



OFFICE of EDUCATION INNOVATION

CHARTER RENEWAL REPORT

Excel Center - Marion County

2015

Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46202
Telephone: 317. 327.3601
www.indy.gov/oei

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 the Excel Center – Marion County (Excel Center) 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 the Excel Center were issued in April 2015 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* as well as information provided by the Excel Center in its *Charter School Renewal Application*.

The Excel Center submitted a *Charter School Renewal Petition* on July 10, 2015 with additional evidence supporting the school’s performance on the *Performance Framework* indicators 1.3, 4.2, and 4.5. 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.

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. Information reported by the Excel Center in its *Charter School Renewal Application* was considered and incorporated into the *Renewal Report* when appropriate. The Excel Center was not evaluated on the following indicators:

- Question 1.1** The Excel Center serves adult students. At the time of these findings, the Indiana Department of Education’s system of accountability was not applicable to this alternative school model.
- Question 1.2** Analysis of substantial and adequate gains over time is only available currently for schools serving grades K-8.
- Question 1.5** The *Mayor’s Performance Framework* does not evaluate attendance for adult high schools.
- Question 3.6** The Excel Center did not have school-specific organizational goals that were evaluated at the time of these findings.
- Question 2.4** The *Mayor’s Performance Framework* does not evaluate parent satisfaction for adult high schools.
- Question 4.8** The *Mayor’s Performance Framework* does not evaluate parent communication for adult high schools.

Summary of Findings	
Adult High School Core Question 1: Is the educational program a success?	
1.1. Is the school’s academic performance meeting state expectation, as measured by Indiana’s accountability system? *Previously: 1.1. Is the school making adequate yearly academic progress, as measure by the Indiana Department of Education’s system of accountability?	Not evaluated
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?	Not evaluated
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? *This indicator is new and was only assessed in the 2013-2014 school year.	Meeting 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.	Meeting standard
1.5. Is the school’s attendance rate strong?	Not applicable
1.6. Is the school preparing students for college and careers? *This indicator is new and was only assessed in the 2013-2014 school year.	Exceeding standard
1.7. Is the school meeting its school-specific educational goals? *Previously classified as 1.4.	Exceeding standard
Core Question 2: Is the organization in sound fiscal health?	
Financial Evaluation from 2010-2012	
2.1 Is the school in sound fiscal health?	Meeting standard
Financial Evaluation from 2012-present	
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	Exceeding standard
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Exceeding standard
2.3. Does the organization demonstrate it has adequate financial management and systems?	Meeting standard
Core Question 3: Is the organization effective and well-run?	
3.1. Is the school leader strong in his or her academic and organizational leadership? *Previously classified as 2.5.	Meeting standard

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? *Previously classified as 3.1.	Meeting 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.	Meeting standard
3.4. Does the school’s board work to foster a school environment that is viable and effective? *This indicator is new and was only assessed in the 2013-2014 school year.	Meeting 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.	Meeting standard
3.6. Is the school meeting its school-specific non-academic goals? *Previously classified as 2.6.	Not evaluated
Indicators included in the previous framework, but not assessed with the 2013-2014 framework.	
2.4. Is there a high level of parent satisfaction with the school?	Not evaluated
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	Meeting standard
Core Question 4: Is the school providing the appropriate conditions for success?	
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meeting standard
4.2. Are the teaching processes (pedagogies) consistent with the school’s mission?	Approaching standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Meeting standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meeting standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Approaching standard
4.6. Is the school’s mission clearly understood by all stakeholders?	Meeting standard
4.7. Is the school climate conducive to student and staff success?	Meeting standard
4.8. Is ongoing communication with students and parents clear and helpful?	Not applicable
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?	Meeting standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Meeting standard

Summary of Historical Annual Performance Review Ratings					
Core Question 1: Is the educational program a success?	2010-11	2011-12	2012-13	2013-14	MCR
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	Not Evaluated				NA
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	Not Applicable				NA
1.3. Is the school preparing students to graduate from high school within the time frame established upon enrollment, as measured by the average number of credits earned per term?	Not Evaluated		MS	MS	MS
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated		MS	MS	MS
1.5. Is the school's attendance rate strong?	Not Applicable				NA
1.6. Is the school preparing students for college and careers, or transition success?	Not Evaluated		ES	ES	ES
1.7. Is the school meeting its school-specific educational goals?	Not Evaluated		ES	ES	ES
Core Question 2: Is the organization in sound fiscal health?					
Financial Evaluation from 2010-2012	2010-11	2011-12	2012-13	2013-14	MCR
2.1 Is the school in sound fiscal health?	MS	MS	Not Evaluated		MS
Financial Evaluation from 2012-present	2010-11	2011-12	2012-13	2013-14	MCR
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	Not Evaluated		ES	ES	ES
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Not Evaluated		ES	ES	ES
2.3. Does the organization demonstrate it has adequate financial management and systems?	Not Evaluated		AS	MS	MS
Core Question 3: Is the school meeting its operations and access obligations?	2010-11	2011-12	2012-13	2013-14	MCR
3.1. Is the school leader strong in his or her academic and organizational leadership?	MS	MS	MS	MS	MS
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	MS	MS	MS	MS	MS
3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?	ES	ES	MS	MS	MS
3.4. Does the school's board work to foster a school environment that is viable and effective?	Not Evaluated			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
3.6. Is the school meeting its school-specific non-academic goals?	Not Evaluated				NA
Indicators included in the previous framework, but not assessed with the 2013-2014 framework.	2010-11	2011-12	2012-13	2013-14	MCR
2.4. Is there a high level of parent satisfaction with the school?	NA	NA	NA	NA	NA
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	MS	MS	MS	NA	MS
Core Question 4: Is the school providing the appropriate conditions for success?					MCR
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?					MS
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?					AS
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?					MS
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?					MS
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?					AS
4.6. Is the school's mission clearly understood by all stakeholders?					MS
4.7. Is the school climate conducive to student and staff success?					MS
4.8. Is ongoing communication with students and parents clear and helpful?					NA
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?					MS
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?					MS

Plan for Sustained Success and Continuous Improvement

In applying for renewal, the Excel Center – Marion County (Excel Center) is required to respond to the items listed below, describing how the school will sustain success and continue to improve over the next charter term. Excel Center 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.

1. Sustaining Success

GEI has developed numerous plans and processes to sustain the success of The Excel Centers and has a proven track record of doing so while opening additional schools. Since opening its first Excel Center in 2010, GEI has expanded the number of Excel Centers it operates to nine, with approval to open two additional schools in the upcoming weeks.

Leadership selection and development will continue to be a critical component of The Excel Center's success. The Excel Center's success is driven by the ability to attract and promote high quality school staff. Each Excel Center site must have an effective local director who can manage the staff and team of the school in that location.

In addition to attracting and retaining top talent, GEI is also investing in its infrastructure to align staff effectively. As the number of schools GEI manages grows, efficient and effective management of both new and existing schools depend upon the systems and processes in place to review and assess program performance. GEI's plans and strategies for sustaining and continuing to build academic, organizational, and operational success over the next charter terms are outlined and described, below.

Central Office Support

A strong central office is a critical component of the success of the existing Excel Centers and is equally critical to the success of any new Excel Center. Since GEI opened its first school in 2004, it has grown to include expertise in the following areas: accounting and bookkeeping; payroll; curriculum and curriculum development; data analytics; data collection and state reporting; development; and registrar. In addition to providing administrative services, GEI's central office staff is actively involved in state and local policy-making decisions, ensuring that the needs of The Excel Center are being heard by state and local officials. GEI's central office staff provides high-level support in all school support functions, allowing school staff the time and flexibility to focus on their key objective: student success.

IT Systems

The performance and operation of GEI's schools depends upon effective IT systems that organize and communicate key information and present GEI and school-level management with performance data of each school. GEI has invested in a learning management system and a data warehouse to assist network leaders and site directors to understand the school's academic and financial positions quickly and to share curriculum, operational, student resources across each school.

A critical component of managing performance at scale is having access to relevant data in order to help leaders make informed decisions about how to improve processes and outcomes. GEI has heavily invested in its ability to gain value from its schools' data in order to equip GEI administration to monitor performance across all of its locations and to empower its leaders and staff to use data to make decisions to improve school operations, instructional quality and – ultimately – student outcomes.

Making Data Readily Available

The Excel Center can be classified as a dropout recovery school, and The Excel Center anticipates that it will continue to be evaluated based upon (1) the number of students it graduates within a given year divided by the average ADM count for that year; (2) the school's non-waiver graduation rate; and (3) the percentage of its graduates that are "college and career ready" when they graduate (earning an industry certification or dual credit). GEI has developed a data warehouse that enables leaders to understand the accountability score as an interim measure – in other words, the warehouse will display at a moment-in-time what its projected

accountability grade will be. It also provides real-time data regarding school performance on key metrics that school staff and leadership have identified as proxy measures of school success. By giving leaders this information, the data warehouse will also enable leaders to understand what activities may serve as levers to improve overall school performance. The data warehouse uses a user frontend that allows end users to understand their data and use it to make decisions. GEI’s warehouse implements Tableau Software to create a system to navigate the data generated in each system. By applying filters, creating dashboards, and other drill-down information, the data warehouse has helped to ask questions, make analysis, and share school and student results with peers and partners.

Learning Management System

GEI has also purchased a Learning Management System to facilitate communications and information sharing between teachers, staff, and students in The Excel Center. This system creates a coordinated platform through which teachers can organize courses and gather curriculum resources. The Learning Management System, BlackBoard, is currently in use across all of The Excel Center locations, serving as the online portal through which important documents, curriculum resources, and processes are shared. Class dates, course syllabi, assignments, and assessments are all organized within the system. Additionally, some classes’ core content can be delivered almost exclusively through self-paced material provided through online course modules.

