



OFFICE of EDUCATION INNOVATION

PERFORMANCE FRAMEWORK

for Mayor-Sponsored Charter Schools

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Overview

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1.4 Is the school's attendance rate strong?	
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Core Question 1: Is the educational program a success?

Elementary/Middle School Indicators

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?	
Does not meet standard	School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.
Approaching standard	School has received a 'C' for the most recent school year.
Meets standard	School has received a 'B' for the most recent school year.
Exceeds standard	School has received an 'A' for the most recent school year.
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	
<i>Only applicable to schools serving students in any one or combination of grades 4-8.</i>	
Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	
Does not meet standard	Less than 60.0% of students enrolled 2 years, and less than 70% of students 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.
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	
Does not meet standard	School has more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Approaching standard	School has no more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Meets standard	School has no more than 10% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Exceeds standard	School has no more than 5% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.

1.5. Is the school's attendance rate strong?	
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%.
1.6. Is the school outperforming schools that the students would have been assigned to attend?	
Does not meet standard	School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.
Approaching standard	School's overall performance in terms of proficiency or growth outpaces that of the schools the students would have been assigned to attend.
Meets standard	School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.
Exceeds standard	School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.
1.7. Is the school meeting its school-specific educational goals?	
Does not meet standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School does not meet standard on either school-specific educational goal.
Approaching standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. 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 education goal, while approaching standard on the second goal.
Meets standard	School has clearly met its school-specific educational goal. 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	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School is exceeding standard on both school-specific education goals.

High School Indicators

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?	
Does not meet standard	School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.
Approaching standard	School has received a 'C' for the most recent school year.
Meets standard	School has received a 'B' for the most recent school year.
Exceeds standard	School has received an 'A' for the most recent school year.
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	
<i>*Indicator 1.2 does not apply to high school grades.</i>	
1.3. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?	
Does not meet standard	School's 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.
Approaching standard	School's 4-year graduation rate is 70.0 - 79.9%, or the school demonstrated greater than or equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.
Meets standard	School's 4-year graduation rate is at 80.0 – 89.9%, or the school demonstrated greater than or equal to 10.0 percentage point increase from its 4-year to 5-year graduation rate.
Exceeds standard	School's 4-year graduation rate is at least 90.0%, or the school demonstrated greater than or equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	
Does not meet standard	School has more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Approaching standard	School has no more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Meets standard	School has no more than 10% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Exceeds standard	School has no more than 5% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
1.5. Is the school's attendance rate strong?	
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%.

1.6. Is the school preparing students for college and careers?	
<i>Only applicable to schools with a graduating class.</i>	
Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Approaching standard	30.0 – 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Meets standard	40.0 – 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
1.7. Is the school meeting its school-specific educational goals?	
Does not meet standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School does not meet standard on either school-specific educational goal.
Approaching standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. 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 education goal, while approaching standard on the second goal.
Meets standard	School has clearly met its school-specific educational goal. 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	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School is exceeding standard on both school-specific education goals.

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

2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	
Does not meet standard	The school does not meet standard for 2 or more of the following sub-indicators: Enrollment Variance, February Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
Approaching standard	The school approaches standard for all of the following sub-indicators: Enrollment Variance, February Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default <u>OR</u> The school meets standard for 3 of the sub-indicators and approaches standard for the remaining 2 <u>OR</u> The school meets standard for 4 of the sub-indicators and does not meet standard for the remaining 1
Meets standard	The school meets standard for 4 of the following sub-indicators and approaches standard for the remaining sub-indicator: Enrollment Variance, February Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
Exceeds Standard	The school meets standard for all of the following sub-indicators: Enrollment Variance, February Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
2.2. Long Term Health: Does the organization demonstrate long term financial health?	
Does not meet standard	The school meets standard for one of the following sub-indicators but does not meet standard for the remaining 2 sub-indicators: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio c) Debt Service Coverage Ratio <u>OR</u> The school does not meet standard for any of the sub-indicators
Approaching standard	The school meets standard for two of the following sub-indicators: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio c) Debt Service Coverage Ratio <u>OR</u> The school approaches standard for all 3 sub-indicators
Meets standard	The school meets standard for two of the following sub-indicators and approaches standard for the remaining sub-indicator: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio, and c) Debt Service Coverage Ratio
Exceeds standard	The school meets standard for all of the following sub-indicators: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio, and c) Debt Service Coverage Ratio
2.3. Does the organization demonstrate it has adequate financial management and systems?	
Does not meet standard	The school does not meet standard for one of the following sub-indicators: a) Financial audit b) Financial Reporting Requirements
Approaching standard	The school meets standard for one the following sub-indicators but approaches standard for the remaining sub-indicator: a) Financial audit b) Financial Reporting Requirements
Meets standard	The school meets standard for both of the following sub-indicators: a) Financial Audit and Financial Reporting Requirements

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?	
Does not meet standard	The school leader presents concerns in a majority of the <i>meeting standard</i> 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 <i>meeting standard</i> 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 following areas: a) demonstration of sufficient academic and leadership experience; b) leadership stability in key administrative positions; c) communication with internal and external stakeholders; d) clarity of roles and responsibilities among school staff; e) engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner; f) consistency in providing information to and consulting with the schools' board of directors.
Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the following areas: a) demonstration of exceptional academic and leadership experience; b) leadership stability in key administrative positions with a clear plan for succession; c) communication with internal and external stakeholders; d) clarity of roles and responsibilities among school staff; e) engagement in a continuous process of improvement and establishment of systems for proactively addressing areas of deficiency in a timely manner; f) consistency in providing information to and consulting with the schools' board of directors and cultivation of shared accountability.
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	
Does not meet standard	The school leader presents concerns in a majority of the <i>meeting standard</i> 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 <i>meeting standard</i> sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The school complies with and presents no concerns in the following areas: a) 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; b) compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws; c) Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; d) active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines.
Exceeds standard	The school consistently and effectively complies with and presents no concerns in the following areas: a) 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; b) compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws; c) Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; d) active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines.

