



OFFICE of EDUCATION INNOVATION

CHARTER RENEWAL REPORT

Damar Charter Academy

2017

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Introduction

This Charter Renewal Report is a summary of the evidence collected by the Mayor’s Office of Education Innovation (OEI) pertaining to the performance, sustainability, and plans for improvement of Damar Charter Academy (DCA) during its first five years of operation. The Renewal Report is structured based on the Mayor’s Performance Framework, which is used to determine a school’s success relative to a common set of indicators.

For each indicator in the Performance Framework, this Renewal Report initially summarizes the findings of the school’s Mid-Charter Review. After each school’s fourth year of operation, OEI conducts a comprehensive Mid-Charter Review relying on multiple sources of evidence. The complete results of the Mid-Charter Review for DCA were issued in April 2016 and the report is publicly available online at www.oei.indy.gov. For each area within the Performance Framework, this Renewal Report includes the rating issued at the time of the Mid-Charter Review, additional evidence collected by OEI in subsequent years, as well as an overall Charter Renewal Rating.

Additionally, DCA submitted a formal response on June 30th, 2017 with additional evidence supporting the school’s performance on indicators not *meeting standard* in the most recent year (2015-2016). Consistent with the renewal petition framework, these are the areas that OEI required the school to respond to, as the school was judged to have not fully met standards for these indicators at the time of its most recent annual accountability report.

Finally, the school submitted a plan for how it will sustain success and continue to improve over the next charter term if the charter is renewed, including a proposed five-year budget.

DCA submitted formal responses to the following indicators:

- Core Question 1.1** Is the school’s academic performance meeting expectations on the state’s standardized assessments?
- Core Question 1.3** Does the school demonstrate that students are improving, the longer they are enrolled at the school?

DCA was not evaluated on the following indicators:

- Core Question 1.4** Is the school providing an equitable education to students of all races and socioeconomic backgrounds?
- Core Question 1.6** Is the school outperforming schools that the students would have been assigned to attend?
- Core Question 1.9** High School: Is the school providing an equitable education to students of all races and socioeconomic backgrounds?
- Core Question 2.4** Is there a high level of parent satisfaction with the school?

Summary of Ratings		
Elementary/Middle School Core Question 1: Is the educational program a success?	Mid-Charter Rating	Renewal Rating
1.1 Is the school's academic performance meeting expectations on the state's standardized assessments?	Does Not Meet Standard	Does Not Meet Standard
1.2 Are students making sufficient and adequate gains, as measured by appropriate assessments given their disabilities?	Meets Standard	Meets Standard
1.3 Does the school demonstrate that students are improving, the longer they are enrolled at the school?	Does Not Meet Standard	Does Not Meet Standard
1.4 Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated	Not Evaluated
1.5 Is the school's attendance rate strong?	Meets Standard	Meets Standard
1.6 Is the school outperforming schools that the students would have been assigned to attend? *Previously classified as 1.3.	Not Evaluated	Not Evaluated
1.7 Is the school meeting its school-specific educational goals? *Previously classified as 1.4.	Approaching Standard	Meets Standard
1.8 High School: Is the school preparing students to graduate from high school or receive a certificate of completion (as measured by rate of course/credit completion)?	Not Evaluated	Exceeds Standard
1.9 High School: Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated	Not Evaluated
1.10 High School: Is the school preparing students for college and careers or transition success?	Exceeds Standard	Exceeds Standard
Core Question 2: Is the organization in sound fiscal health?		
Financial Evaluation from 2010-2012	Mid-Charter Rating	Renewal Rating
2.1 Is the school in sound fiscal health?	Meets Standard	Meets Standard
Financial Evaluation from 2012-present	Mid-Charter Rating	Renewal Rating
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	Exceeds Standard	Exceeds Standard
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Meets Standard	Meets Standard
2.3. Does the organization demonstrate it has adequate financial management and systems?	Meets Standard	Meets Standard

Core Question 3: Is the organization effective and well-run?	Mid-Charter Rating	Renewal Rating
3.1. Is the school leader strong in his or her academic and organizational leadership? *Previously classified as 2.5.	Meets Standard	Meets Standard
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? *Previously classified as 3.1.	Exceeds Standard	Exceeds Standard
3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight? *Previously classified as 2.3.	Meets Standard	Meets Standard
3.4. Does the school's board work to foster a school environment that is viable and effective?	Approaching Standard	Meets Standard
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility? *Previously classified as 3.2.	Meets Standard	Meets Standard
3.6. Is the school meeting its school-specific non-academic goals? *Previously classified as 2.6.	Exceeds Standard	Exceeds Standard
Indicators included in the previous framework, but not assessed with the 2013-2014 framework.	Mid-Charter Rating	Renewal Rating
2.4. Is there a high level of parent satisfaction with the school?	Not Evaluated	Not Evaluated
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	Meets Standard	Meets Standard
Core Question 4: Is the school providing the appropriate conditions for success?	4th Year Review	6th Year Review
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Meets Standard	Meets Standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Meets Standard	Meets Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard	Meets Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Does Not Meet Standard	Meets Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meets Standard	Meets Standard
4.7. Is the school climate conducive to student and staff success?	Meets Standard	Meets Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Meets Standard	Meets Standard
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?	Meets Standard	Meets Standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Not Applicable	Not Applicable

Summary of Historical Annual Performance Review Ratings							
Core Question 1: Is the educational program a success?	2011-12	2012-13	2013-14	2014-15	MCR	2015-16	CRR
1.1. Is the school's academic performance meeting expectations on the state's standardized assessments?	Not Evaluated		DNMS	DNMS	DNMS	DNMS	DNMS
1.2. Are students making sufficient and adequate gains, as measured by appropriate assessments given their disabilities?	Not Evaluated		MS	MS	MS	AS	MS
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	Not Evaluated		DNMS	NA	DNMS	NA	DNMS
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated		NA	NA	NA	NA	NA
1.5. Is the school's attendance rate strong?	Not Evaluated		MS	DNMS	MS	DNMS	MS
1.11 Is the school outperforming schools that students would have been assigned to attend? *Previously classified as 1.3.	NA	NA	NA	NA	NA	NA	NA
1.12 Is the school meeting its school-specific educational goals? *Previously classified as 1.4.	Not Evaluated		MS	AS	AS	MS	MS
1.8 High School: Is the school preparing students to graduate from high school or receive a certificate of completion (as measured by rate of course/credit completion)?	Not Evaluated		NA	NA	NA	ES	ES
1.9 High School: Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated		NA	NA	NA	NA	NA
1.10 High School: Is the school preparing students for college and careers or transition success?	Not Evaluated		NA	ES	ES	ES	ES
Core Question 2: Is the organization in sound fiscal health?							
Financial Evaluation from 2010-2012	2011-12	2012-13	2013-14	2014-15	MCR	2015-16	CRR
2.1 Is the school in sound fiscal health?	MS	Not Evaluated			MS	N/A	MS
Financial Evaluation from 2012-present	2011-12	2012-13	2013-14	2014-15	MCR	2015-16	CRR
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	N/A	ES	MS	ES	ES	ES	ES
2.2. Long Term Health: Does the organization demonstrate long term financial health?	N/A	DNMS	MS	ES	MS	ES	MS
2.3. Does the organization demonstrate it has adequate financial management and systems?	N/A	AS	MS	MS	MS	MS	MS

