OFFICE of **EDUCATION INNOVATION**

CHARTER RENEWAL REPORT
Paramount School of Excellence

2015

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Introduction

This *Charter Renewal Report* is a summary of the evidence collected by the Mayor's Office of Education Innovation (OEI) pertaining to the performance, sustainability, and plans for improvement of Paramount School of Excellence (PSOE) 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 PSOE 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 PSOE in its *Charter School Renewal Application*.

PSOE submitted a *Charter School Renewal Petition* on July 10, 2015 with additional evidence supporting the school's performance on the *Performance Framework* indicators 1.4, 2.1, and 3.4. 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 PSOE in its *Charter School Renewal Application* was considered and incorporated into the *Renewal Report* when appropriate. PSOE was not evaluated on the following indicators:

Question 3.6   PSOE did not have school-specific organizational goals that were evaluated at the time of this evaluation.

Question 4.3   PSOE serves students in K-8. This indicator only evaluates high school students and thus, isn't applicable to PSOE.

Summary of Ratings	
Elementary/Middle 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?	**Meeting standard**
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model? *Previously: 1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	**Approaching standard**
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school? *This indicator is new and was 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.	**Does Not Meet Standard**
1.5. Is the school's attendance rate strong?	**Meeting standard**
1.6. Is the school outperforming schools that the students would have been assigned to attend? *Previously classified as 1.3.	**Meeting 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?	**Meeting 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.	**Approaching standard**
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility? *Previously classified as 3.2.	**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?	**Meeting standard**
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?	**Meeting standard**
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Not evaluated
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?	**Meeting 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?	**Meeting standard**
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?	DNMS	MS	DNMS	ES	**MS**
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	DNMS	AS	DNMS	ES	**MS**
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	Not Evaluated			MS	**MS**
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated			DNMS	**DNMS**
1.5. Is the school's attendance rate strong?	Not Evaluated			MS	**MS**
1.6. Is the school outperforming schools that the students would have been assigned to attend?	AS	MS	AS	ES	**MS**
1.7. Is the school meeting its school-specific educational goals?	Not Evaluated			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?	AS	ES	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	AS		**MS**
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	MS	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?	AS	AS	MS	ES	**MS**
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	MS	MS	ES	MS	**MS**

	2010-11	2011-12	2012-13	2013-14	MCR
3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?	AS	AS	MS	MS	MS
3.4. Does the school's board work to foster a school environment that is viable and effective?	Not Evaluated			AS	AS
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?	MS	MS	MS	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?	MS	MS	MS	NA	MS
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?					MS
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?					NA
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?					MS
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?					MS
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, Paramount School of Excellence 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. PSOE 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**

Describe PSOE's plans and strategies for sustaining and continuing to build academic, organizational and operational success over the next charter term. Explain how the school will build and achieve long-term sustainability and success in:

A.   The governing board

The Board of Directors (Board) at Paramount School of Excellence is responsible for approval of Budget, development of school policy, hiring the School Director, approval of staff hires, and election of the Board officers.

The board has made the transition from founding board to working board over the past three years. In doing so, they have reduced the focus on day-to-day issues and have committed to a stronger focus on academic oversight, financial oversight and school development. This process has led to two very active governing board committees: academic and finance & development. The board chair leads the academic committee and the board treasurer chairs the finance and development committee. These committees have enabled the board to develop stronger insight and oversight in terms of school policy, direction, and academic health. Currently, the board meets the 2nd Tuesday of each month. Each meeting includes a breakout session for committee work. All board meetings are posted in accordance with Indiana open door laws.

PSOE plans to build on the existing board momentum with an increase in active board recruitment, community and corporate development, and future expansion and replication. In 2014, PSOE hired a Director of Advancement. The Director of Advancement works alongside the Executive Director to develop and market the school, the brand, and the vision. This work, in tandem with board members also entails creating stronger ties with the community and like-minded corporations. It is the hope of the PSOE board that these efforts will create meaningful relationships with area leaders and corporations in order to strengthen its financial and public position.

The PSOE board places a high value on input from members of the public and is never quick to dismiss a parent concern or community concern. In its 2nd charter term, the board will continue to ensure parent and community buy-in and work to further the school's mission. The governing board also welcomes authorizer involvement in board meetings as well as IDOE involvement in the PSOE board process. The board has welcomed multiple visits by the IDOE where members of the state educational team were allowed to observe committee work and meeting structure. Moving forward, it is the hope of the board that these oversight experiences will continue to foster a strong and trustworthy relationship between the school and outside reporting entities. The board believes that prioritizing these relationships helps to bridge policy, academic, and fiscal lapses, which could otherwise be inadvertently disregarded.

Strategically, the governing board would like to maintain a high level of retention for school leadership. Leadership turnover has been very low to date and this stability has likely contributed to the success of the school. One strategy being developed for this area of focus is to secure and maintain strong school leadership through the addition of multi-year contracts. Another strategy is to continue to ensure that school leadership has financial flexibility (through conservative annual fiscal planning) in terms of programming, materials, and staffing.

Lastly, the PSOE board continues to strive towards a succession plan for board members. By involving all board members in the academic, financial, and development process, depth of knowledge in the school's oversight is rich. When voted onto the board, the existing members, along with school leadership, strive to match the incoming board member with a facet of the organizational program that best matches the passion and background of that particular person. The helps new members find footing in an area they genuinely care about. Then, through their interactions with the organization, and depth of knowledge developed through

committee work and board meetings, succession into future board leadership roles is less intimidating and more organic.

Effort to sustain	Responsible Party	Timeline
Committee Work	Board Chair	Monthly
Parent & 3rd-Party Buy-in	Board Chair	Reviewed 4th Quarter

Strategic Improvement	Responsible Party	Timeline
Meaningful Community and Corporate Partnerships	Executive Director, Board Chair, and Director of Advancement	Secure 2nd partnership: 2016 Secure 3rd partnership: 2017-2018
School Leadership Retention	Executive Director, Board Chair	Annual: Maintain 95% school leadership retention annually. Develop multi-year contract: Fall 2015
Board Succession	Executive Director, Board Chair	Staggered: 2-3 years: Successfully transition to new board chair or re-election of board chair in 2016-17

B. The leadership team

Paramount School of Excellence has expanded its leadership team into five pillars. They are: school culture, academics, environment, facilities, and operations (Appendix A: Organizational Chart). In designing this leadership structure, the school has a clearly stated hierarchy mapping out individual expectations at every leadership level. On the school org chart, there are 14 members of staff identified as members of the leadership team (those at the leadership level and higher – based on the horizontal descriptors). As the school continues to grow to its potential, the leadership team is grounded in its effort to maintain strong communication, enforce school frameworks, exude professionalism, and support the school mission.

In 2015, the school underwent a refresh of its job descriptions. This process involved every member of the leadership team participating in the revision of his or her job descriptions. This exercise not only brought leadership expectations up to date, but also created a strong sense of ownership for all PSOE leaders.

Through the help of the board chair, the school has also developed a leadership evaluation process that measures both character and action in relation to sound leadership. This evaluation was first utilized in the Army, and was then brought to IUPUI and Butler University (Appendix B) This tool enables the school's leadership team to speak with a common vernacular in terms of self-valuation, peer evaluation, and annual formal evaluations. This tool is then used as a corollary instrument to the administrative team's performance evaluation (Appendix C) so that every member of the leadership team receives both a performance score and leadership score. This enables a leader to assess areas of improvement on a more refined level, and to measure their performance against their leadership ability.

PSOE has maintained ongoing professional development with a leadership series provided by the board chair, as well as ongoing sensitivity training. Overall though, the school would like to refine the existing system for peer evaluation on its leadership team. It has also struggled to maintain a consistent flow of professional development for the team. Moving forward into its next charter term, these will be two areas of focus.

Both the board and executive director feel that an increased awareness of the expectations, semantics, and rubrics behind leadership evaluations will help to organically craft a leadership team that is in-sync and impactful. While the leadership teams meets weekly for 60 minutes to ensure that the group is working well as a team, bi-monthly opportunities for peer evaluation, peer feedback, and quarterly PD are benchmarks for future development.

Effort to sustain	Responsible Party	Timeline
Leadership Development	Executive Director, Principal, Director of Operations	Monthly
Adherence to Leadership Program	Executive Director	Reviewed 4th Quarter

Strategic Improvement	Responsible Party	Timeline
Ongoing Professional Development	Executive Director, Principal, Board Chair, Director of Operations	Calendared expectations by fall 2015 Partnership and curriculum for continued leadership PD in place by Fall 2016 Leadership professional development manual created by Fall 2017
Routine Peer Evaluations	Executive Director, Principal, Director of Operations	Annual: Quarterly peer evaluations completed by spring 2016 Bi-monthly peer evaluations ongoing by fall 2017
Increased awareness of evaluation frameworks and rubrics	Executive Director, Principal, Director of Operations	Tri-annual: Evaluation frameworks and rubrics disseminated and discussed at staff orientation each pre-service, in winter PD, and at the annual formal evaluation conference. Fall 2017: Evaluation frameworks and rubrics are commonplace in conversation. Awareness of the evaluation vernacular is evident in the leadership culture.

C.   The teaching staff

Overview
Paramount School of Excellence (PSOE) is a growing urban school in Indianapolis. Currently, there are three levels of each grade level kindergarten through fifth grade. Paramount also offers a middle school in grades sixth thru eighth offering language arts and reading, math, science, social studies, and STEM. Art, Music, Spanish, and Physical Education are also offered to all students in kindergarten through eighth grade. Special education services are also offered at PSOE.   Thirty-five certified teachers and ten Title I assistants are currently employed at Paramount School of Excellence.

Professional Development
The teaching staff employed at Paramount is in a mode of constant professional development. Each teacher meets with the Director of Curriculum and Instruction regularly at the beginning of academic year. In this process, the Director of Curriculum and Instruction along with the teacher establishes goals for the teacher to achieve throughout the year. Based on teacher performance and data, the Director of Curriculum and Instruction meets with individual teachers on a weekly, bi-weekly, and monthly basis throughout the academic year. This allows accountability for both parties while creating an atmosphere of trust and open communication. Teacher observations are documented and timely meetings are held to discuss growth and improvements.