3.3. Is the school's board active, knowledgeable and does it abide by appropriate policies, systems and processes in its oversight?	
Does not meet standard	The school board presents concerns in a majority of the <i>meeting standard</i> sub-indicators with no evidence of a credible plan to address the issues.
Approaching standard	The school board presents concerns in a minimal number of the <i>meeting standard</i> sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The board complies with and presents no concerns in the following areas: a) 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; b) Clear understanding of the mission and vision of the school; c) adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary; d) 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; e) effective and transparent management of conflicts of interest; f) collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns; g) adherence to its charter agreement as it pertains to governance structure; h) holding of all meetings in accordance with Indiana Open Door Law.
Exceeds standard	The board consistently and effectively complies with and presents no concerns in the following areas: a) proactive 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; b) Clear understanding and promotion of the mission and vision of the school; c) adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary; d) stable roster of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for continual board development; e) effective and transparent management of conflicts of interest; f) collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns; g) adherence to its charter agreement as it pertains to governance structure; h) holding of all meetings in accordance with Indiana Open Door Law.
3.4. Does the school's board work to foster a school environment that is viable and effective?	
Does not meet standard	The school board leader presents concerns in a majority of the <i>meeting standard</i> sub-indicators with no evidence of a credible plan to address the issues.
Approaching standard	The school board leader presents concerns in a minimal number of the <i>meeting standard</i> sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The board complies with and presents no concerns in the following areas: a) regular communication with school leadership and/or its management company; b) annual utilization of a performance based evaluation to assess its own performance, that of the school leader and management organization (if applicable); c) collaboration with the school leader to establish clear objectives, priorities, and goals d) 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.
Exceeds standard	The board consistently and effectively complies with and presents no concerns in the following areas: a) regular communication with school leadership and/or its management company; b) annual

	utilization of a performance based evaluation to assess its own performance, that of the school leader and management organization (if applicable) and use of more frequent, informal evaluations; c) collaboration with the school leader to establish clear objectives, priorities, and goals and use of data to frequently review/revise those objectives, priorities, and goals; d) 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.
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?	
Does not meet standard	The school presents concerns in a majority of the <i>meeting standard</i> sub-indicators with no evidence of a credible plan to address the issues.
Approaching standard	The school presents concerns in a minimal number of the <i>meeting standard</i> sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The school complies with and presents no concerns in the following areas: a) health and safety code requirements; b) facility accessibility; c) updated safety and emergency management plans; d) a facility that is well suited to meet the curricular and social needs of the students, faculty and members of the community.
3.6. Is the school meeting its school-specific non-academic goals?	
Does not meet standard	TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school. The school does not meet standard on either school-specific non-academic goal.
Approaching standard	TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school. School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.
Meets standard	School has clearly met its school-specific non-academic goal. School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.
Exceeds Standard	TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school.

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?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Meets standard	The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.

4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options? *Only applies to schools serving grades 9-12	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Meets standard	The school: a) has challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) has high expectations to motivate and prepare students for post-secondary academic opportunities; c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) meets or exceeds Indiana Core 40 graduation standard requirements.
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: a) standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) assessment results are received by classroom teachers in a timely and useful manner to influence instructional decisions; c) assessments have sufficient variety to guide instruction for a wide range of student learning abilities; d) there is sufficient frequency or use of assessments to inform instructional decisions effectively; e) assessment results are used to guide instruction or make adjustments to curriculum.

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Meets standard	The school exhibits the following characteristics: a) hiring processes are organized and used to support the success of new staff members; b) the school deploys sufficient number of faculty and staff to maximize instructional time and capacity; c) faculty and staff are certified/trained in areas to which they are assigned; d) professional development (PD) is related to demonstrated needs for instructional improvement; e) PD opportunities are determined through analyses of student attainment and improvement; f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.
4.6. Is the school's mission clearly understood by all stakeholders?	
Does not meet standard	The school presents significant concerns in <u>both</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Meets standard	The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school's mission.
4.7. Is the school climate conducive to student and staff success?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school's discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.

4.8. Is ongoing communication with students and parents clear and helpful?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Meets standard	The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school's communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	
Does not meet standard	The school's special education files present concerns in <u>two or more</u> of the following areas: (a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; (b) each need identified within the IEP does not have a corresponding goal and plan for assessment; (c) all goals are not rigorous or based on state or national learning standards; (d) evidence does not demonstrate that goals have evolved each year as the student developed; (e) specifically designed curriculum is not outlined
Approaching standard	The school's special education files present concerns in <u>one</u> of the following areas: (a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; (b) each need identified within the IEP does not have a corresponding goal and plan for assessment; (c) all goals are not rigorous or based on state or national learning standards; (d) evidence does not demonstrate that goals have evolved each year as the student developed; (e) specifically designed curriculum is not outlined
Meets standard	<u>All</u> of the following are evident in the school's special education files: (a) services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student; (b) each need identified within the IEP has a corresponding goal and plan for assessment; (c) each goal is rigorous and is based on state and national learning standards; (d) explicit evidence exists to demonstrate that goals have evolved each year as the student develops; (e) specifically designed curriculum is outlined.
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	
Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Approaching standard	The school is <u>not yet completely</u> fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Core Question 1: Is the educational program a success? Expanded Criteria

Overview

The Academic Performance Framework gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis.

The framework 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 that capture how well the school is meeting its individual mission.

Collecting Evidence

In order to use the framework throughout the school year, OEI will need the following:

- IDOE Accountability Report Card
- ISTEP+ Results
- iREAD-3 Results
- DOE-ME Reports
- Quarterly Attendance Reports
- Benchmark & Formative Assessment Data
- Student Level Demographic Data

Evaluation

OEI will continue to evaluate and rate schools' performance on an annual basis against the academic performance framework. We will have quarterly visits where we focus on the benchmark data in order to predict performance and make mid-course corrections as necessary.