Core Question 3: Is the school meeting its operations and access obligations?	2011-12	2012-13	2013-14	2014-15	MCR	2015-16	CRR
3.1. Is the school leader strong in his or her academic and organizational leadership?	MS	MS	MS	MS	MS	ES	MS
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	MS	ES	MS	ES	ES	ES	ES
3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?	MS	MS	MS	MS	MS	MS	MS
3.4. Does the school's board work to foster a school environment that is viable and effective?	Not Evaluated		AS	AS	AS	MS	MS
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?	MS	MS	MS	MS	MS	MS	MS
3.6. Is the school meeting its school-specific non-academic goals?	Not Evaluated		NA	ES	ES	ES	ES
Indicators included in the previous framework, but not assessed the current framework.	2011-12	2012-13	2013-14	2014-15	MCR	2015-16	CRR
2.4. Is there a high level of parent satisfaction with the school?	NA	NA	Not Evaluated		NA	N/A	NA
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	MS	MS	Not Evaluated		MS	N/A	MS
Core Question 4: Is the school providing the appropriate conditions for success?						Year 4	Year 6
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?						MS	MS
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?						MS	MS
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?						MS	MS
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?						MS	MS
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?						DNMS	MS
4.6. Is the school's mission clearly understood by all stakeholders?						MS	MS
4.7. Is the school climate conducive to student and staff success?						MS	MS
4.8. Is ongoing communication with students and parents clear and helpful?						MS	MS
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?						MS	MS
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?						NA	NA

Plan for Sustained Success and Continuous Improvement

In applying for renewal, Damar Charter Academy is required to describe how the school will sustain success and continue to improve over the next charter term. DCA responses have been written to demonstrate that the school is planning carefully and strategically for the future and has the capacity to achieve long-term success.

Section B: Sustainability and Improvement

[Insert School's Response to Section B below.]

Core Question 1: Is the educational program a success?

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

Due to the unique nature of the student population served by Damar Charter Academy, the regular metrics for K-12 schools under the OEI performance framework does not provide an accurate picture of school performance. In 2013, the Office of Education Innovation developed a framework specific to Damar Charter Academy.

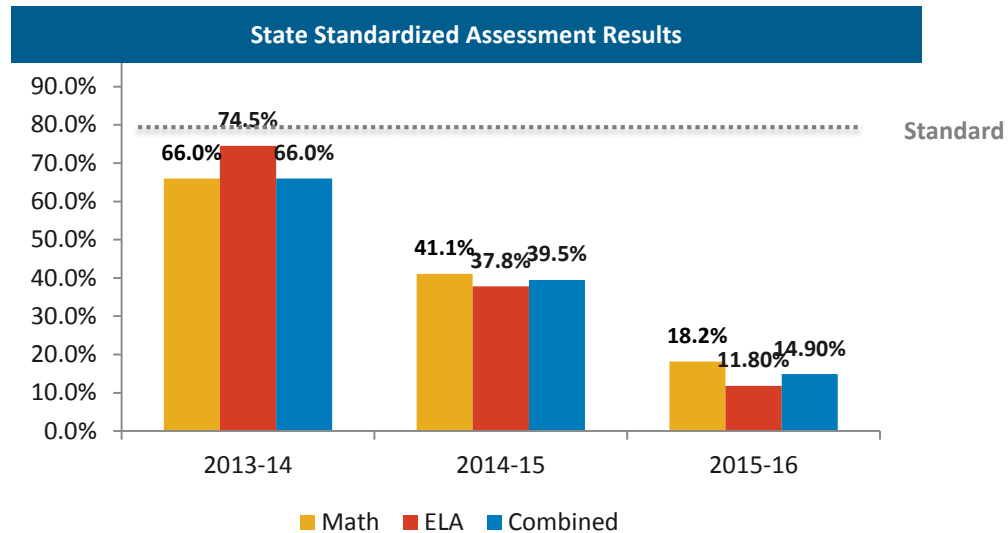
1.1. Is the school's academic performance meeting expectations on the state's standardized assessments?			
Indicator Targets	Does not meet standard	Less than 69.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.	
	Approaching standard	Between 70.0-79.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.	
	Meets standard	Between 80.0-89.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.	
	Exceeds standard	At least 90.0% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

Traditional Mayor-Sponsored Charter Schools are evaluated on their state accountability grade. Because of Damar's unique student population, this is a not an accurate measure of school performance. Instead, OEI examines the school's academic performance compared to state standardized assessments (such as ISTEP+, ECA, and alternative assessments such as IMAST, ISTAR, or NCSC).

In 2013-14, 74.5% of students passed the ISTEP+, IMAST or ISTAR in English/Language Arts, while 70.2% of students passed the Mathematics portion. As shown on the right, 66% of students passed both portions of the exam.

In 2014-15, 41.1% of students passed the ISTEP+ or NCSC in English/Language Arts, while 37.8% of students passed the Mathematics portion. As shown on the right, a weighted average of 39.5% of students passed state standardized tests. It is important to note that 2013-14 was the final year that IMAST, the state's primary alternative assessment, was administered. The 2014-15 school year was the first time that many students with special needs took the general ISTEP+ assessment.

In 2015-16, 11.8% of students passed the ISTEP+ and ECA in English/Language Arts, and 18.2% of students passed the Mathematics portion. A weighted average of 14.9% of students passed state standardized tests. Due to reporting constraints, ISTAR performance was not included in this calculation.



Because DCA did not meet standard in either year, the school receives a renewal rating of **Does Not Meet Standard** for this indicator.

1.2. Are students making sufficient and adequate interim gains, as measured by appropriate assessments given their disabilities?			
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>		
	Does not meet standard	Results from appropriate assessments indicate that less than 60.0% of students are making sufficient and adequate gains.	
	Approaching standard	Results from appropriate assessments indicate that 60.0-79.9% of students are making sufficient and adequate gains.	
	Meets standard	Results from appropriate assessments indicate that less than 80.0-89.9% of students are making sufficient and adequate gains.	
	Exceeds standard	Results from appropriate assessments indicate that more than 90.0% of students are making sufficient and adequate gains.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Approaching Standard	Meets Standard

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#). Because the majority of Damar Charter Academy students do take a standardized assessment outside of ISTEP+, OEI cannot assess student progress under the Indiana Growth Model.