Outside of the classroom, monthly professional development is offered that is sustained and expanded to correlate with teacher need. These opportunities are centered on the areas of growth that are needed within the classroom, as documented from previous years and observed currently. The professional development opportunities are also determined through staff surveys performed on a regular basis, as well on state school improvement goals developed by PSOE staff and leadership. These professional developments are designed around the best practices in reading, language arts, writing, and mathematics. Classroom culture and behavior management are also a focus as teachers set the tone for their classroom environment. The integration of science and social studies into the reading, language arts, and mathematics curriculum is also a very popular professional development as time management is an area of need for teachers. All professional development opportunities are scheduled on to a master calendar; however, the topics are free to change as teacher need is determined by administration throughout the year. This allows for teachers to plan their schedules, but also provides flexibility on topic.

Other continuing professional development opportunities include data-focused weekly grade level meetings, continued professional development on reading and writing with Smekens Education Solutions, leadership development led by Thomas Rude (the President of the Board of Directors) and cultural sensitivity training that dovetails with the new demographic analyses being performed by school leadership. All of these activities are in keeping with the noted goal of professional development; which was to provide more sustained professional development while avoiding "one-time trainings." Professional development activities have also included teacher led sessions to develop and adapt grade level work on the new curriculum maps and lesson planning. The PSOE teaching staff is also working to develop and sustain a unified view of writing and mathematics across the grade levels to ensure that teachers know above and below grades what the expectations are and can prepare their students for the next grade level.

Frameworks

Guiding all teachers and staff at Paramount is a document commonly referred to as PSOE Frameworks. This is a working document, that instructs teachers on rules and guideline that are needed to be successful within the school's unique academic setting. Within this document are procedures and expectations for how lessons are to be developed; classroom management is to occur, as well as the procedures for what occurs within the school day. These frameworks give all educators within Paramount School of Excellence a foundation to build their classrooms. It also assures administration that the PSOE core beliefs and operational procedures are evident in classrooms each and everyday.

Evaluation

The teacher evaluation plan is a version of RISE that has been modified to include the "5 Pillars" that form the underpinnings of many of the professional interactions at Paramount School of Excellence. These five pillars include: community indicators, value indicators, standards-based instruction indicators, data driving instruction indicators, and differentiated and integrated instruction indicators. The evaluation plan (Appendix D) is provided to teachers at the beginning of the academic year. This document is embodied in the frameworks and best practices that have been successful at Paramount. Teachers are given this document and are instructed to refer back to it in meetings with the Director of Curriculum and Instruction. In this document there are clear processes and criteria for the evaluation of teaching staff. This allows both the Director and the teachers to know exactly how teachers are being evaluated.

School leadership also performs additional classroom walkthroughs and observations, either at the request of a teacher or as random checks to ensure quality of classroom instruction. Thus with explicit expectations, the continuous use of feedback, the integration of the observation tool, and the constant presence of leadership, educators are using best practices and professional development to improve education and instruction within their classrooms. Through the use of Frameworks, teachers are aware of the chain of command. Educators also know the manner in which their needs are to be discussed. This is an effective process that keeps the culture positive and focused on proactively handling each new situation.

ESL/ELL

Paramount School of Excellence provides one staff member as the ESL coordinator for grades kindergarten through eighth grade. This individual also serves as a part-time Spanish teacher and must be fluent in English and Spanish. As the ESL coordinator, this person must be knowledgeable in current legislation regarding the education of ESL and all students. This individual will be familiar with Indiana's English Language Proficiency Standards and will guide the creation of lesson plans and materials that are designed to follow the various standards and levels of proficiency within ESL. This individual must be familiar with the Indiana Department of Education Office of English Language Learning & Migrant Education Guidelines to Satisfy Legal Requirements of Title VI of the Civil Rights Act of 1964. The ESL Coordinator works to ensure that Paramount is in compliance the mandated language proficiency testing within 30 days, notification of parents of the results of these tests and their student's placement, placement of ESL students in the grade level that was appropriate for their age rather than their language competency, providing students with both push-in and pullout services, and providing supports and services to help students with their socio-emotional adjustments.

All ESL/ELL services provided at PSOE comply with Indiana state law, as well as with the standards and best practices required by the Indiana Department of Education.

Translation services are also provided to parents of ESL students at parent-teacher conferences, during disciplinary meetings, and throughout the day for ESL students who may need this service. PSOE's ESL coordinator will also establish monthly meetings for parents of ESL students that are conducted in Spanish. Topics are to include parent involvement, Acuity and ISTEP testing, access to services, and the school disciplinary processes.

Special Education
Currently Paramount School of Excellence has four certified staff that works with teachers to educate students with special needs. The special education staff in responsible for the creation of documents, organizing processes and procedures, as well as moving toward fully being paperless. Currently, a shared drive holds policies, forms, and procedures for all teachers to access and use as needed. The Director of Special Education is on site daily to offer expertise in special education law and best practices. PSOE incorporates the data that is collected in classrooms into the writing of individual education plans (IEPs), as well as in documenting all of the services they are providing to students. Progress monitoring is also documented in detail.

Continuous Improvement
In order to sustain the progress that has been made administration meets with all grade level teams on a weekly basis. Frameworks, expectations, and procedures are shared. In these meetings, teachers share issues both positive and negative that may be affecting their specific grade level. This process allows for communication to occur and to insure that both academic and non-academic issues do not pass unaddressed. These meetings also create an atmosphere of trust between administration and educators. Teachers feel comfortable sharing what is occurring within their classroom walls and brainstorming positive solutions that can be shared between grade levels.

Sustaining a chain of command is also essential in maintaining the growth that has been made. Within the PSOE framework of teachers is a scaffolding process that allows for individual professional growth. Within each grade level is a grade level chair. If concerns arise, it is the chair that is contacted first. Should a grade level chair be unable to address the issue, Elite teachers are then contacted. An Elite teacher is an educator that scores within the above average range in the evaluation process thus showing strength in maintaining frameworks. After speaking with an Elite teacher, the process proceeds according to vice-principal, principal, and director.

While maintaining success is important, putting strategies in place to continue the improvement process is imperative. A characteristic of any successful school is the level of teachers being employed. The first step in this process was the creation of the frameworks. This is a document that details the daily running of the school environment. It explicitly explains the expectations and procedures that go into the successful completion of the school day. This is a living and breathing document that administration can improve upon as situations arise. Hiring teachers that believe in and comply with the frameworks of PSOE is key.

Hiring
Improving the interview process of potential educators to Paramount is essential. When jobs become available at PSOE, the job description is created by the administrative team and then placed in the Indiana Department of Education job bank. When resumes are received that adequately meet the standards set forth, an interview between the candidate and the principal is established. During this initial meeting, the frameworks are shared with the candidate and a discussion ensues. It is the belief of PSOE that if an individual has good morals and values, best practices and educational practices can be taught. If the individual has a positive initial interview, a second interview is scheduled. At this time the candidate meets with a team of teachers. Questions pertinent to education and open-ended occurrences possible within the walls of PSOE are asked to the candidate. After the interview, feedback is given to the candidate. The final step in the interview process involves a mock lesson in an Elite teacher's classroom. The administrative team watches the candidate teach in an established classroom, taking note of the feedback given in earlier interviews. If the administrative team believes the future educator has the values and dedication to add to the success of Paramount School of Excellence a contract will then be offered.

Once employed at PSOE, the insurance of the frameworks is of the upmost importance to the schools success. This begins with the implementation of a checks and balances system. This is created by communication and trust. The Director of Curriculum and Instruction is responsible for meeting with educators, both certified and non-certified, on a regular basis. The schedule is determined based on level of educator need. Need is determined based on the implementation of the frameworks by individual teachers. In the observation process, the Director of Curriculum and Instruction notes what occurs within the room. After the observation, a meeting is set between the Director of Curriculum and Instruction. In this meeting, the positives and areas of needs are discussed. At that point, growth plans are established. Documentation is shared and communication takes place to improve student achievement, teacher effectiveness, and the overall educational process. The goal of this process is to ensure that teacher success is occurring throughout the year and that all staff has the opportunity to be successful and have access to continuous feedback.

Effort to Sustain	Responsible Party	Timeline
Individual grade level team meetings	Administrative Team	Weekly
Professional Development	Director of Curriculum and Instruction	Monthly
Teacher Observation	Administrative Team	Weekly, Bi-Weekly, or Monthly
ESL Meetings	ESL Coordinator	Monthly
Special Education Meetings	Director of Special Education	Monthly

Strategic Improvement	Responsible Party	Timeline
Observation Post- Meeting	Director of Curriculum and Instruction	Weekly, Bi-Weekly, or Monthly
Implementation and Sustain- ability of Frameworks	Administrative Team	Daily
Interview Process	Administrative Team	As Needed

D. Academic achievement

Paramount School of Excellence uses the Core Knowledge curriculum, which is fully aligned to Indiana's College and Career Ready Standards. Reading Street, Envision Math, and Smekens Writing is also used across grade levels. Along with the regular curriculum, the HAT (High Achievement Track) program provides challenging coursework for gifted and talented students as identified through the schools identification process.

To add an application approach to the math curriculum, PSOE has introduced "Math Congress" in grades 3-8. In this process, a set of story problems are given and collectively solved in various student groups. The focus of "Math Congress" is to illustrate that there is more than one path to solve a problem. "Math Congress" also provides an opportunity to reinforce the core learning objectives such as persistence, listening skills, acknowledging others' point of view, providing clear explanations of answer, and modeling problem solving behaviors. All of these objectives serve to promote both basic and more complex metacognitive skills. "Math Congress" has been successful in grades third through eighth; leading to plans to expand the practice to K-2 grades.

Paramount School of Excellence provides professional development opportunities focused on reviewing and revising the current curriculum to reflect College and Career Ready Standards. Professional development is dedicated to updating grade level calendars and making curriculum maps that are as detailed as possible. College and Career Ready Standards are prioritized based on skills that will appear on ISTEP. Administration then reviews and offers feedback on the curriculum maps and calendars.

