



# **Mid-Charter Review**

**Indianapolis Metropolitan High School**  
**Spring 2025**

Office of the Mayor  
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Indianapolis, Indiana 46204  
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## Introduction

This Mid-Charter Review is a summary of the evidence collected by the Mayor's Office of Education Innovation (OEI) pertaining to the performance, sustainability, and plans for improvement of schools during the first four years of operation in the current charter term. The review is structured based on the Mayor's Performance Framework, which is used to determine a school's success relative to a common set of indicators and is a tool to address current deficiencies and drive continuous improvement prior to the formal renewal process.

For each indicator in the Performance Framework, this review summarizes the findings of the school's accountability reports for the first three years of its current charter term (only three years of data are available due to state reporting schedules: 2021-22, 2022-23, 2023-24). Each year's accountability reports are publicly available [online](#). Additionally, OEI issues a "mid-charter rating," which takes into consideration each year's performance as well as the school's trajectory in each area evaluated.

The report includes the following information:

- **Summary of Ratings:** This chart contains the school's ratings on each indicator over the past three years, as well as the mid-charter rating.
- **Detailed Reports for Core Questions 1, 2, and 3:** These linked reports contain detailed information on the school's performance on academic, financial, and governance indicators in each of the past three years.
- **Core Question 4 External Site Visit Reports:** As part of the mid-charter review process, an external consultant evaluates the school's performance on each indicator in the fall of the second and fourth years (for schools in their first charter term). Schools past their first term are evaluated in year three.

In response to this report, the school will submit a detailed response to any indicator that is not Meeting Standard for the Mid-Charter Review rating (meaning any indicator rated Approaching Standard or Does Not Meet Standard). The school's response will include a root-cause analysis, any relevant or updated data pertaining to that indicator, as well as plans for improvement prior to renewal in year seven. The school is required to respond to the following indicators:

- **Core Question 1.1. HS:** Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?
- **Core Question 1.4. HS:** Is the school providing an equitable education to all students compared to the state?
- **Core Question 1.5:** Is the school's attendance rate strong?
- **Core Question 1.6 HS:** Is the school preparing students for postsecondary success through FAFSA completion?
- **Core Question 1.7 HS:** Is the school preparing students to graduate on time as measured by ninth grade on track sub-indicators?

Lastly, the school was required to address any current areas of concern, including specific areas of performance improvement as outlined in an ongoing Notice of Deficiency or Notice of Non-Compliance, as identified by the Office of Education Innovation. OEI did not identify any areas of concern, and the school is not currently in a performance improvement status, so no further response was requested.

Please note, in March 2020, the Marion County Public Health Department ordered schools to close and adopt remote learning due to the COVID-19 public health crisis. The U.S. Department of Education also waived state testing requirements for 2019-20. For this reason, many schools experienced closures in the 2020-21 school year, which also impacted available data for subsequent years. Because of the lack of state data and formative test data, some indicators were not able to be evaluated as well, which may affect overall MCR ratings.

Summary of Ratings				
<b>Core Question 1: Is the educational program a success?</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>MCR</b>
1.1. HS: Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?	Not Rated	Not Rated	DNMS	DNMS
1.2. HS: Is the school preparing students to graduate from high school on time, as measured by Indiana’s cohort graduation rate or course completion?	DNMS	ES	ES	MS
1.3. HS: Is the school providing an equitable education to all students in their school building?	Not Rated	MS	ES	ES
1.4. HS: Is the school providing an equitable education to all students compared to the state?	Not Rated	DNMS	DNMS	DNMS
1.5. Is the school’s attendance rate strong?	DNMS	DNMS	DNMS	DNMS
1.6. HS: Is the school preparing students for postsecondary success through FAFSA completion?	DNMS	ES	DNMS	DNMS
1.7. HS: Is the school preparing students to graduate on time as measured by ninth grade on track sub-indicators?	Not Rated	DNMS	DNMS	DNMS
<b>Core Question 2: Is the school in sound fiscal health?</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>MCR</b>
2.1 A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	ES	ES	ES	ES
2.1 B. Does the network demonstrate the ability to pay its obligations in the next 12 months?	ES	ES	ES	ES
2.2 Does the organization demonstrate long-term financial health?	ES	ES	ES	ES
2.3 Does the organization demonstrate it has adequate financial management and systems?	MS	MS	MS	MS
<b>Core Question 3: Is the organization effective &amp; well-run?</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>MCR</b>
3.1. Does the board demonstrate strong governance oversight?	ES	ES	ES	ES
3.2. Does the board utilize appropriate structures and tools to execute against its strategic vision?	ES	ES	ES	ES
3.3. Does the school satisfactorily comply with all its governance obligations?	ES	ES	ES	ES
3.4. Is the school leader strong in their academic and organizational leadership?	MS	ES	ES	ES
<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	<b>2nd Year Site Visit 2022-23</b>	<b>4th Year Site Visit 2024-25</b>	<b>MCR</b>	
4.1 Does the school have a high-quality curriculum and supporting materials for each grade?	AS	MS	MS	
4.2 Are the teaching processes (pedagogies) consistent with the school’s mission?	DNMS	MS	AS	
4.3 For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	MS	AS	MS	
4.4 Does the school effectively use learning standards and assessments to inform and improve instruction?	ES	MS	ES	
4.5 Has the school developed adequate human resource systems and deployed its staff effectively?	MS	ES	ES	
4.6 Is the school’s mission clearly understood by all stakeholders?	MS	ES	ES	
4.7 Is the school climate and responsive to the needs of students, staff, and families?	AS	MS	MS	



4.8 Is ongoing communication with students and parents clear and helpful?	ES	MS	ES
4.9 Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	ES	ES	ES
4.10 Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	MS	MS	MS

### Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures. Below are the Core Question 1 reports for the school for the last three years.