However, each student’s individual Case Conference Committee determines multiple appropriate, measurable, academic goals for the student’s growth throughout the school year. These goals are then documented in the student’s Individual Education Plan (IEP) and the school assesses progress towards these goals quarterly.

In the 2013-14 school year, DCA students met 84.0% of IEP goals. 2014-15 school year, Damar Charter Academy students met 81.0% of IEP goals. In the 2015-16 school year, Damar Charter Academy students met 73.5% of IEP goals. As a result of these ratings, the school earns a **Meets Standard** on this indicator for the mid-charter review.

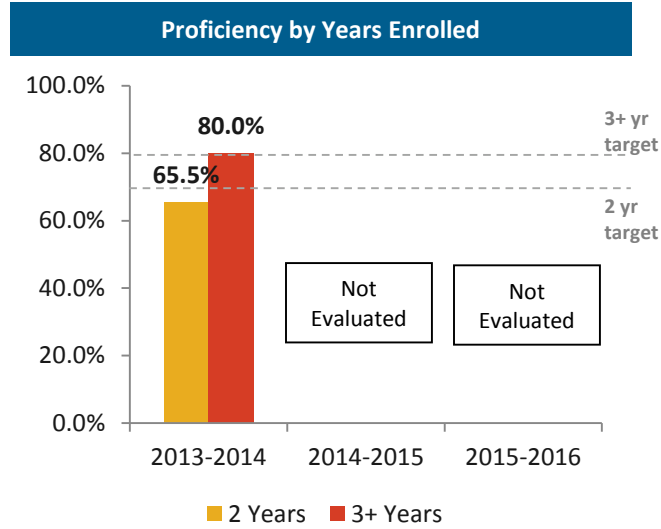
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?			
Indicator Targets	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.	
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.	
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.	
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Does Not Meet Standard	Not Evaluated	Does Not Meet Standard

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

In 2013-14, of those students enrolled at Damar Charter Academy for two years, 58.8% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 80% were proficient on both subjects.

In order to have a valid sample size, a minimum of 30 students are required. In both the 2014-15 and 2015-16 school years, fewer than 30 students at Damar Charter Academy had been enrolled for 2 years or 3+ years who had also completed a state standardized assessment. Thus, the school was **not evaluated** on this indicator on the OEI performance framework.

Because 2013-14 was the only year this indicator was evaluated for DCA, there is only one year of data available for the renewal report. From the data reported above, the school earns a renewal rating of **Does Not Meet Standard** for this indicator.



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

Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.	
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.	
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.	
	Exceeds standard	School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Not Evaluated	Not Evaluated	Not Evaluated

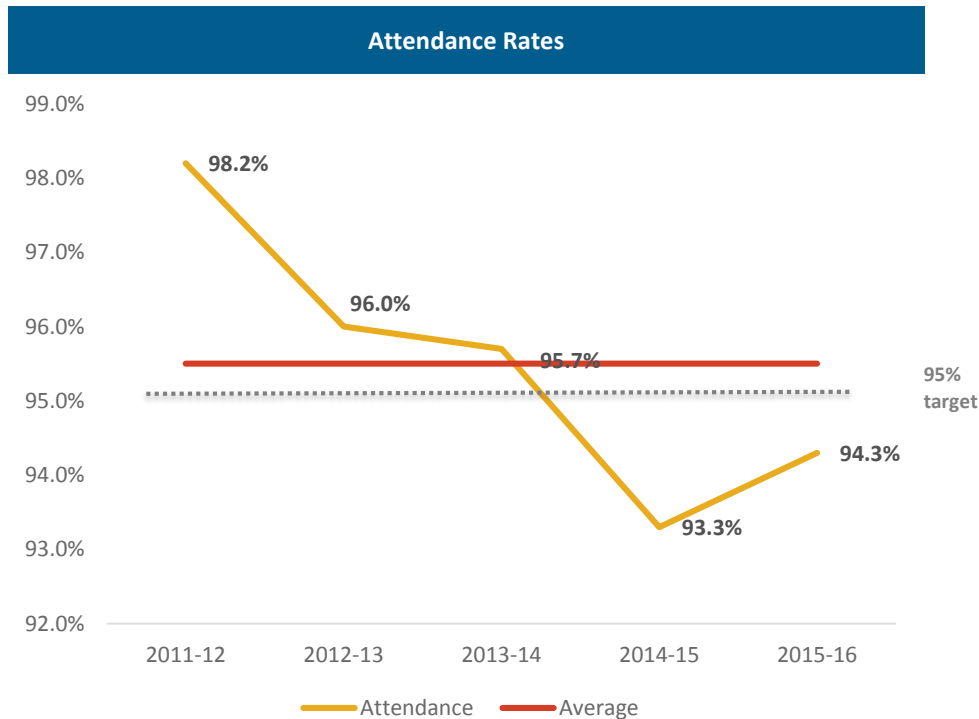
Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for Damar Charter Academy is captured below.

In order to report on subgroup performance, a subgroup must have at least 30 students. Damar Charter Academy did not have more than 30 students in more than one subgroup in 2013-14, 2014-15 or 2015-16. Therefore, OEI was unable to examine subgroup performance, and the school was **not evaluated** on this indicator for the renewal report.

1.5. Is the school's attendance rate strong?			
Indicator Targets	Does not meet standard	School's attendance rate is less than 95.0%.	
	Meets standard	School's attendance rate is greater than or equal to 95.0%.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Does Not Meet Standard	Meets Standard

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

Between 2011 and 2016, Damar Academy achieved an average attendance of 95.5%, with two years falling below the target percentage. Due to the school's overall average of 95.5%, Damar Academy receives a **Meets Standard** for this indicator.



1.6. Is the school outperforming schools that the students would have been assigned to attend?			
Indicator Targets	Does not meet standard	School's overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in each of the last three years.	
	Approaching standard	School's overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in two of the last three years.	
	Meets standard	School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.	
	Exceeds standard	School's overall performance consistently outpaces that of the schools the students would otherwise have been assigned to attend.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Not Evaluated	Not Evaluated	Not Evaluated

Due to the lack of Indiana Growth Model data for Damar Charter Academy students, the school is **not evaluated** on this indicator.

1.7. Is the school meeting its school-specific educational goals?			
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific educational goal.	
	Approaching standard	School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.	
	Meets standard	School is 1) meeting standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.	
	Exceeds standard	School is exceeding standard on both school-specific educational goals.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Approaching Standard	Meets Standard	Meets Standard

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

Individual goals, results, and ratings for 2013-14, 2014-15 and 2015-16 can be found in the chart below.

