on its 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, KIPP Indy College Prep’s enrollment fell below the enrollment targets stated in its charter agreement, meaning that, for school year 2012-13, the school had to make

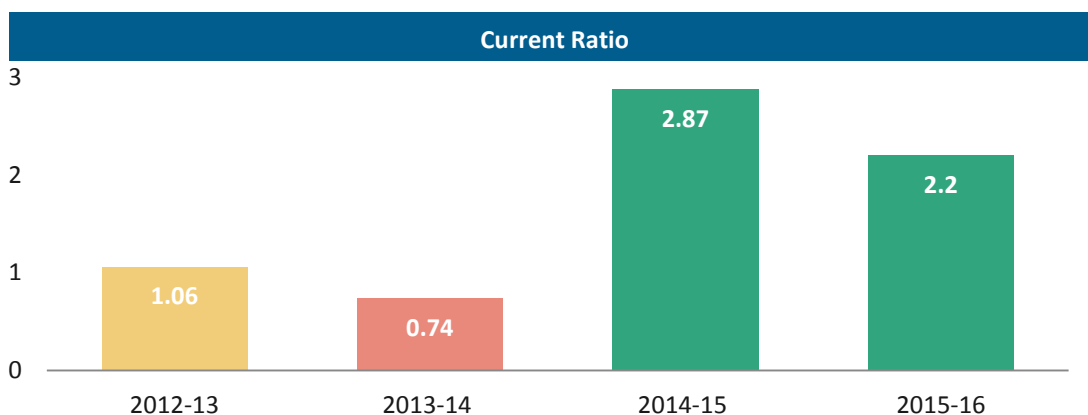
adjustments to its budget to account for the loss of revenue. As a result, the school **approached standard** for this sub-indicator. The school’s performance for the February count day is listed as “N/A” because the state did not perform a February count prior to the 2013-14 school year.

In school year 2013-14, KIPP Indy College Prep exceeded its enrollment targets for the September count day and thus **met standard** for this sub-indicator. In the same year, OEI also looked at the change (variance) between fall and February enrollment. Since the February enrollment influences funding for coming year, schools need to retain enough students between September and February to remain financially viable through the end of the school year and beyond. In the 2013-2014 school year, KIPP Indy College Prep’s enrollment dropped significantly and the school **approached standard** for this sub-indicator. At the September 2014 count day, KIPP Indy College Prep had 347 students enrolled. This was 91% of the 380 students that the school promised it would serve in its charter contract. As such, the school **approached standard** for this sub-indicator. IDOE indicated that the school had 318 students enrolled at the February Count Day. This represents 92% of the number of students enrolled at the time of the September Count Day. As a result, the school **approached standard** for this sub-indicator.

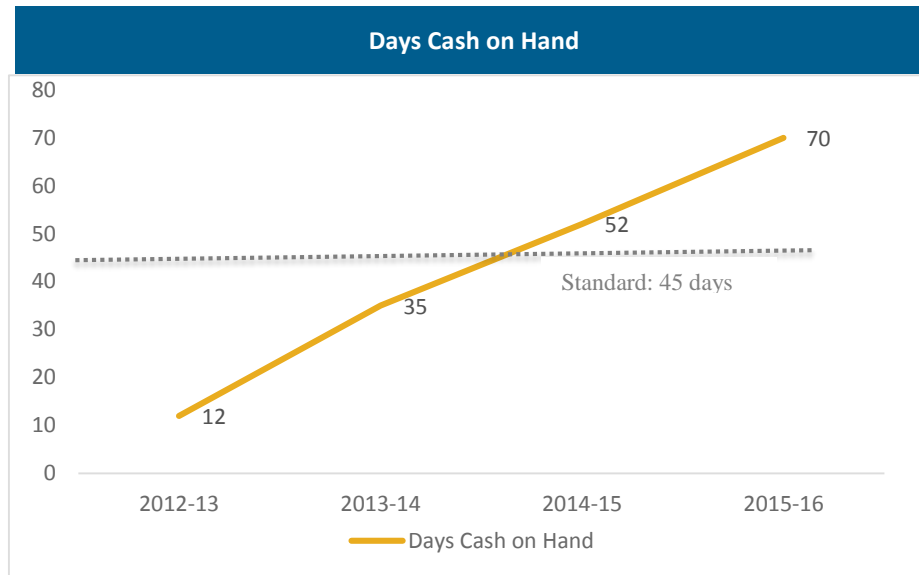
For school year 2015-16, KIPP Indy College Prep’s projected enrollment was 380 students. September Count Day enrollment was 381, and the school **met standard**. Moreover, KIPP Indy College Prep had 356 students enrolled at February Count Day, leading to a 93% February Enrollment Variance Ratio. As a result, the school **approached standard** for this sub-indicator for school year 2015-16.