Documented observations by the administrative team indicate that educators understand and uniformly use curriculum materials to deliver instruction and follow academic frameworks. Grade level curriculum maps indicate a focus on core learning objectives, with the majority of lesson plans also including "Fast Fives," authentic assessments, as well as detailed descriptions of the lesson for the day. Paramount School of Excellence provides programs, materials, and professional development necessary to provide effective implementation of the curriculum.

Every grade level submits lesson plans to the Director of Curriculum and Instruction the week prior to instruction. These lessons indicate the College and Career Ready Standards that are being focused on for each lesson. Per frameworks, PSOE lessons are taught in an "I Do, We Do, You Do" model, with small group work, computer stations, worksheets, class projects, and direct instruction being observed. The pace of instruction provides appropriate rigor and challenge to all students no matter their ability level. Student engagement is high across classrooms. The curriculum at Paramount also provides opportunities to differentiate for students at all academic levels, with the school's Title 1 resources being effectively used to provide support for students who need additional scaffolding.

Through out the course of instruction, teachers then make curriculum revisions based on the use of student academic achievement data. Curriculum revisions are based on student achievement data that is monitored by the PSOE administrative team. Conducting regular testing of student learning, using standardized and grade level based assessments, makes this possible. The data collected from standardized assessments, such as Acuity and mClass, is disseminated to the teaching staff quickly and in a format that is easy for them to implement. Grade level teams are encouraged to meet as a group and with administration to analyze and understand student data. These comprehensive and systematic reviews of student data allow the staff of Paramount to identify gaps in student performance which can then be addressed through a variety of strategies, such as standards based quizzes and Fast Fives.

The Paramount School uses data driven instruction throughout the curriculum. The teaching staff performs a variety of formal and informal assessments to monitor student achievement. Progress monitoring assessments specific to curriculum are also used to keep a more current representation of specific student achievement. An additional resource used to manage data for the teaching staff is the "school improvement worksheet," which was designed by administration and is maintained and updated by staff. This electronic "data wall" gives the teaching staff a concise view of each student based on a series of color coded student characteristic; for example, special education students, Title 1, language and math Acuity scores, attendance and tardiness, students involved in the RTI process, counseling, and disciplinary disruptions. These worksheets are updated regularly and are available electronically to the teaching staff. This comprehensive use of student data allows the staff to identify individual students who may be in need of additional assistance to reach the next level, as well as identify overall patterns of student achievement across and within grade levels.

An additional and unique use of data being employed at Paramount School of Excellence is the use of demographic data from Acuity testing to better understand the salient characteristics of the PSOE student body. School leadership is parsing this data into student characteristics such as ethnicity, gender, and socio-economic status. These analyses bring to light academic struggles and successes by subgroups of Paramount students. The main goal of these analyses is to see the disparities in the data for certain subsets of students, and to help the teaching staff to make sure that all the different student groups are achieving at the same level. To help teachers engage students of different ethnicities and cultural backgrounds, Paramount School of Excellence is providing cultural sensitivity training for the staff.

A rigorous system of formal and informal classroom observations, curriculum reviews, and meetings support the staff and provide feedback from administration. Administration performs mandatory formal classroom observation with feedback at least once a year. This formal evaluation is organized around the 5 Pillars and therefore is based upon the common themes that run throughout the life of the school. Each formal observation lasts from 40 minutes to an hour. In addition to the formal evaluations, the Director of Curriculum and Instruction visits several classrooms a day followed by post observation conferences.

Paramount School of Excellence employs a variety of unique and effective practices to ensure that the curricular objectives are woven throughout the curriculum. Each grade level teams provides a "focus form" to the extended core team that indicates the College and Career Standards as well as other objectives that will be addressed in the upcoming week. The art, music, Spanish, and physical education teachers then integrate this information into their lessons. Students then see how what they are learning in the classroom can be applied to other aspects of their lives.

The completion of the Time and Space Room greatly enhances the materials and programs available to the Paramount teaching staff, and additionally serves as a resource to the surrounding neighborhood, as well as other schools across the city. Of particular note is the use of technology at Paramount School of Excellence. In addition to providing both teachers and students with ready access to technology through the use of Computers on Wheels and classrooms equipped with functioning modern technology, the teaching staff at Paramount demonstrates a remarkable understanding of the role of technology in testing.

Paramount School of Excellence has created a school culture that provides a safe environment for students and staff while also providing students with the opportunity to develop self-control and understand the ramifications of their behavior. PSOE implements the use of a recovery room, as well as increasing the use of Positive Behavior Interventions and Supports (PBIS). The "recovery plan model" implementation at Paramount succeeds in providing clearly stated rules and encouraging positive behavior, and this is accomplished in a student centered way. The discipline approach at Paramount School of Excellence possesses high expectations for student behavior, while providing mechanisms for students to value their learning community, and to understand their role in it. The behavior plan provides a well-understood structure for students, teachers, and family. Based on the Response to Intervention format, the discipline plan begins in the classroom, with the teaching staff using PBIS supports and recovery procedures to maintain the learning environment. The focus on building community and recovery has been embraced by the entire school, thus creating an atmosphere of respect and acceptance.

In order to sustain the academic achievement that has been achieved at Paramount a continuous and structured system of checks and balances has been established. Teachers and administrators meet on a weekly basis to discuss the successes and struggles that maybe occurring within each grade level. As a team, administrators and educators create frameworks that are implemented on a daily basis. This creates an atmosphere of constant communication and consistency. Teachers can share with administration how they are progressing through the calendar and curriculum maps and document changes that may need to be made for the following school year.

In this process, academic success remains the focus. Professional development opportunities are offered within the educational setting that allow educators to use the resources and tools provided to make the most education gain. Teachers are given opportunities within PSOE to share their individual strengths to build on each other's strengths rather than bringing in others. This allows educators to use what they know.

The constant use of formal and informal testing along with standardized testing in the form of Acuity, mClass, ISTEP, and IREAD provides teachers and administration with a constant flow of data. Creating a format in which all data can be located and shared in a useable format is essential in the desegregation of data. This allows for time management, planning, and collaboration to occur seamlessly. It also opens the door for communication on what best practices are working within individual classrooms.

The use of "Fast Fives," "Math Congress," and "Focus Forms" are examples of best practices that are implemented throughout grade levels. Adding an administrator that meets with educators on a regular basis to discuss what is observed within the classrooms simply strengthens the academic process. Feedback and professional ownership help to establish individual classroom goals with the shared vision of improving academic achievement.

While sustaining success is improvement, education is always looking to improve. One such improvement occurs when revisions are documented throughout the year on curriculum maps and calendars. Educators can then use team planning and professional development opportunities to better align academic content and insure that it flows smoothly and is aligned with state testing. It also allows for revisions to be made during the current school year so that no academic time is lost. Otherwise, revisions would be made during the summer and time would be lost.

The practice of an administrator weekly, bi-weekly, or monthly observing teachers has been used to hold teachers accountable and insure that frameworks are being followed with fidelity. After each observation, the Director of Curriculum and Instruction meets with each teacher for a post-observation review. To better facilitate conversation a rubric has been created that aligns RISE expectations with Paramount frameworks. Teachers will be provided with this document and can see how personal goals are being met. It will create consistency and stability within Paramount.

The expectation for lesson plans to be submitted the week prior to instruction has always been an expectation at Paramount. The creation of a lesson plan rubric will allow teachers to receive immediate feedback on their lessons. It will also provide feedback regarding structure and lesson details. This will again provide consistency and structure so that teachers are provided feedback on how well their lessons align with Paramount frameworks.

Effort to Sustain	Responsible Party	Timeline
Calendar and Curriculum Alignment	Team Leads and Administrative Team	Created prior to the start of the school year and maintained monthly
Desegregation of Data	Teachers and Administrative Team	BOY, MOY, and EOY
Professional Development	Administrative Team	Monthly
Math Congress, Fast Fives, Focus Forms	Teachers	Weekly

Strategic Improvement	Responsible Party	Timeline
Submission of lesson plans and completion of rubric.	Director of Curriculum and Instruction	Weekly
Observation Rubric	Administrative Team	Weekly, Bi-Weekly, Monthly
Revisions to curriculum maps and calendars	Administrative Team	As Needed

2. Ongoing Improvement

How will Paramount School of Excellence continue to improve academically, organizationally and operationally over the next charter term? Identify particular weaknesses, challenges and areas for improvement, and detail the school's plans for addressing each of these needs.

Academic Improvement

A.   Weaknesses & Plans to Address

Paramount School of Excellence has a student/family mobility rate just under 20%. This annual movement of students is quickly replenished with new enrollments, but presents ongoing weaknesses in academic improvement as incoming students may or may not be performing at grade level expectations. Additionally, new students can shock the balance of the existing school culture. Moving forward, it will be important for PSOE to review ongoing enrollment and its perpetual impact on school academic improvement. At present, the school does not have a new student orientation program beyond registration, student-parent interview, and integration into the classroom. This is an important program to develop and address in the new charter term.

PSOE has increased enrollment between 15% and 25% each year since it's opening in 2010. Annual student expansion was necessary for the school to fill classrooms and meet its charter obligations, but this expansion, when factored alongside the school's mobility rates, continually undermines the stability of the academic environment. While the school is looking to complete a middle school expansion in the coming 12-24 months, additional site expansion and enrollment expansion is not anticipated beyond this timeline. PSOE anticipates 635 students enrolled for the 2015-16 year. The school would like to reach its peak enrollment (700 students in grades K-8) by the 2016-17 academic year. At that point, enrollment will cap and the school can scale student retention efforts to a singular focus on annual student/family mobility.

PSOE has a distinct model for academic instruction in the classroom. It is a gradual release model, heavily dependent upon data, standard's-based lesson planning, differentiation, active monitoring, and consistent behavioral norms. The system is designed to

free the teacher of distractions, protect the academic environment, and maintain a strong focus on student work. While the PSOE system has proven successful in its initial charter term, the school weakness in this area is its ability to train teachers to the point of PSOE-model classroom competence during a single academic year. At present, school academic and formal evaluation data is demonstrating that the academic system is complex and takes repetition, practice, and mentoring for it to take hold. New teachers, or teachers new to the PSOE system can struggle for a prolonged period as they adjust to the rigor and expectations of their new site. The school has developed a Director of Curriculum and Instruction role to lead the continued development and reinforcement of this process, but this position has undergone almost annual turnover. PSOE plans to address this teacher development process through an increased focus on mentoring, a regular observation-feedback-support system with school administration, and a renewed focus on the retention and stability of the Director of Curriculum and Instruction position.