All course materials for The Excel Center’s classes are available online for teachers to use, browse, and refine. Teachers download the core material and then make adjustments or revisions as they conduct their lesson planning. Additionally, final exams aligned to Indiana College and Career Readiness Standards are included on the website to measure Student Learning Objectives for each course. All final exams are approved by the Chief Academic Officer before they are used in class. Tests and quizzes can also be taken and recorded online.

Additionally, The Excel Center has plans to make concentrated efforts to achieve long-term sustainability and success in the following areas: governing board; leadership team; teaching staff; academic achievement; and removing barriers to student success. The table (below) describes the timeline and responsible parties for implementing strategies for sustaining success in each of these areas. The specific strategies that will drive continued success are described in the following paragraphs and are embedded in The Excel Center’s school model.

Focus Area	Timeline	Responsible Parties
Governing Board	ongoing	Board
Leadership Team	annually	Central Office
Teaching Staff	annually	Site Director, Central Office
Academic Achievement	ongoing	Site Director, school staff
Removing Barriers	ongoing	Site Director, school staff

a. The governing board

Collectively, GEI’s Board of Directors has over 45 years experience working as a school board for GEI. The amount of time each Board member has served on the Board is provided, below. This leadership team has governed GEI since the Indianapolis Metropolitan High School was founded in 2004 and has considerable knowledge of the local community and local educational landscape. The leadership team has extensive organizational leadership experience managing for-profit and not-for-profit businesses, working in public policy, serving on the boards of local community organizations, and managing schools in the local community. The Excel Centers have consistently received high governance ratings from its authorizers due to the quality and caliber of its Board. GEI’s Board members include:

- C. Perry Griffith, Jr., Chairperson of The Excel Center Board, is the president and chairperson of Denison, Inc. He has served on the boards of directors of numerous civic and community organizations. In addition, he previously specialized in

commercial lending at Merchants Bank of Indianapolis and served as the vice president of the national division at Merchants.

- Gina DeSanto, Vice-Chairperson, is chief of staff at Purdue University. She has previously served as associate provost at Butler University, senior deputy commissioner of policy, strategy, and performance at the Indiana Department of Workforce Development, and chief of staff at the Indiana Commission for Higher Education.
- Michael O'Connor, Secretary, works for Eli Lilly and Company, Inc. He is the former chief deputy mayor of the city of Indianapolis. Mr. O'Connor also serves on the boards of the United Way of Central Indiana, Goodwill Industries of Central Indiana, the Shepherd Community Center, and Goodwill Education Initiatives.
- Scott Bess, President, president of Goodwill Education Initiatives (GEI) and senior vice president of mission and education initiatives of Goodwill Industries of Central Indiana, has served as the chief operating officer of GEI since 2005. Mr. Bess is responsible for the design and implementation The Excel Center model.
- Daniel Riley, Treasurer, is the chief financial officer of Goodwill Industries of Central Indiana. He is a certified public accountant and previously worked at Cinergy Corporation and Arthur Andersen in Indianapolis. Mr. Riley also serves as a board member at the Arthur Jordan YMCA and volunteers at St. Luke Catholic Church and North Central High School.
- Claudia Cummings, Board Member, is vice president of workforce and education at Conexus Indiana. She previously served as the deputy commissioner and legislative director of the Indiana Department of Administration. Ms. Cummings is also actively involved in the work of the Indiana Commission on Career and Technical Education.
- Jeffrey Harrison, Board Member, is President and CEO of Citizens Energy Group. His volunteer endeavors include board membership on the Leukemia and Lymphoma Society, the Indianapolis Urban League, the Indianapolis Zoo, Goodwill Education Initiatives, and the YMCA.
- Richard Horn, Board Member, is a managing partner of Strategic Capital Partners (SCP). Mr. Horn previously served as president of Duke Realty. He has also been involved with World Presidents' Organization, Young Presidents' Organization, Urban Land Institute, Carmel Dad's Club, United Way, Rebuilding Together, and the National Entrepreneurship Foundation.
- Donald Palmer, Board Member, is a managing partner of Honey Creek Capital. During his career, he has served on the boards of Equipment Technologies, Fifth Third Bank, Hudson Aquatic Pools, Three Witt Enterprises, VRCG, Inc., Cheeseman Trucking, Ahaus Engineering, Qualtronics, World Presidents' Organization, Opportunity International, and Opportunity Transformation Investments.
- Doris Pryor, Board Member, is Assistant United States Attorney. She is a member of the United States District Court Local Rules Committee and American Inns of Court.
- Gwen Fountain, Honorary Board Member, served as associate professor of economics and management, director of undergraduate programs for the College of Business Administration, associate provost for student learning, and dean of academic affairs before becoming Butler University's first female president.
- Fred Tucker, Honorary Board Member, is the retired president of F.C. Tucker Company. Mr. Tucker serves on the board of directors of Goodwill Industries of Central Indiana, the Economic Club of Indianapolis, and the Greater Indianapolis Chamber of Commerce.

Members of GEI's Board of Directors are selected through a process that involves the Governance Committee of the Board. This Committee is comprised of three GEI Board members and the President of GEI and the CEO of Goodwill Industries of Central Indiana. As the need for new members arises, the Governance Committee solicits members of the Board for suggestions for prospective members. Care is taken to always have Board members with expertise in finance, education, legal, and business along with strong community ties. Prospective members are vetted against those categories, with candidates selected to meet with the Committee to explore their willingness to serve along with more fully understanding their approach to governance. Candidates are then presented to the full Board for approval. This selection process has and will continue to contribute to the long-term sustainability and success of the governing board.

In terms of development, the Board Chair is an active participant in all board education opportunities offered through the Mayor's Office of Education Innovation. The Chair then presents those learnings to the Board as a whole. Every Board meeting also includes full briefings on school operations, education policy issues, and financial issues.

GEI has been fortunate to have a low level of turnover on its Board. As members indicate their desire to leave the Board, the Governance Committee begins conversations about how to replace that member, particularly with an eye towards the specific knowledge or skills that the retiring member possesses.

b. The leadership team

A strong leadership team, including high-quality school leaders, is essential to maintaining the success of The Excel Center. On an ongoing basis, GEI focuses on preparing candidates with leadership schools to become school leaders. To that end, GEI developed the Technical Leadership Series to help develop a pipeline of teachers, staff and school leaders. The Technical Leadership Series takes place on an annual basis and is comprised of eight training and development sessions, each of which teaches a specific set of imperatives that potential leaders can apply immediately to enhance their current role and prepare them for a next level leadership position. Participation in the series includes an evaluation of staff within the school that performs at a high level who have a high potential to perform well within a leadership role. The process selection includes performance in a staff member's current role, performance with accelerated assignments, the desire to grow within the organization, and the ability to balance ambition.

The Technical Leadership Series explores The Excel Center model, its culture, an academic overview, financial framework, legal implications, and business continuity plans. Expert presenters present an interactive and engaging series of training sessions that culminate in several forms including: case studies where technical elements are applied; dilemmas that will challenge participants to develop a philosophy around an idea and make a decision; and personal evaluation, discussion, and reflection. Participants should be able to quickly identify a problem, collaborate with current Excel Center leaders across the entire Excel Center network to create a solution, and make changes happen – all with the support of leadership.

The Technical Leadership Series is designed to strengthen and increase technical skills such as innovation, problem solving, and strategic planning under the direction of GEI leadership and personnel that are experts in their chosen field. Participants will gain specialized knowledge in areas that specifically address charter school challenges and learn the skills needed to effectively take on a leadership role within The Excel Center. Participants that successfully complete the series will continue their leadership development with personalized mentoring and advanced assignments to accelerate obtained knowledge to application.

In the event that a School Director leaves The Excel Center, GEI will look to the leadership pipeline that it is building through the Technical Leadership Series to fill the vacant position. Should there be any period of time without a school leader, the Regional Director will act as the interim School Director until which time the full-time School Director has been selected and is able to step into the role. The Regional Director will ensure a smooth transition of school leadership in order to maintain the academic, organizational and operational success of each school site.

c. The teaching staff

Hiring a high quality and highly effective school staff is critical to the success of any school, particularly The Excel Center. The Excel Center cultivates leadership and expertise from within. The Excel Center realizes that there are multiple forms of school leadership, and school administrators facilitate the growth of teachers as leaders. Teachers with strong instructional skills who possess leadership capabilities but who wish to remain classroom teachers rather than become administrators may be selected to become lead teachers, maintaining a partial course load but also mentor teachers and lead professional development. Bonus pay tied to teacher evaluation scores and student achievement results as well as a differential pay scale for lead teachers will motivate the teaching staff to commit to continued at the school.

The Excel Center will reward high performing teachers via merit increases. Teachers who are identified as highly effective during their annual evaluation will be eligible for a performance-based bonus. Ineffective teachers will not be eligible for pay increases. In addition to recognizing and rewarding teacher performance, teachers appreciate not needing to focus on classroom management and discipline as much as traditional high schools: the school's students have made a choice to return to school, and as a result, the student body will be motivated and focused on learning.

d. Academic achievement

The Excel Center has identified three main pillars that are critical to sustaining a high level of student academic achievement: (1) an academic philosophy that meets the goals and needs of adult students, (2) a concentrated focus on College and Career Readiness, and (3) a coaching platform designed to address what barriers impede with a student's continued educational success. Please see the graphic on the following page.

Academic Instruction for students who have dropped out requires flexibility in the design of the educational program. Students will enroll in The Excel Center at various skill levels, have different numbers of credits to achieve, and many will balance their educations with life obstacles, including work and family obligations. Therefore, The Excel Center will use a "one student at a time" method where each student establishes his or her educational goals and moves at his or her own pace to achieve learning goals. Every student at The Excel Center has a unique education plan, and school staff work with each student to craft an educational program that fits his or her specific needs.

The environment within The Excel Center is designed to meet adults' learning needs by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The school is designed to reflect the characteristics of educational environments that benefit adult learners, including open discussion, self-directed learning and personal accountability.