Schools determined to be in academic distress will be subject to additional monitoring and/or corrective action at the discretion of OEI staff.

Core Question 1: Is the educational program a success? Elementary/Middle School Expanded Criteria

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?

Does not meet standard	School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.
Approaching standard	School has received a 'C' for the most recent school year.
Meets standard	School has received a 'B' for the most recent school year.
Exceeds standard	School has received an 'A' for the most recent school year.

Grades are based on the final rating issued by the Indiana Department of Education, unless the school has received permission to be assessed under an alternate accountability model.

Data Sources for Indicator 1.1

- **Summative:** Accountability report card published by IDOE
- **Formative:** Benchmark data shared by school (e.g. NWEA, Acuity, DIBELS)

1.1 Formative Indicator Calculations

Does not meet standard	Less than 60 % of students predicted as proficient on benchmark assessments and/or less than 60% of students are on track to make sufficient and adequate gains ('typical' or 'high' growth).
Approaching standard	Less than 70% of students predicted as proficient on benchmark assessments and less than 70% of students are on track to make sufficient and adequate gains ('typical' or 'high' growth).
Meets standard	Less than 80% of students predicted as proficient on benchmark assessments and less than 80% of students are on track to make sufficient and adequate gains ('typical' or 'high' growth).
Exceeds standard	At least 80% of students predicted as proficient on benchmark assessments and at least 80% of students are on track to make sufficient and adequate gains ('typical' or 'high' growth).

1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?

Only applicable to schools serving students in any one 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).

Data Sources for Indicator 1.2

- **Summative:** Accountability report card published by IDOE
- **Formative:** Benchmark data shared by school (e.g. NWEA, Acuity, DIBELS)

1.2 Formative Indicator Calculations

Does not meet standard	Less than 60% of students are on track to make sufficient and adequate gains ('typical' or 'high' growth).
Approaching standard	Less than 70% of students are on track to make sufficient and adequate gains ('typical' or 'high' growth).
Meets standard	Less than 80% of students are on track to make sufficient and adequate gains ('typical' or 'high' growth).
Exceeds standard	At least 80% of students are on track to make sufficient and adequate gains ('typical' or 'high' growth).

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?

Does not meet standard	Less than 60.0% of students who have been enrolled at the school 2 years, and less than 70.0% of students enrolled 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.

Data Sources for Indicator 1.3

- **Summative:** Accountability report card published by IDOE (for current year and previous two years)
- **Formative:** Benchmark data shared by school (e.g. NWEA, Acuity, DIBELS); DOE-ME report (for current year and previous two years)

1.3 Formative Indicator Calculations

Does not meet standard	Less than 60.0% of students who have been enrolled at the school 2 years, and less than 70.0% of students enrolled 3 or more years are on track to 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 are on track to 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 are on track to 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 are on track to demonstrate proficiency on state standardized assessments.

1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?

Does not meet standard	School has more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Approaching standard	School has no more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Meets standard	School has no more than 10% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Exceeds standard	School has no more than 5% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.

This metric is only applicable to schools who have at least 30 or more students in more than 1 subcategory of race and has at least 30 students who are free/reduced lunch eligible and at least 30 students who are not eligible for free/reduced lunch.

Data Sources for Indicator 1.4

- **Summative:** Accountability Report Card published by IDOE in combination with DOE-ME / DOE-SR reports
- **Formative:** Benchmark Growth Data shared by school (e.g. NWEA, Acuity, DIBELS) in combination with DOE-ME / DOE-SR reports

1.4 Formative Indicator Calculations

Does not meet standard	School has more than 15.0% difference in the percent of students demonstrating proficiency on benchmark assessments amongst races and socioeconomic statuses.
Approaching standard	School has no more than 15.0% difference in the percent of students demonstrating proficiency on benchmark assessments amongst races and socioeconomic statuses.
Meets standard	School has no more than 10.0% difference in the percent of students demonstrating proficiency on benchmark assessments amongst races and socioeconomic statuses.
Exceeds standard	School has no more than 5.0% difference in the percent of students demonstrating proficiency on benchmark assessments amongst races and socioeconomic statuses.

1.5. Is the school's attendance rate strong?

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%.

Data Sources for Indicator 1.5

- **Summative:** DOE-AT report
- **Formative:** SIS attendance average (Average Daily Attendance/Average Daily Membership)

1.5 Formative Indicator Calculations

Does not meet standard	School's quarterly attendance rate is less than 95.0%.
Meets standard	School's quarterly attendance rate is greater than or equal to 95.0%.

1.6. Is the school outperforming schools that the students would have been assigned to attend?

Does not meet standard	School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.
Approaching standard	School's overall performance in terms of proficiency or growth outpaces that of the schools the students would have been assigned to attend.
Meets standard	School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.
Exceeds standard	School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.

Data Sources for Indicator 1.6

- **Summative:** GIS Maps
- **Formative:** Not evaluated

1.6 Formative Indicator Calculations

While this indicator cannot be evaluated on a formative basis, the following calculations are used to determine the summative rating

Does not meet standard	School's overall performance in terms of proficiency and growth for both math and reading is lower than that of the schools the students would have been assigned to attend.
Approaching Standard	School outperforms schools the students would have been assigned to attend in one or two of four categories (proficiency and growth in math and reading).
Meets standard	School outperforms schools the students would have been assigned to attend in three of four categories (proficiency and growth in math and reading).
Exceeds Standard	School outperforms schools the students would have been assigned to attend in four of four categories (proficiency and growth in math and reading).

1.7. Is the school meeting its school-specific educational goals?	
Does not meet standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School does not meet standard on either school-specific educational goal.
Approaching standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. 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 has clearly met its school-specific educational goals. 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	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School is exceeding standard on both school-specific educational goals.

Schools will be assessed on two school-specific educational goals.