School Year	School-Specific Goals	Result	Rating	Overall Rating
2015-2016	Students in grade 12 will demonstrate readiness to successfully enter the labor market by meeting or exceeding a score representing minimal readiness as measured by the appropriate annual assessment or through participation in work experiences prior to program exit	70%	MS	MS
	Students with identified behaviors that interfere with learning/daily living will demonstrate an increase in targeted prosocial behaviors as measured by the appropriate annual assessment	62.5%	MS	
2014-2015	50-74% of students in grades 12/12+ will meet or exceed a score representing minimal readiness (ABAS II Standard Score of 75 or higher) to successfully enter the labor market on the annual assessment prior to program exit.	41.7%	AS	AS
	50-74% of students with clinically significant maladaptive behaviors (Achenbach TRF initial score >70) will show positive change (defined as a T-score change in the pro-social direction) on the annual assessment.	57.1%	MS	
2013-2014	Of the students in grade 12, 50% of students will meet or exceed a score representing minimal readiness (ABAS II standard score of 75 or higher) to successfully enter the labor market prior to program exit.	50%	MS	MS
	Of students continuously enrolled for 8 weeks or more and enrolled during two or more assessment administrations, 50% of students will show positive change (defined as T-score change of 5 points in the pro-social direction) on the Achenbach Teacher Report Form.	60.6%	MS	

Due to DCA's overall ratings of **meets standard** and **approaching standard**, the school receives a renewal rating of **Meets Standard** on this indicator.

High School-Specific Academic Performance Indicators

1.8. Is the school preparing students to graduate from high school or receive a certificate of completion (as measured by the rate of course/credit completion and post completion success)? graduation rate?			
Indicator Targets	Does not meet standard	Less than 70.0% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.	
	Approaching standard	70.0-79.9% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.	
	Meets standard	80.0-89.9% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.	
	Exceeds standard	At least 90.0% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.	
	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Not Evaluated	Exceeds Standard	Exceeds Standard

Each year, Mayor-sponsored charter schools are evaluated on the percentage of high school students who graduate within four and five years. Due to Damar Charter Academy's unique population, traditional graduation rates are not an accurate portrayal of school performance.

Instead, OEI examines the students who are on track to receive a high school diploma and measures the percentage of those students who earn between 8 and 10 credits throughout the year. This would mean that these students are on pace to have enough credits to graduate within four or five years, depending on their individual graduation plans.

In order for OEI to measure this indicator, a minimum of 10 students are required. In the 2013-14 and 2014-15 school years, Damar Charter Academy had fewer than 10 students on a diploma track and thus, is **not evaluated** on this indicator of for the mid-charter review.

In the 2015-16 school year, Damar Charter Academy had 5 of their 10 graduates earn diplomas and the other 5 earn 10 or more credits towards their diplomas and thus, is **Exceeds Standard** on this indicator of the OEI performance framework.

As a result of the school's most recent rating, the school receives a renewal rating of **Exceeds Standard** on this indicator.

1.9. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?			
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.	
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.	
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.	
	Exceeds standard	School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.	
	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Not Evaluated	Not Evaluated	Not Evaluated

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status.

In order to report on subgroup performance, a subgroup must have at least 30 students. In 2013-14, 2014-15, and 2015-16, Damar Charter Academy did not have more than 30 students in more than one subgroup. Therefore, OEI was unable to examine subgroup performance, and the school was **not evaluated** on this indicator for the mid-charter review.

1.10. Is the school preparing students for college and careers or transition success?			
Indicator Targets	Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS	
	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; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS	
	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; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS	
	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; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS	
		Mid-Charter Rating	2015-2016
	Exceeds Standard	Exceeds Standard	Exceeds Standard

The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list.

Due to Damar Charter Academy's unique population, educational model, and mission, OEI also examines the number of graduates who complete a successful transition to another program (such as their traditional home school, a GED program, an adult education program, or a day treatment program) as well as students who demonstrate workforce readiness through their score on the ABAS II.

Damar Charter Academy did not have any 2013 graduates, and therefore was **not evaluated** on this indicator for the 2013-14 school year. However, in the 2014-15 school year, 86.6% of Damar Charter Academy graduates met the above guidelines for college- and career-readiness. In the 2015-16 school year, 100.0% of Damar Charter Academy graduates met the above guidelines for college- and career-readiness.

Due to its strong performance on this indicator over the term of its charter, the school earns an **Exceeds Standard** this transition indicator.

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

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

Financial Evaluation from 2011-2012

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

	Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	N/A	Meets Standard

In 2011-2012, Damar Charter Academy received a clean financial audit from its auditors, BKD. However, the school did have a significant finding and a significant deficiency in its procedural audit. Specifically, the auditors noted incorrect timing in the recognition of PCSP funding, although there were no concerns over how the funding was allocated. Additionally, the auditors found the need to formalize a system of discussing and reviewing journal entries. While the practice had been occurring through school and board officials, they decided to begin initialing entries to document this process.

The school and board were noted as having sound financial expertise and they contracted with a bookkeeping vendor to prepare financial statements, all which resulted in strong financial controls within the school. Additionally, the school was successfully able to achieve a budget surplus of \$611,304, paving the way for financial sustainability. Lastly, the school was in compliance with all financial reporting requirements found in Sections 10 and 17 of the charter. As such, the school receives a rating of **Meets Standard** on this indicator for its charter renewal rating.

Financial Evaluation from 2012-Present

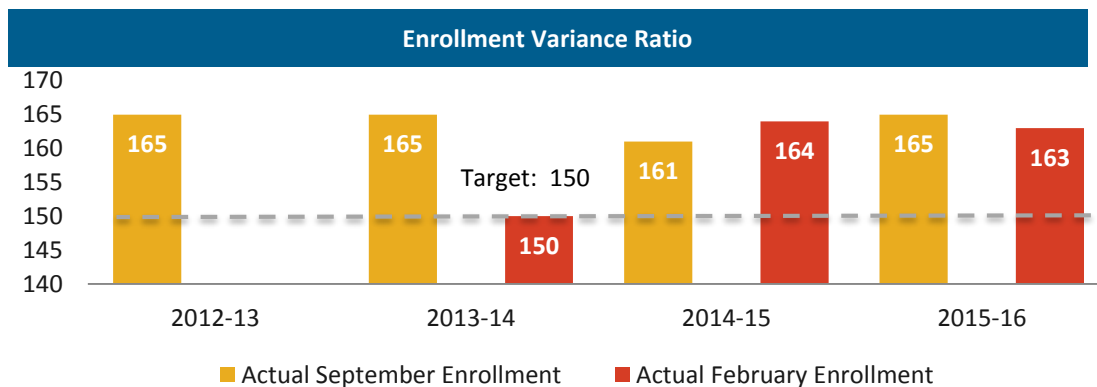
2.1. Short-term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?			
Indicator Targets	Does not meet standard	The school does not meet standard on 2 or more of the five sub-indicators shown below.	
	Approaching standard	The school approaches standard for all 5 sub-indicators shown below, OR meet standard on 3 sub-indicators, while approaching on the remaining 2 OR meets standard on 4 sub-indicators, while not meeting standard for the final sub-indicator.	
	Meets standard	The school meets standard for 4 sub-indicators shown below, while approaching standard on the final sub-indicator.	
	Exceeds standard	The school meets standard for all 5 sub-indicators.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Exceeds Standard	Exceeds Standard	Exceeds Standard
Sub-indicator Ratings			
Enrollment Ratio	Does not meet standard	Enrollment ratio is less than or equal to 89%	
	Approaching standard	Enrollment ratio is between 90 – 98%	
	Meets standard	Enrollment ratio equals or exceeds 99%	
February Enrollment Variance	Does not meet standard	Enrollment ratio is less than or equal to 89%	
	Approaching standard	Enrollment ratio is between 90 – 95%	
	Meets standard	Enrollment ratio equals or exceeds 95%	