For school year 2012-13, KIPP Indy College Prep’s current assets slightly outweighed its current liabilities (those due in the next 12 months). As a result, the school earned a current ratio of 1.06 and **approached standard** for this sub-indicator. In school year 2013-14, the school had a current ratio of 0.74, and the school **did not meet standard** for the current ratio sub-indicator. In 2014-15, KIPP Indy College Prep had a current ratio of 2.87, and the school **met standard**. Finally, the school ended school year 2015-16 with a current ratio of 2.20. As a result, the school **met standard** for this sub-indicator for the most recent year.



KIPP Indy College Prep ended the year with 12 days of cash on hand in 2013, 35 days cash on hand in 2014, 52 days cash on hand in 2015, and 70 days cash on hand in 2016. 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 12 more days after June 30, 2013, 35 days after June 30, 2014, 52 days after June 30, 2015, and 70 more days after June 30, 2016, assuming that spending levels remained constant. Based on this data, the school **did not meet standard** for this sub-indicator in 2012-13, **approached standard** in 2013-14, and **met standard** for school years 2014-15 and 2015-16.

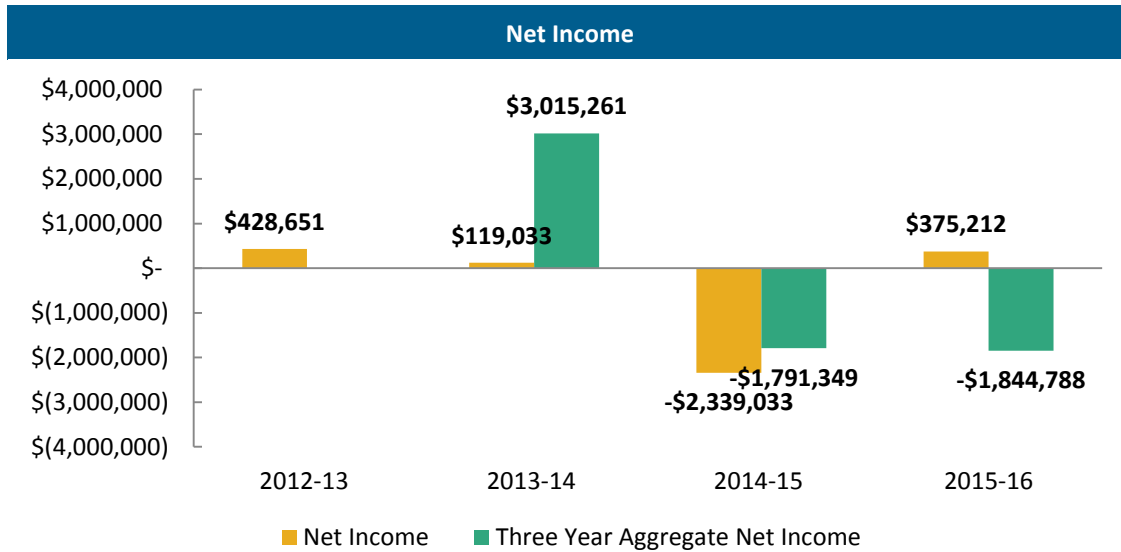


Finally, between 2012 and 2016, the school successfully met its debt obligations based on the information that Greenwalt CPAs, the school’s auditor, provided. Furthermore, there were no negative communications from the school’s lenders.