Data Sources for Indicator 1.7

- **Summative:** Determined by school with Academic Performance Analyst
- **Formative:** Determined by school with Academic Performance Analyst

Core Question 1: Is the educational program a success? High School Expanded Criteria

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?	
Does not meet standard	School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.
Approaching standard	School has received a 'C' for the most recent school year.
Meets standard	School has received a 'B' for the most recent school year.
Exceeds standard	School has received an 'A' for the most recent school year.

Grades are based on the final rating issued by the Indiana Department of Education, unless the school has received permission to be assessed under an alternate accountability model.

Data Sources for Indicator 1.1

- **Summative:** Accountability report card published by IDOE
- **Formative:** Benchmark data shared by school (e.g. NWEA, Acuity, credits earned/semester, participation in advanced coursework)

1.1 Formative Indicator Calculations

Does not meet standard	Less than 70% of students predicted as proficient on benchmark assessments; less than 70% of seniors graduated in the previous school year; less than 15% of graduates were CCR in the previous school year.
Approaching standard	Less than 80% of students predicted as proficient on benchmark assessments; less than 80% of seniors graduated in the previous school year; less than 18% of graduates were CCR in the previous school year.
Meets standard	Less than 90% of students predicted as proficient on benchmark assessments; less than 90% of seniors graduated in the previous school year; less than 20% of graduates were CCR in the previous school year.
Exceeds standard	At least 90% of students predicted as proficient on benchmark assessments; at least 90% of seniors graduated in the previous school year; at least 23% of graduates were CCR in the previous school year.

Please note that there is no Indicator 1.2 for High School grades.
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1.3. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana’s cohort graduation rate?

<i>Only applicable to schools with a graduating class of students.</i>	
Does not meet standard	School’s 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.
Approaching standard	School’s 4-year graduation rate is 70.0 - 79.9%, or the school demonstrated greater than or equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.
Meets standard	School’s 4-year graduation rate is at 80.0 – 89.9%, or the school demonstrated greater than or equal to 10.0 percentage point increase from its 4-year to 5-year graduation rate.
Exceeds standard	School’s 4-year graduation rate is at least 90.0%, or the school demonstrated greater than or equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.

Data Sources for Indicator 1.3

- **Summative:** IDOE Graduation Rate Report
- **Formative:** Quarterly count of students on track to graduate with a waiver / certificate / type of diploma

1.3 Formative Indicator Calculations

Does not meet standard	School is on track to graduate less than 70.0% of students in its 4-year cohort and the school is on track to demonstrate less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.
Approaching standard	School is on track to graduate 70.0% - 79.9% of students in its 4-year cohort or the school is on track to demonstrate greater than or equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.
Meets standard	School is on track to graduate 80.0% - 89.9% of students in its 4-year cohort or the school is on track to demonstrate greater than or equal to a 10.0 percentage point increase from its 4-year to 5-year graduation rate.
Exceeds standard	School is on track to graduate at least 90.0% of students in 4-year cohort or the school is on track to demonstrate greater than or equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.

1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?

Does not meet standard	School has more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Approaching standard	School has no more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Meets standard	School has no more than 10% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Exceeds standard	School has no more than 5% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.

This metric is only applicable to schools who have at least 30 or more students in more than 1 subcategory of race and has at least 30 students who are free/reduced lunch eligible and at least 30 students who are not eligible for free/reduced lunch.

Data Sources for Indicator 1.4

- **Summative:** Accountability Report Card published by IDOE in combination with DOE-ME / DOE-SR reports
- **Formative:** Benchmark Growth Data shared by school (e.g. NWEA, Acuity) in combination with DOE-ME / DOE-SR reports

1.4 Formative Indicator Calculations

Does not meet standard	School has more than 15.0% difference in the percent of students demonstrating proficiency on benchmark assessments amongst races and socioeconomic statuses.
Approaching standard	School has no more than 15.0% difference in the percent of students demonstrating proficiency on benchmark assessments amongst races and socioeconomic statuses.
Meets standard	School has no more than 10.0% difference in the percent of students demonstrating proficiency on benchmark assessments amongst races and socioeconomic statuses.
Exceeds standard	School has no more than 5.0% difference in the percent of students demonstrating proficiency on benchmark assessments amongst races and socioeconomic statuses.

1.5. Is the school's attendance rate strong?

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%.

Data Sources for Indicator 1.5

- **Summative:** DOE-AT report
- **Formative:** SIS attendance average

1.5 Formative Indicator Calculations

Does not meet standard	School's quarterly attendance rate is less than 95.0%.
Meets standard	School's quarterly attendance rate is greater than or equal to 95.0%.

1.6. Is the school preparing students for college and careers?

Only applicable to schools with a graduating class of students.

Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Approaching standard	30.0 – 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Meets standard	40.0 – 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list

Data Sources for Indicator 1.6

- **Summative:** IDOE Accountability Report Card
- **Formative:**
 - Semester count of students enrolled in an AP, IB, post-secondary approved course, and/or an industry certification preparation class
 - Quarterly update with formative assessment data from AP / IB / Post-secondary courses and/or count of students who will attempt industry certification exam

1.6 Formative Indicator Calculations

Does not meet standard	School has less than 30% of students in the current 4-year cohort enrolled in an AP, IB, post-secondary course
Approaching standard	School has between 30% and 40% of students in the current 4-year cohort enrolled in an AP, IB, post-secondary course
Meets standard	School has between 40% and 50% of students in the current 4-year cohort enrolled in an AP, IB, post-secondary course
Exceeds standard	School has at least 50% of students in the current 4-year cohort enrolled in an AP, IB, post-secondary course

1.7. Is the school meeting its school-specific educational goals?	
Does not meet standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School does not meet standard on either school-specific educational goal.
Approaching standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. 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 has clearly met its school-specific educational goals. 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	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School is exceeding standard on both school-specific educational goals.

Schools will be assessed on two school-specific educational goals. While schools are able to determine the goals, analysts should review them to ensure they are 1) appropriately rigorous, 2) appropriately feasible, 3) readily measurable, and 4) not duplicative of any other measure evaluated in the [Performance Framework](#).