Current Ratio	Does not meet standard	Current ratio is less than or equal to 1.0
	Approaching standard	Current ratio is between 1.0 – 1.1
	Meets standard	Current ratio equals or exceeds 1.1
Days Cash on Hand	Does not meet standard	Days cash on hand is less than or equal to 30
	Approaching standard	Days cash on hand is between 30-45
	Meets standard	Days cash on hand equals or exceeds 45
Debt Default	Does not meet standard	Default or delinquent payments identified
	Meets standard	Not in default or delinquent

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

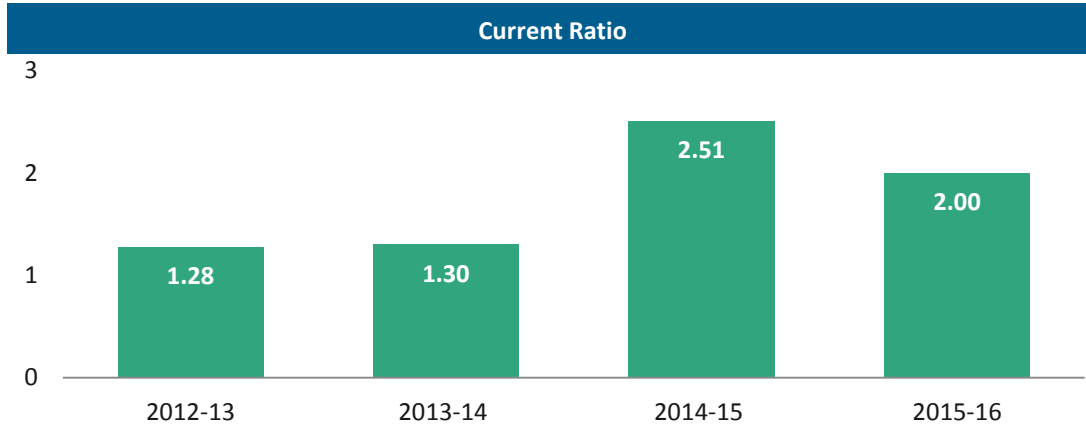
Based on data from the September 2012 count day, Damar’s enrollment exceeded the enrollment targets stated in its charter agreement, meaning that, for school year 2012-13, the school was generating sufficient revenue to fund ongoing operations. As a result, the school **met standard** for this sub-indicator. In school year 2013-14, Damar met its enrollment targets for the September count day and thus **met standard** for this sub-indicator. In school year 2014-2015, Damar’s enrollment once again exceeded the targets outlined in its charter agreement and **met standard** for this sub-indicator. Finally, Damar Charter Academy **met standard** on the September enrollment variance sub-indicator for school year 2015-16, as it enrolled 165 students, 15 more than it predicted on its charter agreement.

In 2013-14, OEI also looked at the change (variance) between fall and February enrollment. Since the February enrollment influences funding for coming year, schools need to retain enough students between September and February to ensure the school remains financially viable through the end of the school year and beyond. In the 2013-2014 school year, Damar’s enrollment dropped sharply and the school **approached standard** for this sub-indicator. The school served nearly as many students in February 2015 as it did in September of 2014, and therefore **met standard** for this sub-indicator. Lastly, the school had 165 students at the September 2015 count day and 163 students remained at the school in February 2016. As a result, the school **met standard** for the February enrollment variance ratio.



Between 2012 and 2016, Damar had more current assets than current liabilities (those due in the next 12 months). For school year 2012-13, the school had a current ratio of 1.28. In 2013-14, Damar had a current ratio of 1.3. At the

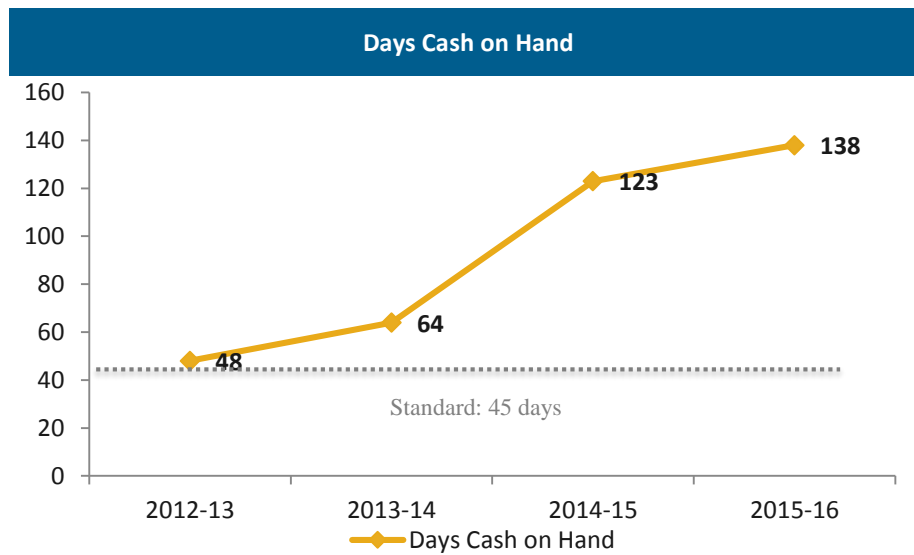
end of school year 2014-15, the school's current ratio was 2.51. Finally, the school ended school year 2015-16 with a current ratio of 2.00. As a result, the school **met standard** for this sub-indicator for all four years.



As reflected in the chart below, Damar ended the year with 48 days cash on hand in 2012-13, 64 days cash on hand in 2013-14, 123 days cash on hand in 2014-15 and 138 days cash on hand in 2015-16. This means that if payments to the school had stopped or been delayed post June 30 of each respective year, the school would have been able to operate for 48 more days after June 30, 2013, 64 days after June 30, 2014, 123 days after June 30, 2015, and 138 days after June 30, 2016, assuming that spending levels remain constant. Based on this data, the school **met standard** for this sub-indicator in all four years.