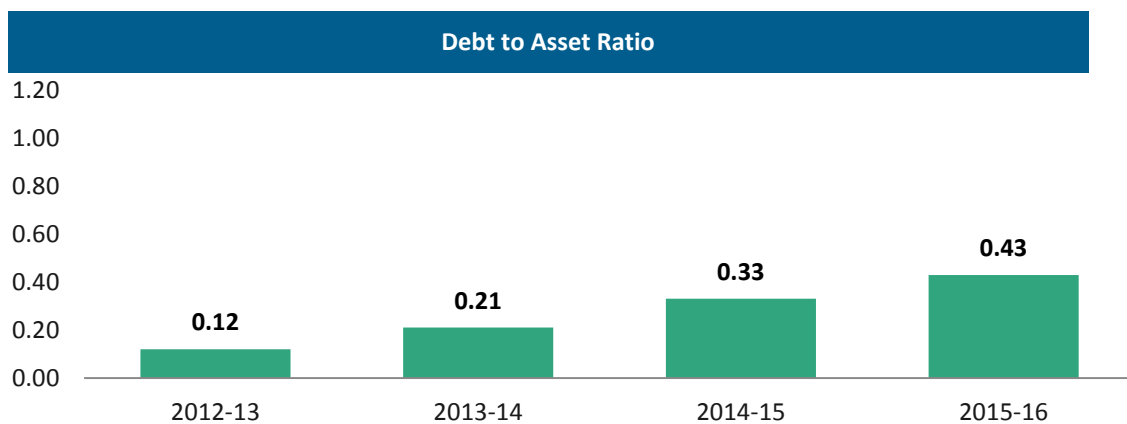
Since the school **approached standard** in 2012-13, 2013-14 and 2014-15 and **met standard** in 2015-16, KIPP Indy College Prep receives a rating of **Approaching Standard** for its charter renewal rating on the short-term financial health indicator.

2.2. Long-term Health: Does the organization demonstrate long-term financial health?			
Indicator Targets	Does not meet standard	The school does not meet standard on any of the 3 sub-indicators OR meets standard on 1 sub-indicator but does not meet standard on the remaining 2.	
	Approaching standard	The school meets standard on 2 of the sub-indicators while not meeting on the third, OR approaches standard on all 3 sub-indicators.	
	Meets standard	The school meets standard on 2 of the sub-indicators and approaches standard on the third.	
	Exceeds standard	The school meets standard for all 3 sub-indicators.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Does Not Meet Standard	Meets Standard	Approaching 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	

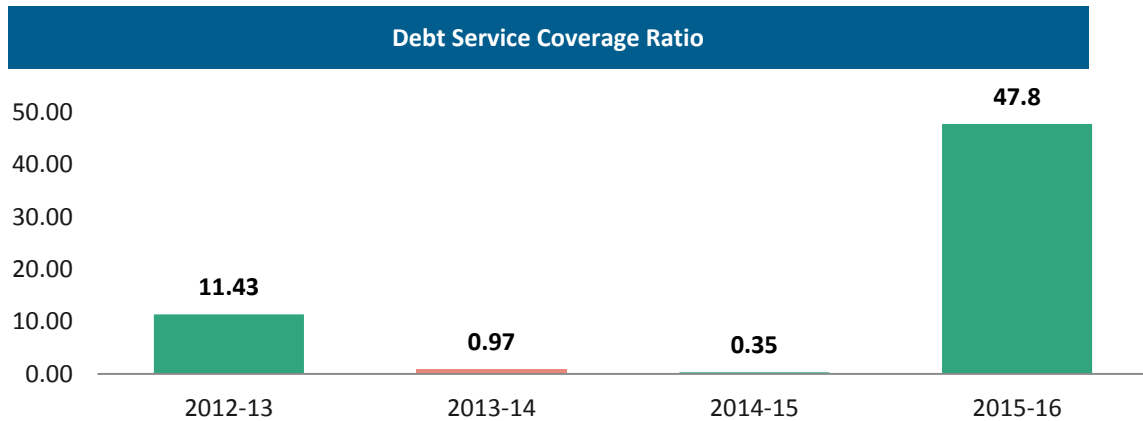
The Mayor's Office of Education Innovation introduced Core Question 2.2 in its current form in the 2012-13 school year. As such, school year 2011-12 is excluded from this analysis for the purpose of the charter renewal. Core Question 2.2 evaluates each school's long term fiscal health with the understanding 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.