Data Sources for Indicator 1.7

- **Summative:** Determined by school with Academic Performance Analyst
- **Formative:** Determined by school with Academic Performance Analyst

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

Overview

The Financial Performance Framework gauges both near term financial health and longer term financial sustainability while accounting for key financial reporting requirements.

The portion of the framework that tests a school's near term financial health is designed to depict the school's financial position and viability in the upcoming year and used to monitor progress quarterly. Schools meeting the desired standards demonstrate a low-risk of financial distress in the coming year. Schools that fail to meet the standards may currently be experiencing financial difficulties and/or are at high risk for financial hardship in the near term. These schools may require additional review and immediate corrective action on the part of the Mayor's Office.

The portion of the framework that tests a school's longer term financial sustainability is designed to depict a school's financial position and viability over time. Schools meeting the desired standards demonstrate a low-risk of financial distress in the future. Schools that fail to meet the standards are at high risk for financial hardship in the future.

Collecting Evidence

In order to use the framework each year, the Mayor's Office will need the following:

- Audited Statement of Net Assets (Balance Sheet)
- Audited Statement of Activities (Income Statement)
- Notes to the Audited Financial Statements (Part of audit)
- Charter school board approved budgets with ADM enrollment targets from the school
- Annual Debt schedule, indicating the total principal and interest due each year (from the school)

Evaluation

The Mayor's office will continue to evaluate and rate schools performance on an annual basis against the financial performance framework. We will utilize the audited financial statements from the annual accrual based audit to evaluate health. We will also continue to have quarterly visits where we focus on the short term indicators from the unaudited financial statements received for that quarter.

Schools determined to be in immediate financial distress will be subject to additional monitoring and/or corrective action at the discretion of the Mayor's Charter School Office. It is critical that the school Financial Manager and the Board have a strong understanding of the school's financial health as we move from a qualitative to a quantitative framework.

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

2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	
Does not meet standard	The school does not meet standard for 2 or more of the following sub-indicators: : Enrollment Variance, February Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
Approaching standard	The school approaches standard for all of the following sub-indicators: Enrollment Variance, February Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default <u>OR</u> The school meets standard for 3 of the sub-indicators and approaches standard for the remaining 2 <u>OR</u> The school meets standard for 4 of the sub-indicators and does not meet standard for the remaining 1
Meets standard	The school meets standard for 4 of the following sub-indicators and approaches standard for the remaining sub-indicator: Enrollment Variance, February Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
Exceeds Standard	The school meets standard for all of the following sub-indicators: Enrollment Variance, February Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default

We will use the most recent amendment to calculate as long as the amendment was completed prior to the school year starting.

a) Enrollment Variance Ratio

- **Definition:** The enrollment variance ratio tells authorizers whether or not the school is meeting its enrollment projections in its charter, thereby generating sufficient revenue to fund ongoing operations.
- **Overview:** Enrollment is typically the largest source of revenue for a school. If a school is consistently hitting their enrollment targets then they are bringing in the amount of revenue they planned for in their budget. If the school is consistently not meeting its enrollment targets then the school will need to adjust its spending to reflect the reduced amount of revenue.
- **Data Source:** Projected enrollment from the charter agreement and actual enrollment from the Department of Education
- **Calculation:** Actual Enrollment/ Projected Enrollment

Does not meet standard	Enrollment Ratio is less than or equal to 89%
Approaching standard	Enrollment Ratio is between 90% - 98%
Meets standard	Enrollment Ratio equals or exceeds 99%

b) **February Count Day Enrollment Variance Ratio**

- **Definition:** The February count day enrollment variance ratio looks at what percentage of the student body was retained between the September count and the February count.
- **Overview:** It is important for schools to continue to serving the same or nearly the same number of students throughout the year for a number of academic reasons. Since the February count day will influence funding for the first semester of the coming year, schools should be retaining enough of the student population between September and February that will make them likely to be able to serve roughly the same number of students in the coming academic year.
- **Data Source:** September enrollment as reported by the Department of Education and February enrollment as reported by the Department of Education
- **Calculation:** February Enrollment/September Enrollment

Does not meet standard	Enrollment Ratio is less than or equal to 89%
Approaching standard	Enrollment Ratio is between 90% - 95%
Meets standard	Enrollment Ratio equals or exceeds 95%

c) **Current Ratio**

- **Definition:** The current ratio depicts the relationship between a school’s current assets (what they own) and current liabilities (what they owe).
- **Overview:** Current is defined as within the next twelve months. If the current ratio is 1.1 or greater then a school owns more than it owes in the short term. If the school owns more than it owes, then it has a good chance of meeting its obligations. If a school owes more than it owns, then it may not be able to meet its obligations.
- **Data Source:** Audited statement of net assets
- **Calculation:** Current Assets/ Current Liabilities

Does not meet standard	Current Ratio is less than or equal to 1.0
Approaching standard	Current Ratio is between 1.0 - 1.1
Meets standard	Current Ratio equals or exceeds 1.1

d) Days Cash on Hand

- **Definition:** Days cash on hand indicates how many days a school can pay its expenses without another inflow of cash.
- **Overview:** Best practice indicates a school should have between 30-60 days cash on hand to cover unexpected expenses. This is particularly important given the cyclical nature of cash inflows and the restricted nature of many of the funds school use throughout the year.
- **Data Source:** Audited statement of net assets (checking/savings account balance) and audited statement of activities (Total Expenses, Depreciation and Amortization)
- **Calculation:** Cash / ((Total Expenses – Depreciation-Amortization)/365)

Does not meet standard	Days Cash on Hand is less than or equal to 30 days
Approaching standard	Days Cash on Hand is between 30-45 days
Meets standard	Days Cash on Hand equals or exceeds 45 days

For schools in year one and year two of operation we are looking for 30 days cash on hand to either meet or not meet the standard.

