OFFICE of EDUCATION INNOVATION

Performance Framework

2026-27

What’s New in 2026-27

This document gives an overview of changes in the framework and OEI accountability for the 2026-27 school year, which will be reflected in reports drafted from fall to spring 2028. We update the OEI Performance Framework to make improvements to existing metrics, add new metrics, or address questions and concerns from school leaders.

We also make updates to ensure alignment, where needed, with state and federal expectations. This means that some indicator specifications in this handbook will necessarily change. We will communicate changes to calculations, data collection, and plans for rating in future reports throughout the year as information is confirmed.

The full performance framework, along with expanded criteria and additional information about how indicators are calculated and what data is needed, follows later in this section. We encourage you to reach out with any questions or concerns as they arise.

All Core Questions

As of 2025-26, OEI will no longer use numbers to label Core Question indicators. As changes have been made over the years, the numbers increasingly caused confusion and lacked meaning. Instead, each indicator will have a label that corresponds to what it measures. Core Question numbers (1, 2, 3, 4,) will remain, and sub-indicators will still be labeled with letters (a, b, c, etc.). We hope this provides clearer communication and understanding going forward.

Indianapolis Public Education Corporation Common Accountability

House Bill 1423 required the newly formed IPEC to develop a common accountability system and performance framework for public schools within the IPS boundary that goes into effect in 2028-29. OEI will continue to monitor and collaborate in this work as needed and will report updates as they are available. No adjustments being made for 2026-27 are impacted by this new legislation.

Authorizer Innovation Grant Activities

With the availability of Charter School Program grant funds intended for authorizer innovation and support, we are engaging with several charter school consultants to review and revise aspects of our performance framework, particularly related to academics and finance. While we don’t anticipate any revisions taking effect this year, we are planning to engage with school and network leaders for feedback related to future revisions. Please look for engagement opportunities later this year. We will also communicate early if there are any other updates or framework changes to share.

Core Question 1

Comparative Performance: Is the school outperforming students’ assigned schools?

Beginning in the 2024-25 school year, Indianapolis Public Schools restructured its assigned school model under their Rebuilding Stronger plan. Students are no longer assigned to neighborhood schools and are instead placed within geographic zones based on their residential address. As a result, the Office of Education Innovation can no longer compare a schools’ performance to the specific Marion County public school students would have been assigned to attend. Therefore, the Comparative Performance indicator is being removed from the CQ1 framework at this time. While this indicator is no longer feasible under the current model, OEI may revisit or reintroduce a similar school measure in the future should conditions or available data change.

Special Education Subgroup Reporting

We are in the process of researching and revising how we measure the performance of students included in the ILEARN special education subgroup. For annual accountability reports based on the 2025-26 school year (released in spring 2027) and the 2026-27 school year (released in spring 2028), we will **not** use special education subgroup results to drive ratings for School or State Subgroup Indicators. Those results will still be reported in the narrative sections for those indicators, but the ratings will be determined by differences in proficiency for other listed subgroups.

We will communicate any future indicator revisions or additions, as well as requests for feedback, as they are developed.

Language Acquisition: Are students demonstrating growth as determined by the WIDA ACCESS assessment the longer they are enrolled at the school?

The 2026–27 school year marks the second year of implementing the Language Acquisition indicator in the CQ1 framework. However, due to changes in the WIDA ACCESS assessment, data from 2024-25 and 2025-26 cannot be compared for measuring growth. As a result, the indicator was marked Not Rated in 2025-26 CQ1 reports. Ratings and the slow-growth model will resume as planned for the 2026–27 school year and 2026-27 CQ1 reports.

State Accountability Grades

In 2025 the Indiana General Assembly revived state A-F letter grades for accountability purposes with the passage of House Bill 1498. Grades are expected to be released for the first time based on these new rules in the fall of 2026. As the state releases information about the grades and their calculations, we will communicate about any corresponding accountability changes to OEI's performance framework. No changes are planned at this time.

Alternative Frameworks

If your school has historically used an alternative framework, OEI will be in touch about updates for 2026-27 at a later date. Until then, please reference your most recent CQ1 report for relevant academic indicators.

Core Question 2

Unrestricted Days Cash on Hand

Beginning this year, our "Days Cash on Hand" sub-indicator will be changed to "Unrestricted Days Cash on Hand" to better capture the purpose of the metric and align with national best practice.

Debt Service Coverage Calculation

The Debt Service Coverage Ratio calculation will be adjusted to better reflect the organization's ability to cover its annual obligations in the current fiscal year by analyzing principal payments made during the period instead of those projected for the upcoming fiscal year.

Major Gifts Guidance

Expect continued discussion during quarterly finance check-ins regarding documentation and accounting treatment for significant gifts or grants. Because large one-time or restricted funding sources can materially affect how a school's financial position is reflected in its unaudited financial statements, OEI may adjust how certain financial indicators are calculated or interpreted to ensure an accurate representation of the school's ongoing fiscal health.

Schools should proactively communicate any accounting treatments, auditor guidance, bookkeeper recommendations, or other relevant considerations related to these funds that may affect financial reporting or indicator calculations. If possible, recipients of major gifts should look to align their unaudited financial reports submitted to OEI with those accounting treatments used for the annual audit to ensure proper monitoring of their financial position. Providing this context in advance will help ensure accountability determinations are based on an accurate and complete understanding of the school's financial position throughout the fiscal period.

Core Question 3

This year the CQ3 Governance framework has been updated to better identify how indicators are being measured and what artifacts satisfy requirements. Questions may be sent to your assigned governance performance analyst.

Core Question 4

Assurance Form

Beginning in the fall of 2026, all schools receiving a site visit and their chosen evaluators must sign an assurance form indicating awareness and understanding of OEI's site visit protocol and related policies, including those related to former contract work.

Rubric Clarification

The CQ4 framework has been revised to improve clarity and evaluator consistency. Most notably, rubric descriptors across all indicators have been expanded from generic language to detailed, evidence-specific criteria at each performance level. The Pedagogy section has been consolidated and refocused on instructional effectiveness, the Assessment section has been renamed from "Instruction," and both the SPED and MLL sections now include explicit sub-indicators for classroom implementation of best practices. The Climate section has been expanded to include a dedicated MTSS fidelity indicator.

OEI's expectations have not changed. The adjustments were made to ensure greater reliability among evaluators in applying the framework during observations.

Language Acquisition Indicator

Overview

In response to the growing population of Multilingual Learners (MLLs) in Marion County, OEI developed a new indicator for Core Question 1 that assesses MLL student growth and language acquisition using the WIDA ACCESS assessment. What follows is the rationale for the indicator and its implementation timeline. The indicator was introduced for the 2025-26 school year. Information on the indicator and how it is calculated is included here again for additional awareness. The full development information can be found in the 2025-26 handbook.

Calculation

OEI will assess school performance using WIDA ACCESS data from MLL students in grades 1-12 who were enrolled at a school for 162+ days for two consecutive years (a measure of proficiency growth). Cut-offs for determining indicator ratings were informed by analysis of this data for mayor-sponsored charter schools for prior years and expert feedback. The cut-offs gradually increase each year through 2029-30, where to meet standard a school must show that students are making 1.0 level of growth.

Schools serving grades 1-12 will receive a single rating, rather than separate ratings for 1-8 and 9-12. Our review of the impact of grade-level division on ratings revealed no significant difference that would justify providing two separate ratings for a single school.

Implementation Timeline

Year 1 (*Tracking Only* – 2024-25)

Language Acquisition: Are students demonstrating growth as determined by the WIDA ACCESS assessment the longer they are enrolled at the school?	
Does Not Meet Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.29 or less on the WIDA assessment from 23-24 to 24-25.
Approaching Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.30-0.39 on the WIDA assessment from 23-24 to 24-25.
Meets Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.40-0.49 on the WIDA assessment from 23-24 to 24-25.
Exceeds Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.50+ on the WIDA assessment from 23-24 to 24-25.

Year 2 (2025-26) – No rating issued due to WIDA ACCESS test changes and incomparable data.

Year 3 (2026-27)

Language Acquisition: Are students demonstrating growth as determined by the WIDA ACCESS assessment the longer they are enrolled at the school?	
Does Not Meet Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.29 or less on the WIDA assessment from 25-26 to 26-27.
Approaching Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.30-0.39 on the WIDA assessment from 25-26 to 26-27.
Meets Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.40-0.49 on the WIDA assessment from 25-26 to 26-27.

Exceeds Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.50+ on the WIDA assessment from 25-26 to 26-27.

Year 4 (2027-28)

Language Acquisition: Are students demonstrating growth as determined by the WIDA ACCESS assessment the longer they are enrolled at the school?	
Does Not Meet Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.49 or less on the WIDA assessment from 26-27 to 27-28.
Approaching Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.50-0.59 on the WIDA assessment from 26-27 to 27-28.
Meets Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.60-0.69 on the WIDA assessment from 26-27 to 27-28.
Exceeds Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.70+ on the WIDA assessment from 26-27 to 27-28.

Year 5 (2028-29)

Language Acquisition: Are students demonstrating growth as determined by the WIDA ACCESS assessment the longer they are enrolled at the school?	
Does Not Meet Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.69 or less on the WIDA assessment from 26-27 to 27-28.
Approaching Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.70-0.79 on the WIDA assessment from 26-27 to 27-28.
Meets Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.80-0.89 on the WIDA assessment from 26-27 to 27-28.
Exceeds Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.90+ on the WIDA assessment from 26-27 to 27-28.

Year 6 (2029-30)

Language Acquisition: Are students demonstrating growth as determined by the WIDA ACCESS assessment the longer they are enrolled at the school?	
Does Not Meet Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.89 or less on the WIDA assessment from 27-28 to 28-29.
Approaching Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.90-0.99 on the WIDA assessment from 27-28 to 28-29.
Meets Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 1.0-1.09 on the WIDA assessment from 27-28 to 28-29.
Exceeds Standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 1.10+ on the WIDA assessment from 27-28 to 28-29.

2026-27 Performance Framework Overview

Core Question 1: Is the educational program a success?
Elementary/Middle School
Annual Growth: Are students making adequate growth as measured by Indiana's accountability system?
Growth Over Time: Are students improving the longer they are enrolled at the school?
School Subgroups: Is the school providing an equitable education to all students within its building?
State Subgroups: Is the school providing an equitable education to all students compared to the state?
Attendance: Is the school's attendance rate strong?
Reading Proficiency: Are students mastering foundational reading standards as determined by IREAD-3?
Language Acquisition: Are students demonstrating growth as determined by WIDA ACCESS the longer they are enrolled at the school?
High School
Annual Growth: Are students making adequate growth as measured by the SAT Suite of Assessments?
Graduation Rate: Is the school preparing students to graduate on time as measured by Indiana's cohort graduation rate or course completion?
School Subgroups: Is the school providing an equitable education to all students within its building?
State Subgroups: Is the school providing an equitable education to all students compared to the state?
Attendance: Is the school's attendance rate strong?
FAFSA: Is the school preparing students for postsecondary success through FAFSA completion?
On Track: Is the school preparing students to graduate on time as measured by Ninth Grade On-Track?
Language Acquisition: Are students demonstrating growth as determined by WIDA ACCESS the longer they are enrolled at the school?
Core Question 2: Is the organization in sound fiscal health?
Short-Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?
Network Short-Term Health: Does the network demonstrate the ability to pay its obligations in the next 12 months?
Long-Term Health: Does the organization demonstrate long-term financial health?
Fiscal Oversight: Does the organization demonstrate it has adequate financial management and systems?
Core Question 3: Is the organization effective and well-run?
Governance Oversight: Does the board demonstrate strong governance oversight?
Board Composition and Vision: Is the board active, knowledgeable, diverse, and does it work toward a strategic vision?
Compliance: Does the school satisfactorily comply with all its governance obligations?
Leadership: Is the school leader strong in their academic and organizational leadership?
Core Question 4: Is the school providing the appropriate conditions for success?
Curriculum: Does the school have a high-quality curriculum and supporting materials for each grade?
Pedagogy: Are the teaching processes (pedagogies) consistent with the school's mission?
Post-secondary Support: Does the school provide sufficient support and preparation for post-secondary options? *(9-12)*
Assessment: Does the school effectively use learning standards and assessments to inform and improve instruction?
Staffing: Has the school developed adequate human resource systems and deployed its staff effectively?
Mission: Is the school's mission clearly understood by all stakeholders?
Climate: Is the school climate responsive to the needs of students, staff, and families?
Family Communication: Is ongoing communication with students and families clear and helpful?
SPED Compliance: Do special education files demonstrate legal compliance and implementation of best practice?
MLL Compliance: Is the school fulfilling its legal obligations related to access and services to multilingual students?