KIPP Indy College Prep **met standard** for the net income sub-indicator for school year 2012-13, as its current year net income was \$428,651 and the three-year aggregate net income was not calculated by OEI. For school year 2013-14, the school had an aggregate three-year net income of \$3,015,261 and current year net income of \$119,033. As a result, KIPP Indy College Prep **met standard** for this sub-indicator. At the end of school year 2014-15, KIPP Indy College Prep had a three-year aggregate net income of -\$1,791,349 and -\$2,339,033 net income of the year, and the school **did not meet standard**. It should be noted that in 2014, the school changed facilities and planned to sell the unoccupied building. However, in 2015, management realized that the building was significantly overvalued by approximately \$2,218,123. The school had an operating income of \$-120,910, but, with the impairment from loss on building available for sale, the school's net income fell to -\$2,229,033. Finally, KIPP Indy College Prep had a three-year aggregate net income of -\$1,844,788 and current year net income of \$375,212. As a result, KIPP Indy College Prep **approached standard** for this sub-indicator in 2015-16.



The school **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, KIPP Indy College Prep's total liabilities represented 12% of its total assets. Similarly, total liabilities accounted for 21%, 33% and 43% of KIPP Indy College Prep's total assets for school years, 2013-14, 2014-15 and 2015-16, respectively.



Additionally, the school **met standard** for the sub-indicator regarding debt service coverage ratio in 2013, but **did not meet standard** for years 2014 and 2015. KIPP Indy College Prep had \$46,248 long term maturities due before the close of both fiscal year 2015 and 2016. However, KIPP decided to pay the remaining balance of the loan, \$206,015, during fiscal year 2016. In addition, the KIPP network obtained a loan from the State of Indiana through the Charter and Innovation School Advance Program for \$325,000, of which \$200,000 were allocated to KIPP Indy College Prep. The school is scheduled to make the first payment in 2017 and two yearly payments thereafter until the maturity date. Based on the information provided, the school **met standard** for the debt service coverage ratio in 2015-16. The school's debt service coverage ratio of 47.8 indicates that the school can pay its debt service solely off of its operating income.

The school **exceeded standard** in 2012-13, **did not meet standard** in 2013-14 and 2014-15 and **met standard** in 2015-16. As a result, KIPP Indy College Prep receives a rating of **Approaching Standard** for its charter 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	
	Approaching Standard		Meets Standard		Approaching 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	AS	MS	MS
	AS	The school receives a clean audit opinion with few significant deficiencies noted, but no material weaknesses.				
	MS	The school receives a clean audit opinion.				
Financial Reporting Requirements	DNMS	The school fails to satisfy financial reporting requirements.	MS	MS	DNMS	MS
	MS	The school satisfies all financial reporting requirements.				

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

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

KIPP Indy College Prep received a rating of **approaching standard** for Core Question 2.3 for the 2013-14 school year. While the auditor did not mention any material weaknesses to financial statements, the school's audit was completed outside the timeframe required by OMB Circular A-133. This lack of timely reported resulted in the designation of a significant deficiency.

The school received a rating of **does not meet standard** for Core Question 2.3 for 2014-2015. Although the school received a clean audit from Greenwalt CPA's, it was submitted to the State Board of Accounts after the November 30th deadline. Moreover, the school turned in only 61% of its financial compliance documents into OEI in a timely

manner. It should be noted, however, that the school made significant changes in its financial compliance personnel in response to some of these concerns.

In 2015-16, the school **met standard** for its accrual based audit because its auditors, Greenwalt CPAs, did not indicate any significant deficiencies or material weaknesses with the financial controls of the school. Moreover, the audit was submitted to the State Board of Accounts before the November 30, 2016 deadline. In addition to receiving a clean audit, the school **met standard** for financial reporting requirements. 92% of its financial documents were reported to OEI in a timely manner.

Because KIPP Indy College Prep **met standard** on core question 2.3 in 2012-13 and 2015-16, **approached standard** in 2013-14 and **did not meet standard** in 2014-15, it receives a rating of **Approaching Standard** for its renewal rating.