e) Debt Default

- **Definition:** Debt default indicates if a school is not meeting debt obligations or covenants.
- **Overview:** Schools must meet all requirements when servicing debt and complying with other covenants as set forth in their agreements
- **Data Source:** Notes to the audited financial statements
- **Calculation:** Review of notes to the financial statements in the accrual based audit

Does not meet standard	Default or delinquent payments identified
Meets standard	Not in default or delinquent

2.2. Long Term Health: Does the organization demonstrate long term financial health?	
Does not meet standard	The school meets standard for 1 of the following sub-indicators but does not meet standard for the remaining 2 sub-indicators: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio c) Debt Service Coverage Ratio OR The school does not meet standard for any of the sub-indicators
Approaching standard	The school meets standard for 2 of the following sub-indicators: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio c) Debt Service Coverage Ratio OR The school approaches standard for all 3 sub-indicators
Meets standard	The school meets standard for 2 of the following sub-indicators and approaches standard for the remaining sub-indicator: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio, and c) Debt Service Coverage Ratio
Exceeds standard	The school meets standard for all of the following sub-indicators: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio, and c) Debt Service Coverage Ratio

a) **Three Year Aggregate Net Income**

- **Definition:** Net income measures the difference between a school's revenues and expenses (includes non-cash expenditures such as depreciation and amortization)
- **Overview:** Net income indicates whether a school operates with a surplus or a deficit in a given time period. Net income is important because schools cannot operate at a deficit for sustained periods of time without risk of closure. The three year aggregate net income is simply the sum of the net incomes for the most recent three years to understand if the school is generating a surplus in the long run.
- **Data Source:** Three Years of Audited Statements of Activity
- **Calculation:** Sum of Net Incomes for most recent three years

Does not meet standard	Aggregate three year Net Income is negative
Approaching standard	Aggregate three year Net Income is positive and most recent year is negative
Meets standard	Aggregate three year Net Income is positive and most recent year is positive

For schools in year one and year two of operation we are looking for positive net incomes each year.

b) **Debt to Asset Ratio**

- **Definition:** The debt to asset ratio measures the amount of liabilities a school owes versus the assets they own; it measures the extent to which the school relies on borrowed funds to finance its operations
- **Overview:** The debt to asset ratio is the long term version of the current ratio. It compares schools total assets to their total liabilities. This is a snapshot of how much as school owns vs. how much they owe in total. A lower debt to asset ratio generally indicates stronger health.
- **Data Source:** Audited statement of net assets
- **Calculation:** Total Liabilities/Total Assets

Does not meet standard	Debt to Asset Ratio equals or exceeds 0.95
Approaching standard	Debt to Asset Ratio is between 0.90 – 0.95
Meets standard	Debt to Asset Ratio is less than or equal to 0.90

c) **Debt Service Coverage Ratio**

- **Definition:** This ratio indicates a school’s ability to cover its debt obligations in the next year based on its current net income.
- **Overview:** This measure depicts a schools ability to pay obligations once you add back the non-cash expenditure (depreciation) and add back in the interest expense since interest is one of the obligations we are trying to determine if a school can pay in the coming year. This is divided by the total Principal and Interest payments due in the coming year to understand if the income generated is enough to meet those obligations.
- **Sources of Data:** Audited statement of activity, and debt schedule detailing interest and principal payments for the coming years (provided by the school)
- **Calculation:** (Net Income + Depreciation+ Amortization + Interest Expense) / (Principal + Interest Payments for the next year)

Does not meet standard	Debt Service Coverage ratio is less than or equal to 1.05
Approaching standard	Debt Service Coverage ratio is between 1.05 – 1.20
Meets standard	Debt Service Coverage ratio equals or exceeds 1.20

2.3. Does the organization demonstrate it has adequate financial management and systems?	
Does not meet standard	The school does not meet standard for either of the following sub-indicators: a) Financial audit b) Financial Reporting Requirements
Approaching standard	The school meets standard for one one the following sub-indicators but approaches standard for the remaining sub-indicator: a) Financial audit b) Financial Reporting Requirements
Meets standard	The school meets standard for both of the following sub-indicators: a) Financial Audit and Financial Reporting Requirements

a) **Financial Audit**

- **Overview:** The annual accrual based audit provides an opinion on the validity of the information being shared in the financial statements and provides insight into school’s financial health
- **Sources of Data:** Annual accrual based audit document

Does not meet standard	Receives an audit with multiple significant deficiencies, material weakness or is a going concern
Approaching standard	Receives a clean audit opinion with a few significant deficiencies noted but no material weaknesses
Meets standard	Receives a clean audit opinion

b) **Financial Reporting Requirements**

- **Definition:** Schools need to turn in all financial documents in a timely manner
- **Overview:** Reporting requirements are critical in ensuring the ongoing monitoring of health
- **Sources of Data:** Financial Analyst, Audit Firm, Accounting Firm and others
- **Calculation:** OEI reserves the right to consider the following when determining that a school does not meet standard for financial reporting requirements:
 - i. Late submission (or failure to submit) quarterly financial statements
 - ii. Late submission of (or failure to submit) the annual accrual based audit relative to OEI, SBOA, or Federal OMB deadlines
 - iii. Cancellation of compliance meetings with OEI for non-emergency reasons and/or failure to reschedule meetings canceled for any reason

Does not meet standard	Fails to satisfy financial reporting requirements
Meets standard	Satisfies all financial reporting requirements

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

Overview

The Governance and Leadership Performance Framework gauges the success of the school leadership and board of directors in providing the students at the school with a high quality education while adhering to the charter agreement and other applicable laws.

The framework consists of five indicators that are designed to measure school and board leadership, organizational effectiveness, competency in processes and oversight, and compliance with the charter and applicable laws.