Core Question 1: Is the educational program a success?

Elementary and Middle School Indicators

Annual Growth: Are students making adequate growth as measured by Indiana's accountability system?	
Only applicable to schools serving students in any one or combination of grades 4-8.	
Does not meet standard	Results indicate that less than 60.0% of students are making adequate growth.
Approaching standard	Results indicate that 60.0-69.9% of students are making adequate growth.
Meets standard	Results indicate that 70.0-79.9% of students are making adequate growth.
Exceeds standard	Results indicate that at least 80.0% of students are making adequate growth.
Growth Over Time: Are students improving the longer they are enrolled at the school?	
Does not meet standard	Students who have been enrolled at the school for two or more consecutive years show a decrease in combined proficiency rate of 5 or more percentage points OR no students are proficient.
Approaching standard	Students who have been enrolled at the school for two or more consecutive years show a change in combined proficiency rate of less than 5 percentage points but greater than -5 percentage points.
Meets standard	Students who have been enrolled at the school for two or more consecutive years show an increase in combined proficiency rate of 5 or more percentage points. OR the charter school has a combined proficiency of 70% or more.
Exceeds standard	Students who have been enrolled at the school for two or more consecutive years show an increase in combined proficiency rate of 15 or more percentage points. OR the charter school has a combined proficiency of 80% or more.
School Subgroups: Is the school providing an equitable education to all students within its building?	
Schools are evaluated for subgroup proficiency in Math and ELA.	
Does not meet standard	School has more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.
Approaching standard	School has no more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.
Meets standard	School has no more than 10 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.
Exceeds standard	School has no more than 5 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.
State Subgroups: Is the school providing an equitable education to all students compared to the state?	
Schools are evaluated separately for subgroup proficiency and growth in Math and ELA.	
Does not meet standard	Statewide ranking for subgroup performance less than 25 (bottom quartile)
Approaching standard	Statewide ranking for subgroup performance between 25 and 49
Meets standard	Statewide ranking for subgroup performance between 50 and 74
Exceeds standard	Statewide ranking for subgroup performance is 75 or higher (top quartile)
Attendance: Is the school's attendance rate strong?	
Does not meet standard	School's attendance rate is less than 90.0%
Approaching standard	School's attendance rate is between 90.0-94.9%
Meets standard	School's attendance rate is greater than or equal to 95.0%

Reading Proficiency: Are students mastering foundational reading standards as determined by IREAD-3?	
Does not meet standard	IREAD-3 results indicate fewer than 69.9% of students are meeting grade level reading standards.
Approaching standard	IREAD-3 results indicate 70.0-79.9% of students are meeting grade level reading standards.
Meets standard	IREAD-3 results indicate 80.0-89.9% of students are meeting grade level reading standards.
Exceeds standard	IREAD-3 results indicate more than 90.0% of students are meeting grade level reading standards.
Language Acquisition: Are students demonstrating growth as determined by WIDA ACCESS the longer they are enrolled at the school?	
Does not meet standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.29 or less on the WIDA assessment from 25-26 to 26-27.
Approaching standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.30-0.39 on the WIDA assessment from 25-26 to 26-27.
Meets standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.40-0.49 on the WIDA assessment from 25-26 to 26-27.
Exceeds standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.50+ on the WIDA assessment from 25-26 to 26-27.

High School Indicators

Annual Growth: Are students making adequate growth as measured by the SAT Suite of Assessments?	
Does not meet standard	Fewer than 60.0% of students are making adequate growth.
Approaching standard	60.0%-69.9% of students are making adequate growth.
Meets standard	70.0%-79.9% of students are making adequate growth.
Exceeds standard	More than 80.0% of students are making adequate growth.
Graduation Rate: Is the school preparing students to graduate on time as measured by Indiana's cohort graduation rate?	
Does not meet standard	School's 4-year graduation rate is below 70.0%
Approaching standard	School's 4-year graduation rate is 70.0 - 79.9%
Meets standard	School's 4-year graduation rate is at 80.0 – 89.9%
Exceeds standard	School's 4-year graduation rate is at least 90.0%
School Subgroups: Is the school providing an equitable education to all students within its building?	
Schools are evaluated for subgroup proficiency in Math and ELA.	
Does not meet standard	School has more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.
Approaching standard	School has no more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.
Meets standard	School has no more than 10 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.

Exceeds standard	School has no more than 5 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.
State Subgroups: Is the school providing an equitable education to all students compared to the state?	
Schools are evaluated separately for subgroup proficiency and growth in Math and ELA.	
Does not meet standard	Statewide ranking for subgroup performance less than 25 (bottom quartile)
Approaching standard	Statewide ranking for subgroup performance between 25 and 49
Meets standard	Statewide ranking for subgroup performance between 50 and 74
Exceeds standard	Statewide ranking for subgroup performance is 75 or higher (to quartile)
Attendance: Is the school's attendance rate strong?	
Does not meet standard	School's attendance rate is less than 90.0%
Approaching standard	School's attendance rate is between 90.0-94.9%
Meets standard	School's attendance rate is greater than or equal to 95.0%
FAFSA: Is the school preparing students for postsecondary success through FAFSA completion?	
Does not meet standard	Fewer than 75% of eligible students in the graduating cohort completed the FAFSA
Approaching standard	75-84.9% of eligible students in the graduating cohort completed the FAFSA
Meets standard	85-89.9% of eligible students in the graduating cohort completed the FAFSA
Exceeds standard	90% or more of eligible students in the graduating cohort completed the FAFSA
On Track: Is the school preparing students to graduate on-time as measured by ninth grade on-track?	
Does not meet standard	School earns 2-3 out of 8 points for percent of students earning at least 10 credits and percent of students receiving 1 or more Fs in core classes.
Approaching standard	School earns 4 out of 8 points for percent of students earning at least 10 credits and percent of students receiving 1 or more Fs in core classes.
Meets standard	School earns 5-6 out of 8 points for percent of students earning at least 10 credits and percent of students receiving 1 or more Fs in core classes.
Exceeds standard	School earns 7-8 out of 8 points for percent of students earning at least 10 credits and percent of students receiving 1 or more Fs in core classes.
Language Acquisition: Are students demonstrating growth as determine by the WIDA ACCESS assessment the longer they are enrolled at the school?	
Does not meet standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.29 or less on the WIDA assessment from 25-26 to 26-27.
Approaching standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.30-0.39 on the WIDA assessment from 25-26 to 26-27.
Meets standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.40-0.49 on the WIDA assessment from 25-26 to 26-27.
Exceeds standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.50+ on the WIDA assessment from 25-26 to 26-27.

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

Short-Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	
Applicable for all Mayor-sponsored charter schools	
Does not meet standard	The school does not meet standard for two or more sub-indicators: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand, and d) Debt Default
Approaching standard	The school approaches standard for all sub-indicators: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand, and d) Debt Default OR The school meets standard for three of the sub-indicators and does not meet standard on the remaining sub-indicator OR the school approaches standard for two of the sub-indicators and meets standard for the remaining two sub-indicators.
Meets standard	The school meets standard for three sub-indicators and approaches standard for the remaining sub-indicator: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand, and d) Debt Default
Exceeds Standard	The school meets standard for all sub-indicators: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand and d) Debt Default
Network Short-Term Health: Does the network demonstrate the ability to pay its obligations in the next 12 months?	
Not Applicable for standalone Mayor-sponsored charter schools	
Does not meet standard	The network does not meet standard for two or more sub-indicators: a) Enrollment Variance, b) Current Ratio and c) Unrestricted Days Cash on Hand, and d) Debt Default
Approaching standard	The network approaches standard for all sub-indicators: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand, and d) Debt Default OR The school meets standard for two of the sub-indicators and does not meet standard on the remaining sub-indicator OR the school approaches standard for two of the sub-indicators and meets standard for the remaining sub-indicator.
Meets standard	The network meets standard for two sub-indicators and approaches standard for the remaining sub-indicator: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand, and d) Debt Default
Exceeds Standard	The network meets standard for all network-level sub-indicators: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand, and d) Debt Default
Long-Term Health: Does the organization demonstrate long term financial health?	
For schools within networks, OEI will use network consolidated financials to determine long-term financial sustainability. OEI will provide narrative in accountability reports related to school-specific metrics in this area.	
Does not meet standard	The school meets standard for one sub-indicator, but does not meet standard for the remaining two sub-indicators: a) Three-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 two sub-indicators: a) Three-year Aggregate Net Income, b) Debt to Asset Ratio c) Debt Service Coverage Ratio OR The school approaches standard for all three sub-indicators
Meets standard	The school meets standard for two sub-indicators and approaches standard for the remaining sub-indicator: a) Three-year Aggregate Net Income, b) Debt to Asset Ratio, and c) Debt Service Coverage Ratio
Exceeds standard	The school meets standard for all sub-indicators: a) Three-year Aggregate Net Income, b) Debt to Asset Ratio, and c) Debt Service Coverage Ratio
Fiscal Oversight: Does the organization demonstrate it has adequate financial management and systems?	
Does not meet standard	The school does not meet standard for one sub-indicator: a) Financial audit b) Financial Reporting Requirements
Approaching standard	The school meets standard for one sub-indicator but approaches standard for the remaining sub-indicator: a) Financial audit b) Financial Reporting Requirements
Meets standard	The school meets standard for both sub-indicators: a) Financial Audit and b) Financial Reporting Requirements

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

Governance Oversight: Does the board demonstrate strong governance oversight?	
Sub-indicators: a) Board has relentless focus on academic outcomes; b) Active committees with clear goals; and c) Evaluation systems in place to monitor itself and school leadership	
Does Not Meet Standard	The board does not meet standard on one or more sub-indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The board either 1) approaches standard for all three sub-indicators, 2) meets standard for two sub-indicators and does not meet standard for one sub-indicator 3) approaches standard for two sub-indicators and does not meet standard for one sub-indicator 4) exceeds or meets standard for one sub-indicator, approaches for one, and does not meet for one; and may or may not have a credible plan to address the issues.
Meets Standard	The board either 1) meets standard for two sub-indicators and approaches standard for one sub-indicator, 2) exceeds standard for one sub-indicator, meets for one, and approaches or does not meet for one, 3) exceeds standard for two sub-indicators and does not meet standard for one sub-indicator 4) exceeds standard for two sub-indicators and approaches standard for one sub-indicator, or 5) meets standard for all sub-indicators.
Exceeds Standard	The board exceeds standard for two sub-indicators and meets standard for one.
Board Composition and Vision: Is the board active, knowledgeable, diverse, and does it work toward a strategic vision?	
Sub-indicators: a) Board has diverse, active members with essential skillsets; b) Board uses clear and accurate data as part of a formal tracking system to monitor school health	
Does Not Meet Standard	The board does not meet standard on one or both sub-indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The board either 1) approaches standard for one or both sub-indicators, 2) meets standard for one sub-indicator and does not meet standard for one sub-indicator, 3) exceeds standard for one sub-indicator and does not meet standard for one sub-indicator; and may or may not have a credible plan to address the issues.
Meets Standard	The board either 1) meets standard for both sub-indicators, 2) meets standard for one sub-indicator and exceeds standard for one sub-indicator, or 3) exceeds standard for one sub-indicator and approaches standard for one sub-indicator.
Exceeds Standard	The board exceeds standard for both sub-indicators.
Compliance: Does the school satisfactorily comply with all its governance obligations?	
Sub-indicators: a) Compliance document submission; b) Charter Compliance; c) Compliance with Incident Communication Policy; d) Compliance with IODL	
Does Not Meet Standard	The organization does not meet standard on two or more sub-indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The organization either 1) approaches standard for all four sub-indicators, 2) meets standard for three sub-indicators and does not meet standard for one sub-indicator 3) approaches standard for three sub-indicators and does not meet standard for one sub-indicator 4) exceeds standard for one sub-indicator, meets for one, approaches for one, and does not meet for one; and may or may not have a credible plan to address the issues.
Meets Standard	The organization either 1) meets standard for two sub-indicators and approaches standard for two sub-indicators, or 2) meets standard for three sub-indicators and approaches standard for one sub-indicator, or 3) exceeds standard for one sub-indicator, meets for one, and approaches for two sub-indicators or 4) meets standard for all sub-indicators
Exceeds Standard	The organization exceeds standard for one sub-indicator and meets standard for the rest.
Leadership: Is the school leader strong in their academic and organizational leadership?	
Sub-indicators: a) School leaders show clear track record of success; b) Are fully present and give data-driven updates; c) Collaborate with board to handle concerns; d) Maintains leadership stability with clear succession plan	
Does Not Meet Standard	The organization does not meet standard on two or more sub-indicators with no evidence of a credible plan to address the issues.