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

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

3.1. Is the school leader strong in his or her academic and organizational leadership?			
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.	
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.	
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.	
Sub-indicators	Sub-indicators		
	Demonstration of sufficient academic and leadership experience		
	Leadership stability in key administrative positions		
	Communication with internal and external stakeholders		
	Clarity of roles among schools and staff		
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner		
3.1 Rating	Consistency in providing information to and consulting with the schools' board of directors		
	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Meets Standard	Meets Standard

Although KICP has seen some transition between positions and personnel on its leadership team over the last four years, the school has been able to promote from within to maintain consistent systems and expectations during such transitions. During the 2011-2012 school year, the school **met standard** for its school leadership. The school's key administrators had sufficient academic and leadership expertise, and the organization chart clearly defined their roles and responsibilities within the school, with the principal focusing mostly on academic instruction and the Director of Finance and Administration managing with the operations side of the school.

During the 2012-2013 school year, the school slightly altered its organization chart. The key administration positions of the school now consisted of an Executive Director, a Principal, two Assistant Principals and a Director of Finance and Operations. 2012-2013 was the Executive Director's first year in the role, as she previously served as the school's principal. The new principal of the school, who previously served as an assistant principal, worked closely with the Executive Director. The Executive Director dealt mostly with governance and operations to allow the principal to focus mostly on instruction and academics. Due to the strength and consistency of the school's leadership, KICP received a rating of **meets standard** during the 2012-2013 school year.

While roles and responsibilities remained mostly stable during the 2013-14 school year, KICP added a Director of Development to improve fundraising initiative and an additional assistant principal to support instruction and culture. During 2013-2014, the Executive Director had ongoing conversations with Indianapolis Public Schools to discuss potential future partnerships. Due to this effective organization structure, the school received a rating of **meets standard** for school year ending 2014.

In 2014-2015, KICP shifted some responsibilities of the Director of Finance and Administration to the Executive Director, a third party financial services vendor and an additional operational staff member. The re-alignment of duties was the result of turnover at the Director of Finance and Administration position, which the school decided not to backfill. The Executive Director continued her role as primary communicator with and manager of external stakeholders, allowing the building principal to focus solely on internal operations and communications with instructional staff. Despite the turnover of a critical position, the school continued to **meet standard** on this sub indicator for the 2014-2015 school year.

In 2015-2016, the leadership team at KIPP Indianapolis College Preparatory (KICP) consisted of a School Leader and two Assistant School Leaders. An extensive regional team led by the Executive Director's Chief of Staff is responsible for providing extra operational support to the schools within the KIPP Indianapolis Network. The Chief of Staff directly managed the Director of Operations; previously, the Director of Operations reported to the ED. All leaders have demonstrated sufficient expertise. The leadership team has remained relatively stable over the last two years, which has resulted in a clear delineation of roles and responsibilities amongst staff members. In order to allow the School Leader to focus mostly on internal communications and daily operations, the ED continued to handle the majority of communications with external stakeholders, including the board of directors, Board Chair, Mayor's Office (OEI), and community partners within the Martindale-Brightwood neighborhood. As part of a national network of charter schools, KICP Indianapolis leveraged its relationship with other KIPP schools across the country to engage in professional development and best practice sharing. Additionally, the ED continued to solidify a partnership with the Superintendent of Indianapolis Public Schools and to participate in many meetings and events regarding Indianapolis charter school and educational landscape in the 2015-2016 school year.

Over the course of the last four years, KICP engaged in a continuous process of reflection and improvement. The school employed several systems of data collection and analysis to inform school initiatives and improvement in terms of academics, culture, student retention, staff and family satisfaction, and staff effectiveness. Moreover, as part of a national network, school leaders work with KIPP schools across the country to engage in professional development and best practice sharing.

Due to the strong leadership and commitment to continuous improvement, KIPP Indianapolis College Prep receives a rating of **Meets Standard** for this indicator on the 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

From 2011-2013, KICP consistently met all compliance obligations as specified by the Mayor’s Office (OEI) and the Indiana Department of Education. However, starting in school year 2013, the school’s on-time compliance submission rates declined. In previous years, the Director of Finance and Administration was primarily responsible for submission of all compliance materials to the Mayor’s Office and to the Indiana Department of Education. Although she worked with school staff and the board of directors to ensure that all compliance documents were submitted, there were occasions when they were submitted late or incorrectly. The school experienced turnover in this position starting in 2014-2015, resulting in difficulty in managing these reporting responsibilities between different staff members. Once roles and responsibilities were clarified, reporting systems and times drastically improved. For these reasons, the school **approached standard** on this sub-indicator for the 2013-2014 and 2014-2015 school years. In 2015-16, 100% of compliance documents were submitted on time resulting in an **exceeds standard** in 2015-16.