Finally, between 2012-2013 and 2015-16, the school successfully met its debt obligations based on the information that BKD, the school's auditor, provided. Furthermore, there were no negative communications from the school's lenders.

Due to its exemplary performance on a variety of short-term health metrics, Damar Charter Academy receives a rating of **Exceeds Standard** for its charter renewal rating on the short-term financial health indicator.



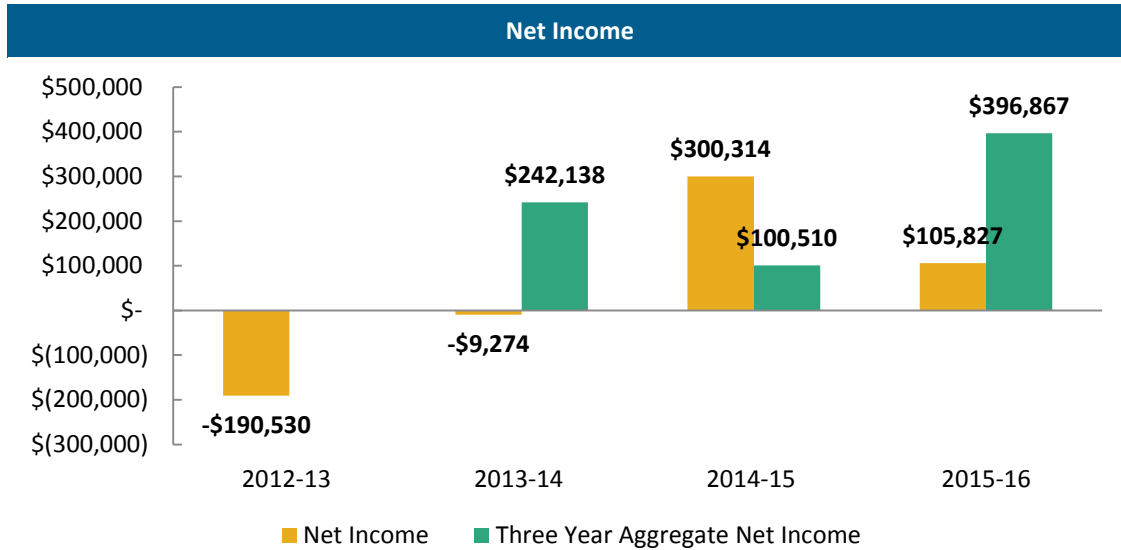
2.2. Long-term Health: Does the organization demonstrate long-term financial health?

Indicator Targets	Does not meet standard	The school does not meet standard on any of the 3 sub-indicators OR meets standard on 1 sub-indicator but does not meet standard on the remaining 2.	
	Approaching standard	The school meets standard on 2 of the sub-indicators while not meeting on the third, OR approaches standard on all 3 sub-indicators.	
	Meets standard	The school meets standard on 2 of the sub-indicators and approaches standard on the third.	
	Exceeds standard	The school meets standard for all 3 sub-indicators.	
School Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Exceeds Standard	Meets Standard
Sub-indicator Ratings			
Aggregate Three-Year Net Income	Does not meet standard	Aggregate 3-year net income is negative.	
	Approaching standard	Aggregate 3-year net income is positive, but most recent year is negative.	
	Meets standard	Aggregate three year net income is positive, and most recent year is positive.	
Debt to Asset Ratio	Does not meet standard	Debt to Asset ratio equals or exceeds .95	
	Approaching standard	Debt to Asset ratio is between .9 - .95	
	Meets standard	Debt to Asset ratio is less than or equal to .9	
Debt Service Coverage (DSC) Ratio	Does not meet standard	DSC ratio is less than or equal to 1.05	
	Approaching standard	DSC ratio is between 1.05-1.2	
	Meets standard	DSC ratio equals or exceeds 1.2	

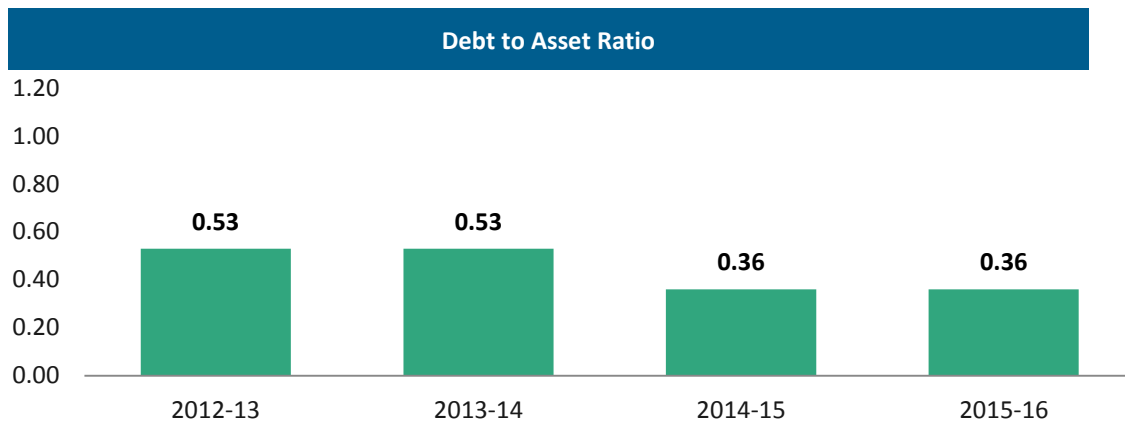
The Mayor's Office of Education Innovation introduced Core Question 2.2 in its current form in the 2012-13 school year. As such, it is only evaluated for the 2012-13 and 2013-14 school years for the purpose of the charter renewal report. This Core Questions evaluates each school's long term fiscal health with the understanding that a charter school, like any non-profit entity, can only operate for so long with year over year losses, extreme amounts of debt, or an inability to meet its debt obligations.

Damar **did not meet standard** for the net income sub-indicator for school year 2012-13. The school generated a negative net income of \$190,530 due mostly to a non-cash loss that resulted from the Common School Loan forgiveness. It should be noted, however, that this was a non cash loss to the school.