Strategic Improvement	Responsible Party	Timeline
Addressing Enrollment & Student Orientation/ Completing Expansion	Executive Director/ Board	Fall 2017
Teacher Training	Administrative Team/Staff Leadership	Weekly, Bi-Weekly, Monthly, and Annual Focus

B. Challenges & Plans to Address

One of the most important challenges facing Paramount School of Excellence is a dwindling job market of high quality educators. Most noticed in middle school mathematics, PSOE continues to struggle to attract high quality candidates for open teaching positions. With many connections in area townships sharing their candidate pool information, it has become clear the PSOE is not attracting a comparable number of candidates for open positions. While administration is left to speculate about reasons for the dwindling candidate availability for a successful charter school with competitive salary, what remains clear is that more fervent efforts are needed in recruiting. Moving forward into the coming charter term, the school's Executive Director and Principal will oversee a renewed annual commitment to area hiring fairs, job postings beyond the IDOE and school website, and creating relationships with area colleges and universities in order to raise school visibility to graduating educators.

Another important challenge facing Paramount School of Excellence is the instability of the state and local testing environment. In its initial charter application, PSOE named the NWEA test as the benchmark tool for monitoring student growth and targeting standard's-based instruction. As the state underwent changes in 2011-2012, ACUITY became the "test of choice" for the state of Indiana. ACUITY parallels to the annual ISTEP+ exam were touted by the Indiana Department of Education as, "the best predictor of future success". In 2012-2013 PSOE applied for and received the annual ACUITY grant, which funded the use of the test for the school's 3-8 students. PSOE then discontinued the use of NWEA and school staff underwent ACUITY training, quickly becoming competent in the use of ACUITY as a tool for instruction. In the 2014-15 academic year, the state testing process went through a large-scale change, undermining the predictability of the school's ACUITY testing system. Moving forward, the school is not yet certain as to whether ACUITY will be the appropriate tool for benchmarking student progress against state standards, or for predicting future state testing success. This presents a challenge for a school with an environment dependent on disaggregated student data driving academic instruction. Continual change at the state level will force the school staff to remain proactive, agile, and adaptable as the testing atmosphere moves through another phase of metamorphosis.

Technology is another challenge for Paramount School of Excellence. 21st Century technology pressure and suburban technology examples continue to drive urgency for technological integration into the academic environment in the urban core. While PSOE has Promethean Interactive Whiteboards and Apple Airplay LED TV systems in its classrooms, the school faces constant challenges concerning additional technology use in the classroom. PSOE has maintained its goal of a 6-1 student-computer ratio in lower elementary, and a 2-1 ratio in middle elementary and middle school. But, the school still struggles to integrate the technology meaningfully into classroom instruction. The school believes that technology cannot make a student smarter, but acknowledges that technology is an inspiring multidisciplinary tool for instruction. The latest technology plans designed by the school for the

department of education outline a future rollout of iPad mini systems to classrooms at a 1-1 ratio for use with an Apple Airplay device and LED TV. This plan would allow for any student (or instructor) to play their tablet screen on the classroom TV for demonstrations, readings, math problems, or displays. Additionally, the school has (through a Special Education Grant) been able to move to 1-1 for its Special Education population with iPad Mini tablets. These tablets have been outfitted with apps that align with classroom curriculum, allowing classroom teachers to remediate instruction to special education students using the special education student's iPad mini. The ongoing challenge is to meet the time-limited lesson planning need in order to properly vet/test applications, differentiate accordingly, and then deliver a meaningful academic/standards-based experience. This process is in the developmental stages and will need monitored and refined in the next charter term as a possible example of future whole school 1-1 rollouts.

Complicating the use of technology at PSOE is the fact that many school families do not yet have access to the Internet at home. Many school families live in extreme poverty and do not have the capacity to support technology use in the home. While many schools in Indiana have policies that allow for technology to be taken home by the students, it is the belief of the school that this kind of process would result in low academic return, poor device upkeep, and extreme losses in terms of theft and illegal sales. With those challenges present in the school's technology debate, additional planning will need undertaken to determine the future technology policy for the school. The school's technology committee works annually on this issue and will continue to problem solve issues related to planning, time, testing, and implementation.

PSOE has petitioned each of the past two years for an exemption from ISTEP+ online testing, opting instead for paper and pencil testing. The school feels strongly that the local infrastructure is not appropriately designed for whole school testing, and that the student population has not yet reached enough technology proficiency to ensure a lack of technological skill wouldn't inhibit test performance. Moving forward, it will be critical for the school's tech committee to review and develop plans to rollout whole school testing, as well as developing technological literacy programming to compensate for the lack of computer skills development happening offsite.

Strategic Improvement	Responsible Party	Timeline
High Quality Educator Recruitment	Executive Director/Principal	Annual
State Testing Readiness	PSOE Leadership Team	Annual
Technology Plan & Technology Integration	Technology Committee	Weekly, Bi-Weekly, Monthly, and Annual Focus

C.   Areas for improvement & Plans to Address

When evaluating Paramount School of Excellence and its areas for improvement in academics, performance metrics are the first point of focus. The state's A-F system has merited PSOE with an F, C, D, and A in the school's initial four years. When removing bonus points for positive or negative growth (using raw pass-fail data), the school has scored F, D, C, B in its first four years. While the fifth year score will not likely be available during this charter renewal period, and will be somewhat statistically challenged due to major changes in the state test, PSOE cannot become apathetic and rest on the success of its first four years. While these growth numbers are encouraging and the school is proud of its accomplishments, growth is easier when starting low. In its 2nd charter term, the school is starting high and is at risk of peaking (academically). Improvement in this area will take a shift of focus from "climbing up a steep hill", to maintaining an edge of expertise despite the academic pressure removed from being a focus or priority school. The school leadership team must face this area for improvement with tenacity, zeal, and exacting focus in order to maintain the integrity of the school's frameworks and academic model.

Under the current state academic rating system, it can be challenging to reach "A" status and then maintain that status for a second year (due to diminishing growth points from higher performing students). With this recognition, it will be important for the school to maintain A/B status over the coming charter term.

The Paramount School Frameworks are a dynamic site-level document utilized to guide the tenets of staff behavior and instruction. The PSOE staff is trained on the frameworks every August during pre-service training, and frameworks are discussed weekly during grade-level admin meetings. While adherence to the school frameworks has proven to benefit the school culture and school academic consistency, regular adherence to the frameworks remains an area for improvement for PSOE. In the coming term, PSOE leadership will increase literal and semantic visibility of the school frameworks and work weekly to maintain school-wide implementation.

PSOE has developed a family outreach program called the Family Allies Community Team (FACT). This is a team of four part time employees that engage school families outside of the school. The FACT team is re-imagining family-school partnership by building authentic peer support for PSOE families and bridging learning from school to home in meaningful and engaged ways.

The team helps to fulfill our school mission by reaching outside of the school walls and into the community. (*PSOE Mission: Inspire learning through an unparalleled academic approach. Transform communities by changing lives.)* The FACT team is designing systems and practices that reinforce parent and family connection to school. They are equipping PSOE parents to lead their families to academic success. They are committed to transformative family and community engagement practice, reaching beyond school boundaries into the communities and homes of our school families. And, while this team is an innovative new movement for PSOE, the effort is still in development. With a full implementation goal of Fall 2017, the school's Executive Director and Principal will continue to monitor and oversee this effort as it becomes more established in the school culture.

Strategic Improvement	Responsible Party	Timeline
Academic Peaking/ Staff Apathy	Academic Administration/ Staff Leadership	Annual: Beginning Fall 2016
Framework consistency	Administrative Team/Staff Leadership	Weekly, Bi-Weekly, Monthly, and Annual Focus
Family outreach	Executive Director/Principal	Fully implemented: Fall 2017

Organizational Improvement

A. Weaknesses & Plans to Address

In terms of organizational improvement, PSOE continues to focus on Board development and the school's leadership program. While the school board, as noted earlier, has made the intentional shift from founding board to working board, the process is perpetually in development. The current board carries a diverse resume of talent and resource, and is well positioned to further organize the PSOE institution. But, the board weakness is in its size. As a 5-member board, committee and development work often involve all members, rather than strong subsets of a larger board bringing their expertise to bear. Additionally, as the school moves into a period of strategic planning for the potential of future replication, it is critical to have a solid organizational team guiding the direction. Moving forward into the next charter term, the school's Executive Director, Director of Advancement, Principal, Director of Operations, and individual Board members will work towards a two-year goal of building the board to a greater number and greater capacity.

Another area of weakness for the school's organizational development is the school's leadership program. With a structured program complete with a two-stage evaluation (with rubric), the leadership program has been implemented at PSOE. But, this program is still in development and will benefit from a stronger focus on consistent PD and mentoring. The school board chair has noteworthy expertise in the program and has initiated administrative leadership team training. PSOE will look to increase these trainings to quarterly, and will increase mentoring (including peer evaluation) by Fall 2017 in order to strengthen the leadership presence within the school culture.

Strategic Improvement	Responsible Party	Timeline
Developing School Board	School Board, Executive Director, Principal, Director of Advancement. Director of Operations	Fall 2017
Strengthening PSOE Leadership Program	Board Chair, Executive Director, Principal	Fully Implemented Fall 2017: Monthly Mentoring, Quarterly PD

B. Challenges & Plans to Address

PSOE faces the challenge of steady growth on the administrative team. In 2010, the administrative staff consisted of a School Director, Curriculum Director, Director of Operations, and Office Manager. This four-person staff has now grown to a 14-member administrative team. While the growth has been necessary in response to the enrollment and programmatic growth at the school, grooming and training administrative staff in policy, procedure, and implementation is an ongoing challenge. While the school leadership program is designed to address character, grit, communication, etc., empowering and mentoring the growing team is critical to the school's continued success. Under the oversight of the Executive Director, the school plans to cap the administrative growth at its current level, and expects all administrative positions to be in line with job descriptions, school frameworks, and departmental expectations (when expansion has completed and enrollment has been capped) by the fall of 2017.