The Excel Center has established a learning environment that meets adults where they are academically. Students participate in fixed-time classes where they cover key academic subjects in language arts, mathematics, social studies and science. These courses are designed to build skills, learn material, and engage with students. However, many students come to The Excel Center requiring significant remediation and special supports. For these students, reading, math, and basic skills labs allow them to learn critical information when they need it. Classes include between 10 and 15 students in each course. Courses often integrate material from multiple disciplines, allowing students to demonstrate learning standards in an integrated plan that brings together a number of different skills and precedents.

Additional resources support the unique needs for adults outside of the fixed-length core courses. A portion of credits are attainable via online credit recovery format. In addition, students who have demonstrated high skill levels (as shown on by high scores on the ACCUPLACER exam) are eligible to enroll in dual credit courses, thereby beginning their pathway and success in working towards postsecondary education goals.

Technology features prominently in the design and delivery of academic content in The Excel Center. Coursework is presented in multimedia formats, reaching different personalities and groups. In addition, students are able to participate in computer-based instruction for online credit recovery, TABE testing and for tutoring-based work.

Postsecondary Education and College and Career Readiness prepare students to learn the general skills necessary to become successful in 21st-century workplaces. The Partnership for 21st Century Skills developed a framework that identified many of the critical competencies and skills essential to students preparing to enter the workforce in the 21st century. These skills are grouped into four general categories: a strong mastery of core subjects and knowledge of 21st century issues; life and career skills; learning and innovation skills; and information, media and technology skills. Building upon the Indiana Academic Standards' focus on 21st

Century Skills, The Excel Center emphasizes these skills so that students are better prepared in the modern workforce. Students build on themes and case studies applied in workplace contexts, encouraging them to develop and demonstrate skills that will be valuable in workplace environments. Opportunities for students to demonstrate these skills are woven into core content. The school's emphasis on these skills enables each student to understand how mastery of the core curriculum can be used as a means to develop skills that will be important in his or her career.

Many individuals who have dropped out of school will re-enter the educational system when they find that there are few employment opportunities available for individuals who lack a high school diploma. To respond to this demand, The Excel Center's coursework and learning environment enables students to access greater career opportunities. Students' educational plans build towards post-secondary certificates and/or advanced degrees that lead to high growth, high demand careers with better-than-average growth potential in the local economy. These academic goals include courses at post-secondary institutions, including Ivy Tech.

The Excel Center promotes students' awareness and access to valuable careers by introducing students to the benefits, details, and possibilities of a number of careers, and helping to outline the path a student may take to enter a career in a given field. The Excel Center is prioritizing high growth, high demand industries in the Indianapolis area. For most of The Excel Center's students, earning a high school diploma was the primary reason for them to go to school, but few students have thought about what career to enter after graduating. Therefore, The Excel Center spends significant amounts of time introducing students to industries and fields where there are good prospects of finding stable employment and finding a career in an industry with growth potential.

Coaching in The Excel Center model addresses the life barriers and issues that prevent students from being academically successful. The Excel Center's coaches are responsible for keeping students engaged and motivated in the school. The relationship that coaches create with each student is a critical factor in student success, as that relationship provide security, confidence and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage. Coaches work with students to identify potential barriers to students' continued education, whether through short-term barriers (such as housing and childcare) or long-term challenges (including student self-efficacy and self-confidence).

The Excel Center prepares students for and introduce them to post-secondary education through opportunities that are relevant to their educational and career goals. Students cover the basic requirements to receive a high school diploma and enroll in some form of postsecondary education, whether a certificate or credential program or a track moving towards an associate's or bachelor's degree.

The Excel Center Model

Key Pillars:

Secondary-Level Education

- Accelerated pace of learning and credit attainment
- Instruction by both licensed instructors and tutoring by unlicensed resource staff
- Classroom instruction paired with online credit recovery
- Resource Area provides intensive support to students in need of additional assistance
- Credits can be earned for valid and relevant work experience
- Student testing used to measure student progress & postsecondary readiness

Postsecondary Education and Career Pathways

- Strong relationship with local community college provider
- *Test-approved* students able to enroll while still taking high school classes
- Dual credit course offerings available for students
- Students can work towards certificates and associates degrees
- Extensive preparation & follow along for students in college
- Partnering with industries to present career options for students for relevant postsecondary education plans

Coaching

- Goal to promote continued retention of students by addressing life barriers
- Students placed into cohorts and meet one-on-one with a coach
- Coaching addresses life skills, locating community resources, and creating future plans
- Proactive barrier removal for critical life / work issues
- Effective selection of coaches as a key barometer of success

Structures and practices for student success

- Flexible scheduling available to meet needs of working and busy adults
- Available transportation and easy access for non-driving students
- Child care provided for students with children
- Facility has sufficient space for a resource area, classrooms, cohort and one-on-one meeting spaces
- Mature learning environment: Student population is a mix of younger and older students

e. Additional areas

Efforts to maintain The Excel Center’s success in removing barriers that stand in the way of adults’ academic success are ongoing and integrated into The Excel Center model. These efforts are continuously evaluated and refined.

Complete College America’s 2011 report, “Time is the Enemy,” highlights how, for many adults in college, an extended period of time to progress through school is a major detriment to their lasting success. Although the report’s findings focused on postsecondary education, its lessons about adult learners have been incorporated into the design of The Excel Center. For students who are balancing commute times, family obligations, work, and school, lengthy educational programs with few rewards are a major barrier to ongoing success. The following elements of Complete College America’s recommendations have been incorporated into the academic design of The Excel Center:

- *Use block schedules with fixed and predictable classroom meeting times.* The Excel Center’s classes operate for at least 90 minutes each day, with student schedules fixed for each 8-week term.
- *Allow students to proceed at a faster pace, with shorter academic terms, less time off between terms, and year-round scheduling.* The Excel Center’s year-round calendar takes minimal breaks and operates on five 8-week terms.
- *Simplify the registration process.* Students enroll in one coherent program during iExcel (student orientation) and receive substantial help from life coaches, teachers, and other staff to understand their path to earn a high school diploma and a certification and/or college credits.
- *Form peer support and learning networks.* Students build relationships with other students and teachers in The Excel Center’s small school environment. In addition, life coaches work to ensure that students remain engaged in the school’s academic program and feel like they belong in the school’s culture.
- *Embed remediation into the regular educational design, so that students don’t waste time before they start earning credits.* Foundations Math and Competency English allows students to earn elective credit, helping students connect their remedial work to the goal of earning credits towards their high school diploma.

2. Ongoing Improvement

Continuous improvement is at the forefront of GEI’s goals for The Excel Center. Although The Excel Center has achieved much success in graduating over 1,000 adults with over 80% of its graduates receiving an industry certification, and expanding both within Indiana and nationally, GEI continually identifies ways to maximize the impact that The Excel Center has on students. As such, GEI has identified areas for academic, organizational, and operational improvement.

a. Academic Improvement

In order to continue to improve academically, The Excel Center will focus on: (1) encouraging high attendance rates and re-enrollment rates; (2) increasing the number of productive students; and (3) increasing the number of quality graduates.

1. Encourage High Attendance and Re-Enrollment Rates

Students enter The Excel Center having previously dropped out of high school. It is critical to the success of students as well as the school to implement strategies to keep students engaged in school so that they remain in school and complete all of the requirements for a high school diploma. As such, The Excel Center has developed and will implement a number of strategies to encourage high attendance rates as well as re-enrollment rates so that students stay on track towards graduation:

Visible School Goals: When students walk into The Excel Center, there will be school goals related to graduate and attendance in plain sight. Every person who walks into the building will be able to see how many graduates the school expects to see and what attendance expectations are, as well as the progress that the school is seeing towards those goals. Students are greeted everyday with a clear message of expectations. Also, proudly displayed on the walls of the school are the names of those students who have earned a high number of credits towards graduation and who have achieved perfect attendance. Celebrating student successes is a

strategy that has proven successful not only with traditionally aged students, but with adults as well. Adults often enjoy being recognized for their success, especially having often not experienced school success in the past.

Class Report: At the beginning of each class on Mondays, teachers spend 5 – 10 minutes sharing a “State of the Class Report” with students. These class reports are presented to students to show them the class’s attendance rate from the prior week and all of the weeks during the 8-week term. The teacher will also show attendance trends indicating how much attendance has improved or decreased from week to week. Finally, the teacher gently reminds students of the school’s expectations regarding attendance and how many days are left in the term. During the State of the Class Report, teachers also share student progress and inform the class of how many total A’s, B’s, C’s, D’s and “Incompletes” were received during the previous week. This is also an opportunity to highlight and celebrate student success by publicly recognizing those students who earned “mastery grades” (80% or better) and who had perfect attendance.

These data reviews are instrumental in helping students understand the correlation between their attendance and their grades. Also important, teachers take a couple of minutes to talk about career opportunities that are available in the area, share wage opportunities and break down the amount of money to be made into weekly amounts to help students gain perspective on where their high school diplomas may take them. This process has been proven to be very powerful in helping students understand what they will have access to after buying into the school. This message is reiterated whenever and wherever possible and the weekly class report provides an opportunity to do so. All teachers and staff push the ultimate goal for The Excel Center’s graduates: economic self-sufficiency.

Graduation Plan: Each student will enter The Excel Center and have a plan which articulates what all a student needs to accomplish while they are enrolled in The Excel Center, including which classes they need to complete and earn a passing grade in and which high-stakes standardized assessments they need to pass. The graduation plan will inform students of their expected graduation date. The Graduation Plan lets students know where they are starting and where is the finish line.

Graduate Tracker: Information from The Excel Center’s student information system is uploaded to a data warehouse on a nightly basis and the data from the student information populates a number of visual dashboards which allow school leadership and staff to track school-wide and individual student goals. The Graduate Tracker is one of these visual data dashboards. The Graduate Tracker provides information on each student and displays which students are “on track” to graduate. The Graduate Tracker is meant to inform every staff member in the school of which students are close to graduating so that all staff can help build momentum behind each of these students and continue to encourage them that they have almost reached their goal. The School Director will make and explicit point to check on each of these upcoming graduates everyday to ensure that they are continuing to move forward with their requirements. Likewise, the Graduate Tracker informs staff on which students may be falling behind and to address and issues those students might be facing immediately so as to help get them back on track quickly, without losing any valuable ground.