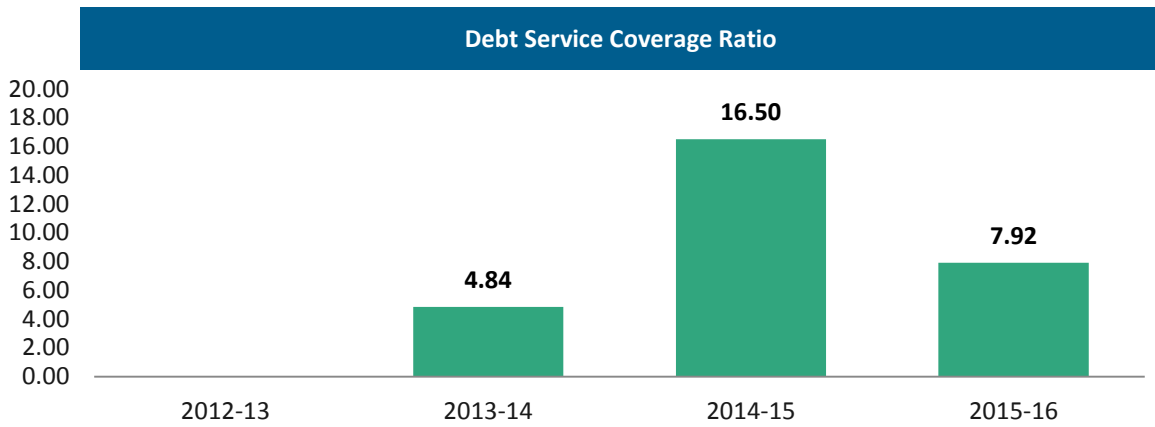
In school year 2013-14, Damar **approached standard** on this sub-indicator, as it had a positive three-year net income, but a negative net income for the 2013-2014 school year. In school year 2014-2015, Damar **met standard** for this sub-indicator, as both its three year and current year net income metrics were positive. Lastly, the school met standard for this sub-indicator in 2015-16, as three-year aggregate net income and current year net income were positive. The graph below summarizes the school's performance on this indicator.



The school also **met standard** on the debt to asset ratio sub-indicator for the school years ending 2013, 2014, 2015 and 2016. The debt to asset ratio means that, for school 2012-13, Damar’s total liabilities represented 53% of its total assets. Similarly, total liabilities accounted for 53%, 36% and 36% of Damar’s total assets for school years, 2013-14, 2014-15 and 2015-16, respectively.



In school year 2012-2013, the school **did not meet standard** for the sub indicator regarding debt service coverage ratio. In school years ending 2014 and 2015, however, the school **met standard** for this sub-indicator. Damar has a note payable to Damar Services that was issued in 2013 to cover costs of relocating to a new facility. Payments on the note are due annually on June 30th in the amount of \$25,000. At the end of school year 2015-16, Damar had a debt service coverage ratio of 7.92, meaning that the school is able to cover its long term debt with its operating income. As a result, the school **met standard** for this sub-indicator.



Based on the information provided, Damar Charter Academy receives a rating of Meets Standard for Core Question 2.2 on its charter renewal report.

2.3. Does the organization demonstrate it has adequate financial management and systems?						
Indicator Targets	Does not meet standard		The school does not meet standard on 1 of the sub-indicators.			
	Approaching standard		The school meets standard on 1 sub-indicator, but approaches standard for the remaining sub-indicator.			
	Meets standard		The school meets standard on both sub-indicators.			
School Rating	Mid-Charter Rating		2015-2016		Charter Renewal Rating	
	Meets Standard		Meets Standard		Meets Standard	
Sub-indicator Ratings						
Sub-indicator targets			2012-13	2013-14	2014-15	2015-16
Financial Audit	DNMS	The school receives an audit with multiple significant deficiencies, material weaknesses, or has an ongoing concern.	DNMS	MS	MS	MS
	AS	The school receives a clean audit opinion with few significant deficiencies noted, but no material weaknesses.				
	MS	The school receives a clean audit opinion.				
Financial Reporting Requirements	DNMS	The school fails to satisfy financial reporting requirements.	MS	MS	MS	MS
	MS	The school satisfies all financial reporting requirements.				

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

A management letter provided to the school by the auditor identified a material weakness in accounting mechanisms. The material weakness of these internal accounting controls required the auditing firm to adjust the financials to create materially accurate statements. The firm suggested that Damar put in place internal controls to account for such reconciliations. Damar agreed that it would put in place the recommended controls and systems. Although the management letter identified a material weakness, the school satisfied its financial reporting requirements by submitting its audit report before the November 30th deadline. Thus, the school **approached standard** for core question 2.3 for the 2012-2013 school year.

Damar **met standard** for Core Question 2.3 for the 2013-14 and 2014-15 school year. The school received a clean accrual audit report with no significant deficiencies or material weaknesses. As such, the school **met standard** for the financial audit sub-indicator. Additionally, the school **met standard** for all of its reporting requirements during these school years, as audits and other compliance materials were submitted in a timely fashion.

In 2015-16, Damar Charter Academy received a clean audit report from its auditor, BKD. The auditor did not identify any material weaknesses or significant deficiencies within the financial controls of the school. In addition, Damar Charter Academy submitted 92% of its financial reporting documents to OEI in a timely manner. Moreover, the draft for the 2015-16 school year was submitted to SBOA well before the November 30th deadline. Therefore, Damar **met standard** for this sub-indicator.

Although Damar **approached standard** in 2012-2013, the school **met standard** for 2013-14, 2014-15 and 2015-16. The school receives a rating of **Meets Standard** for core question 2.3 for its charter renewal rating.

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

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

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

Between 2011 and 2015, the leadership team at Damar Charter Academy (DCA) consisted of the Superintendent, Principal, Director of Special Education, and Guidance Counselor. As a team, they demonstrated extensive experience in education leadership. The superintendent spent several years supporting special education in schools, teaching at the higher education level, and earning a doctorate in clinical psychology. He has worked with Damar Services, Inc., the parent organization of DCA, since 2002 and has worked with the school since its opening in 2011.

While the school has had several transitions in the Principal position over the last four years, the Superintendent, Director of Special Education and the Guidance Counselor have remained stable and have ensured continuity in programming for the staff and school as a whole. The Director of Special Education has been with Damar Services, Inc. since 1996, serving as a manager, instructor, coordinator, and director for multiple programs within the organization. Together, with additional support from the school Guidance Counselor, the leadership team developed and managed a well-recruited and trained staff to serve the needs of a unique and diverse student population. Roles and responsibilities were clearly delineated to support high quality school operations.

Over the course of the last five years, the leadership team has worked to implement the school’s unique educational model and provide exceptional services to students with special needs. The team, with support from Damar Services, Inc. and the board of directors, has utilized research-based best practices to design programs and supports that best serve the student population. Additionally, they have approached each new school year as an opportunity to continuously improve the school’s services to further improve student outcomes. This includes rearranging the school calendar and student schedules, implementing an extensive life skills program, designing appropriate methods of assessment and progress monitoring, and working with several community organizations that provide relevant educational opportunities for students.