Paramount is very proud of its ability to innovate new programs and explore new pathways to scaffolding the educational process. With programs like the Paramount Farm, STEAM, TURN, the Time and Space Discovery Zone, the Brookside Bash, and the Community Greenhouse, PSOE has brought many new programs to life in a way that can potentially exist as a model for others in the future. One challenge with new innovation is recognizing that new developments have few rules or guidelines. Thus, when innovating, caution and sensitivity are needed to ensure that staff, students, and community are not harmed in the process. The school's Executive Director has direct oversight of school innovation and reports monthly to the school board through the school's Operations Report regarding new programming and ideas for change. This process is ongoing.

Strategic Improvement	Responsible Party	Timeline
Maintaining Excellence though Administrative Growth	Executive Director	Program maximized fall 2017
Innovation	Executive Director/Board	Ongoing: Monthly

C. Areas for improvement & Plans to Address

While Paramount School of Excellence has implemented numerous systems for operations and organization, one area for improvement is ensuring school systems are documented in a more strategic fashion. Current files, folders and binders for school systems serve as strong guideposts for others to follow, but are not arranged and catalogued in a way that would speed replication and/or reorganization. With an effort to refine documented roadmaps to the school's organization and operation, the school is better suited for long-term success in spite of roadblocks or sudden change that could interfere with progress. Under the direction of the Executive Director and Director of Operations, this process is to be addressed and in place by June 2018.

Strategic Improvement	Responsible Party	Timeline
Refine documented roadmaps to the school's organization and operations	Executive Director/Director of Operations	June 2018

A.   Weaknesses & Plans to Address

A primary weakness in the operational improvement at Paramount School of Excellence has been the back-end HR process. When the school opened in 2010, it utilized Bookkeeping Plus, Inc. (BPI) as the school's back-end HR subcontractor. By handling site-based documentation and reporting and subcontracting payroll, benefits, insurance, grant reporting, STN reporting, etc., PSOE was able to remain in fair financial standing through annual audits. Since that time, PSOE has switched to Charter School Management Corporation (CSMC) for Bookkeeping services. Unfortunately, in either case, subcontracted financial services have not proven to an effective option, as the administrative team has grown savvier. In many cases over the past two years, the PSOE operations team has grown more capable than the subcontracted bookkeeping providers. Past audit reports have relayed negative comments about the subcontracted service providers, and financial reporting has lagged due to the need to constantly self-audit service providers to ensure accuracy.

In order to address this ongoing weakness, PSOE plans to onboard bookkeeping and assume control of its total financial operation. To make this happen, the school will begin a phase-out process with CSMC and bring on a school-based CPA. This will expand the capacity of the PSOE operations team and enable onboarding. The process will be overseen by the Executive Director and Director of Operations. Onboarding is scheduled for completion by July 2016. Complete assimilation of the process (policies, procedures, etc.) will be in place by July 2017.

Strategic Improvement	Responsible Party	Timeline
Onboard all school bookkeeping and HR.	Executive Director/Director of Operations	Onboarding: July 2016 Assimilation complete: July 2017

B.   Challenges & Plans to Address

In terms of operations at Paramount School of Excellence, the largest existing challenge for the school's next charter term is maintaining the facility and property with fidelity. Situated on 5.5 acres, excluding four new lots recently purchased adjacent to the property, the school's physical plant is complicated and specialized. In it's initial three years, the school subcontracted janitorial, landscape care, and snow removal. In the 2013-14 academic year, the school took over its janitorial services. In the following two years, the school's janitorial services have begun to positively impact the school culture. The site-based expectations are gaining clarity and the operation as a whole is gaining momentum. While this positive trend is encouraging, the school is expecting onsite expansion in the coming 12-24 months. This process will present additional hurdles for the janitorial team and may require additional staffing. Complicating this process is the environmental needs of the outdoor space. With 8 goats, 30 chickens, 3 beehives, 5 wind turbines, a greenhouse, Peace Park, orchard, cheese room, and garden, the maintenance needs extending beyond the building require specialized and regular attention. The school currently employs an environmental team of three to handle its environmental spaces. And, due to the recent growth of these outdoor programs, the school is still navigating best practices and procedures for efficient and sustainable operation. It will be important for the school to address these operational challenges in the near term so that the programs being initiated can sustain. The Executive Director and Director of Operations have oversight of these programs.

In the coming two years, PSOE plans to bring stability to the physical plant and environmental spaces by outlining frameworks and procedures for each department (Janitorial & Environmental), developing operational roadmaps alongside the directors of each department, and hiring additional staffing as necessary to ensure adequate manpower is aligned to program need.

Strategic Improvement	Responsible Party	Timeline
Developing plans for sustaining the school's physical plant Developing plans for sustaining the environmental program	Executive Director/Director of Operations/Janitorial and Environmental Directors	July: 2017

C. Areas for improvement & Plans to Address

While the Paramount School of Excellence Operations team has performed at an extraordinarily high level, and had positioned themselves to onboard the entire bookkeeping and HR process, existing systems and systems knowledge are not honed to the point of automation. In order for the operation's team to move forward with onboarding and developing a strong internal system, the team must to be able to automate the smaller tasks already assigned. Coding, invoicing, batching, grants management and staff communication are all tasks that are currently part of the day-to-day procedures for the operations team. These tasks are regularly completed to satisfaction at present, but they present an area for improvement in terms of efficiency and automaticity. The Executive Director and Director of Operations have oversight of these processes and need to ensure the existing smaller technical tasks are tightly engrained in the operational team prior to future expansion or replication.

Strategic Improvement	Responsible Party	Timeline
Developing additional efficiency and automaticity with technical tasks in school operations	Executive Director/Director of Operations	2 Years: prior to future expansion or replication

Core Question 1: Is the educational program a success?

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

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available. Please see overview above for specific updates.

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

While Paramount School of Excellence (PSOE) did not achieve Adequate Yearly Progress (AYP) toward statewide academic goals set by the Indiana Department of Education in its first year, it has since met standard for two of its four years by receiving an acceptable letter grade under the state's accountability system set forth in Public Law 221 and Indiana's ESEA Waiver. Because Paramount has shown an upward trajectory in its recent academic performance, it receives a **Meets Standard** for this indicator in the charter renewal report.

School Year	AYP Result / PL221
2010-11	Did Not Meet 5/11 categories
2011-12	C
2012-13	D
2013-14	A

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model					
Indicator Targets	*Only applicable to schools serving students in any one of, or combination of, grades 4-8.*				
	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**
	DNMS	MS	DNMS	ES	**AS**

Analysis of fall-to-spring gains on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and Indiana Growth Model data show that an average of 67.9% of PSOE students achieved sufficient gains between 2010 and 2014. This percentage is approaching the Office of Education Innovation's standard.
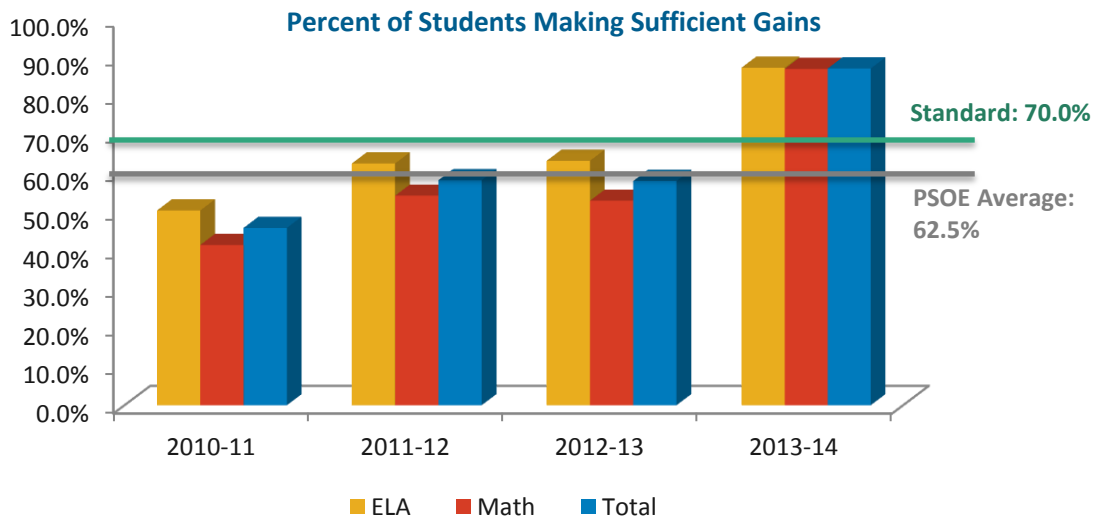
Each year, analysts examined the amount of progress students made on the NWEA MAP test between the fall and spring, or the progress students made under the Indiana Growth Model. Analysts then determined whether students had made sufficient gains, and calculated a weighted average across grades and subjects. The percentage used for rating the school according to the rubric for this indicator was a weighted average calculated across four years.

Across the four years of the charter term, an average of 67.9% of students made sufficient gains. This percentage approaches, but does not yet meet the Mayor's standard of 70% of students achieve sufficient gains. Therefore, PSOE receives an **Approaching Standard** for this indicator on the charter renewal report.

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?		
Indicator Targets	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.

School Rating	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**Renewal Rating**
	Not Evaluated			MS	**MS**

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

In 2013-14, of those students enrolled at Paramount School of Excellence for two years, 74.5% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 82.4% were proficient on both subjects.

Because this indicator was first evaluated in 2013-14, there is only one year of data available for the mid-charter review. From the data reported above, the school earned a **Meets Standard** on the OEI performance framework.