Approaching Standard	The organization either 1) approaches standard for all four sub-indicators, 2) meets standard for three sub-indicators and does not meet standard for one sub-indicator 3) approaches standard for three sub-indicators and does not meet standard for one sub-indicator 4) exceeds standard for one sub-indicator, meets for one, approaches for one, and does not meet for one; and may or may not have a credible plan to address the issues.
Meets Standard	The organization either 1) meets standard for two sub-indicators and approaches standard for two sub-indicators, or 2) meets standard for three sub-indicators and approaches standard for one sub-indicator, 3) exceeds standard for three sub-indicators and does not meet standard for one sub-indicator 4) exceeds standard for two sub-indicators and approaches standard for two sub-indicators 5) meets standard for all sub-indicators.
Exceeds Standard	The organization exceeds standard for at least two sub-indicators and meets standard for the rest.

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

Core Question 4 is assessed through a direct site visit, making it distinct from other components of the OEI performance framework. Most framework components rely on outcome and outlook data, such as measures of academic growth, financial health, and enrollment trajectory. CQ4 instead evaluates the inputs that drive those results: the conditions, systems, and practices a school has in place at the time of review. The site visit is the primary mechanism for assessing compliance and implementation, providing evaluators with direct observation of instruction, review of operational documentation, and structured conversations with staff, students, and families. This allows evaluators to assess whether a school's stated systems are functioning in practice, whether legal obligations are being met, and whether the school's day-to-day operations reflect its mission.

CQ4 examines ten indicators: Curriculum, Pedagogy, Postsecondary Support, Assessment, Staffing, Mission, Climate, Family Communication, Special Education, and Multilingual Learners. Each indicator is measured using a four-level rubric (Planning, Emerging, Implementing, Sustaining) with assigned point values, and an overall indicator rating is determined by a school's average score across its sub-indicators.

Indicator Ratings Summary	
Does Not Meet Standard	The average rating across all sub-indicators is 65% or less of the total points possible.
Approaching Standard	The average rating across all sub-indicators is between 65-79% of the total points possible.
Meets Standard	The average rating across all sub-indicators is between 79-89% of the total points possible.
Exceeds Standard	The average rating across all sub-indicators is more than 89% of the total points possible.

Sub-Indicator Point Values	
Planning	1 point
Emerging	2 points
Implementing	3 points
Sustaining	4 points

Curriculum: Does the school have a high-quality curriculum and supporting materials for each grade?				
	Planning (1 pt)	**Emerging (2 pts)**	**Implementing (3 pts)**	**Sustaining (4 pts)**
a) The curriculum used across all academic areas is rigorous, evidenced-based, and aligned with state standards.	Evidence shows that rigorous, evidence-based, standards-aligned curriculum is minimally present. - Documentation of curriculum use is minimal, outdated or missing. - Curriculum alignment appears informal or not yet initiated.	Evidence shows curriculum is partially present or inconsistently present across academic areas - There is some documentation, but alignment and rigor vary.	Evidence shows that most academic areas have rigorous, evidence-based, standards-aligned curriculum, with some gaps in consistency. - There is clear documentation demonstrating alignment and use.	Evidence confirms full, consistent presence of rigorous, standards-aligned curriculum across all academic areas. - Documentation is complete, current, and consistently aligned across all areas.
b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.	Evidence of practice is minimal or absent. - There is no documentation that curriculum reviews occur, or curriculum reviews occur informally without defined criteria, data, roles or timelines.	Evidence indicates initial components of a review system exist. - Some review structures are beginning to be developed, but implementation is inconsistent. - Reviews are conducted by individuals rather than shared processes. - There is no incorporation of subgroup performance data.	Evidence indicates a shared system for curriculum review is in place and is used by most staff. - Reviews occur according to established expectations, timelines, and includes subgroup performance data, but implementation lacks full consistency or depth. - Some instructional staff do not yet use review findings to adjust curriculum/instruction.	Evidence indicates a fully embedded, schoolwide system for curriculum review is implemented with fidelity. - All relevant staff participate in curriculum reviews according to established expectations and timeline. - Majority of instructional staff use review findings to adjust curriculum/instruction. - Subgroup performance data consistently drives curriculum decisions.
c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives and state standards.	There is no or minimal evidence of a documented system for reviewing curriculum maps. - If reviews occur, they are informal or driven by individuals without shared expectations, criteria, or timelines. - Alignment to learning objectives and standards is not consistently examined or documented.	Evidence indicates there are some components of a review process, but structures are inconsistently used. - Implementation occurs in limited ways with no schoolwide systems in place. - Minimal alignment between curriculum maps, learning objectives and standards is seen.	Evidence indicates a schoolwide process for reviewing curriculum maps is in place and is used by most instructional staff. - Curriculum maps are reviewed on a defined cycle for alignment to learning objectives and state standards. - Implementation is occurring, but lacks full consistency and depth, or some staff are not	Evidence indicates a fully implemented, schoolwide system for curriculum map review is embedded in practice. - All relevant staff participate in curriculum map review consistently on a defined cycle, and alignment to learning objectives and standards is monitored with fidelity. - School leaders track quality and impact of the process

			regularly applying findings to strengthen instruction.	over time, and findings are routinely used to refine curriculum and instructional planning.
d) The school has a well-defined horizontal and vertical alignment within and across grade levels and content areas that are prioritized and focuses on core learning objectives.	No or minimal evidence of a structured system exists. - Alignment across grade levels is inconsistent or informal. - Curriculum systems may exist but do not reflect coordinated or aligned learning objectives.	Evidence indicates individuals have begun developing components of an alignment process. - Structures are limited, inconsistently implemented, or not yet used schoolwide. - Alignment is dependent on individual initiative, not shared systems.	Evidence indicates a shared system is in place and used by most instructional teams. - Alignment expectations are documented. - Cross grade/content collaboration occurs regularly. - Some inconsistencies remain.	Evidence indicates a comprehensive and well-established system for alignment is embedded in school practice. - Collaboration across grades/content areas occurs consistently and with fidelity. - Alignment to learning objectives is routinely monitored, maintained, and refined. - School leaders track the effectiveness of alignment and results inform continuous improvement.
e) Instructional staff have access to provided materials to deliver the curriculum effectively.	Evidence indicates access to provided curriculum materials is inconsistent or unavailable. No systems exist to ensure staff receive and can use required materials effectively.	Evidence indicates initial steps are being taken to organize and distribute curriculum to staff effectively, but access varies.	Evidence indicates a shared system for distributing and organizing curriculum exists. Required materials are generally accessible, but some staff may not have reliable access or consistently use provided resources.	Evidence indicates a fully implemented, schoolwide system ensures staff have timely, ongoing access to required curriculum materials. Access routines are embedded, monitored, and supported by school leadership.
f) The school has effective systems to ensure instructional staff understand and uniformly use curriculum documents and related program materials with fidelity to effectively deliver instruction.	No or minimal evidence of a system ensuring staff understand/use curriculum documents as intended. - The system for supporting staff in curriculum implementation is inconsistent, informal, or	Evidence indicates some steps are being taken to support consistent use of curriculum, but usage varies. - Implementation and understanding are dependent on individual effort.	Evidence indicates a shared system is in place to ensure instructional staff understand and use curriculum with fidelity. - Staff generally use provided curriculum materials, but some inconsistencies remain.	Evidence indicates a well-established and schoolwide system that ensures staff are using curriculum with fidelity. - Curriculum expectations are embedded in routine and supported with ongoing feedback/monitoring.

	dependent on individual initiative.			- School leaders track implementation quality and impact regularly.

Supporting Artifacts for assessing area: List of school-wide curricula, Curriculum Maps, Pacing Guides, Professional Development materials, Classroom Observations, Instructional Calendars, Staff handbook, Master Calendar, Staff Interviews, Survey Data, Focus Group Data, Data taken from IDOE Data Center and Reports, Data taken from GPS: Indiana Graduates Prepared to Succeed

Pedagogy: Do the teaching processes (pedagogies) demonstrate effective instruction?				
	Planning (1 pt)	**Emerging (2 pts)**	**Implementing (3 pts)**	**Sustaining (4 pts)**
a) Instructional staff are implementing curriculum in all classrooms with fidelity.	0-25% of observed classrooms demonstrate staff are using curriculum with fidelity.	26-49% of observed classrooms demonstrate staff are using curriculum with fidelity.	50-89% of observed classrooms demonstrate staff are using curriculum with fidelity.	90-100% of observed classrooms demonstrate staff are using curriculum with fidelity.
b) A clearly documented lesson internalization process (LPI) is used to prepare for instruction, explicitly target core learning objectives, and identify a range of instructional strategies across all academic areas.	No or minimal evidence of a documented or shared LPI process. - Staff do not consistently prepare using a structured method for identifying core learning objectives or instructional strategies. - Observation and evidence suggest the practice is not in place.	Evidence indicates some staff have begun using elements of an LPI process, but implementation varies. - Documentation of tools/protocols may exist, but usage is inconsistent. - Observation and evidence suggest practice is in place among some instructional staff.	Evidence indicates a documented LPI process is in place and used by most staff, but implementation lacks depth or full consistency in all areas. - Generally, staff identify core learning objectives and plan aligned instructional strategies. - Observation and evidence suggest practice is in place by most, but not all staff.	Evidence indicates a comprehensive, schoolwide LPI process is fully implemented across all academic areas. Staff consistently use the LPI process with fidelity to prepare instruction that targets core learning objectives and utilizes effective instructional strategies. - School leaders monitor implementation quality and impact regularly. - Observation and evidence suggest practice is fully implemented by all staff.
c) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	No or minimal evidence of a documented system for using formative assessment or students' information to differentiate instruction. - Differentiation is rare, inconsistent, or dependent on individual teacher initiative.	Evidence indicates some staff have begun developing a system to differentiate instruction using formative assessments, student interests or learning preferences. - Differentiation practices occur in individual	Evidence indicates a shared system exists for collecting and using formative assessment data and information about student needs, interests and learning styles to differentiate instruction. - Implementation of system varies in depth, frequency, or fidelity.	Evidence indicates a comprehensive, shared system exists and ensures all staff consistently use formative assessment and knowledge of students' needs, interests and learning styles to differentiate instruction. Differentiation practices are embedded, monitored, and refined over