During board meetings that occurred in 2015-2016, the Superintendent and Principal were able to accurately and transparently describe DCA’s strengths and areas for improvement. For example, in July, the Director of Operations and Student Services recognized a need for team member to manage academic responsibilities. DCA soon hired the Director of Instruction and Accountability. The Director of Instruction and Accountability worked with the school leadership team over the course of the year to identify ways that school staff could be more data-driven and intentional in daily instruction. This highlights Damar’s continuous engagement in improvement and addressing areas of deficiencies.

Due to the leadership team’s consistently effective organizational and academic oversight, DCA receives a rating of **Meets Standard** for this indicator on the charter renewal report.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?			
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.	
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.	
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.	
Sub-indicators	Sub-indicators		
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor’s Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation		
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws		
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations		
3.2 Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Exceeds Standard	Exceeds Standard	Exceeds Standard

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

Additionally, Damar has maintained compliance with all material sections of its charter and submitted amendments as necessary. All school leaders have been consistently engaged in meetings with OEI and have maintained frequent communication with OEI between scheduled meetings. For these reasons, Damar receives an **Exceeds Standard** for compliance obligations on the charter renewal report.

3.3. Is the school’s board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?			
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.	
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.	
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.	
Sub-indicators	Sub-indicators		
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor’s Office; or when the school’s management company (if applicable) fails to meet its obligations as set forth in the charter		
	Clear understanding of the mission and vision of the school		
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary		
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training		
	Effective and transparent management of conflicts of interest		
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns		
	Adherence to its charter agreement as it pertains to governance structure		
Holding of all meetings in accordance with Indiana Open Door Law			
3.3 Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Meets Standard	Meets Standard

The board of directors for Damar Charter School (DCS) is active, experienced, and has provided competent oversight for the school. The board roster has included individuals with a diverse set of backgrounds and skills, and a clear commitment to the mission of providing students with developmental and intellectual challenges the opportunity to achieve to their highest academic potential while developing practical behavioral, communication, and daily living skills towards improved community integration and success. In an effort to ensure alignment and a transparent relationship, the current board chair is also an employee of Damar Services, Inc. The board has experienced some turnover in the last four years, but has consistently worked to recruit new members.

A review of meeting minutes and notes demonstrates the board’s clear understanding of and commitment to the school’s mission to provide individualized academic programming to students with developmental and related challenges. Given that Damar serves a unique population, the state’s standard evaluation system does not provide a comprehensive assessment of the school’s performance. DCA has continued lobbying efforts to develop an accountability system that is more equitable to the school’s students. Additionally, the board, along with school leadership, has worked to develop a quarterly dashboard aligned to its academic performance framework to ensure it was regularly discussing objective academic performance. Board members were cognizant of the need to maintain high expectations for staff and students, but remained supportive and understanding of the unique school configuration and challenges. The board met every other month and regularly met quorum, with the majority of directors regularly in attendance.

Due to the consistent leadership and stewardship of the board of directors, DCA receives a rating of **Meets Standard** for board governance on the charter renewal report.

3.4. Does the school’s board work to foster a school environment that is viable and effective?			
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.	
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.	
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.	
Sub-indicators	Sub-indicators		
	Regular communication with school leadership and/or its management company		
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)		
	Collaboration with the school leader to establish clear objectives, priorities, and goals		
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans		
3.4 Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Approaching Standard	Meets Standard	Meets Standard

Over the last five years, the DCA board held meetings every other month in which all stakeholders, including the Superintendent and Principal, provided reports on school updates. Between meetings, the Superintendent communicated with the Board Chair when necessary to provide leadership and support in school initiatives and events. As the Chief Financial Officer of Damar Services, Inc., the Board Chair also acted as an intermediary between the management organization and the school.

Annually, the Superintendent provides a thorough evaluation of the Director of Operations. Additionally, the board implemented a formalized process for evaluating its own performance and that of the Superintendent for the 2015-2016

school year. In addition to the board review of the school’s progress via the academic dashboard, the board also created and established a clear set of goals and benchmarks for itself and the school for the 2016-2017 school year.

In all observed meetings and interactions, the board and school leadership team appeared to have a positive and collaborative working relationship. Board members regularly asked questions, provided feedback, and engaged with school leaders in a way that demonstrated a consistent commitment to school improvement and alignment to the school’s mission. Thus, DCA receives a **Meets Standard** for school and board environment

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?			
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.	
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.	
Sub-indicators	Sub-indicators		
	Health and safety code requirements		
	Facility accessibility		
	Updated safety and emergency management plans		
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community		
3.5 Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Meets Standard	Meets Standard	Meets Standard

Between 2011 and 2016, DCA’s facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility’s design, size, maintenance, security, equipment and furniture were all adequate to meet the school’s needs. The school was accessible to all, including people with physical disabilities. The Mayor’s Office monitoring of DCA’s compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a **Meets Standard** for this indicator.

3.6. Is the school meeting its school-specific non-academic goals?			
Indicator Targets	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.	
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.	
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.	
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals.	
3.6 Rating	Mid-Charter Rating	2015-2016	Charter Renewal Rating
	Exceeds Standard	Exceeds Standard	Exceeds Standard

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

Individual goals, results, and ratings for 2014-15 and 2015-16 can be found in the chart below.

School Year	School-Specific Goals	Result	Rating	Overall Rating
2015-2016	DCA will recruit and train qualified special education teachers and teaching assistants to support and educate students with special needs effectively as evidenced by professional staff retention.	81.8%	ES	ES
	DCA will conduct effective marketing strategies to adequately inform the community and respond to community needs as evidenced by student enrollment.	109%	ES	
2014-2015	DCA will retain between 70.0 and 79.9% of its teachers and support professionals annually.	91%	ES	ES
	DCA will meet enrollment projections at 100%.	103%	ES	

Overall, due to the ratings of the individual goals above, Damar Charter Academy received an **Exceeds Standard** on this indicator for the 2014-15 and 2015-16 school year, thus earning an **Exceeds Standard** for the charter renewal report.

Indicators included in the previous framework, but not assessed with the new framework.

The following two indicators were included in the performance framework used for the 2010-2013 school years. While they are no longer included in the 2013-14 framework, the results of these indicators are important for a comprehensive review of performance between the years 2010-2015.

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

In both the 2011-12 and 2012-13 school year, the sample size of parent surveys for DCA represented less than 10% of the student population. Thus, OEI did not have enough statistically relevant data upon which an evaluation could be based. Therefore, Damar Charter Academy was **not evaluated** on this indicator for the mid-charter review.

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

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

The admissions and enrollment practices of Damar Charter Academy have consistently met the requirements of Indiana’s charter school law. Each year, the Mayor’s Office collects the school’s enrollment policies and marketing procedures to ensure compliance with state law. The school employs a lottery system. Accordingly, the school receives a Meets Standard for this indicator on the charter renewal report.

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

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