KICP 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.

OEI believes that the school has effectively diffused the responsibilities left over from the transition of the Director of Finance and Administration, as the school’s on-time compliance submission rates have improved steadily since 2014-2015. This trend, coupled with its consistent compliance with all material sections of its charter, results in KICP receiving a rating of **Meets Standard** for compliance obligations on the 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
	Exceeds Standard	Exceeds Standard	Exceeds Standard

Similar to the school leadership, the KIPP Indianapolis College Prep board of directors has engaged in a process of continual improvement over the past four years. During the 2011-2012 school year, the board of directors began to implement a committee structure to oversee critical areas of school operations such as strategic development, finance and board governance. While the school had strong evaluation systems in place for school leaders, the thoroughness of its board meeting minutes was an area of concern.

During the 2012-2013 school year, the board experienced slight turnover, but proactively found replacements to mitigate any potential loss of expertise. The board expanded its roster to include a wider variety of backgrounds and skillsets to contribute to school governance. Roles and responsibilities were more clearly delineated and new directors provided the consistent and competent stewardship necessary for effective oversight. Moreover, the board began to track its own progress towards various school-specific goals and has since focused discussions on process improvement. For example, the board has focused on improving areas such as teacher retention, long-term growth and building community engagement.

Although the board continued to experience some turnover in 2013-14 and 2014-15, it has remained relatively stable the past two years. Current directors are highly engaged and committed to the school. The board has regularly reviewed and revised its bylaws and policies as appropriate, has engaged in a series of development opportunities, and has worked to move toward a more sustainable and strategic governance structure. Additionally, a review of meeting minutes demonstrates the board's clear understanding of and commitment to the school's mission of providing traditionally underserved students the academic and character education necessary to prepare them for high school, college, and beyond. The board chair and Executive Director have maintained consistent communication with one another and the Mayor's Office (OEI). They both have been proactive in providing to OEI up to date and transparent information about school performance, concerns, and future plans over the last few years.

In 2015-16, the KICP board held bi-monthly meetings at which all stakeholders, including committees and members of the school leadership team, provided updated reports. Between meetings, committees met regularly to monitor topics discussed at board meetings and to provide oversight and support. The board had four established committees: Governance, Finance, Academic Excellence, and Development. Staff members also served on committees to ensure alignment and representation in board decisions. For example, the Chief of Staff frequently participated in development committee meetings in preparation for the school's first ever fundraising breakfast. The board utilized KIPP's national framework to evaluate the school leadership, with the board evaluating the ED and the ED evaluating the School Leader. Additionally, the board took several steps to evaluate and improve its own

performance throughout the year. Utilizing resources from the KIPP national network, directors participated in an annual retreat and completed a self-evaluation. Additionally, the effective implementation of a governance committee ensured a focus on continuously improving the board’s success. The board and school leadership team established clear and measureable performance goals that were regularly reviewed to monitor progress. The ED, Chief of Staff and Director of Teaching and Learning provided thorough reports to the board of directors at every meeting that included sections on multiple measures of school performance. Information was consistently accurate, relevant, and timely, and allowed the board to react appropriately to school performance. Additionally, all meetings and observed interactions between the board and school staff were held in a professional and collaborative manner.

Regarding governance operations, the board has maintained proper oversight of its bylaws and has appropriately handled conflicts of interest as they have been disclosed. Board meetings have occurred as scheduled. Due to the board’s consistent work to improve its oversight and due to its recent stable and effective stewardship, KICP receives a rating of **Exceeds Standard** on this indicator for its mid-charter review.