Student “Employee” Contract: During the iExcel new student orientation, The Excel Center staff share a message of the importance of professionalism and work-readiness. The Student “Employee” Contract is one way that The Goodwill Excel Center simulates the professional environment in the classroom. At the beginning of a course, students will enter into a contract that is similar to a work contract they would see in a professional environment. The Contract includes a job description for the student, the student’s job duties, the number of total points a students may be “compensated” throughout the duration of the course, the credits students will be awarded towards graduation if they fulfill all of their essential job duties, “additional wage opportunities” or extra credits students may earn by putting in “overtime” and working on Fridays, and the conditions under which the contract could be terminated (points deducted due to absences, failure to complete assignments, demonstrating the inability to work effectively with other “employees” on tasks, and failure to communicate an absence in advance of work). The contract provides students with very clear expectations and an understanding of how they can be successful in the class, while also mimicking the environment that students will encounter after they graduate from The Excel Center.

Adult Roles / Career Readiness Course: For students who have struggled to consistently maintain high attendance at The Excel Center, students are reenrolled into an Adult Roles/Career Readiness course. This class acts as an opportunity to engage and re-engage students and build relationships. During this course, students learn critical employability or “soft” skills that are needed in the workforce. Students learn the importance of being reliable and “showing up” everyday. During this class, students also begin work on their graduation portfolio and understand that graduation may not be far off and that they can persevere within the school to reach their end goal of receiving a high school diploma and improving their economic self-sufficiency.

2. Increase the Number of Productive Students

Productivity is a key measure that The Excel Center tracks in order to identify which students are actively engaged in the school and continuing to make progress toward their high school diplomas. A “productive” student is one who is earning a credit in at least one course during each term. In order to increase the number of productive students at each school, The Excel Center is working to clarify the role of life coaches. The purpose of the life coach’s role is to ensure that students remain engaged and productive in The Excel Center, so that they are able to graduate. To that end, is implementing a new coaching rubric to evaluate the performance of life coaches. Please see Optional Attachment 4 for a copy of the new coaching evaluating rubric and related materials.

3. Increase the Number of Quality Graduates

The priority of The Excel Center is to not only enable students to earn a high school diploma, but to ensure that students graduate with the ability to improve their economic self-sufficiency. This means that graduates should be prepared to immediately enroll in college or earn an industry certification to be more employable. Although over 80% of The Excel Center’s graduates have earned an industry certification, prior to graduation, The Excel Center is focused on providing additional certification offerings that may lead to in-demand, high wage jobs. To help increase the number of quality graduates, beginning in the 2015-2016 school year, The Excel Center has added the following certification offerings:

- Microsoft Office Specialist;
- CompTIA A+;
- Early Childhood Education;
- Customer Service Specialist;
- Apartment Maintenance Technology I;
- Apartment Maintenance Technology II;
- Aviation Assembly Mechanic;
- Hospitality Management;
- Emergency Medical Technician; and
- Software Coding.

b. Organizational Improvement

Rapid expansion of The Excel Center has led to rapid change within each of The Excel Centers. Often times, the best teachers and school staff have been promoted to become school directors or take on other leading roles. This rapid expansion has, at times, stretched school staff. In order to better prepare for continued expansion and to maintain the success of each Excel Center, The Excel Center will focus on (1) leadership development and (2) staff retention.

1. Leadership Development

The Excel Center will seek to develop a pipeline of qualified individuals to direct the operations of current and future schools. Professional growth opportunities and access to the nationwide Excel Center network will help to foster a pipeline of qualified individuals to step into school leadership roles. As described in the “Sustaining Success” section, GEI developed the Technical Leadership Series to help develop a pipeline of teachers, staff and school leaders. The Technical Leadership Series takes place on an annual basis and is comprised of eight training and development sessions, each of which teaches a specific set of imperatives that potential leaders can apply immediately to enhance their current role and prepare them for a next level leadership position.

Participation in the series includes an evaluation of staff within the school that performs at a high level who have a high potential to perform well within a leadership role. The process selection includes performance in a staff member's current role, performance with accelerated assignments, the desire to grow within the organization, and the ability to balance ambition.

The Technical Leadership Series explores The Excel Center model, its culture, an academic overview, financial framework, legal implications, and business continuity plans. Expert presenters present an interactive and engaging series of training sessions that culminate in several forms including: case studies where technical elements are applied; dilemmas that will challenge participants to develop a philosophy around an idea and make a decision; and personal evaluation, discussion, and reflection. Participants should be able to quickly identify a problem, collaborate with current Excel Center leaders across the entire Excel Center network to create a solution, and make changes happen – all with the support of leadership.

The Technical Leadership Series is designed to strengthen and increase technical skills such as innovation, problem solving, and strategic planning under the direction of GEI leadership and personnel that are experts in their chosen field. Participants will gain specialized knowledge in areas that specifically address charter school challenges and learn the skills needed to effectively take on a leadership role within The Excel Center. Participants that successfully complete the series will continue their leadership development with personalized mentoring and advanced assignments to accelerate obtained knowledge to application.

2. Staff Retention

The Excel Center realizes that there are multiple forms of school leadership, and school administrators facilitate the growth of teachers as leaders. Teachers with strong instructional skills who possess leadership capabilities but who wish to remain classroom teachers rather than become administrators may be selected to become lead teachers, maintaining a partial course load but also mentor teachers and lead professional development. Bonus pay tied to teacher evaluation scores and student achievement results as well as a differential pay scale for lead teachers will motivate the teaching staff to commit to continued at the school.

The Excel Center will reward high performing teachers via merit increases. Teachers who are identified as highly effective during their annual evaluation will be eligible for a performance-based bonus. Ineffective teachers will not be eligible for pay increases.

In addition to recognizing and rewarding teacher performance, teachers appreciate not needing to focus on classroom management and discipline as much as traditional high schools: the school's students have made a choice to return to school, and as a result, the student body will be motivated and focused on learning.

c. Operational Improvement

The Excel Center recognizes that, operationally, it must continue to improve by standardizing its systems and processes as it continues to grow and expand.

1. Standardization of Systems and Processes

The Excel Center's senior leadership and GEI's Central Office staff have been identifying and evaluating best practices across all of its schools. In order to replicate the success of each school and build upon each school's strengths, these best practices are being consolidated into a Standard Operating Procedures Manual. The development of the manual allows each Excel Center site to learn from the successes of other sites and to make their own improvements by replicating documented best practices.

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.

Due to the unique nature of the student population served by Adult High Schools, the regular metrics for high schools under the OEI performance framework does not provide an accurate picture of school performance. In 2013, the Office of Education Innovation developed a framework specific to Adult High Schools. Because 2013-14 is the first academic year in which adult high schools were assessed under the alternate performance framework, no historical ratings are available, and the school’s charter renewal report is based on 2013-14 data.

1.1. Is the school’s academic performance meeting state expectations, as measured by Indiana’s accountability system?					
Indicator Targets	Does not meet standard	School has not met standard the last two years.			
	Approaching standard	School has approached standard the last two years.			
	Meets standard	School has met standard the last two years.			
	Exceeds standard	School has exceeded standard the last two years.			
School Rating	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated

The Excel Center for Adult Learners was not evaluated under an alternate rule in the 2013-14 school year. A proposed alternate has been approved and will be incorporated in subsequent evaluations. Therefore, the school was **not evaluated** on this indicator for the charter renewal report.

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model					
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>				
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).			
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).			
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).			
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).			
School Rating	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	Indicator 1.2 does not apply to Adult High Schools.				

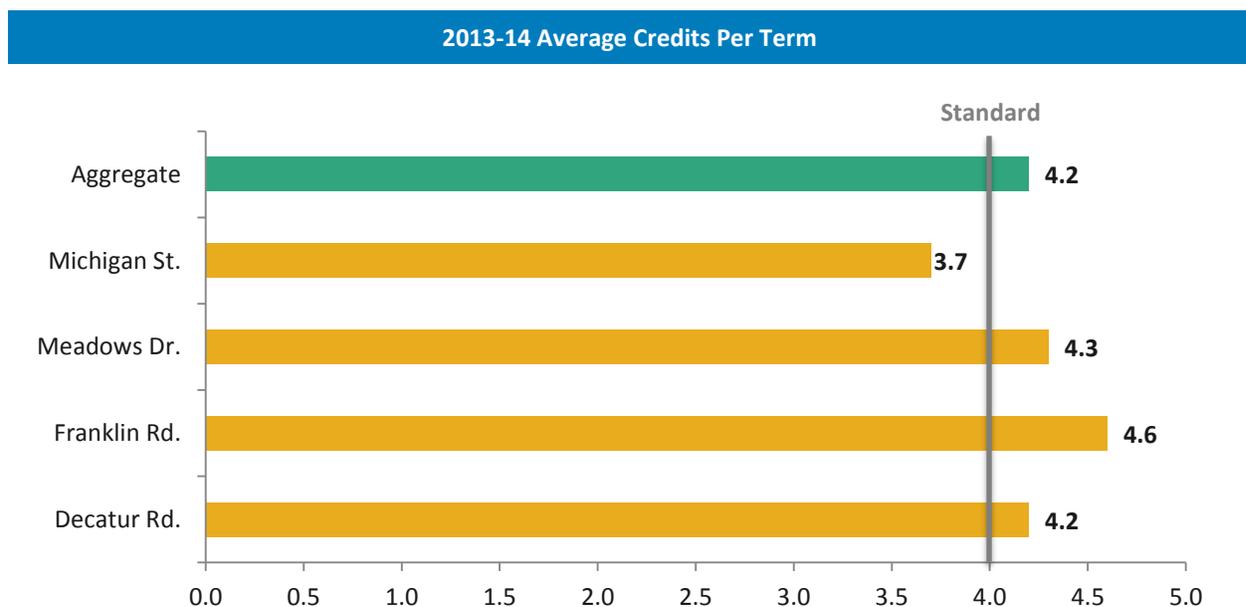
The Indiana Growth Model does not currently include growth measures for high school assessments. Therefore, Adult High Schools do not receive a rating on this indicator.