	- Practice is not backed up by established systems. - 0-25% of classrooms observed show teachers differentiating instruction.	classrooms or teams but lack consistency. - Practice is emerging in some areas, but there are still significant gaps. - 26-49% of classrooms observed show teachers differentiating instruction.	- Some staff do not yet differentiate instruction. - Practice is implemented in most, but not all areas. - 50-89% of classrooms observed show teachers differentiating instruction.	time—school leaders regularly evaluate system quality and impact. - Practice is fully implemented in all areas with fidelity. - 90-100% of classrooms observed show teachers differentiating instruction.
d) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	No or minimal evidence of a documented system to support the selection or use of instructional strategies to promote authentic learning. - Authentic learning experiences occur sporadically or rely on individual teacher initiative. - 0-25% of classrooms observed show teachers using instructional strategies to promote authentic learning/engagement.	Evidence indicates some staff are beginning to develop systems or routines to incorporate authentic learning strategies. - Practices occur in individual classrooms or teams, but expectations and processes remain inconsistent or informal. - 26-49% of classrooms observed show teachers using instructional strategies to promote authentic learning/engagement.	Evidence indicates a shared system exists for selecting and using instructional strategies that promote authentic learning and increase engagement. - Most instructional staff apply these strategies regularly. - Some inconsistencies remain in implementation, depth, or frequency. - Some staff do not yet use data or feedback to refine strategy selection. - 50-89% of classrooms observed show teachers using instructional strategies to promote authentic learning/engagement.	Evidence indicates a comprehensive, schoolwide system ensures all instructional staff consistently use intentional instructional strategies designed to support authentic learning and high levels of student engagement. - Practices are embedded in instructional planning and delivery, monitored for fidelity, and refined based on evidence of impact. - School leaders regularly evaluate system quality at defined intervals. - 90-100% of classrooms observed show teachers using instructional strategies to promote authentic learning/engagement.
e) Instructional practices are intentionally designed to validate and affirm the cultures of students.	No or minimal evidence of a shared or documented system for supporting culturally affirming instructional practices. - Efforts are infrequent, informal, or dependent on individual teacher initiative rather than coordinated structures.	Evidence indicates some staff are beginning to develop routines or tools to incorporate culturally affirming practices into instruction. - Implementation occurs in individual classrooms or content areas with inconsistent expectations or limited documentation.	Evidence indicates a shared system exists to guide culturally affirming instructional practices, and most staff apply these practices. - Instruction generally validates and incorporates students' cultural backgrounds, but	Evidence indicates a comprehensive, schoolwide system ensures that instructional practices consistently affirm and validate students' cultures. - Staff routinely embed culturally responsive approaches into planning and instruction with fidelity.

			implementation varies in depth or consistency. - Some staff are not yet using available cultural or contextual data to inform instruction.	- School leaders monitor implementation quality and impact at defined intervals, and practices are refined based on collected evidence.
f) Staff receive explicit feedback on instructional practices on an ongoing basis.	No or minimal evidence of a shared or documented system for providing instructional staff with explicit, actionable feedback. - Feedback is infrequent, inconsistent, or dependent on individual initiative rather than structured processes.	Evidence indicates some staff receive feedback through developing informal systems (e.g. occasional walkthroughs, pilot feedback tools, etc.). - Feedback occurs in limited areas or is inconsistent in frequency and quality.	Evidence indicates a shared system exists for providing ongoing instructional feedback and is used by most school leaders and instructional coaches. - Staff generally receive explicit, actionable feedback, but consistency, depth or follow-through varies.	Evidence indicates a comprehensive, schoolwide system ensures all instructional staff receive ongoing, explicit and actionable feedback that supports continuous improvement. - Feedback is provided with fidelity, monitored for consistency, and refined based on evidence of impact. - School leaders evaluate the effectiveness of feedback systems at defined intervals.

Supporting Artifacts for assessing area: List of school-wide curricula, Curriculum Maps, Pacing Guides, Professional Development materials, Classroom Observations, Instructional Calendars, Staff handbook, Master Calendar, Staff Interviews, Survey Data, Focus Group Data

Postsecondary Support: Does the school provide sufficient guidance on and support preparation for postsecondary options?				
Only applies to schools serving students in grades 9-12				
	Planning (1 pt)	**Emerging (2 pts)**	**Implementing (3 pts)**	**Sustaining (4 pts)**
a) The school provides access to rigorous coursework and career planning experiences (e.g., Advanced Placement courses, internships, independent study) to prepare students for post-secondary opportunities aligned to their interests.	No or minimal evidence of a system in place that ensures students access to rigorous coursework or structured career-planning experiences. Opportunities are limited, inconsistent or dependent on individual initiative.	Evidence indicates some rigorous coursework or career-planning opportunities are available, but systems to ensure equitable access and alignment to student interests are limited or inconsistent.	Evidence indicates a shared system exists to provide students with access to rigorous coursework and career-planning experiences, and most students have opportunities to engage in them. However, some inconsistences remain across grade levels, student groups, or content areas.	Evidence indicates a comprehensive, schoolwide system ensures that all students have equitable access to rigorous coursework and meaningful career-planning experiences aligned to their interests. Opportunities are consistently monitored for fidelity and refined based on evidence of impact.

b) A system is in place to ensure school staff provide students with the supports they need to be effectively prepared for post-secondary opportunities.	No or minimal evidence of a shared or documented system for ensuring students receive supports needed for post-secondary readiness. - Supports are inconsistent, ad hoc, or dependent on individual staff initiative.	Evidence indicates some staff are developing or piloting components of a support system (i.e. advising routines, planning tools, early interventions, etc.). - Implementation lacks consistency, coordination, or schoolwide expectations.	Evidence indicates a shared system exists to provide most students with the supports needed for post-secondary readiness. - Staff generally follow established processes, but implementation varies in consistency, depth or frequency. - Some students may not fully receive or act on supports available.	Evidence indicates a comprehensive, schoolwide system ensures that all students consistently receive high-quality academic, social-emotional, and post-secondary supports aligned to their goals. - Staff implement support processes with fidelity. - School leaders monitor system effectiveness and impact at defined intervals.
c) The school provides opportunities for extracurricular engagement and activities connected to student interests (e.g., athletics, academic clubs, vocational) to increase post-secondary options.	No or minimal evidence of a system to provide or promote extracurricular opportunities connected to student interests. - Offerings are limited, inconsistent or dependent on individual staff efforts.	Evidence indicates some extracurricular activities connected to student interests are being developed, but implementation varies. - Some offerings exist but there are many inconsistencies in participation, communication, and equitable access.	Evidence indicates most students have access to extracurricular opportunities connected to their interests. - Opportunities are aligned to post-secondary pathways, but some inconsistencies remain in participation, communication, or equitable access.	Evidence indicates a comprehensive, schoolwide system ensures that all students have equitable access to extracurricular activities aligned to their interests and post-secondary aspirations. - Opportunities are consistently implemented, communicated, monitored for fidelity, and refined based on evidence of student engagement and impact.
d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.	No or minimal evidence of a system to ensure students have access to pathways that meet or exceed Indiana Core 40 graduation requirements. Offerings are limited or inconsistent.	Evidence indicates some pathways aligned to Indiana Core 40 graduation requirements exist, but access, guidance or implementation varies. Early structures are being developed, but they are not yet consistent or schoolwide.	Evidence indicates a shared system exists to provide most students' access to pathways meeting or exceeding Indiana Core 40 graduation requirements. Pathways are generally implemented as intended, though inconsistencies remain in access, communication, or monitoring.	Evidence indicates a comprehensive, schoolwide system ensures all students have equitable access to clearly defined pathways that meet or exceed Indiana Core 40 graduation requirements. Pathway options are fully implemented, regularly monitored for fidelity and equity, and refined based on evidence of student outcomes and needs.

Supporting Artifacts for assessing area: School Handbook, List of School Curricula, Course of Study (including Pathway, AP, IB, and dual credit options), Disaggregated Reports on Course Enrollment, Counseling Department Policies and Procedures, Advising Procedures and Protocols, Student Handbook, Survey Data, Focus Group Data, Staff, Student, Family interviews

Assessment: Does the school effectively use learning standards and assessments to inform and improve instruction?				
	Planning (1 pt)	**Emerging (2 pts)**	**Implementing (3 pts)**	**Sustaining (4 pts)**
a) Assessments utilized are well aligned to learning standards.	No or minimal evidence of a system in place to ensure assessments are aligned to learning standards. - Assessment selection, review, and/or usage is inconsistent or informal.	Evidence indicates some assessments show alignment to learning standards. - System-level structures for reviewing, selecting, or using aligned assessments are inconsistent or limited.	Evidence indicates a system exists to ensure most assessments are aligned to learning standards. - Most staff use assessments that accurately measure expected learning, though inconsistencies remain in alignment, rigor, or frequency in some areas.	Evidence indicates a comprehensive, schoolwide system ensures that all assessments are aligned to learning standards and consistently measure required knowledge and skills. - Alignment and quality are routinely monitored and refined based on evidence of effectiveness.
b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.	No or minimal evidence of a system to ensure assessments are varied to meet diverse student needs. - Assessment types are limited, inconsistent or dependent on individual teacher preference.	Evidence indicates some staff are beginning to incorporate varied assessments, but practices are inconsistent. - Early systems or tools may exist, but they are not used schoolwide.	Evidence indicates a system exists to support the use of varied assessment types that address diverse learning styles and abilities. - Most instructional staff use a range of assessments, though implementation may vary in depth, frequency, or alignment across classrooms.	Evidence indicates a comprehensive, schoolwide system ensures all instructional staff regularly use a varied set of assessment types that support diverse learning needs and abilities. - The system is consistently implemented, monitored for fidelity, and refined based on evidence of student outcomes.
c) Assessments utilized provide student level data focused on growth and proficiency.	No or minimal evidence of a system to ensure assessments utilized provide student-level data on both growth and proficiency. - Data collection is inconsistent, limited, or dependent on individual teacher practices.	Evidence indicates some assessments provide student-level data on growth or proficiency. - Structures to ensure systematic use of such assessments are limited or inconsistently applied schoolwide.	Evidence indicates a shared system exists to ensure most assessments provide student-level data on both growth and proficiency. - Most instructional staff use these assessments, though inconsistencies remain in administration, analysis, or application of results.	Evidence indicates a comprehensive, schoolwide system ensures all assessments provide student-level growth and proficiency data that directly inform instructional decisions. - Implementation is consistent across all areas and school leaders regularly

				monitor the fidelity and impact of assessment practices.
d) Assessments are administrated with sufficient frequency, and results are provided in a timely manner.	No or minimal evidence of a system to ensure assessments are administered regularly or that results are returned in a timely manner. - Assessment practices are inconsistent, infrequent, or dependent on individual teacher initiative.	Evidence indicates some staff administer assessments with some degree of regularity, and some results are returned in a timely manner. - Assessment scheduling, frequency, and turnaround processes vary widely schoolwide.	Evidence indicates a system exists to ensure assessments are administered with sufficient frequency, and most results are returned promptly. - Most instructional staff use the system consistently, though variability still exists in timing, communication, or the use of results to adjust instruction.	Evidence indicates a comprehensive, schoolwide system ensures assessments are administered on a defined schedule and results are consistently provided in a timely manner schoolwide. School leaders monitor implementation fidelity and use assessment results at established intervals.
e) A system is in place to ensure that assessment data is analyzed across and within subgroups and used to guide decision-making related to instruction and curriculum.	No or minimal evidence of a system for analyzing assessment data across and within student subgroups. - Data analysis is inconsistent, informal, or dependent on individual teacher initiative.	Evidence indicates some staff are beginning to analyze subgroup data, but practices are inconsistent schoolwide. - Early tools or routine may exist but are not yet regularly used with fidelity.	Evidence indicates a system exists for analyzing assessment data across and within subgroups. - Most staff use this data to inform instruction and curriculum decisions. Some inconsistencies remain in depth of analysis, follow-through, or use of finding schoolwide.	Evidence indicates a comprehensive, schoolwide system ensures that assessment data is consistently analyzed across and within student subgroups. - Findings are routinely used to guide instructional and curricular decisions. School leaders monitor implementation fidelity and impact at defined intervals.