Proficiency by Years Enrolled

- ■ 2 Years ■ 3+ Years
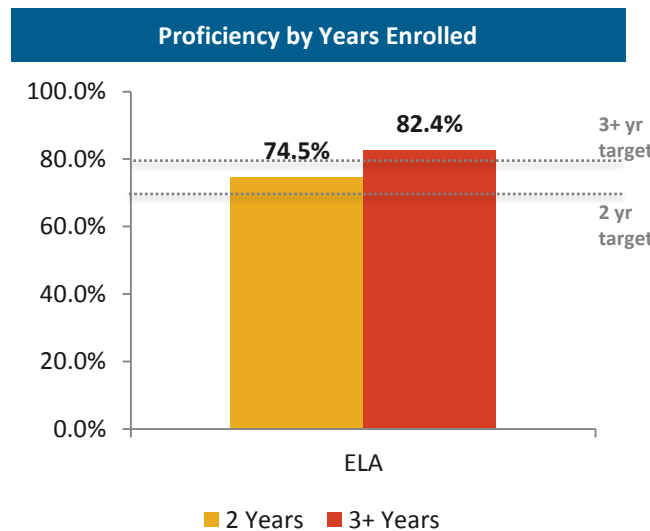
1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?		
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.
	Approaching 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			DNMS	**DNMS**

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

Proficiency Gap by Race/Ethnicity

Proficiency Gap by Socioeconomic Status
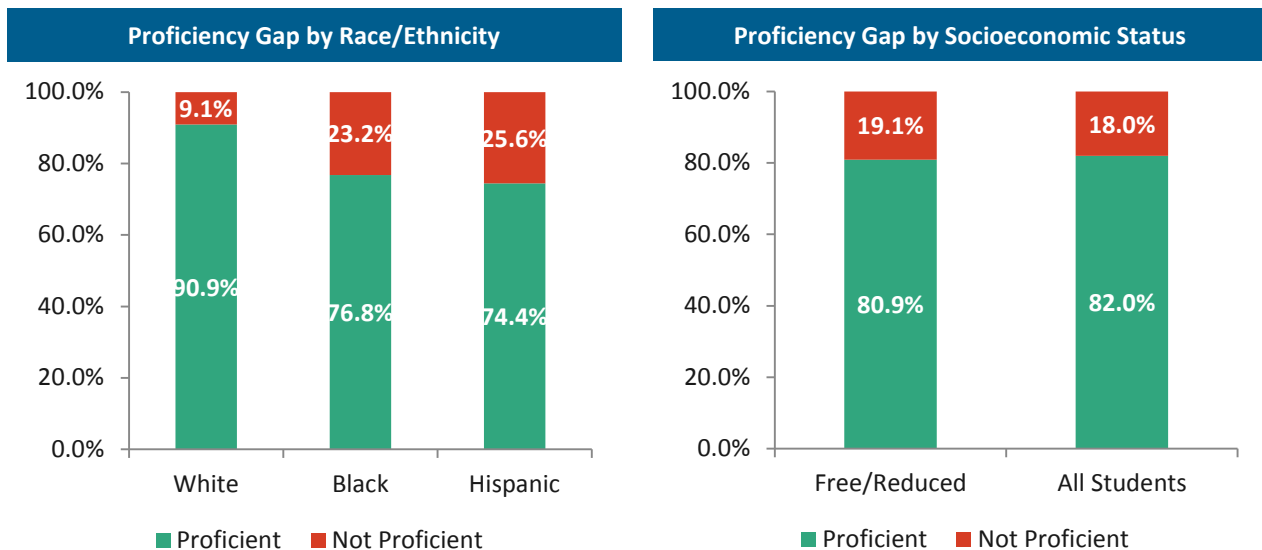
p
While 82.0% of all Paramount School of Excellence students were proficient, there are gaps between the overall performance of a variety of student groups.

As shown in the left graph above, the largest of these gaps occurs between White student proficiency and Hispanic student proficiency, resulting in a difference of 16.5%.In order to report a proficiently level for a subgroup, the school must enroll more than 30 students in that subgroup. OEI was unable to examine socioeconomic subgroups, as Paramount did not enroll enough students in more than one socioeconomic subgroup. The graph above and on the right thus shows the performance of the largest subgroup of students, those who receive free or reduced lunch, compared to the performance of all students.

Overall, the 16.5% difference in racial groups led to Paramount School of Excellence receiving a **Does Not Meet Standard** on the OEI performance framework for the 2013-14 school year. Because there is only one year of data available for this indicator, PSOE receives the same rating for the charter renewal rating.
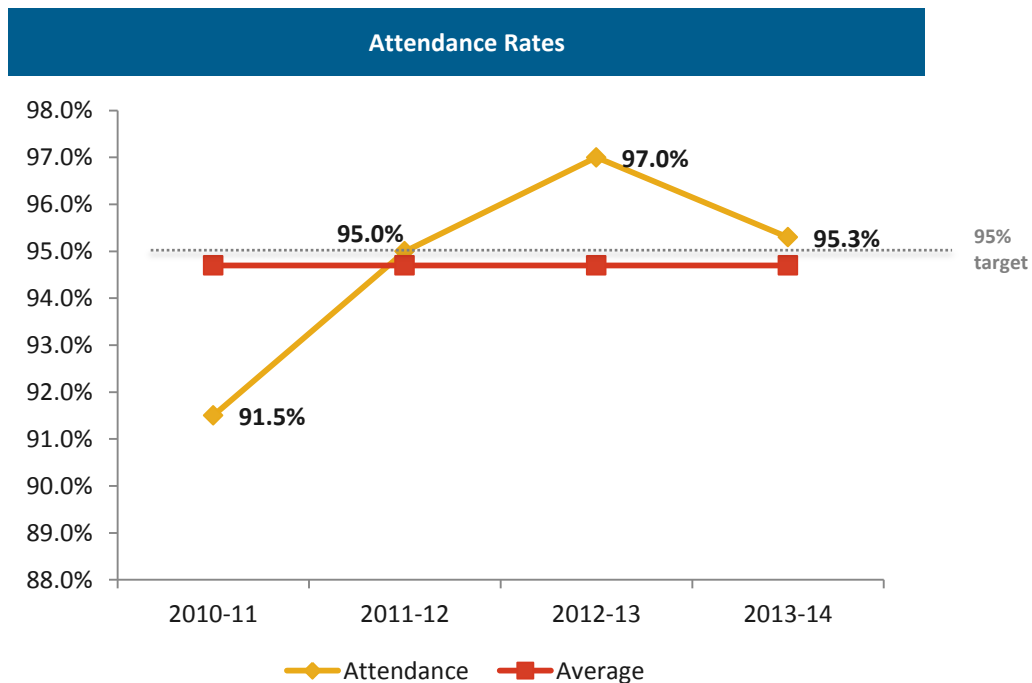
To address progress made in areas of deficiency of Core Question 1.4 for the 2013-14 school year PSOE stated:

It should be noted that the school's testable Hispanic population is a very small percentage of school enrollment, meaning that individual outlier performers easily move the data. In the 2014-15 academic year, PSOE saw increases in the Hispanic population and anticipates a rating of "Approaching Standard" following the year's academic results. This forward momentum is contributed to a more intensive approach to the school's ELL program, involving more deliberate pullout and push-in support by the ELL coordinator, as well as a stronger focus on the school's Hispanic families. The school has implemented a Spanish Family night and has translated its website services for Spanish parents. Topics during these family events are to include parent involvement, Acuity and ISTEP testing, access to services, and the school disciplinary processes. Under the direction of the School Principal and the ELL coordinator, the school anticipates closing this proficiency gap to less than 10% by fall 2017.

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**
	Not Evaluated			MS	MS

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

Attendance was an area of concern in 2010-11, but Paramount School of Excellence has considerably increased attendance rates over the last three school years. The school's average attendance rate, 94.7%, falls below the target of 95%, but because the school has met the attendance target for three consecutive years, PSOE receives a **Meets Standard** for this indicator.

1.6. Is the school outperforming schools that the students would have been assigned to attend?		
Indicator Targets	Does not meet standard	School's overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in each of the last three years.
	Approaching standard	School's overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in two of the last three years.
	Meets standard	School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.
	Exceeds standard	School's overall performance consistently outpaces that of the schools the students would otherwise have been assigned to attend.

School Rating	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	AS	MS	AS	ES	MS

PSOE has consistently outperformed the schools its students would otherwise have been assigned to attend in proficiency in both English/Language Arts and Math. While PSOE sometimes does not outperform the schools its students would otherwise have been assigned to attend in growth, it is generally as good as the assigned schools.

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

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

In summary, PSOE's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend, and the school earns a **Meets Standard**.

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. All data for school-specific goals is self-reported by the individual school.

In 2013-14, Paramount School of Excellence set its first goal around its main school improvement focus, its state accountability grade. As reflected by the rating on Indicator 1.1, Paramount School of Excellence received an A, earning an **Exceeds Standard** on its first goal.

Paramount School of Excellence set its second goal around a subsequent school improvement effort, student growth on ISTEP+. As reflected by its rating on Indicator 1.2, the school completed the requirements for this goal, earning an **Exceeds Standard** on its second goal.

School Year	School-Specific Goals	Result	Rating
2013-2014	Earn a "Meets Standard" on Indicator 1.1.	ES	ES
	Earn a "Meets Standard" on Indicator 1.2.	ES	ES

Overall, Paramount School of Excellence receives an **Exceeds Standard** on the OEI performance framework for this indicator.

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

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

Financial Evaluation from 2010-2012

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

School Rating	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	AS	ES	Not Evaluated		MS

In 2010-2011, Paramount School of Excellence (PSOE) struggled to develop sound staffing and systems for managing the school's finances. PSOE's financial staffing and reporting systems struggled in their initial year as the school's leadership, board, and charter management organization (CMO) worked to implement and refine contractual roles and responsibilities to ensure financial reporting and expenditures were transparent and understood by all parties. This also hindered the school's ability to successfully meet its revenue and expense projections. In response to these concerns, the board worked to improve staffing and reporting systems. Despite the many challenges, the school met its financial reporting requirements and regularly met its reporting deadlines in a timely and accurate manner.