1.3. Is the school preparing students to graduate from high school within the time frame established upon enrollment, as measured by the average number of credits earned per term?					
Indicator Targets	Does not meet standard	Students earn an average of less than 3 credits per term or semester.			
	Approaching standard	Students earn an average of 3 credits per term or semester.			
	Meets standard	Students earn an average of 4 credits per term or semester.			
	Exceeds standard	Students earn an average of 5 credits or more per term or semester.			
School Rating	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	Not Evaluated			MS	MS

Traditional high schools in Indiana are held accountable to a four-year cohort graduation rate measured from a point when students first enter high school. Because many Adult High School students do not have an assigned cohort, or are beyond their cohort, a traditional graduation rate is not a feasible measure.

In place of a graduation rate, OEI examines students' progress towards graduation by looking at the average number of course credits earned per term or semester. In the 2013-14 school year, students across the Excel Center-Marion County earned an average of 4.2 credits per term. When analyzing results for each of the four sites included in the charter, Michigan St. is the only to fall below the target, earning an average of 3.7 credits per term.

Although the one site was approaching standard, due to the overall average the Excel Center earned a **Meets Standard** for this indicator on the charter renewal report.



To address progress made in areas of deficiency of Core Question 1.3 for the 2013-14 school year Excel Center stated:

One of the barriers that many adults face when returning to school is the limitations of their schedule, especially when childcare and/or employment impeded a student’s ability to commit to multiple classes per day. As a result, some students feel unable to enroll in more than one class at a time, which tends to pull the average number of credits attained closer to 3, which aligns with approaching standard according to the Mayor’s Office performance framework.

However, The Excel Center continues to refine systems of support that empower students to enroll in more than one class per term. Ideally, every student would take class(es) during the morning and class(es) during the afternoon. (It’s worth noting that we offer night classes, but these are sparingly accessed except at our West location.) As our coaches have become increasingly adept at helping students overcome challenges related to transportation, securing childcare, and navigating financial commitments, the average number of credits attained at The Excel Center locations in Marion County has trended toward meeting standard. Chart II (below) represents the cumulative performance of four of our Excel Centers on indicator 1.3 for the 2014-2015 school year.

Chart II: Performance on Indicator 1.3 for the 2014-2015 School Year

School	Avg. Number of Credits Earned	Performance Category
Michigan Street	3.9	Approaching standard
Decatur	3.8	Approaching standard
Franklin Road	4.1	Meets standard
Meadows	4.6	Meets standard
Marion County Charter for TEC	4.2	Meets standard

While neither TEC-Michigan Street nor TEC-Decatur are currently meeting standard according to the rigorous expectation of earning four credits per term, it is clear that the four schools operating under this charter are performing well. Also, the average number of credits earned by both sites is only one tenth and two tenths away, respectively, from achieving standard. The Excel Center is confident that all four of The Excel Centers included in this charter will meet standard in the near future.

Two steps have been taken that will help the Michigan Street and Decatur locations to meet standard on indicator 1.3.

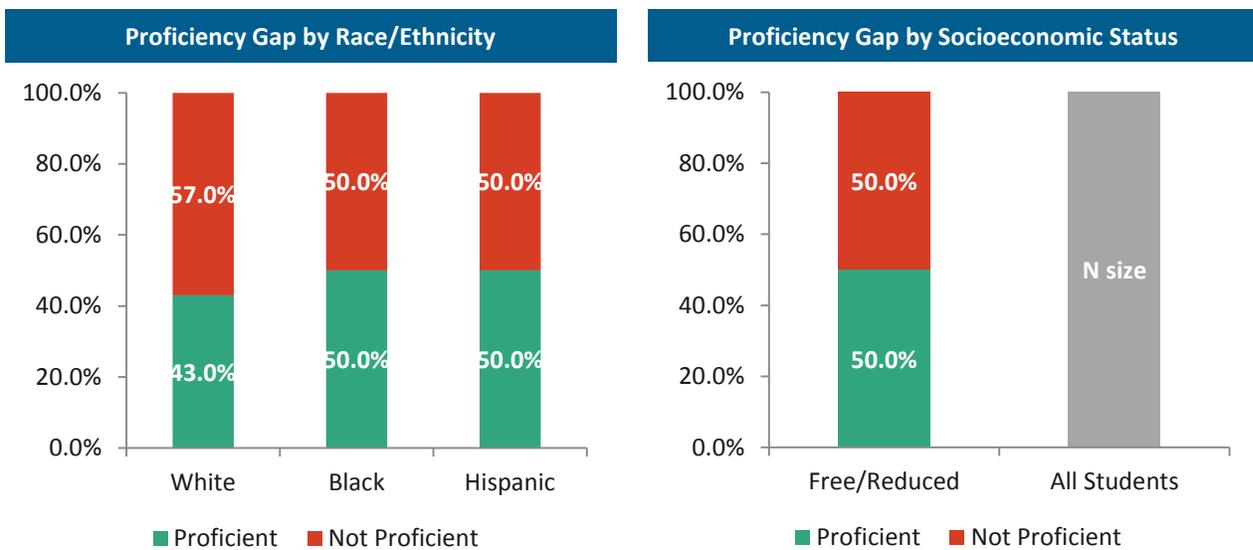
1. During July of 2015, an internal selection process was conducted in order to select new leaders for The Excel Center – Michigan Street and The Excel Center – Decatur.
 - Jonathan Gates, who previously served as the director at The Excel Center – West, transferred to the Michigan Street location in order to provide increased stability and accountability. Gates helped West serve a large language minority population, provide night classes to approximately 70 students, and achieve a 95% pass rate on industry-recognized certification exams.
 - Nicole Meyers, who previously served as lead teacher at The Excel Center – Franklin Road, was promoted to director at The Excel Center – Decatur. Over the last two years, the Decatur location has struggled with consistent leadership. Meyers is from one of the communities

served by The Excel Center – Decatur. During the interview process, she spoke passionately about serving Decatur’s constituents, and it was clear that she is committed to the mission over the long haul. It’s also worth noting that Meyers contributed to The Excel Center – Franklin Road’s ability to meet standard on indicator 1.3 during the 2014-2015 school year (as indicated in Chart II).

- The leadership at Goodwill Education Initiatives is confident that Gates and Meyers will bring renewed vigor and commitment to fulfilling The Excel Center mission at Michigan Street and Decatur.
2. Recent structural changes within Goodwill Industries of Central Indiana, Inc. and Goodwill Education Initiatives, Inc. will provide improved professional development for Excel Center coaches, whose responsibilities (e.g., retaining students, scheduling students for multiple courses in a term) are directly tied to helping each school meet the expectations of indicator 1.3.
- Scott Bess, President and Chief Operating Officer of Goodwill Education Initiatives, now also serves as Senior Vice President of Mission and Education Initiatives of Goodwill Industries of Central Indiana. As a result of this transition, Excel Center coaches will participate in ongoing professional development along with personnel working in Goodwill’s mission services division. In other words, Excel Center coaches will increase their capacity to help students tackle a variety of barriers by learning from the best practices that have (and continue to have) extraordinary impact on constituents engaged in Goodwill’s variety of mission services.
 - Betsy Delgado, Vice President of Mission Advancement, will coordinate the aforementioned professional development of Excel Center coaches and mission services employees. She is uniquely positioned to fulfill this role given her previous experience as the Executive Director of The Excel Centers from 2011 – 2013.
 - Both the leadership of Goodwill Industries of Central Indiana, Inc. and Goodwill Education Initiatives, Inc. believe that the cooperation between The Excel Centers and other Goodwill programs will yield unprecedented benefits for the individuals served, positively impacting student retention and credit attainment during each term.

1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?					
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Exceeds standard	School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
School Rating	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	Not Evaluated			MS	MS

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



p
 In order to report a proficiency level, a subgroup must have at least 30 students. While the individual Excel Center campuses did not have large enough subgroups to receive a rating on this indicator, the combined subgroups for the entire charter did show a gap in Race/Ethnicity subgroups of 7%. Specifically, students in the White subgroup showed a passing rate of 43%, while both the Black and Hispanic subgroups had a passing rate of 50%.

The combined socioeconomic subgroups did not meet the required N size of 30 students to examine a gap. The graph above and on the right thus shows the performance of the largest subgroup of students, those who qualify for free/reduced lunch.

Because 2013-14 is the only academic year with data available, the school's mid-charter rating is based on that data. Therefore, the school receives a Meets Standard on the charter renewal report.

1.5. Is the school's attendance rate strong?					
Indicator Targets	Does not meet standard	School's attendance rate is less than 95.0%.			
	Meets standard	School's attendance rate is greater than or equal to 95.0%.			
School Rating	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	Indicator 1.5 does not apply to Adult High Schools.				

Due to the unique nature of Adult High Schools' student population, attendance is not an appropriate measure of success.

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 transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list.			
	Approaching standard	30.0 – 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list.			
	Meets standard	40.0 – 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list.			
	Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list.			
School Rating	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	Not Evaluated			ES	ES

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.

Of the Excel Center-Marion County's 2013 graduates, 74% were deemed college- or career-ready by the Indiana Department of Education. Because 2013-14 is the only academic year with data available, the school's mid-charter rating is based on that data. Therefore, the school receives an **Exceeds Standard** on the charter renewal report.