Supporting Artifacts for assessing area: Data Reports, Assessment Calendar, Assessment Materials, Professional Development Agendas, Master Calendar, Data Meeting Agendas/Notes, Instructional Calendars, Survey Data, Focus Group Data, Staff Interviews, Staff Policy and Procedure Handbook, Data taken from IDOE Data Center and Reports, Data taken from GPS: Indiana Graduates Prepared to Succeed

Staffing: Has the school developed adequate human resource systems and deployed its staff effectively?				
	Planning (1 pt)	**Emerging (2 pts)**	**Implementing (3 pts)**	**Sustaining (4 pts)**
a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to	No or minimal evidence of a standard recruitment and hiring policy or procedure.	Evidence indicates some components of a recruitment and hiring process exist but are not used consistently or do not yet ensure alignment between	Evidence indicates a recruitment and hiring policy and process exists. Hiring practices generally align staffing decisions with the needs of the student population, though	Evidence indicates a comprehensive schoolwide recruitment and hiring system has been fully implemented to ensure staffing decisions consistently reflect the needs of

reflect the needs of the school population.		staffing decisions and student needs.	implementation may vary in consistency, communication, or alignment across all positions.	the student population. Processes are applied with fidelity, monitored for effectiveness, and refined based on evidence of impact.
b) Hiring processes are well organized and used to support the success of new staff members.	No or minimal evidence of an organized hiring process that supports new staff members. Hiring and onboarding practices are inconsistent and/or informal.	Evidence indicates components of an organized hiring process are in place, but implementation lacks consistency or coordination.	Evidence indicates an organized hiring process exists and provides initial supports to new staff. There are consistent procedures, and most new staff receive some structured onboarding support. However, implementation varies in depth or consistency across departments/teams.	Evidence indicates a comprehensive, schoolwide hiring and onboarding system ensures all new staff experience well-organized processes that support their success. Hiring procedures and onboarding routines are implemented with fidelity, monitored for effectiveness, and refined based on evidence of impact.
c) Staffing levels adequately allow staff to maximize instructional time and capacity.	Evidence indicates adequate staffing levels occur among about 0-25% of staff. - Staffing levels are insufficient and negatively impact the ability to maximize instructional time and capacity.	Evidence indicates adequate staffing levels occur among about 26-49% of staff. - Some improvements exist but staffing shortages or allocation gaps continue to limit instructional time and capacity across multiple areas.	Evidence indicates adequate staffing levels occur among about 50-89% of staff. - Most staffing needs are met though gaps still interfere with consistent instructional time or the ability to fully maximize instructional capacity.	Evidence indicates adequate staffing levels occur among about 90-100% of staff. - Staffing structures fully support maximizing instructional time and capacity across all areas, and school leaders monitor and adjust staffing to maintain effectiveness.
d) Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.	Evidence indicates that about 0-25% of faculty and staff are appropriately certified, sufficiently trained, or possess the required instructional proficiencies for their assigned roles. - Gaps significantly impact the school's ability to meet student needs.	Evidence indicates that about 26-49% of faculty and staff are appropriately certified, sufficiently trained, or possess the needed instructional skills. - Some improvements exist, but significant inconsistencies remain across grade levels, content areas, or staffing roles.	Evidence indicates that about 50-89% of faculty and staff are appropriately certified, sufficiently trained or possess the needed instructional skills. - Some improvements exist, but significant inconsistencies remain across grade levels, content areas, or staffing roles.	Evidence indicates about 90-100% of faculty and staff are appropriately certified, sufficiently trained, and consistently demonstrate the instructional proficiencies needed to meet the needs of the school's student population. - The school regularly monitors and adjusts staffing assignments to maintain alignment and effectiveness.

e) Professional learning opportunities are offered regularly in order to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.	No or minimal evidence of a system for providing professional learning focused on culturally relevant or differentiated instruction. Opportunities are limited, infrequent, or dependent on individual initiative.	Evidence indicates some professional learning opportunities related to culturally relevant or differentiated instruction are offered, but implementation is inconsistent. Early structures exist but they are not yet coordinated or applied schoolwide.	Evidence indicates a shared professional learning system exists and there are regular opportunities to support staff in implementing culturally relevant and differentiated instruction. However, participation, application, or follow-through varies.	Evidence indicates a comprehensive, schoolwide professional learning system ensures all staff have regular, high-quality opportunities to build and refine skills in culturally relevant and differentiated instruction. Implementation is consistent, monitored for effectiveness, and refined based on evidence of impact on instructional practice.
f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	No or minimal evidence exists of a system for using student outcome data or strategic priorities to determine professional learning. - Decisions are informal, inconsistent, or based on individual preferences rather than identified needs.	Evidence indicates some professional learning opportunities are informed by student outcome data or strategic goals, but processes are inconsistent. - Early structures exist, but they are not yet systematic or widely used.	Evidence indicates a system exists to determine professional learning based on analyses of student outcome data and alignment with strategic objectives. - Most staff experience professional learning that reflects identified needs, though implementation may vary in depth, consistency, or frequency.	Evidence indicates a comprehensive, schoolwide system ensures professional learning is consistently driven by student outcome data and clearly aligned to strategic objectives and school improvement goals. - Implementation is monitored for fidelity and impact, and professional learning is refined based on ongoing evidence.
g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	No or minimal evidence of a teacher evaluation process. - Evaluation practices are inconsistent, informal, or dependent on individual administrators rather than coordinated systems.	Evidence indicates some components of a teacher evaluation process exist, but implementation varies across evaluators or departments. - Early structures are being developed, but procedures are not yet applied with consistency.	Evidence indicates a teacher evaluation process exists and is implemented by most evaluators. - Criteria, expectations, and timelines are generally followed, though the consistency, depth, or frequency of implementation varies across some evaluators or staff groups.	Evidence indicates a comprehensive, schoolwide evaluation system is fully implemented with fidelity. - All evaluators use clear criteria and established procedures consistently. The system is monitored for quality and effectiveness and refined based on evidence of impact on instructional practice.

Supporting Artifacts for assessing area: Hiring Policy and Procedure manual, Staff Deployment Plan, Organizational Chart, List of school staff and credentials, PD calendar, School Improvement Plan, Teacher evaluation summary data, Survey Data, Focus Group Data, Staff Interviews

Mission: Is the school's mission clearly understood by all stakeholders?				
	Planning (1 pt)	**Emerging (2 pts)**	**Implementing (3 pts)**	**Sustaining (4 pts)**
a) Procedures are in place for assessing all stakeholders' perceptions, knowledge, and commitment to the intentions of the school's mission.	No or minimal evidence that procedures exist for assessing stakeholder perceptions, knowledge, or commitment. - Any data collection is informal, ad hoc, or dependent of individual initiative rather than coordinated schoolwide systems.	Evidence indicates some components of a stakeholder assessment process exist, but implementation varies across stakeholder groups. - Early structures are being developed, but procedures are not yet applied with consistency or aligned to a clear schoolwide approach.	Evidence indicates procedures are in place and implemented for most key stakeholders. - Processes, tools, and timelines are generally followed, though the consistency, depth or frequency of implementation varies across some stakeholder groups.	Evidence indicates a comprehensive, schoolwide process is fully implemented with fidelity. - All key stakeholder groups are engaged through clear procedures, consistently applied tools, and established timelines. The system is monitored for quality and effectiveness and refined based on evidence of stakeholder perceptions, knowledge, and commitment over time.
b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.	No or minimal evidence that procedures exist for establishing meaningful partnerships with families or community stakeholders. - Any engagement that occurs is informal, inconsistent, or dependent on individual staff rather than coordinated schoolwide systems.	Evidence indicates some components of partnership-building processes exist, but implementation varies across families and stakeholder groups. - Early structures are being developed, but procedures are not yet applied with consistency or aligned to a clear, schoolwide approach.	Evidence indicates procedures are in place and implemented for most families and community stakeholders. - Engagement processes, tools, and expectations are generally followed, though the consistency, depth or frequency of partnerships varies across some groups.	Evidence indicates a comprehensive, schoolwide system for establishing and maintaining partnerships is fully implemented with fidelity. - All key families and stakeholders are engaged through clear procedures, consistent practices, and established timelines. The system is monitored for quality and effectiveness and refined based on evidence of its impact on advancing the school's mission.

Supporting Artifacts for assessing area: School Improvement Plan, Student handbook, Staff Handbook, Family Engagement Plan, Survey Data, Focus Group Data

Climate: Is the school climate responsive to the needs of students, staff, and families?				
	Planning (1 pt)	**Emerging (2 pts)**	**Implementing (3 pts)**	**Sustaining (4 pts)**
a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is in place.	No or minimal evidence indicates that a multi-tiered framework is supporting the academic, behavioral, and social-emotional needs of students.	Evidence indicates individuals or some teams are beginning to create a multi-tiered framework to support the academic, behavioral, and social-emotional needs of students.	Evidence indicates a multi-tiered framework to support the academic, behavioral, and social-emotional needs of students is implemented in most areas. Procedures and expectations are generally followed; however, consistency varies across teams.	Evidence indicates a multi-tiered framework to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity and supported by schoolwide systems that are embedded into the culture of the school.
b) Is the school implementing the MTSS system aligned to the needs of students with fidelity?	No or minimal evidence indicates that an MTSS system is in place to support the needs of students.	Some MTSS structures exist within the school, but processes are not yet consistent, aligned, or implemented schoolwide.	Evidence indicates an MTSS system is in place, and systems are aligned to meet the needs of students, but it is not used consistently schoolwide.	Evidence indicates all components of an MTSS system are in place and the data collected consistently informs decision making to align with the needs of students
c) Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.	No or minimal evidence that culturally responsive, evidence-based intervention is implemented by staff. - Practices that occur are isolated, informal, or dependent on individual teachers rather than coordinated schoolwide expectations.	Evidence indicates some staff are using culturally responsive, evidence-based interventions. - Implementation varies widely across classrooms. Initial structures or guidance are developing, but practices are not yet consistent or aligned across grade levels or teams.	Evidence indicates a majority of staff consistently implement culturally responsive, evidence-based interventions. - Expectations are generally followed, though the depth, consistency or fidelity of implementation varies across some classrooms or teams.	Evidence indicates culturally responsive, evidence-based interventions are implemented schoolwide with fidelity. - All staff use agreed upon practices consistently, supported by clear expectations, monitoring processes, and refinement based on student-level outcomes.
d) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	No or minimal evidence that staff implement procedures for strong relationship-building. - Any practices that occur are isolated, informal, or based on individual initiative rather than coordinated schoolwide expectations.	Evidence indicates some staff implement relationship-building procedures, but practices vary widely across classrooms. - Initial guidance or structures exist, but expectations are not consistently communicated or applied across teams.	Evidence indicates most staff implement the school's explicit procedures for strong relationship-building. - Expectations are generally followed, though consistency, depth or fidelity of implementation varies across classrooms or teams.	Evidence indicates explicit, schoolwide procedures for fostering strong relationships are implemented with fidelity by nearly all staff. - Expectations are consistently applied, practices are embedded into the school culture, and systems are monitored and refined based on evidence

				of their impact on student connectedness and well-being.
e) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	No or minimal evidence that procedures exist for gathering stakeholder perspectives. - Any feedback collected is informal, isolated, or dependent on individual staff rather than coordinated schoolwide systems.	Evidence indicates procedures for gathering perspectives exist for some stakeholder groups, but implementation is inconsistent. - Early structures are being developed, but processes are not applied regularly.	Evidence indicates procedures are in place and implemented for gathering perspectives from most stakeholder groups. - Tools, processes, and timelines are generally followed. However, consistency varies and not all stakeholders are engaged systematically. Data collected is not regularly assessed for informing change and decision-making.	Evidence indicates a comprehensive system for gathering and assessing stakeholder perspectives is fully implemented with fidelity. - Processes are consistently applied across groups, data collected is regularly assessed to inform change and decision-making, and school leaders monitor the system's quality and impact over time.