*Note: Core Question 1 has been revised over the years to include additional measures and to reflect changes in state accountability. Not all historical ratings are based on the listed indicator targets, and some are not available. Not Rated means that insufficient or atypical data prevented the school from being evaluated. A blank box means the indicator was not present in the Core Question 1 Performance Framework at that time.*

Previous Core Question 1 Reports		
<a href="#"><u>2021-22</u></a>	<a href="#"><u>2022-23</u></a>	<a href="#"><u>2023-24</u></a>

### 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. Below are the Core Question 2 reports for the school for the last three years.

Previous Core Question 2 Reports		
<a href="#"><u>2021-22</u></a>	<a href="#"><u>2022-23</u></a>	<a href="#"><u>2023-24</u></a>

### 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 six 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. Below are the Core Question 3 for the school for the last three years.

*Note: The Governance and Leadership Performance Framework was revised ahead of the 2019-20 school year. Not all historical ratings are based on the listed indicator targets, and some are not available.*

Previous Core Question 3 Reports		
<a href="#"><u>2021-22</u></a>	<a href="#"><u>2022-23</u></a>	<a href="#"><u>2023-24</u></a>

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

The Academic Performance Framework, outlined in Core Question 4, gauges the school's conditions for success. Below is the Core Question 4 report for the school. Schools past their first charter term receive site visits in years three and six.

Previous Core Question 4 Reports	
<a href="#"><u>2022-23</u></a>	<a href="#"><u>2024-2025</u></a>

## School Response

The school was required to respond to the following areas in its mid-charter review, according to the guidelines below, by noon on Monday, Aug. 4, 2025. The responses must be typed and emailed as a PDF document to Holly Morgan, Assistant Director of the Office of Education Innovation, at [Holly.Morgan@Indy.gov](mailto:Holly.Morgan@Indy.gov) and Benjamin Spannan, Academic Analyst, at [Benjamin.Spannan@indy.gov](mailto:Benjamin.Spannan@indy.gov).

In the responses, schools are instructed to include detailed information pertaining to each of the required indicators:

- **Core Question 1.1. HS:** Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?
- **Core Question 1.4. HS:** Is the school providing an equitable education to all students compared to the state?
- **Core Question 1.5:** Is the school's attendance rate strong?
- **Core Question 1.6 HS:** Is the school preparing students for postsecondary success through FAFSA completion?
- **Core Question 1.7 HS:** Is the school preparing students to graduate on time as measured by ninth grade on track sub-indicators?

Please structure responses in the following way:

***List the Core Question and indicator(s) you are responding to from the Mid-Charter Review Summary of Ratings*** (i.e. "Core Question 1: Is the educational program a success? Indicator 1.3: Does the school demonstrate that students are improving the longer they are enrolled at the school?").

In an effort to streamline the response, you may combine responses to indicators that have similar inputs. For example, if a school is asked to respond to CQ 1.1 and CQ 1.2, the decisions and circumstances that led to those ratings and plans for improvement might overlap significantly. Rather than copy/paste your answer from 1.1 to a separate section for 1.2, you may include both indicators as the heading as outlined above. Please note that answers should still address each indicator in full and take into account differences in related indicators.

***Sub-section: What led to the school not meeting standard?***

The majority of this section should focus on internal practices and decision-making that are at the root of lagging performance, though external factors, such as state-level policy changes, may be referenced where necessary.

***Sub-section: What steps has the school already taken to ensure standards can be met by the end of the charter term?***

Along with detailed steps of the above actions and when they were implemented, please include in your answer any relevant data or evidence if performance on the indicator has improved since the prior school year.

***Sub-section: What steps is the school planning to take to ensure standards can be met by the end of the charter term?***

Along with detailed steps of the above plans, please include where the school is in terms of implementation as well as if any resources are still needed to execute these plans.

*SAMPLE MCR RESPONSE STRUCTURE – NARRATIVE LENGTH IS FOR EXAMPLE PURPOSES ONLY*

**Core Question 1: Is the educational program a success?**

**Indicator 1.1: Is the school’s academic performance meeting state expectations, as measured by Indiana’s accountability system?**

**Indicator 1.3: Does the school demonstrate that students are improving the longer they are enrolled at the school?**

***What led to the school not meeting standard?***

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***What steps has the school already taken to take to ensure standards can be met by the end of the charter term?***

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***What steps is the school planning to take to ensure standards can be met by the end of the charter term?***

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