1.7. Is the school meeting its school-specific educational goals?					
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific educational goal.			
	Approaching standard	School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.			
	Meets standard	School is 1) meeting standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.			
	Exceeds standard	School is exceeding standard on both school-specific educational goals.			
School Rating	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	Not Evaluated			ES	ES

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

In 2013-14, The Excel Center-Marion County set its first goal around ensuring that students passed certification exams. The school reported that 77% of students across campuses achieved a 65% pass rate on certification exams, and therefore **exceeds standard** for its first goal.

The Excel Center set its second goal around ensuring that graduates had either passed the ECA/GQE, or earned an industry certification. The school reported that 100% of graduates across campuses met either criteria, and therefore **exceeds standard** for its second goal.

School Year	School-Specific Goals	Result	Rating
2013-2014	Excel Center students will achieve a 65% pass rate on certification exams.	77%	ES
	100% of graduates will have passed the ECA/GQE or will have earned an industry recognized certification.	100%	ES

Overall, The Excel Center receives an **Exceeds Standard** on the OEI performance framework. Since 2013-14 is the first year the Excel Center had school-specific goal, the school also receives the same rating for the charter renewal report.

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

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

Financial Evaluation from 2010-2012

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

Excel Center-Marion County achieved a mid-charter rating of **meets standard** for the version of Core Question 2.1 used by the Office of Education Innovation for the 2010-11 and 2011-12 school years.

In 2010-2011, Excel Center-Marion County **met standard** for Core Question 2.1. The school had adequate staffing and financial systems in place. It also regularly met reporting deadlines. The school had to rely on approximately \$239K in cash reserves to achieve a balanced budget that year.

The school continued its acceptable performance in the 2011-12 school year and **met standard**. Greenwalt CPAs conducted Excel Center-Marion County’s audit and found that the school had no material weaknesses or

significant deficiencies. The school continued to have adequate financial staffing and systems, achieved a balanced budget, had sufficient three-year budget projections, and fulfilled its financial reporting requirements.

Overall, due to its sustained performance and financial health from 2010 to 2012, Excel Center-Marion County receives a **Meets Standard** on its charter renewal report.

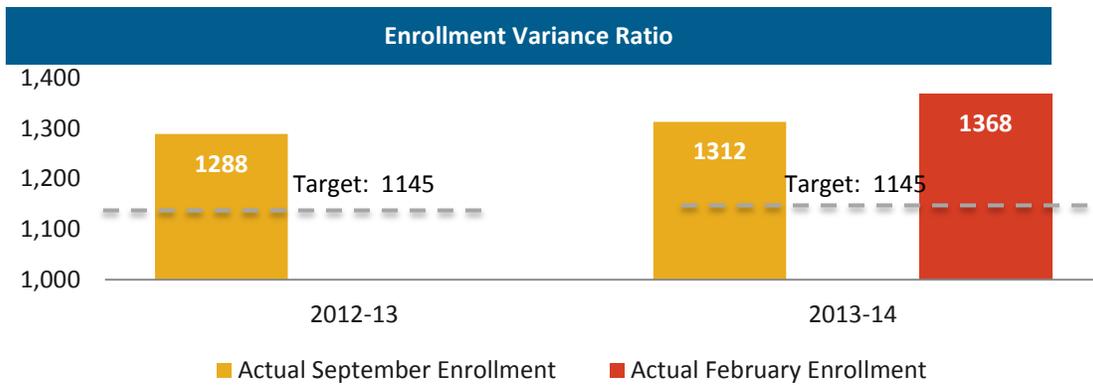
Financial Evaluation from 2012-Present

2.1. Short-term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?									
Indicator Targets	Does not meet standard	The school does not meet standard on 2 or more of the five sub-indicators shown below.							
	Approaching standard	The school approaches standard for all 5 sub-indicators shown below, OR meet standard on 3 sub-indicators, while approaching on the remaining 2 OR meets standard on 4 sub-indicators, while not meeting standard for the final sub-indicator.							
	Meets standard	The school meets standard for 4 sub-indicators shown below, while approaching standard on the final sub-indicator.							
	Exceeds standard	The school meets standard for all 5 sub-indicators.							
School Rating	2010-11	2011-12	2012-13	2013-14	Renewal Rating				
	Not Evaluated		ES	ES	ES				
Sub-indicator Ratings	Sub-	Sub-indicator targets			12-13		13-14		
	Enrollment Ratio	DNMS	Enrollment ratio is less than or equal to 89%			114%	MS	115%	MS
		AS	Enrollment ratio is between 90 – 98%						
		MS	Enrollment ratio equals or exceeds 99%						
	February Enrollment Variance	DNMS	Enrollment ratio is less than or equal to 89%			N/A	N/A	104%	MS
		AS	Enrollment ratio is between 90 – 95%						
		MS	Enrollment ratio equals or exceeds 95%						
	Current Ratio	DNMS	Current ratio is less than or equal to 1.0			4.29	MS	4.38	MS
		AS	Current ratio is between 1.0 – 1.1						
		MS	Current ratio equals or exceeds 1.1						
	Days Cash on Hand	DNMS	Days cash on hand is less than or equal to 30			54	MS	95	MS
		AS	Days cash on hand is between 30-45						
		MS	Days cash on hand equals or exceeds 45						
Debt Default	DNMS	Default or delinquent payments identified			MS	MS	MS	MS	
	MS	Not in default or delinquent							

Beginning in the 2012-13 school year, the Office of Education Innovation 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

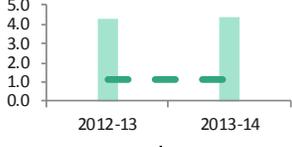
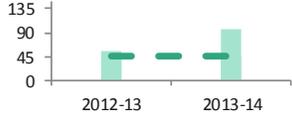
the community a certain number of seats to educate students. It is important that each school is fulfilling its commitment to the community by working diligently to ensure that families and children seeking educational opportunities are aware of the school. Additionally, charter schools, like all public 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, Excel Center-Marion County’s enrollment exceeded the enrollment targets stated in its charter agreement, meaning that, for school year 2012-13, the school was generating sufficient revenue to fund ongoing operations. As a result, the school **met standard** for this sub-indicator. In school year 2013-14, the school met its enrollment targets for the September count day and thus **met standard** for this sub-indicator. In the same year, OEI also looked at the change (variance) between fall and February enrollment. Since the February enrollment influences funding for coming year, schools need to retain enough students between September and February to be able to serve the same number of students the following year. In the 2013-2014 school year, Excel Center-Marion County’s enrollment increased and the school **met 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.



Between 2012 and 2014, Excel Center-Marion County had more current assets than current liabilities (those due in the next 12 months). As a result, the school **met standard** for the current ratio sub-indicator for both years. The school ended the year with 54 days cash on hand in 2013, and 95 days cash on hand in 2014. 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 54 more days after June 30, 2013 and 95 days after June 30, 2014. Based on this data, the school **met standard** for this sub-indicator in both years. Finally, between 2012 and 2014, the school successfully met its debt obligations based on the information that the school’s auditor provided. Furthermore, there were no negative communications from the school’s lenders.

Since the school **exceeded standard** in both years, Excel Center-Marion County receives an **Exceeds Standard** for its charter renewal report on the short-term financial health indicator.

Short Term Health		
Current Ratio	2012-13	2013-14
Current Ratio	4.29	4.38
 MS		
Days Cash on Hand	2012-13	2013-14
Days Cash on Hand	54	95
 MS		

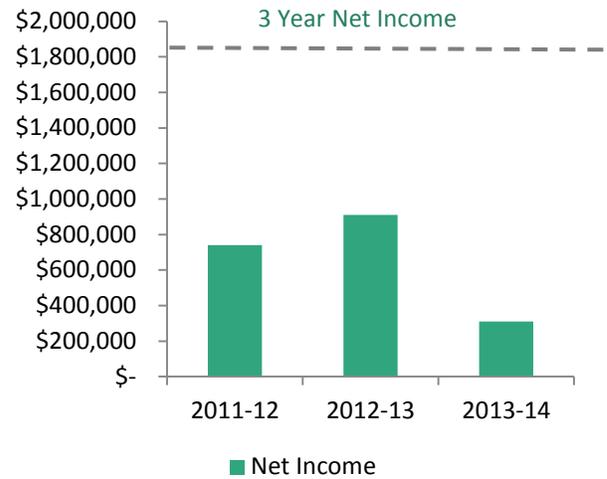
2.2. Long-term Health: Does the organization demonstrate long-term financial health?							
Indicator Targets	Does not meet standard	The school does not meet standard on any of the 3 sub-indicators OR meets standard on 1 sub-indicator but does not meet standard on the remaining 2.					
	Approaching standard	The school meets standard on 2 of the sub-indicators while not meeting on the third, OR approaches standard on all 3 sub-indicators.					
	Meets standard	The school meets standard on 2 of the sub-indicators and approaches standard on the third.					
	Exceeds standard	The school meets standard for all 3 sub-indicators.					
School Rating	2010-11	2011-12	2012-13	2013-14	Renewal Rating		
	Not Evaluated		ES	ES	ES		
Sub-indicator Ratings	Sub-indicator	Sub-indicator targets		12-13		13-14	
	Aggregate Three-Year Net Income	DNMS	Aggregate 3-year net income is negative.	\$909,754 (Current Year)	MS	\$1,959,204 (3 Year Aggregate)	MS
		AS	Aggregate 3-year net income is positive, but most recent year is negative.				
		MS	Aggregate three year net income is positive, and most recent year is positive.				
	Debt to Asset Ratio	DNMS	Debt to Asset ratio equals or exceeds .95	0.13	MS	0.17	MS
		AS	Debt to Asset ratio is between .9 - .95				
		MS	Debt to Asset ratio is less than or equal to .9				
	Debt Service Coverage (DSC) Ratio	DNMS	DSC ratio is less than or equal to 1.05	N/A	N/A	N/A	N/A
		AS	DSC ratio is between 1.05-1.2				
		MS	DSC ratio equals or exceeds 1.2				

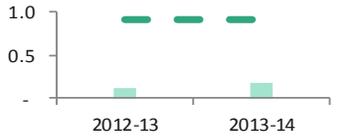
The Mayor’s Office of Education Innovation introduced Core Question 2.2 in its current form in the 2012-13 school year. As such, it is only evaluated for the 2012-13 and 2013-14 school years for the purpose of the mid-charter review. This Core Questions evaluates each school’s long term fiscal health 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.