Supporting Artifacts for assessing area: MTSS Handbook, Discipline Handbook, List of available interventions, Discipline Data, Classroom Management Plans, Classroom Observations, Family Engagement Plan, Survey Data, Focus Group Data, Staff, Student, Family Interviews.

Family Communication: Is ongoing communication with students and families clear and helpful?				
	Planning (1 pt)	**Emerging (2 pts)**	**Implementing (3 pts)**	**Sustaining (4 pts)**
a) An active and ongoing system of communication between the school and family members in place.	Evidence indicates 0-25% of staff regularly engage in active, ongoing communication with families. - Any communication practices that occur are isolated, informal, or dependent on individual staff initiative rather than coordinated schoolwide expectations.	Evidence indicates 26-49% of staff regularly engage in active, ongoing communication with families, but implementation varies widely. - Initial structures or expectations may be developing, but practices are not consistently applied schoolwide.	Evidence indicates 50-89% of staff regularly engage in active, ongoing communication with families. - Expectations are generally followed, but frequency consistency or depth of communication varies schoolwide.	Evidence indicates 90-100% of staff regularly engage in active, ongoing communication with families. - There is an active, schoolwide communication system that is implemented with fidelity. - Nearly all staff consistently follow established procedures, and communication practices are embedded into the school's culture. The communication system is monitored and refined

				based on feedback from families and evidence of its effectiveness.
b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.	No or minimal evidence that procedures for responding to family concerns are in place. - Any responses that occur are informal, inconsistent, or dependent on individual staff members rather than guided by established schoolwide expectations.	Evidence indicates procedures exist for responding to concerns raised by some families, but implementation is inconsistent across staff or stakeholder groups. - Early structures may be developing, but processes are not applied regularly or communicated clearly to all families.	Evidence indicates procedures for responding to family concerns are in place and implemented by most staff. - Expectations and timelines are generally followed; however, consistency varies across staff or departments, and not all families experience the process reliably.	Evidence indicates clearly defined procedures for responding to family concerns are fully implemented with fidelity. - All staff consistently follow established processes, families validate that their concerns are addressed promptly and effectively, and school leaders monitor and refine the system based on feedback and evidence of effectiveness.
c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.	No or minimal evidence that families are regularly informed of students' academic and behavioral strengths in their native or home language. - Any communication that occurs is informal, inconsistent, or dependent on individual staff members rather than coordinated expectations.	Evidence indicates some families receive information about their students' academic and behavioral strengths in their native or home language, but implementation is inconsistent. - Procedures may be developing, yet practices vary widely across classrooms or departments.	Evidence indicates most families receive information about their students' academic and behavioral strengths in their native or home language. - Expectations are generally followed, though the frequency, consistency or depth of communication varies across classrooms or departments.	Evidence indicates all families regularly receive information about their student's academic and behavioral strengths in their native or home language. - The process is implemented with fidelity, consistently applied across staff, and monitored for quality and effectiveness based on family feedback.
d) The school's communication methods are designed to promote family-school partnerships in ways that meet the needs of a diverse set of families.	No or minimal evidence communication methods are designed to support family-school partnerships or meet the diverse needs of families. - Any communication that occurs is informal, inconsistent, or dependent on individual staff rather than coordinated schoolwide systems.	Evidence indicates that communication methods support family-school partnerships for some families, but implementation is inconsistent. - Initial structures or differentiated approaches may be developing, yet practices vary widely	Evidence indicates communication methods are used to promote family-school partnerships for most families. - Expectations are generally followed, and some differentiated approaches are in place, though the consistency, accessibility or cultural responsiveness of communication varies	Evidence indicates communication methods are comprehensively designed and fully implemented to promote family school partnerships for all families. - Practices are culturally responsive, accessible, and consistently applied across staff. The system is monitored and refined

		across stakeholder groups and staff.	across staff or family groups.	based on feedback and evidence of its effectiveness across diverse family groups.

Supporting Artifacts for assessing area: School Improvement Plan, Student and Staff Handbooks, Family Engagement Plan, Family Interviews, Welcome Packet, School Newsletters, Meeting notices, Parent Correspondence, Student progress reports, Survey and Focus Group Data

SPED: Do special education files demonstrate legal compliance and are best practices being implemented in classrooms?				
	Planning (1 pt)	**Emerging (2 pts)**	**Implementing (3 pts)**	**Sustaining (4 pts)**
a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs in present level of performance of the student and are being delivered as outlined.	Evidence indicates services outlined in IEPs do not match student needs, or services are adequate and delivered as written for 0-25% of students. - Implementation is inconsistent or informal.	Evidence indicates services outlined in IEPs match student needs and are delivered as written for 26-49% of students. - Implementation varies widely and structures for monitoring delivery are still developing.	Evidence indicates services outlined in IEPs match student needs and are delivered as written for 50-89% of students. - Implementation is generally consistent, though structures for monitoring delivery varies.	Evidence indicates services outlined in IEPs match student needs and are delivered as written for 90-100% of students. - Implementation is consistent schoolwide, monitored for quality and compliance, and refined based on evidence of student progress and effectiveness of services.
b) IEP plans include student specific goals and plan for progress monitoring of student goals. Evidence of ongoing assessment is present.	Evidence indicates 0-25% of IEP plans include student specific goals and plans for progress monitoring. - Implementation of ongoing assessment is not present, informal, or inconsistent.	Evidence indicates 26-49% of IEP plans include student specific goals and plans for progress monitoring. - Implementation of ongoing assessment is starting to occur, but clear systems and monitoring are still being developed.	Evidence indicates 50-89% of IEP plans include student specific goals and plans for progress monitoring. - Implementation of ongoing assessment generally occur, but systems and monitoring still vary schoolwide.	Evidence indicates 90-100% of IEP plans include specific goals and plans for progress monitoring. - Implementation of ongoing assessment is consistent, schoolwide, and monitored for quality and compliance. Systems are refined based on evidence of student progress and effectiveness of services.
c) IEP goals are rigorous, based on state and national learning standards, and	Evidence indicates rigorous, standards-aligned goals connected to present levels of	Evidence indicates 26-49% of students have IEP goals that are rigorous, aligned to learning standards, and connected to	Evidence indicates 50-89% of students have IEP goals that are rigorous, standards-aligned, and	Evidence indicates 90-100% of students with IEPs have goals that are rigorous, aligned to state and national learning

related to present levels of performance.	performance are developed for 0-25% of students with IEPs. - Many goals lack alignment, specificity, or appropriate rigor.	their present levels of performance. - Implementation is inconsistent, and many goals show gaps in rigor alignment, or relevance to student needs.	clearly ties to present levels of performance. - Expectations are generally followed, though some variation exists in the quality, clarity, or rigor of goals.	standards, and are directly connected to their present levels of performance. - Goals development is implemented with fidelity schoolwide, monitored for quality and refined based on evidence of student progress and effectiveness.
d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	No or minimal evidence that annual review and revision of IEP goals based on updated present levels of performance occurs, or it occurs only for a small number of students. - Reviews may be late, incomplete, or not aligned to students' current needs.	Evidence indicates some students have IEP goals reviewed and revised annually based on present levels of performance, but implementation is inconsistent. - Timelines, alignment, or quality of revisions vary across case managers or teams.	Evidence indicates most students have IEP goals reviewed and revised annually, with updates generally aligned to current present levels of performance. - Expectations are typically followed, though there are variations in consistency, depth, or rigor.	Evidence indicates that all students have IEP goals reviewed and revised annually with fidelity. - Revisions are consistently aligned to updated present levels of performance, implemented on time, monitored for quality, and refined based on evidence of student progress.
e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction, as well as accommodations that align with student needs. Evidence of specifically designed curriculum, instruction, and accommodations is present.	Evidence indicates 0-25% of students receive specially designed instruction, curriculum modifications, and accommodations as described in their IEPs. - Supports are inconsistently provided, loosely aligned to documented needs, or implemented informally rather than as outlined.	Evidence indicates 26-49% of students receive the specially designed curriculum, instruction, and accommodations documented in their IEPs, but implementation varies widely. - Structures or expectations may be developing, yet practices are inconsistently applied across classrooms or service providers.	Evidence indicates 50-89% of students receive specially designed curriculum, instruction and accommodations that align with their IEPs. - Expectations are generally followed, though the consistency, fidelity of depth of implementation carries across some classrooms, programs, or instructional teams.	Evidence indicates 90-100% of students receive the specially designed instruction, curriculum modifications, and accommodations outlined in their plans. - Supports are implemented with fidelity across classrooms, embedded in instructional routines, monitored for quality, and refined based on evidence of student progress and effectiveness.
f) Evidence-based instructional practices and appropriate accommodations for students with disabilities are consistently	No or minimal evidence that evidence-based instructional practices or required accommodations for students with disabilities are implemented in classrooms.	Evidence indicates that some teachers implement appropriate instructional practices or accommodations for students with disabilities,	Evidence indicates most teachers implement evidence-based instructional practices and required accommodations with consistency. Expectations are generally followed though	Evidence indicates that evidence-based instructional practices and required accommodations for students with disabilities are fully

implemented in classrooms to support access, participation, and progress.	- 0-25% of classrooms observed showed staff using accommodations, differentiation, or best practices to support SPED students.	but implementation is inconsistent. - Early structures or guidance may exist, but practices vary widely across classrooms. - 26-49% of classrooms observed showed staff using accommodations, differentiation, or best practices to support SPED students.	the depth, fidelity, or frequency of implementation varies across some classrooms or instructional teams. - 50-89% of classrooms observed showed staff using accommodations, differentiation, or best practices to support SPED students.	implemented with fidelity across all classrooms. - Practices are embedded into instructional routines, consistently aligned with student IEPs, and monitored by school leaders for effectiveness and impact on student progress. - 90-100% of classrooms observed showed staff using accommodations, differentiation, or best practices to support SPED students.