The Mayor's Office contracted with an independent accounting firm to complete annual financial performance reviews of each school. Based on a review of PSOE's finances for 2010-11, the Mayor's Office found that the school achieved a balanced budget and ended the fiscal year with a surplus. However, given the concerns with staffing and procedures, the school **approached standard** for this indicator.

Paramount School of Excellence's (PSOE) audit had no material weaknesses or significant deficiencies for the 2010-11 school year. However, the supplemental audit report did indicate some challenges that the school faced throughout the year. Each of the challenges raised, including lack of insurance documentation, insufficient maintenance of students' average daily membership records, and school food form records, were resolved by the beginning of fiscal year 2011-12. The auditor also raised several issues around internal controls over receipting and depositing, conflicts of interest, and the Indiana Special Education Charter Cooperative (ISECC). Given that the auditor's concerns pertained to the 2010-11 school year and that the school had no concerns noted for 2011-12, the Office of Education Innovation had no concerns.

By 2011-12, the school had established adequate staffing and systems for managing its finances. The school contracted with Bookkeeping Plus, Inc. for additional financial accounting, oversight, and employee payroll. PSOE maintained a balanced budget in its first two years of operations and projected surpluses through FY 2014-2015. These projections along with the school's financial performance for the 2010-11 and 2011-12 indicated that it was on track to continue financial stability. The school fulfilled financial reporting requirements under Sections 10 and 17 of the charter agreement. Accordingly, the school **exceeded standard** for this indicator in 2011-12.

Because PSOE **approached standard** for school year 2010-11 and **exceeded standard** in 2011-12, the school receives a **Meets Standard** for its charter renewal rating.


**Financial Evaluation from 2012-Present**

2.1. Short-term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?		
Indicator Targets	Does not meet standard	The school does not meet standard on 2 or more of the five sub-indicators shown below.
	Approaching standard	The school approaches standard for all 5 sub-indicators shown below, OR meet standard on 3 sub-indicators, while approaching on the remaining 2 OR meets standard on 4 sub-indicators, while not meeting standard for the final sub-indicator.
	Meets standard	The school meets standard for 4 sub-indicators shown below, while approaching standard on the final sub-indicator.
	Exceeds standard	The school meets standard for all 5 sub-indicators.

School Rating	2010-11	2011-12	2012-13	2013-14	Renewal Rating
	Not Evaluated		ES	AS	MS

	Sub-	Sub-indicator targets		12-13		13-14	
Sub-indicator Ratings	Enrollment Ratio	DNM	Enrollment ratio is less than or equal to	107 %	MS	99%	MS
		AS	Enrollment ratio is between 90 – 98%				
		MS	Enrollment ratio equals or exceeds 99%				
	February Enrollment Variance	DNM	Enrollment ratio is less than or equal to	N/A		89%	DNMS
		AS	Enrollment ratio is between 90 – 95%				
		MS	Enrollment ratio equals or exceeds 95%				
	Current Ratio	DNM	Current ratio is less than or equal to 1.0	3.32	MS	2.94	MS
		AS	Current ratio is between 1.0 – 1.1				
		MS	Current ratio equals or exceeds 1.1				
	Days Cash on Hand	DNM	Days cash on hand is less than or equal	113	MS	70	MS
		AS	Days cash on hand is between 30-45				
		MS	Days cash on hand equals or exceeds 45				
	Debt Default	DNM	Default or delinquent payments	Meets	MS	Meets	MS
		MS	Not in default or delinquent				

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

Based on data from the September 2012 count day, PSOE'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

Short Term Health		
Current Ratio	**2012-13**	**2013-14**
Current Ratio	**4.16**	**2.94**
MS		
Days Cash on Hand	**2012-13**	**2013-14**
Days Cash on Hand	**126**	**70**
MS		

result, the school **met standard** for this sub-indicator. In school year 2013-14, PSOE 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, PSOE's enrollment dropped sharply and the school **did not meet 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.

Enrollment Variance Ratio

- Actual September Enrollment
- Actual February Enrollment
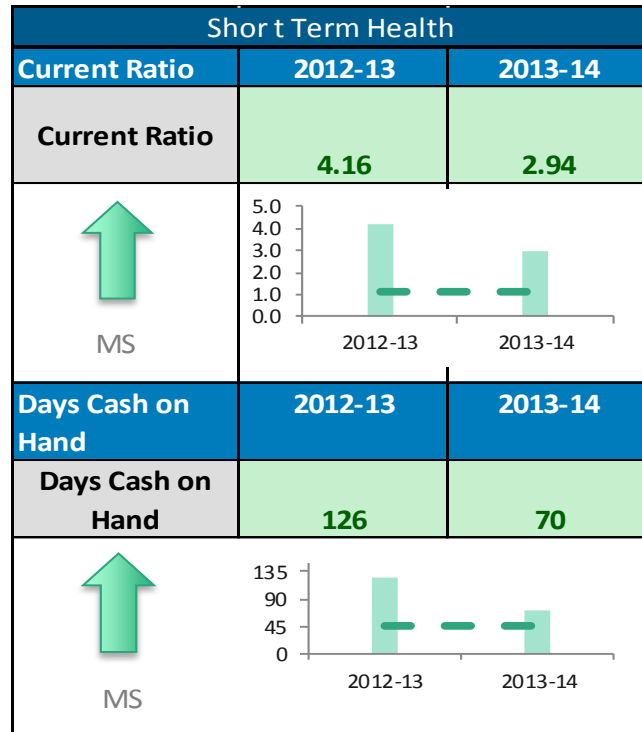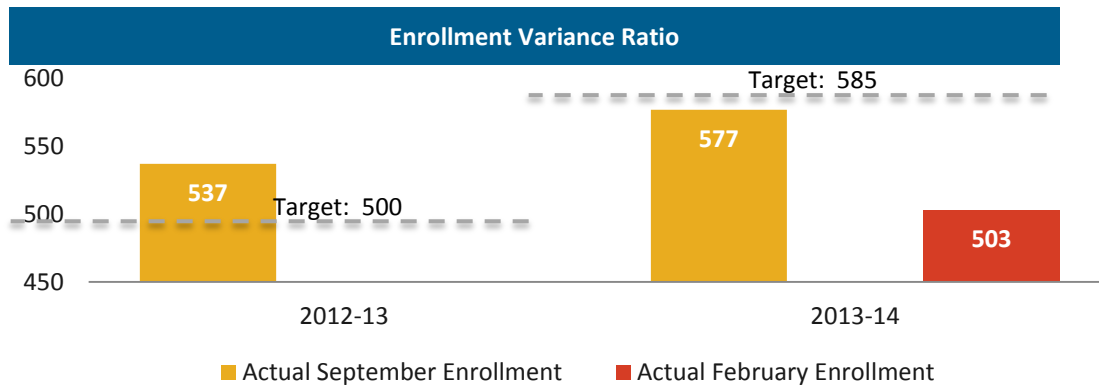
Between 2012 and 2014, PSOE had more current assets than current liabilities (those due in the next 12 months). As a result, the school **met standard** for the current ratio sub-indicator for both years. PSOE ended the year with 113 days of cash on hand in 2013, and 70 days cash on hand in 2014. This 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 113 more days after June 30, 2013 and 70 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 Sikich, the school's auditor, provided. Furthermore, there were no negative communications from the school's lenders.

Since the school exceeded standard in 2012-13, and was approaching standard in 2013-14, PSOE receives a **Meets Standard** for its charter renewal rating on the short-term financial health indicator.

To address progress made in areas of deficiency of Core Question 2.1 for the 2013-14 school year PSOE stated:

As the school has matured in its initial five years, enrollment numbers have grown and waitlist numbers have increased. Additionally, the school's marketing efforts and academic prominence has helped offset local mobility, as new families moving to the area are choosing to enroll mid-year at PSOE. The school has an annual marketing plan along with a recently developed advancement position (Director of Advancement) to ensure there is a continual effort to increase local awareness and build relationships that help to prioritize the school's position as an elite educational option in the Indianapolis area. The school's Executive Director has direct oversight of the annual marketing and enrollment process and works closely with the Director of Advancement and Office Manager to ensure there is an ongoing strategic focus on maintaining mid-year enrollment.

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		Sub-indicator targets	12-13		13-14	
Sub-indicator Ratings	Aggregate Three-Year Net Income	DNMS	Aggregate 3-year net income is negative.	$1,413,997	MS	$2,702,027	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	.60	MS	.59	MS
		AS	Debt to Asset ratio is between .9 - .95				
		MS	Debt to Asset ratio is less than or equal to .9				
	Debt Service Coverage (DSC) Ratio	DNMS	DSC ratio is less than or equal to 1.05	N/A	N/A	3.76	MS
		AS	DSC ratio is between 1.05-				
		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.
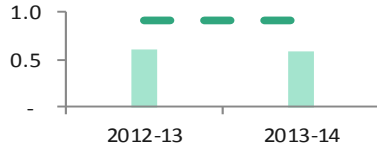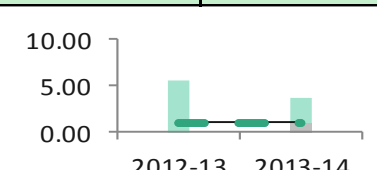
PSOE **met standard** for the net income sub-indicator for school years ending 2013 and 2014. The school had an aggregate three-year net income of $1,413,997 in school year ending 2013 and $2,702,027 in school year ending 2014. The graph to the right shows the annual net income at PSOE for school years ending 2012, 13, and 14.

Three-Year Net Income
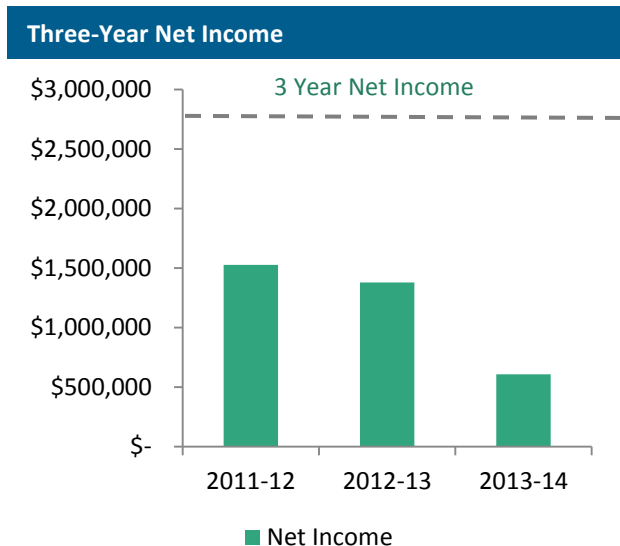
The school also **met standard** on the debt to asset ratio sub-indicator for school years ending 2013 and 2014. The graph to the right shows that, in both years, the schools' total assets exceeded its total debts.