The Excel Center-Marion County **met standard** for the net income sub-indicator for school years ending 2013 and 2014. The school had a positive annual net income in each school year ending in 2012, 13, and 14, and has an aggregate 3-year net income of \$1,959,204. The graph to the right shows each year's income and the 3-year net income.

The framework also analyzes a school's debt to asset ratio because its long-term operations could be jeopardized if its debt repayment grows to be so sizeable that it decreases the amount funds available for programming. Excel Center-Marion County **met standard** on the debt to asset ratio sub-indicator for school years ending 2013 and 2014. The graph below shows that, in both years, the schools' total assets exceeded its total debts.

Three-Year Net Income



Long-Term Health		
Debt to Asset Ratio	2012-13	2013-14
Debt to Asset Ratio	0.13	0.17
 MS		

Finally, in the event that a school has capital leases or long-term maturities, the debt service coverage ratio is important in that it analyzes a school's ability to meet debt obligations in the coming year based on income generated in the current year. The school received a rating of "N/A" for this sub-indicator in both years because it had no long-term maturities or capital leases.

Based on its strong and stable performance, Excel Center-Marion County receives a rating of **Exceeds Standard** for its charter renewal report.

2.3. Does the organization demonstrate it has adequate financial management and systems?					
Indicator Targets	Does not meet standard	The school does not meet standard on 1 of the sub-indicators.			
	Approaching standard	The school meets standard on 1 sub-indicator, but approaches standard for the remaining sub-indicator.			
	Meets standard	The school meets standard on both sub-indicators.			
School Rating	2010-11	2011-12	2012-13	2013-14	Renewal Rating
	Not available		AS	MS	MS
Sub-indicator Ratings	Sub-indicator	Sub-indicator targets		12-13	13-14
	Financial Audit	DNMS	The school receives an audit with multiple significant deficiencies, material weaknesses, or has an ongoing concern.	AS	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	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 2012-2013, Excel Center-Marion County **approached standard** for Core Question 2.3 because it **approached standard** on the financial audit sub-indicator. Although it received a clean audit, the audit did contain one significant deficiency. It is important to note that this significant deficiency did not impact the materiality of the financial statements. Page 17 of the school’s audit states, “The Schedule of Expenditures or Federal Awards (SEFA) which was prepared by the client did not include the Community Based Job Training grant.” As a result, the school originally submitted an incomplete SEFA. The school promised to put procedures in place to ensure that such an error does not occur again. The same year, Excel Center-Marion County **met standard** for its financial reporting requirements. The combination of these two ratings led to the school **approaching standard** for Core Question 2.3 for the 2012-2013 school year.

The school **met standard** for the 2013-14 school year. Its financial audit was clean and contained no significant deficiencies or material weaknesses. Additionally, it met all of the financial reporting requirements outlined in its charter.

As a result of its ratings for 2012-13 and 2013-14, the school receives a **Meets Standard** for its charter renewal report for Core Question 2.3.

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

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

3.1. Is the school leader strong in his or her academic and organizational leadership?					
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.			
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.			
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.			
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.			
Sub-indicators	Sub-indicators				
	Demonstration of sufficient academic and leadership experience				
	Leadership stability in key administrative positions				
	Communication with internal and external stakeholders				
	Clarity of roles among schools and staff				
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner				
	Consistency in providing information to and consulting with the schools' board of directors				
3.1 Rating	2010-11	2011-12	2012-13	2013-14	Renewal Rating
	MS	MS	MS	MS	MS

Since its opening in 2010, the Excel Center has rapidly grown to nine centers across the state of Indiana. In the first three years of the charter, the leadership team remained stable with the Excel Center employing an Executive Director and receiving support from the Chief Operating Officer (COO) of Goodwill Education Initiatives (GEI), the education branch of Goodwill Industries of Central Indiana (GICI). Both the Executive Director and COO demonstrated strong expertise and backgrounds in education and operations. Additionally, through the strong partnership with GICI, the centers received additional support and expertise in areas such as finances, operations, data, and academics.

With the growth of the network, the Excel Center expanded its leadership team during the 2013-2014 school year to manage school operations and provide support more effectively. A new Executive Director was hired to oversee the strategic planning, goal setting, and management of leaders at the school and regional level. Two Regional Directors worked closely with the School Directors in data analysis, problem solving, and professional

development. Further, each center’s School Director managed the day-to-day operations of the school implemented network-wide initiatives. All of the leaders demonstrated sufficient academic and operational experience, with many of them having previously served as teachers at one of the Excel Center locations.

Since 2010, the Excel Center leadership has excelled in several areas. Roles, responsibilities, and expectations have been clearly delineated to allow for smooth systems, processes, and transitions when necessary. The Excel Center, through the support of GEI and GICI, has also established many meaningful community partnerships with local businesses, universities, and community organizations that provide services and support to the schools and students. Finally, all levels of leadership have demonstrated a dedication to continually improving network, school, and student performance. Leaders have reflected on several areas of school data, such as staffing, course offerings and curriculum, professional development, and student support systems to regularly inform day-to-day decisions. They have routinely considered the challenges that their students faced and how they could best support their efforts to receive a meaningful high school education. This effort is evidenced by the continuous increase in student performance, including ECA data, credits earned, graduation numbers, and those employed after graduation.

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

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?					
Indicator Targets	Does not meet standard	The school 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	2010-11	2011-12	2012-13	2013-14	Renewal Rating
	MS	MS	MS	MS	MS

Between 2010 and 2012, the Excel Center completed its organizational and governance obligations specified by the Mayor’s Office (OEI) and the Indiana Department of Education in a timely manner. Documents and reports that were submitted to OEI were on time and accurate with no deficiencies noted. During the 2012-2013 school year and the first half of the 2013-2014 school year, there were several occasions when documents were submitted late

and OEI had to work with the school to ensure proper submission. However, with the transition to a new Executive Director in 2013, compliance responsibilities were delegated to a Regional Manager, who was able to establish better systems and processes for submitting documentation. Since then, submission time has significantly improved.

The Excel Center has consistently maintained compliance with all material sections of its charter and has submitted amendments as necessary. The Executive Director, Regional Directors, and School Directors have been actively engaged in meetings with OEI and have maintained frequent communication with OEI between scheduled meetings. For these reasons, The Excel Center receives a **Meets Standard** for compliance obligations.

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				
3.3 Rating	2010-11		2011-12		Renewal Rating
	ES		ES		MS

Over the last four years, the board of directors for the Excel Center has consistently provided competent oversight for the schools. The board roster, remaining relatively stable over the years, has included individuals with a diverse set of backgrounds and skills, and a clear commitment to the mission of providing adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing meaningful career paths. Additionally, two representatives of GICI have held non-voting, ex-officio seats on the board, allowing the two organizations to maintain a strong partnership as well as alignment on organizational goals and progress.

Directors on the board have been consistently engaged in the oversight of the Excel Center. Attendance has typically been high and meeting minutes have reflected thorough discussions revolving around a variety of school areas such as academics, finances, operations, human resources, technology, and community support. The board has been focused on the success of the school, but also on ensuring that the students attending the Excel Center received vital services and any necessary social supports they needed. Although directors have openly acknowledged the unique challenges that come with serving an adult population, they have maintained high expectations of school and student performance.

Regarding governance operations, the board has maintained compliance with its bylaws throughout the course of the charter with regular review of bylaws, director terms, and committee structures noted in meeting minutes. Meetings were held quarterly from 2010-2012 and have since moved to bi-monthly. Meetings have been held as scheduled, have consistently met quorum, and have abided by Indiana Open Door Law.

Due to consistent leadership and stewardship of the board of directors, the Excel Center receives a **Meets Standard** for board governance.

3.4. Does the school’s board work to foster a school environment that is viable and effective?					
Indicator Targets	Does not meet standard	The 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	2010-11	2011-12	2012-13	2013-14	Renewal Rating
	Not Evaluated			MS	MS

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

The Excel Center board held semi-monthly meetings in which many stakeholders, including representatives from GICI, the Executive Director, Regional Directors, and other relevant staff members, provided thorough reports on school performance. Between meetings, the Executive Director communicated with the COO for GEI and the board chair when necessary to provide leadership and support in school initiatives and events.

The GEI and Excel Center staffs created and managed rigorous priorities and goals for the schools. At each board meeting, they provided data to demonstrate the schools’ progress towards achieving the goals and received feedback from the board. Additionally, the Executive Director met individually with the COO, board chair, and other board members 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 Executive Director, while the Executive Director evaluated the Regional Directors and each School Director. 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, network, and school leadership teams appeared to have a positive and productive working relationship. The Executive Director and COO were self-reflective and proactive, allowing for relevant and transparent meetings that demonstrated a constant commitment to school improvement. For all of the reasons described above, the Excel Center receives a **Meets Standard** for school and board environment.

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	2010-11	2011-12	2012-13	2013-14	Renewal Rating
	MS	MS	MS	MS	MS

From 2010-2014, the Excel Center facilities, including all individual campus buildings, met all the health and safety code requirements and provided a safe environment conducive to learning. The facilities design, size, maintenance, security, equipment, and furniture were all adequate to meet the schools’ needs. The Mayor’s Office monitoring of the Excel Center’s compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, it receives a **Meets Standard** for this indicator.

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

Core Question 4 assesses the processes and systems that impact a school’s academic, financial, and governance outcomes in Core Question 1, 2, and 3. During the term of its initial charter, a school receives a site visit and evaluation against Core Question 4 in the second, fourth, and sixth years. Schools contract with external consultants to conduct the site visits and resulting evaluations. A copy of the school’s most recent Core Question 4 evaluation is provided with this report. Below is the school’s response to any indicators that the school was not fully meeting standard on at the time of its most recent accountability report.