Supporting Artifacts for assessing area: Reviews of IEPs, Case Conference Meeting notes, and Confidential Student Files; Parent Correspondence, Conference Notifications, Survey and Focus Group Data, RDA Accountability Workbook, Data taken from IDOE Data Center and Reports, Data taken from GPS: Indiana Graduates Prepared to Succeed

MLL: Is the school fulfilling its legal obligations related to access and services to multilingual students and are best practices being implemented in classrooms?				
	Planning (1 pt)	**Emerging (2 pts)**	**Implementing (3 pts)**	**Sustaining (4 pts)**
a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.	Evidence indicates only a small proportion of staff understand legal requirements, current legislation, research, or effective practices for supporting multilingual learners. - Knowledge is limited, inconsistent, or based on individual interpretation rather than coordinated training.	Evidence indicates some instructional staff understand legal requirements, current legislation, or effective practices for multilingual learners, but understanding is inconsistent. - Initial training or structures may exist, but practices are unevenly applied.	Evidence indicates most instructional staff have clear understanding of legal obligations, legislation, research, and effective practices for multilingual learners. - Expectations are generally met, though application of knowledge may vary in depth or consistency.	Evidence indicates nearly all instructional staff demonstrate a strong understanding of legal requirements, research, and effective practices for multilingual learners. This knowledge is applied consistently, embedded in instructional decision-making, and reinforced through ongoing professional learning and monitoring of effectiveness.
b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate	Evidence indicates only a small proportion of instructional staff understand language acquisition processes or implement	Evidence indicates some instructional staff implement differentiated strategies aligned to ILPs, but practices are	Evidence indicates most instructional staff understand language-acquisition processes and apply ILP-aligned	Evidence indicates nearly all instructional staff demonstrate strong understanding of language-acquisition processes

instructional strategies per the modifications and accommodations listed in the ILP to meet the needs of ELL students. Lesson plans and/or lesson internalizations and observations include evidence that these differentiated strategies are implemented in classroom instruction.	differentiated instructional strategies aligned to ILP modifications and accommodations. - Any differentiation that occurs is informal, inconsistent, or dependent on individual teacher preference rather than aligned to ILPs.	inconsistent across classrooms or teams. - Early structures or training may be present, yet lesson plans and observations show uneven understanding of language acquisition and limited application of ILP-aligned supports.	differentiated strategies with consistency. - Lesson plans, internalizations, and observations generally reflect appropriate modifications and accommodations, though the depth or fidelity of implementation varies across some classrooms.	and consistently implement ILP-aligned differentiated strategies. - Evidence across lesson plans and observations shows high-quality, embedded practices that are monitored and refined based on student progress and effectiveness.
c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations.	No or minimal evidence that procedures exist to manage relationships with multilingual learners, their families, or external providers. - Any communication or coordination that occurs is informal, inconsistent, or dependent on individual staff rather than guided by schoolwide systems aligned to Indiana law.	Evidence indicates that individuals or small teams are beginning to develop procedures to support communication and coordination for some multilingual learners. - Early systems exist in limited areas, but implementation is inconsistent and not yet aligned across stakeholder groups or compliant in all required areas.	Evidence indicates that shared procedures exist to manage relationships with multilingual learners, families, and external providers for most students. - Expectations and processes are generally followed, though variations in consistency, clarity, or fidelity occur across some staff or stakeholder groups.	Evidence indicates that comprehensive, schoolwide procedures are fully implemented to manage relationships with multilingual learners, families, and external providers. - Systems are consistently applied, fully compliant with Indiana law and regulations, monitored for quality, and refined based on stakeholder feedback and evidence of effectiveness.
d) ILP plans include "strategies, instructional and assessment accommodations, modifications, goals for the student, the student's English language proficiency levels, state and local assessment data, and details on their EL services (i.e. program model, frequency)" (IDOE EL Guidebook, 2023-2024). Evidence of academic	Evidence indicates that only a small percentage of ILPs include the required components, and alignment to student needs are inconsistent. - Documentation is incomplete or does not reflect actual services or instructional supports, and subgroup analysis shows limited or unclear evidence of academic progress.	Evidence indicates that some ILPs include the required components, but implementation is inconsistent across teachers or teams. - While portions of the ILP may be aligned to student needs, gaps exist in documentation, alignment, or use of data. - Subgroup analysis shows uneven or emerging evidence of academic progress.	Evidence indicates that most ILPs contain the required elements and are aligned with student English language proficiency levels and instructional needs. - Expectations are generally followed, though variations appear in the quality or consistency of documentation and implementation. - Subgroup analysis reflects academic progress for most multilingual learners.	Evidence indicates that all ILPs include the full set of required components outlined in the IDOE EL Guidebook and that each plan is aligned to student needs with fidelity. - ILP elements are implemented consistently in classrooms, monitored for quality, and refined based on data. - Subgroup analysis shows clear evidence of academic progress across multilingual learners.

progress is evident through student subgroup analysis.				
e) Evidence-based instructional practices and appropriate language-development supports for multilingual learners are consistently implemented in classrooms to ensure access to grade-level content.	No or minimal evidence that evidence-based instructional practices or language-development supports for multilingual learners are implemented in classrooms. - 0-25% of classrooms observed showed staff using accommodations, differentiation, or best practices to support MLL students.	Evidence indicates that some teachers implement instructional practices or language-development supports for multilingual learners, but implementation is inconsistent. - Early structures or guidance may exist, but practices vary widely across classrooms and are not aligned to a comprehensive schoolwide approach. - 26-49% of classrooms observed showed staff using accommodations, differentiation, or best practices to support MLL students.	Evidence indicates that most teachers implement evidence-based instructional practices and appropriate language-development supports with consistency. - Expectations are generally followed, though the depth, fidelity or regularity of implementation varies across some classrooms or instructional teams. - 50-89% of classrooms observed showed staff using accommodations, differentiation, or best practices to support MLL students.	Evidence indicates that evidence-based instructional practices and language-development supports for multilingual learners are fully implemented with fidelity across all classrooms. - Practices are embedded into instruction, aligned to students' language-proficiency levels, and monitored by school leaders for effectiveness and impact on student access and success. - 90-100% of classrooms observed showed staff using accommodations, differentiation, or best practices to support MLL students.

Supporting Artifacts for assessing area: Reviews of ILPs, Confidential Student File reviews, Survey Data, Focus Group Data, RDA Accountability Workbook, Reviews of ILPs, Review of ILP Conference Meeting notes, Confidential Student File reviews, Parent Correspondence, Survey Data, Focus Group Data, RDA Accountability Workbook, Data taken from IDOE Data Center and Reports, Data taken from GPS: Indiana Graduates Prepared to Succeed

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 indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and measures that capture academic progress.

Collecting Evidence

To use the framework throughout the school year, OEI will need the following:

- ILEARN Assessment Data
- PSAT and SAT Assessment Data
- FAFSA Completion Information
- Student Credit/Course Completion Data
- ILEARN Results
- IREAD-3 Results
- DOE-ME Reports
- DOE-STN Reports
- DOE-AT Reports
- Benchmark & Formative Assessment Data
- Student Level Demographic Data
- Federal Report Cards
- WIDA ACCESS Assessment Data

Unless noted otherwise, indicators are informed by data for students who have been enrolled for at least 162 days, or 90 percent of the school year, which is in line with other reporting practices related to academic accountability. Also, n-size is 10 unless stated differently. OEI relies as much as possible on state-level academic data reported by the Indiana Department of Education. In certain circumstances where data is not available, school-submitted information is requested. Questions about academic data may be directed to Holly Morgan, Deputy Director, at Holly.Morgan@indy.gov.

Evaluation

OEI will continue to evaluate and rate schools' performance on an annual basis against the academic performance framework. We will have meetings three times a year 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.

Elementary and Middle School Expanded Criteria

Annual Growth: Are students making adequate growth as measured by Indiana's accountability system?	
Only applicable to schools serving students in any one or combination of grades 4-8.	
Does not meet standard	Results indicate that fewer than 60.0% of students are making adequate growth.
Approaching standard	Results indicate that 60.0-69.9% of students are making adequate growth.
Meets standard	Results indicate that 70.0-79.9% of students are making adequate growth.
Exceeds standard	Results indicate that at least 80.0% of students are making adequate growth.

Formative Indicator Calculations

Does not meet standard	Fewer than 60% of students are on track to make adequate growth.
Approaching standard	Between 60.0%-69.9% of students are on track to make adequate growth.
Meets standard	Between 70.0%-79.9% of students are on track to make adequate growth.
Exceeds standard	At least 80% of students are on track to make adequate growth.

Calculation: Students must make adequate growth under requirements of the federal Every Student Succeeds Act. This metric was used beginning in 2021 to determine growth based on state ILEARN results. This rate uses student growth percentiles (SGP) as the basis of the growth measure. SGP metrics are formulated based on how a student's assessment performance compares with Indiana students who had similar achievement the prior year. Growth is calculated for all students based on their relative position compared to academic peers. The resulting student growth percentile is then compared to a growth target set by the state that translates into the amount of growth necessary for the student to reach proficiency by 2028, previously 2026.

The school receives credit for each student demonstrating adequate growth by meeting or exceeding the annual growth target or attaining proficiency in both ELA and math. The adequate growth rate is calculated based on those students enrolled at the school for at least 162 days, or 90 percent of the school year, with two consecutive years of valid test results.

Data Sources
Summative: Federal Report Cards provided by IDOE
Formative: Benchmark data shared by school (e.g., NWEA, Airways, DIBELS)

Growth Over Time: Are students improving the longer they are enrolled at the school?	
Does not meet standard	Students who have been enrolled at the school for two or more consecutive years show a decrease in combined proficiency rate of 5 or more percentage points OR no students are proficient.
Approaching standard	Students who have been enrolled at the school for two or more consecutive years show a change in combined proficiency rate of less than 5 percentage points but greater than -5 percentage points.
Meets standard	Students who have been enrolled at the school for two or more consecutive years show an increase in combined proficiency rate of 5 or more percentage points OR the charter school has a combined proficiency of 70% or more.
Exceeds standard	Students who have been enrolled at the school for two or more consecutive years show an increase in combined proficiency rate of 15 or more percentage points OR the charter school has a combined proficiency of 80% or more.

Calculation: Schools are evaluated based on students who are enrolled at the school for at least 162 days for two or more consecutive years.

Data Sources
Summative: Student-level ILEARN data provided by IDOE (for current year and previous year)

School Subgroups: Is the school providing an equitable education to all students within its building?	
Schools are evaluated for subgroup proficiency in Math and ELA.	
Does not meet standard	School has more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.
Approaching standard	School has no more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.
Meets standard	School has no more than 10 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.
Exceeds standard	School has no more than 5 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.

Calculation: Schools are evaluated on each subgroup with 10 or more tested students who have been enrolled for at least 162 days. Each subgroup is evaluated based on a combined ELA and Math proficiency. The rating for this indicator is based on the subgroup with the largest gap.

Data Sources
Summative: Student-level ILEARN data provided by IDOE

State Subgroups: Is the school providing an equitable education to all students compared to the state?	
Schools are evaluated separately for subgroup proficiency and growth in Math and ELA.	
Does not meet standard	Statewide ranking for subgroup performance less than 25 (bottom quartile)
Approaching standard	Statewide ranking for subgroup performance between 25 and 49
Meets standard	Statewide ranking for subgroup performance between 50 and 74
Exceeds standard	Statewide ranking for subgroup performance is 75 or higher (to quartile)

Calculation: Schools are evaluated separately for each subgroup with 10 or more tested students who have been enrolled for at least 162 days. Each subgroup is evaluated for ELA proficiency, Math proficiency, ELA growth, and Math growth and ranked based on statewide performance in the same grades served by the charter school. Schools receive an overall rating for the indicator that represents the average rank across all reported subgroups. Subgroups include all race and ethnicity categories, English Language Learners, and students eligible for free or reduced-price lunch.

Data Sources
Summative: ILEARN data provided by IDOE

Attendance: Is the school's attendance rate strong?	
Does not meet standard	School's attendance rate is less than 90.0%
Approaching standard	School's attendance rate is between 90.0 – 94.9%
Meets standard	School's attendance rate is greater than or equal to 95.0%

Data Sources
Summative: DOE-AT report

Formative: SIS attendance average (Average Daily Attendance/Average Daily Membership)

Reading Proficiency: Are students mastering foundational reading standards as determined by IREAD-3?	
Does not meet standard	IREAD-3 results indicate fewer than 69.9% of students are meeting grade level reading standards.
Approaching standard	IREAD-3 results indicate 70.0-79.9% of students are meeting grade level reading standards.
Meets standard	IREAD-3 results indicate 80.0-89.9% of students are meeting grade level reading standards.
Exceeds standard	IREAD-3 results indicate more than 90.0% of students are meeting grade level reading standards.

Calculation: Schools will be assessed on IREAD-3 pass rates for all third-grade students enrolled at their school for 162+ days, including those who retested and those who passed as second graders, regardless of where they tested as second graders. The data is inclusive of all testing windows for the applicable school year. Please note, this differs from school-level IREAD passing rates reported by IDOE. The state calculates those rates based on where students test on the day of the exam, regardless of length of enrollment.