3.4. Does the school’s board work to foster a school environment that is viable and effective?		
Indicator Targets	Does not meet standard	The 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		
3.2 Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Exceeds Standard	Exceeds Standard	Exceeds Standard

Over the last two years, the KIPP Indianapolis College Prep board held bi-monthly meetings at which all stakeholders, including the school leadership team and relevant staff members, provided updated reports. Between meetings, committees met regularly to monitor topics discussed at board meetings and to provide oversight and support. The board had four established committees: Governance, Finance, Academic Excellence, and Development, and created ad hoc committees as needed. Staff members also served on committees to ensure alignment and representation in board decisions.

For the 2014-15 and 2015-16 school years, the board utilized KIPP’s national framework to evaluate the school leadership, with the board evaluating the ED and the ED evaluating the School Leader. Additionally, the board took several steps to evaluate and improve its own performance throughout the year. Utilizing resources from the KIPP national network, directors participated in an annual retreat and completed a self-evaluation. Additionally, the effective implementation of a governance committee ensured a focus on continuously improving the board’s success.

After reaching a few years of leader and performance stability, the board moved to become more strategic and policy-driven, allowing the ED and School Leader the autonomy to manage school-level operations. The board and school leadership team established clear and measureable performance goals for both the 2014-2015 and 2015-16 school years that were regularly reviewed to monitor progress. The ED provided a thorough report to the board of directors at every meeting that included sections on multiple measures of school performance. In 2015-16 the ED, Chief of Staff and Director of Teaching and Learning all played roles in providing these reports to on school performance to the board. Information was consistently accurate, relevant, and timely, and allowed the board to react appropriately to school performance. Additionally, all meetings and observed interactions between the board and school staff were held in a professional and collaborative manner.

Due to the thorough methods of evaluation and progress monitoring the KICP board has created and utilized, the school receives an **Exceeds 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 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		
3.2 Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Meets Standard	Meets Standard

Between 2011 and 2016, KICP’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 KICP’s compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a Meets Standard for this indicator for the 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	Meets Standard	Meets Standard

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

Individual goals, results, and ratings for 2014-15 and 2015-16 are detailed in the chart below.

School Year	School-Specific Goals	Result	Rating	Overall Rating
2015-2016	Student attrition is less than 20% from the first count day through the last day of school.	13%	ES	MS
	65% of staff are retained within the KIPP Indy network.	71%	MS	

2014-2015	Student attrition will range between 16% and 20% from the first count day until the last day of school.	19.5%	MS	MS
	Staff satisfaction, as measured by the average staff response to the Healthy Schools and Regions question, "Overall, I am satisfied with this school" is between a 3.5-3.99.	3.9	MS	

Overall, due to the ratings of the individual goals above, KICP receives a **Meets Standard** on this indicator for its 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 2011-2013 school years. While they are no longer included in the current framework, the results of these indicators are important for a comprehensive review of performance between the years 2011-2016.

2.4. Is there a high level of parent satisfaction with the school?			
Indicator Targets	Does not meet standard	Less than 70% of parents surveyed indicate that they are satisfied overall with the school.	
	Approaching standard	More than 70% but less than 80% of parents surveyed indicate that they are satisfied overall with the school.	
	Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.	
	Exceeds Standard	At least 90% of parents surveyed indicate that they are satisfied overall with the school.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Not Evaluated	Meets Standard

Averaged across the last four years, 86.5% of parents surveyed indicated that they are satisfied overall with KIPP Indianapolis College Prep. 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 78% and 94% of parents indicated overall satisfaction (see chart below). With an average satisfaction rate of 86.5%, the school receives an overall rating of **Meets Standard** on the mid-charter review.

School Year	Percent Satisfied
2011-12	84%
2012-13	90%
2013-14	78%
2014-15	94%
Multi-Year Average	86.5%

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 KIPP Indianapolis College Prep have consistently met the requirements of Indiana’s charter school law. Each year, the Mayor’s Office collects the school’s enrollment policies and marketing procedures to ensure compliance with state law. The school employs a lottery system and gives preference to siblings of current students, as allowed by law. Between the 2011 and 2015 school years, the Mayor’s Office received minimal complaints from parents around the school’s enrollment process. Accordingly, the school receives a **Meets Standard** for this indicator on the mid-charter review.

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

KIPP Indy College Preparatory reports for Core Question 4: “Is the school providing the appropriate conditions for success?” can be located on the OEI website through [this link](#).