4.2. Are the teaching processes (pedagogies) consistent with the school’s mission?					
Indicator Targets	Does not meet standard	The school presents concerns in <u>two or more</u> of the sub-indicators.			
	Approaching standard	The school presents concerns in <u>one</u> of the sub-indicators.			
	Meets standard	The school complies with and presents no concerns in the sub-indicators.			
Sub-indicators	Sub-indicators				
	The curriculum is implemented in the majority of classrooms according to its design				
	As delivered, instruction is focused on core learning objectives				
	The pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge				
	Instructional activities possess variety and/or use of differentiated strategies to engage a wide variety of student interests, abilities, and learning needs				
	School leadership supplies sufficient feedback to staff on instructional practices				
3.2 Rating	Meadows	Franklin Rd.	Decatur Blvd.	Michigan St.	Mid-Charter Rating
	MS	AS	AS	AS	AS

To address progress made in areas of deficiency of Core Question 4.2 for the 2013-14 school year Excel Center stated:

Chart IV: Recommendations from the 2013-14 Fourth-year Charter Review for Indicator 4.2

The Excel Center – Franklin Road	Recommendations: More focus on providing the appropriate pacing and rigor in the classroom would benefit the students. A greater focus on core learning objectives would improve the quality of instruction.
The Excel Center - Decatur	Recommendations: More focus on providing the appropriate pacing and rigor in the classroom would benefit the students and improve overall instruction. The majority of the classrooms instructors observed were using direct instruction, and there was very little differentiation for different learning styles noted. Given that the student population at The Excel Center is very diverse, it is critically important that the teaching staff differentiate their instruction to meet the needs of their students.
The Excel Center – Michigan Street	Recommendations: More focus on providing the appropriate pacing and rigor in the classroom would benefit the students and improve classroom instruction.

Rigor

Efforts to address the need for appropriate pacing and rigor in the classroom centered on two areas of focus: 1) ensuring that students' skill gaps are addressed and remediated prior to their entering the high school course progression; and 2) ensuring that the curriculum and associated instructional materials and assessments are aligned to the appropriate level of rigor as indicated by the Indiana Academic Standards.

During the 2014-15 school year, all Excel Centers committed to ensuring that students are placed into high school level courses only after any skill deficits in reading, writing, and mathematics have been remediated. For example, students do not enter high school level humanities courses until their reading level as measured by the Scholastic Reading Inventory is at or above 1000 on the Lexile scale. This allows the instructor to maintain the rigor and pacing that is required by these standards based courses.

During the 2014-15 school year, humanities and mathematics curriculum development committees made up of representatives from all Excel Center sites met to revise humanities and mathematics course offerings. The committee, led by the Chief Academic Officer aligned the curriculum to the 2014 Indiana Academic Standards in English Language Arts and Mathematics and to the Literacy and Academic Standards for Social Studies. Curriculum revision focused on identifying the depth of knowledge (DOK) of each standard and ensuring that daily classroom objectives, core learning objectives and formative and summative assessments are aligned to the content and level of rigor of each standard.

Excel Center directors and lead teachers assess teachers' daily and weekly lesson plans for alignment to the rigor and pacing of the curriculum maps for each course, and observations of classroom instruction and instructional coaching focus on the extent to which lessons progress at an appropriate pace so that students are never disengaged and so that students always have meaningful instructional tasks. Weekly professional learning opportunities at each site will include teachers' developing higher order questions that lead to higher-level student understanding.

Differentiation

Unit plans and daily lesson plan templates have been redesigned, and all Excel Center teachers are required to identify possible student misconceptions for each lesson, to identify and describe differentiation strategies, including homogeneous and heterogeneous small group tasks, and to describe how the lesson will respond to formative assessments of the previous day's lesson.

During the 2014-15 school year, the English language arts and mathematics curriculum committees created updated instructional materials based on the revised curriculum maps. These instructional materials included materials for students at a variety of levels, for example, vertical text sets in the humanities courses and parallel tasks in the mathematics courses.

Excel Center directors and lead teachers assess teachers' daily and weekly lesson plans for the incorporation of differentiated instructional strategies, and observations of classroom instruction and instructional coaching focus on the extent to which the teacher provides differentiated ways of engaging with content specific to individual student needs. Weekly professional learning opportunities at each site will include teachers' developing differentiated tasks that meet student needs while maintaining rigor and standards alignment.

The Excel Center will continue to differentiate and meet the needs of individual students by placing students in coursework based upon the results of placement assessments taken upon enrollment and benchmark assessments taken periodically during the course progression. Differentiation for special education students involves frequent monitoring of student progress and differentiating the pace and delivery of the content, allowing the majority of students with disabilities to access the general education curriculum in an appropriate way.

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?					
Indicator Targets	Does not meet standard	The school presents concerns in <u>two or more</u> of the sub-indicators.			
	Approaching standard	The school presents concerns in <u>one</u> of the sub-indicators.			
	Meets standard	The school complies with and presents no concerns in the sub-indicators.			
Sub-indicators	Sub-indicators				
	Hiring processes are organized and used to support the success of new staff members				
	The school deploys sufficient number of faculty and staff to maximize instructional time and capacity				
	Faculty and staff are certified/trained in areas to which they are assigned				
	Professional development (PD) is related to demonstrated needs for instructional improvement				
	PD opportunities are determined through analyses of student attainment and improvement				
	The teacher evaluation plan is explicit and regularly implemented with a clear process and criteria				
3.2 Rating	Meadows	Franklin Rd.	Decatur Blvd.	Michigan St.	Renewal Rating
	NA	NA	NA	NA	AS

To address progress made in areas of deficiency of Core Question 4.5 for the 2013-14 school year Excel Center stated:

While the 2013-2014 audit report for The Excel Center highlighted several strong components of our talent acquisition and development processes, it also noted that “budget driven decreases in staffing...have led to some positions not being filled and the remaining staff left shorthanded.” Furthermore, the report states that “the loss of staff was unavoidable.” The Excel Center is acutely aware of the need to fill open positions with highly-qualified personnel as quickly as possible. It important to note that staff turnover was also planned and positive due to promotions earned as part of The Excel Center’s expansion.

The Excel Center is pleased to report that our human resource systems are more robust than ever as. As of this writing, The Excel Center has just under 220 employees with only 7 position vacancies. Our talent acquisition team works tirelessly to fill open positions with highly-qualified candidates, which has resulted in the aforementioned numbers.

In addition to ensuring that we promptly fill open positions, we are dedicated to continually improving the effectiveness of our current employees and building a reliable leadership pipeline. Based on nominations and input from Goodwill Education Initiatives leadership and Excel Center directors, many employees are invited to participate in one of three leadership programs:

- 1. The Established Leadership Series is designed to support lead teachers and lead coaches, along with other positions within Goodwill Industries of Central Indiana. The series curriculum includes analyzing The Speed of*

Trust, Crucial Conversations, The Four Disciplines of Execution, Situational Leadership, The Oz Principle, and Leadership Practices Inventory. Monthly accountability coaching helps participants to apply their skills, reflect on their practice, and set clear goals. (See Optional Attachment 1 for more information.)

2. *The Strategic Leadership Series is designed to support directors and senior directors. The series curriculum focuses on the following topics: emotional and social intelligence; creativity, innovation, and problem solving; change management; coaching conversations; stewardship: resources and brand; and external business communication. Monthly accountability coaching helps participants to apply their skills, reflect on their practice, and set clear goals. (See Optional Attachment 2 for more information.)*
3. *The Excel Center Technical Leadership Series is designed to help individuals acquire the knowledge and skills to take on a leadership role, specifically as the director of an Excel Center. The series curriculum explores the following topics: the Excel school model; financial framework for operation; legal implications; and business continuity plans. Participants are evaluated on their level of engagement during the series and their ability to balance their current workload with the increased workload of pre- and post-assignments. Finally, participants that successfully complete the program will continue their leadership development with personalized mentoring and advanced assignments, allowing multiple opportunities for practical application. (See Optional Attachment 3 for more information.) The current director of the Decatur location is a graduate of this Technical Leadership Series.*

To facilitate the ongoing development of every staff member, which positively impacts both job performance and retention, teachers are evaluated annually using the RISE instructional rubric. Coaches are also evaluated using district-approved resources. Finally, directors and other leadership staff are evaluated using a rigorous Performance Development Review each year.

Indicators included in the previous framework, but not assessed with the 2013-14 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 2010-2014.

2.4. Is there a high level of parent satisfaction with the school?					
Indicator Targets	Does not meet standard	Less than 70% of parents surveyed indicate that they are satisfied overall with the school.			
	Approaching standard	More than 70% but less than 80% of parents surveyed indicate that they are satisfied overall with the school.			
	Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.			
	Exceeds Standard	At least 90% of parents surveyed indicate that they are satisfied overall with the school.			
School Rating	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating Year
	NA	NA	NA	NA	NA

Not applicable. The Excel Center does not administer parent satisfaction surveys as the school's student population is comprised of adult learners.

3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?					
Indicator Targets	Does not meet standard	The school's enrollment process does not comply with applicable law AND/OR the school exhibits one or both of the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.			
	Approaching standard	The school's enrollment process complies with applicable law but exhibits or both the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.			
	Meets standard	The school's enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriate; AND the school has engaged in outreach to students throughout the community.			
School Rating	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	MS	MS	MS	NA	MS

The admission and enrollment practices of the Excel Center have consistently met the requirements of Indiana's charter school law. Each year, the Mayor's Office collects the school's enrollment policies and marketing procedures to ensure compliance with state law. The school employs a lottery system and gives preference to siblings of current students, as allowed by law. Between the 2010 and 2014 school years, the Mayor's Office received no complaints from students around the school's enrollment process. Accordingly, the Excel Center receives a Meeting Standard for this indicator.