Collecting Evidence

In order to use the framework as an evaluation tool throughout the school year, the Mayor's Office will utilize and assess the following:

- Compliance Reports and Letters
- Employee Documentation
- Review Meetings (with school and board leaders)
- Board Meetings (including agendas, packets, reports, notes, and submitted minutes)
- Evaluation and Survey Results
- Additional, where necessary (see "Data Sources" below)

Evaluation

The Mayor's office will continue to evaluate and rate schools' performance on an annual basis against the governance and leadership performance framework. We will visit throughout the year with both school leaders and board presidents, and will attend board meeting and school events, where we assess the information available to determine current and future performance, and make mid-course corrections as necessary.

Schools determined to have challenges in the area of governance and leadership will be subject to additional monitoring and/or corrective action at the discretion of the Mayor's Charter School Office.

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

3.1. Is the school leader strong in his or her academic and organizational leadership?	
Does not meet standard	The school leader presents concerns in a majority of the <i>meeting standard</i> 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 <i>meeting standard</i> 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 following areas: a) demonstration of sufficient academic and leadership experience; b) leadership stability in key administrative positions; c) communication with internal and external stakeholders; d) clarity of roles and responsibilities among school staff; e) engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner; f) consistency in providing information to and consulting with the schools' board of directors.
Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the following areas: a) demonstration of exceptional academic and leadership experience; b) leadership stability in key administrative positions with a clear plan for succession; c) communication with internal and external stakeholders; d) clarity of roles and responsibilities among school staff; e) engagement in a continuous process of improvement and establishment of systems for proactively addressing areas of deficiency in a timely manner; f) consistency in providing information to and consulting with the schools' board of directors and cultivation of shared accountability.

Data Sources for Indicator 3.1

	Data	Artifacts/Sources
a	<ul style="list-style-type: none"> School leader credentials and track record of results 	<ul style="list-style-type: none"> Licensure, resume, OEI accountability reports, IDOE Compass
b	<ul style="list-style-type: none"> Allotted leadership support positions (assistant principals, deans, counselors, etc.) Turnover rates for leaders mid-year and year-to-year 	<ul style="list-style-type: none"> Charter agreement, employee spreadsheet, organizational chart Employee spreadsheet, meeting discussions and notes
c	<ul style="list-style-type: none"> Amount of and methods of communication with staff, board, OEI, community partners, etc. 	<ul style="list-style-type: none"> School-OEI communication log, board meeting reports and minutes, school website, mass public communications (eblasts, flyers, advertisements, etc.), meeting discussions and notes
d	<ul style="list-style-type: none"> Roles and responsibilities and/or job descriptions for school staff positions 	<ul style="list-style-type: none"> Charter agreement, employee spreadsheet
e	<ul style="list-style-type: none"> School goals, current data, trends, reflections, and plans for the remainder of the year 	<ul style="list-style-type: none"> Formative indicator ratings (where available), meeting discussions and notes (re: academics, finance, and governance)
f	<ul style="list-style-type: none"> Frequency and detail of information presented to the board 	<ul style="list-style-type: none"> Board meeting agendas, packets, reports, and minutes, meeting discussions and notes (with both school leader and board chair)

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	
Does not meet standard	The school leader presents concerns in a majority of the <i>meeting standard</i> 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 <i>meeting standard</i> sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The school complies with and presents no concerns in the following areas: a) 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; b) compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws; c) Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; d) active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines.
Exceeds standard	The school consistently and effectively complies with and presents no concerns in the following areas: a) 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; b) compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws; c) Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; d) active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines.

Data Sources for Indicator 3.2

	Data	Artifacts/Sources
a	<ul style="list-style-type: none"> Compliance documentation submission dates/status 	<ul style="list-style-type: none"> Compliance documentation tracker
b	<ul style="list-style-type: none"> Lack of complaints or charges pertaining to compliance 	<ul style="list-style-type: none"> Charter agreement, compliance letter, notifications of deficiencies (from OEI or other sources), constituent call log
c	<ul style="list-style-type: none"> Primary contact(s) for document submission, systems for compliance (including roles and responsibilities of school staff, board members, and CMO/EMO staff (if applicable)) 	<ul style="list-style-type: none"> Compliance documentation tracker, analyst contact spreadsheet, school-OEI communication log, meeting discussions and notes
d	<ul style="list-style-type: none"> Information and data discussed during meetings 	<ul style="list-style-type: none"> Meeting agendas, discussions, and notes

3.3. Is the school's board active, knowledgeable and does it abide by appropriate policies, systems and processes in its oversight?	
Does not meet standard	The school leader presents concerns in a majority of the <i>meeting standard</i> 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 <i>meeting standard</i> sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The board complies with and presents no concerns in the following areas: a) 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; b) Clear understanding of the mission and vision of the school; c) adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary; d) 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; e) effective and transparent management of conflicts of interest; f) collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns; g) adherence to its charter agreement as it pertains to governance structure; h) holding of all meetings in accordance with Indiana Open Door Law.
Exceeds standard	The board consistently and effectively complies with and presents no concerns in the following areas: a) proactive 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; b) Clear understanding and promotion of the mission and vision of the school; c) adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary; d) stable roster of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for continual board development; e) effective and transparent management of conflicts of interest; f) collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns; g) adherence to its charter agreement as it pertains to governance structure; h) holding of all meetings in accordance with Indiana Open Door Law.