Additionally, the school **met standard** for the sub indicator regarding debt service coverage ratio. PSOE has $326,152 in long-term maturities due prior to close of fiscal year 2014 and will have $318,341 of its total long-term debt of $6,076,279 due by the end of fiscal year 2015. Paramount's loan payable will reach maturity on June 18th, 2018. In that year, the school will owe the largest payment of its debt in the amount of $5,121,258.

Since the school **met standard** for all of the sub-indicators in core question 2.2, it **exceeded standard** for this indicator in both 2012-2013 and 2013-2014, and receives a rating of **Exceeds Standard** for its charter renewal report.

Long-Term Health		
Debt to Asset Ratio	**2012-13**	**2013-14**
Debt to Asset Ratio	**0.60**	**0.59**
MS		
Debt Service Coverage Ratio	**2012-13**	**2013-14**
Ratio	**5.62**	**3.76**
MS		

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.

	2010-11	2011-12	2012-13	2013-14	Renewal Rating
School Rating	Not Evaluated		MS	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.	MS	MS
		AS	The school receives a clean audit opinion with few significant deficiencies noted, but no material weaknesses.		
		MS	The school receives a clean audit opinion.		
	Financial Reporting Requirements	DNMS	The school fails to satisfy financial reporting requirements.	MS	MS
		MS	The school satisfies all financial reporting requirements.		

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

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

PSOE also received a rating of **meets standard** for Core Question 2.3 for the 2013-14 school year. The school received a clean accrual audit report with a few significant deficiencies noted, but no material weaknesses. The auditor noted that the OMB Circular A-133 federal audit found significant deficiencies that were "outside the control of the School". Furthermore, questioned costs from the prior year audit were corrected by the time of publication of the 2013-14 audit. Because the auditor did not deem Paramount responsible for the significant deficiencies, the school **met standard** for the financial audit sub-indicator. The school **met standard** for all of its reporting requirements, and the school's auditors issued their report December 5, 2014.

Because PSOE **met standard** on core question 2.3 in both school year ending 2013 and 2014, PSOE receives a rating of **Meets Standard** for its charter renewal report.

OEI

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
	AS	AS	MS	ES	**MS**

The school leadership team at Paramount School of Excellence (PSOE) has engaged in an effective and continuous process of improvement over the last four years. When the school opened in 2010, it employed a Charter Management Organization (CMO) to oversee the majority of school operations, including staffing, academics, and finances. While the school administration, including those employed through the CMO, demonstrated sufficient academic and business experience, there was a lack of clarity in roles and responsibilities between and amongst leaders that contributed to an overall lower school performance. PSOE terminated its contract with the CMO at the close of the 2010-2011 school year in favor of a more autonomous school leadership team.

Since the 2011-2012 school year, the school leadership team, including a School Director, Assistant School Director, and Director of Operations, has remained relatively stable and has exhibited strong academic and business expertise. Roles and responsibilities have been clarified to allow for effective management and oversight of daily school operations. School leaders have maintained consistent communication with internal and external stakeholders, including the school staff, board of directors, Board Chair, Mayor's Office (OEI), and community organizations and partners. Additionally, they have built several meaningful relationships within the community and have organized several community-driven events.

The school leadership team has engaged in an intensive and focused process of school improvement. They have implemented extensive data analysis systems to identify student strengths and needs, incorporated regular classroom observations to provide instructional feedback, utilized restorative justice to maximize student time in the classroom, and have developed a robust assortment of clubs, programs, and extracurricular activities for students to directly apply their knowledge in engaging and relevant ways. PSOE has worked collaboratively with the Indiana Department of Education (IDOE) as well as a contracted consultant to receive objective feedback on the culture and instruction within the school. Additionally, the school has utilized staff surveys to ensure a healthy working environment throughout the year. Although there have often been many initiatives occurring at once, the leadership team has been able to maintain focus on student achievement. All of these factors have contributed to the consistent improvement in school performance, culminating in the school receiving an "A" on the state's accountability report card for the 2013-2014 year.

Due to the strong leadership, continuous improvement, and recent success of the school, PSOE receives a **Meets Standard** for this indicator on the charter renewal report.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?		
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.
Sub-indicators	Sub-indicators	
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation	
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws	
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations	
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines	

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

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

Additionally, PSOE has maintained compliance with all material sections of its charter and submitted amendments as necessary. All school leaders have been consistently engaged in meetings with OEI and have maintained frequent communication with OEI between scheduled meetings. For these reasons, PSOE receives a **Meeting 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 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	
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter	
	Clear understanding of the mission and vision of the school	
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary	
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training	
	Effective and transparent management of conflicts of interest	
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns	
	Adherence to its charter agreement as it pertains to governance structure	
	Holding of all meetings in accordance with Indiana Open Door Law	

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

Similar to the school leadership, the PSOE board of directors has engaged in a process of continual improvement since the school's opening in 2010. Due to the contested contract with the CMO and a high level of turnover on the board, there were initial concerns around the diversity of the board's roster, its ability to effectively delineate roles and responsibilities, and its ability to provide consistent and competent stewardship of the school. With a high level of commitment to the school's mission and vision, the board worked through the 2010-2011 year to improve its roster, terminate the CMO contract, and improve its oversight.

Since the 2011-2012 school year, the board has expanded its roster to include a wider variety of backgrounds and skillsets to contribute to school governance. Roles and responsibilities have been more clearly delineated and new directors have provided the consistent and competent stewardship necessary for effective oversight. The board

has continually worked to promote the school's mission and vision and has engaged in family and community outreach to ensure the needs of all stakeholders are being met. For example, in 2011, the board implemented a policy and space within the school for visiting family members and developed a method by which parents could directly contact the board when needed.

Although the board has continued to experience some turnover, it has remained relatively stable the past two years. Current directors are highly engaged and committed to the school. The board has regularly reviewed and revised its bylaws and policies as appropriate, has engaged in a series of development opportunities, and has worked to move toward a more sustainable and strategic governance structure. The Board Chair and School Director have maintained consistent communication with one another and the Mayor's Office (OEI). They both have been proactive in providing to OEI up to date and transparent information about school performance, concerns, and future plans over the last few years.

Regarding governance operations, the board has maintained proper oversight of its bylaws and has appropriately handled conflicts of interest as they have been disclosed. Board meetings have been held monthly and have occurred as scheduled. Due to the board's consistent work to improve its oversight and due to its recent stable and effective stewardship, PSOE receives a **Meets Standard** on this indicator.

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 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	
	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			AS	AS

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

The PSOE board held monthly meetings at which all stakeholders, including the school leadership team and relevant staff members, provided updated reports. Between meetings, the Board Chair met regularly with the School Director (SD) to offer additional feedback, guidance, and support.

At the close of the 2013-2014 school year, the board had not yet implemented a formal method of evaluating the School Director's performance or that of its own. While the board did provide informal formative feedback throughout the year and guided the SD to focus on specific priorities, the lack of a formalized evaluation system prevented the board from objectively analyzing performance at the close of the year. The board did engage in informal self-reflection and discussed plans to move to a more strategic method of operating, including the creation of active committees and changing the structure of meetings to be more policy-driven for the 2014-2015 school year.

The board and school leadership team appeared to have positive and collaborative working relationships. All observed meetings and communications were respectful and supportive, indicating a shared commitment to the school's mission. However, due to the lack of formalized evaluation systems, PSOE is **Approaching Standard** for school and board environment. Since 2013-2014 is the only year this indicator was assessed, the school receives the same rating for the mid-charter review.

To address progress made in areas of deficiency of Core Question 3.4 for the 2013-14 school year PSOE stated:

During the past 14 months, the board was in direct communication with the school's Executive Director, developing a new evaluation system that was more in line with the school's leadership program. In an effort to align the Executive Director's job description with the school's leadership frameworks, the board felt it was important to re-vision the evaluation process. This work is nearly finished. The evaluation is still a working document (Appendix F) that works in conjunction with the school leadership evaluation. The document listed in the appendix is an example of the ongoing work, but is not yet finished and board approved. The Board Chair and the Executive Director are completing the final work. The timeline for completion is August 2015.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?		
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.
Sub-indicators	Sub-indicators	
	Health and safety code requirements	
	Facility accessibility	
	Updated safety and emergency management plans	
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community	

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

Between 2010 and 2014, PSOE's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. With a focus on environmental education, the numerous

"Discovery Zones" and elaborate outdoor education space significantly contributed to the overall student experience. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of PSOE's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a **Meeting Standard** for this indicator.

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
	MS	MS	MS	NA	**MS**

Averaged across the last four years, 88% of parents surveyed indicated that they are satisfied overall with PSOE. In the spring of each year, an anonymous survey was administered to all parents and guardians of students enrolled at the school by Research & Evaluation Resources. Of the parents surveyed, between 82% and 92% of parents indicated overall satisfaction (see chart below). With an average satisfaction rate of 88%, the school receives an overall rating of **Meets Standard** on the charter renewal report.

School Year	Percent Satisfied
2010-11	90%
2011-12	82%
2012-13	87%
2013-14	92%
Multi-Year Average	**88%**

Note: "Percent Satisfied" includes "very satisfied", and "satisfied", responses which were on a five-point scale that also included "neutral", "dissatisfied", and "very dissatisfied".
Source: Confidential survey results administered by Research & Evaluation Resources.

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

School Rating	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	MS	MS	MS	NA	MS

The admissions and enrollment practices of Paramount School of Excellence 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 minimal complaints from parents around the school's enrollment process. Accordingly, the school receives a **Meets Standard** for this indicator.