Data Sources for Indicator 3.3

	Data	Artifacts/Sources
a	<ul style="list-style-type: none"> Communication of concerns with OEI staff (or lack of evidence of deficiencies), instances when a deficiency or concern was <i>not</i> communicated to OEI in a timely manner 	<ul style="list-style-type: none"> Charter agreement, school-OEI communication log, constituent call log
b	<ul style="list-style-type: none"> Alignment between board discussions/decisions and school mission/vision 	<ul style="list-style-type: none"> Board meeting agendas, packets, reports, and minutes, meeting discussions and notes (with both school leader and board chair)
c	<ul style="list-style-type: none"> Board policies and procedures 	<ul style="list-style-type: none"> Articles of incorporation (including by-laws), board meeting agendas, packets, reports, and minutes

d	<ul style="list-style-type: none"> Board roster and member experience/skillset Methods/systems for orientation and development 	<ul style="list-style-type: none"> Board roster and resumes Board meeting schedule, agendas, packets, reports, and minutes, meeting discussions and notes
e	<ul style="list-style-type: none"> Conflicts of interest (or lack of conflicts) 	<ul style="list-style-type: none"> Board roster and resumes, conflicts of interest policies and forms (if applicable), board meeting reports and minutes, meeting discussions and notes
f	<ul style="list-style-type: none"> Board or constituent communication of concerns with OEI staff (or lack of concerns), instances when a concern was not followed up with in a timely manner 	<ul style="list-style-type: none"> School-OEI communication log, constituent call log
g	<ul style="list-style-type: none"> Governance structures for the school(s) 	<ul style="list-style-type: none"> Charter agreement, board roster, meeting agendas, packets, reports, and minutes, employee spreadsheet, CMO/EMO agreement (if applicable), meeting discussion and notes
h	<ul style="list-style-type: none"> Meeting policies and procedures 	<ul style="list-style-type: none"> Board meeting announcements, agendas, and minutes

3.4. Does the school's board work to foster a school environment that is viable and effective?

Does not meet standard	The school leader presents concerns in a majority of the <i>meeting standard</i> 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 <i>meeting standard</i> sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The board complies with and presents no concerns in the following areas: a) regular communication with school leadership and/or its management company; b) annual utilization of a performance based evaluation to assess its own performance, that of the school leader and management organization (if applicable); c) collaboration with the school leader to establish clear objectives, priorities, and goals d) 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.
Exceeds standard	The board consistently and effectively complies with and presents no concerns in the following areas: a) regular communication with school leadership and/or its management company; b) annual utilization of a performance based evaluation to assess its own performance, that of the school leader and management organization (if applicable) and use of more frequent, informal evaluations; c) collaboration with the school leader to establish clear objectives, priorities, and goals and use of data to frequently review/revise those objectives, priorities, and goals; d) 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.

Data Sources for Indicator 3.4

	Data	Artifacts/Sources
a	<ul style="list-style-type: none"> Frequency of communication between school leader, board chair, and CMO/EMO (if applicable), communication of concerns with OEI (or lack of concerns) 	<ul style="list-style-type: none"> School-OEI communication log, meeting discussions and notes, board meeting reports and minutes
b	<ul style="list-style-type: none"> Evaluations of board, school leader, and CMO/EMO (if applicable) 	<ul style="list-style-type: none"> School leader evaluation, board meeting agendas, packets, reports, and minutes, meeting discussions and notes
c	<ul style="list-style-type: none"> Board and school goals and use of data throughout the year to evaluate progress towards those goals 	<ul style="list-style-type: none"> Board meeting agendas, packets, reports, and minutes, meeting discussions and notes
d	<ul style="list-style-type: none"> Positive, professional, and constructive relationship between the board and school leader 	<ul style="list-style-type: none"> Board meeting reports and minutes, meeting discussion and notes

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?

Does not meet standard	The school leader presents concerns in a majority of the <i>meeting standard</i> 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 <i>meeting standard</i> sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The school complies with and presents no concerns in the following areas: a) health and safety code requirements; b) facility accessibility; c) updated safety and emergency management plans; d) a facility that is well suited to meet the curricular and social needs of the students, faculty and members of the community.

Data Sources for Indicator 3.5

	Data	Artifacts/Sources
a	<ul style="list-style-type: none"> Evidence of facility safety and legal ability to maintain a school environment and lack of complaints or charges otherwise 	<ul style="list-style-type: none"> Inspection reports, permits, and certifications through Marion County and the City of Indianapolis (collected during pre-opening and/or new construction)
b	<ul style="list-style-type: none"> Evidence that facility is accessible to all students and lack of complaints or charges otherwise 	<ul style="list-style-type: none"> Final copy of inspection from city building inspector and/or health inspector (collected during pre-opening and/or new construction)
c	<ul style="list-style-type: none"> Plan for preparing for/responding to emergencies (fire, tornado, active shooter, etc.) that complies with applicable laws 	<ul style="list-style-type: none"> School safety and emergency preparedness plans (collected during pre-opening and/or new construction)
d	<ul style="list-style-type: none"> Facility layout and setup that reflects agreed upon plan for addressing needs of students, faculty, and members of the community and lack of complaints or charges otherwise 	<ul style="list-style-type: none"> Charter agreement, site visits, meeting discussions and notes

3.6. Is the school meeting its school-specific non-academic goals?	
Does not meet standard	TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school. The school does not meet standard on either school-specific non-academic goal.
Approaching standard	TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school. School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.
Meets standard	School has clearly met its school-specific non-academic goal. School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.
Exceeds Standard	TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school.

Data Sources for Indicator 3.6

TBD: Metrics and data sources based on school-specific non-academic goal, in conjunction with the school.

Core Question 4: Is the school providing the appropriate conditions for success? Expanded Criteria and Vendor Information

Overview

The site visit framework assesses the processes and systems that impact a school's academic, financial and governance outcomes in Core Questions 1, 2 and 3.

During the term of its initial charter, a school receives a site visit that culminates in an evaluation against Core Question 4 in the second, fourth and sixth years. The fourth-year comprehensive review culminates in a school's mid-charter review, while the sixth year visit serves to inform charter renewal decisions.

Collecting Evidence

Schools select a pre-approved external consultant to conduct a site visit. During that process, the consultants provide a list of procedures that includes: materials to collect, staff, students, parents, and board members to be interviewed, and a protocol/agenda as to what the school can expect to occur. All consultants have been vetted and pre-approved by the Mayor's Office and have demonstrated sufficient expertise to conduct site visits.

Evaluation

The external evaluators complete evaluations of all Mayor-sponsored charter schools against Core Question 4. All consultants are required to use the language and criteria specifically outlined in Core Question 4 to allow for consistency across evaluations. The Office of Education Innovation will publish completed external evaluations in its annual Accountability Reports.

Please see annual updated list of contractors.