Data Sources
Summative: Student-level IREAD-3 data provided by IDOE
Formative: Check-ins with academic analyst

Language Acquisition: Are students demonstrating growth as determined by WIDA ACCESS the longer they are enrolled at the school?	
Does not meet standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.29 or less on the WIDA assessment from 25-26 to 26-27.
Approaching standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.30-0.39 on the WIDA assessment from 25-26 to 26-27.
Meets standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.40-0.49 on the WIDA assessment from 25-26 to 26-27.
Exceeds standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.50+ on the WIDA assessment from 25-26 to 26-27.

Calculation: Schools are evaluated based on WIDA growth of multi-lingual learners in grades 1-12 who are enrolled at the school for at least 162 days for two consecutive years.

Data Sources
Summative: Student-level WIDA data provided by IDOE
Formative: Check-ins with academic analyst

High School Expanded Criteria

Annual Growth: Are students making adequate growth as measured by the SAT Suite of Assessments?	
Does not meet standard	Fewer than 60.0% of students are making adequate growth.
Approaching standard	60.0%-69.9% of students are making adequate growth.
Meets standard	70.0%-79.9% of students are making adequate growth.
Exceeds standard	More than 80.0% of students are making adequate growth.

Calculation: Adequate growth, per College Board benchmarks, are a score increase of at least 60 points between exams. The analysis would be based on *combined* Evidence-Based Reading and Writing (ERW) and Math proficiency scores for 162-day students.

Data Sources
Summative: College Board assessment data including PSAT and SAT provided by IDOE

Graduation Rate: Is the school preparing students to graduate on time as measured by Indiana's cohort graduation rate?	
Only applicable to schools with a graduating class	
Does not meet standard	School's 4-year graduation rate is below 70.0%
Approaching standard	School's 4-year graduation rate is 70.0 - 79.9%
Meets standard	School's 4-year graduation rate is at 80.0 – 89.9%
Exceeds standard	School's 4-year graduation rate is at least 90.0%

Calculation: Ratings are based on the non-waiver, four-year state graduation rate calculated in the IDOE Graduation Rate Report.

Data Sources
Summative: Non-waiver Graduation Rate reported by IDOE
Formative: Count of students in the cohort on track to graduate with a waiver/certificate/diploma collected at every academic meeting

School Subgroups: Is the school providing an equitable education to all students within its building?	
Schools are evaluated for subgroup proficiency in Math and ELA.	
Does not meet standard	School has more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.
Approaching standard	School has no more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.
Meets standard	School has no more than 10 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.
Exceeds standard	School has no more than 5 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, and students eligible for free/reduced lunch.

Calculation: Schools are evaluated on each subgroup with 10 or more tested students who have been enrolled for at least 162 days. Each subgroup is evaluated based on a combined ELA and Math proficiency. The rating for this indicator is based on the subgroup with the largest gap.

Data Sources
Summative: State SAT assessment data provided by IDOE

State Subgroups: Is the school providing an equitable education to all students compared to the state?	
Schools are evaluated separately for subgroup proficiency and subgroup growth in Math and ELA.	
Does not meet standard	Statewide ranking for subgroup performance less than 25 (bottom quartile)
Approaching standard	Statewide ranking for subgroup performance between 25 and 49
Meets standard	Statewide ranking for subgroup performance between 50 and 74
Exceeds standard	Statewide ranking for subgroup performance is 75 or higher (to quartile)

Calculation: Schools are evaluated separately for each subgroup with 10 or more tested students who have been enrolled for at least 162 days. Each subgroup is evaluated for ELA proficiency, Math proficiency, ELA growth, and Math growth and ranked based on statewide performance in the same grades served by the charter school. Schools receive an overall rating for the indicator that represents the average rank across all reported subgroups. Subgroups include all race and ethnicity categories, English Language Learners, and students eligible for free or reduced-price lunch.

Data Sources
Summative: State SAT assessment data provided by IDOE

Attendance: Is the school's attendance rate strong?	
Does not meet standard	School's attendance rate is less than 90.0%
Approaching standard	School's attendance rate is between 90.0 – 94.9%
Meets standard	School's attendance rate is greater than or equal to 95.0%

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

FAFSA: Is the school preparing students for postsecondary success through FAFSA completion?	
Does not meet standard	Fewer than 75% of eligible students in the graduating cohort completed the FAFSA
Approaching standard	75-84.9% of eligible students in the graduating cohort completed the FAFSA
Meets standard	85-89.9% of eligible students in the graduating cohort completed the FAFSA
Exceeds standard	90% or more of eligible students in the graduating cohort completed the FAFSA

Calculation: number of students who completed FAFSA / number of students within the cohort eligible for FAFSA. The only students who would be removed from the cohort would be those who are undocumented and do not have DACA status.

Data Sources
Summative: Indiana Commission for Higher Education FAFSA completion report
Formative: Check-ins with academic analyst

On Track: Is the school preparing students to graduate on-time as measured by ninth grade on-track?			
Ninth grade students with at least 10 credits		**Percent of students receiving 1 or more F in core classes**	
Fewer than 70% (1 pt)		30.1% or more (1 pt)	
70-79.9% (2 pts)		20.1-30% (2 pts)	
80-89.9% (3 pts)		10.1-20% (3 pts)	
90%+ (4 pts)		10% or fewer (4 pts)	
2-3 out of 8 pts DNMS	**4 out of 8 pts AS**	**5-6 out of 8 pts MS**	**7-8 out of 8 pts ES**

Calculation: The final rating is calculated by adding up the points from the sub-indicators. Credits earned will include all credits earned by the student from eighth grade through the summer after ninth grade.

The second sub-indicator will be calculated by totaling the number of Fs students receive in a core class during the academic year. A core class is defined as an English/Language Arts, Math, Science, or Social Studies class that fulfills a core requirement (English/Language Arts, Math, Science, Social Studies) for an Indiana diploma. A full list of these class descriptions can be found here. Students who make up a failed course during summer school will not count toward this metric. An F is defined as a final rating for a class in which no credit is earned by the student, relative to the school's individual grading system.

Data Sources
Summative: School-reported summer school credits and state course completion reports for students enrolled at least 162 days provided by IDOE
Formative: Check-ins with academic analyst.

Language Acquisition: Are students demonstrating growth as determined by WIDA ACCESS the longer they are enrolled at the school?	
Does not meet standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.29 or less on the WIDA assessment from 25-26 to 26-27.
Approaching standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.30-0.39 on the WIDA assessment from 25-26 to 26-27.
Meets standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.40-0.49 on the WIDA assessment from 25-26 to 26-27.
Exceeds standard	Students who have been enrolled at the school for two consecutive years show an average level increase of 0.50+ on the WIDA assessment from 25-26 to 26-27.

Calculation: Schools are evaluated based on WIDA growth of multi-lingual learners in grades 1-12 who are enrolled at the school for at least 162 days for two consecutive years.

Data Sources
Summative: Student-level WIDA data provided by IDOE
Formative: Check-ins with academic analyst

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

Overview

The Financial Performance Framework gauges the financial health of schools in the short and long term through quarterly check-ins and the results of annual audits with independent auditors. The framework consists of indicators designed to measure schools on enrollment consistency, liquidity, long-term financial planning, and the school's ability to meet short- and long-term debt obligations.

Data Collection

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

- Unaudited quarterly financial statements, including balance sheets, statements of activity and/or profit and loss statements for schools and networks as needed.
- Annual budgets, including budget vs. actual analyses.
- Annual Audit of Financial Statements submitted to the Indiana State Board of Accounts.
- Enrollment (average daily membership) reported by the state on semi-annual Count Days in October and February.
- Information related to loan and/or debt obligations.

Evaluation

OEI will continue to evaluate and rate schools' and networks' performance on an annual basis against the financial performance framework using the audited financial statements required of all charter schools and submitted each year to the Indiana State Board of Accounts.

We will also have quarterly meetings and/or correspondence where we focus on the prior quarter's unaudited financial statements and a budget vs. actuals comparison to understand financial trajectory and make mid-course corrections as necessary. Schools determined to be in financial distress will be subject to additional monitoring and/or corrective action at the discretion of OEI staff.

Short-Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	
Applicable for all Mayor-sponsored charter schools	
Does not meet standard	The school does not meet standard for two or more sub-indicators: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand, and d) Debt Default.
Approaching standard	The school approaches standard for all sub-indicators: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand, and d) Debt Default OR The school meets standard for three of the sub-indicators and does not meet standard on the remaining sub-indicator OR the school approaches standard for two of the sub-indicators and meets standard for the remaining two sub-indicators.
Meets standard	The school meets standard for three sub-indicators and approaches standard for the remaining sub-indicator: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand, and d) Debt Default.
Exceeds Standard	The school meets standard for all sub-indicators: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand and d) Debt Default.

The Short-Term Health indicator is calculated for all mayor-sponsored charter schools using school-specific data on enrollment, cash-flow, expenses, debt obligations, etc. For schools within networks, the Network Short-Term Health indicator will be calculated alongside the school-specific calculations.

a) School-level Enrollment Variance Ratio

The Enrollment Variance Ratio sub-indicator tells authorizers whether the school is meeting its enrollment targets as specified on the board-approved budget, thereby generating enough revenue to fund operations for the current school year. It also examines attrition between fall and spring counts.

Enrollment is typically the largest source of revenue for a school. If a school is consistently hitting the enrollment targets used to build the annual budget, then it is bringing in the amount of necessary to ensure the school is in a healthy financial position. If the school consistently does not meet its enrollment targets, then the school will need to adjust its spending to reflect the reduced amount of revenue.

Data Source: Estimated enrollment from the board-approved budget submitted to OEI on July 1 and actual enrollment from the Department of Education's October and February Count Days (Average Daily Membership, ADM).

Calculation: Average of the fall and spring enrollment variances.
[(Fall ADM/July 1 board-approved budgeted enrollment)*100] + [(Spring ADM/Fall ADM)*100] / 2

Does not meet standard	Enrollment Variance is less than or equal to 89%.
Approaching standard	Enrollment Variance is between 90% - 94%.
Meets standard	Enrollment Variance equals or exceeds 95%.

b) School-level Current Ratio

The Current Ratio sub-indicator depicts the relationship between a school's current assets (what they own) and current liabilities (what they owe).

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 financial obligations over the next twelve months.

Data Source: Audited Statement of Financial Position/Balance Sheet

Calculation: Current Assets/Current Liabilities

Does not meet standard	Current Ratio is less than 1.0
Approaching standard	Current Ratio is between 1.0 - 1.09
Meets standard	Current Ratio equals or exceeds 1.1

c) School-level Unrestricted Days Cash on Hand

The Unrestricted Days Cash on Hand sub-indicator indicates how many days a school can pay its expenses without another inflow of cash.

Best practice indicates a school should have between 30-60 unrestricted 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. For this indicator, Unrestricted Cash includes cash and cash equivalents and excludes escrow accounts and board-restricted funds. Short-term investments that can be converted into cash quickly, such as treasury bills with a maturity of up to 90 days, will also be considered cash equivalents.

Data Source: Audited Statement of Financial Position/Balance Sheet (checking or savings account balance, other unrestricted cash) and audited Statement of Activities/Income Statement (Total Expenses, Depreciation and Amortization), Statement of Functional Expenses (Depreciation)

Calculation: Unrestricted Cash / ((Total Expenses – Depreciation)/365)

Does not meet standard	Unrestricted Days Cash on Hand is less than 30 days.
Approaching standard	Unrestricted Days Cash on Hand is between 30-44 days.
Meets standard	Unrestricted Days Cash on Hand equals or exceeds 45 days.

d) School-level Debt Default

The Debt Default sub-indicator indicates if a school is not meeting its debt obligations or covenants. Schools must meet all requirements when servicing debt and complying with other covenants in their agreements.

Data Source: Notes to the audited financial statements

Calculation: Reviewal of notes to the financial statements in the accrual-based audit

Does not meet standard	Default or delinquent payments identified and/or is in violation of covenants.
Approaching standard	The school is in violation of covenants, but audit indicates that a waiver was granted.
Meets standard	Not in default or delinquent.

Network Short-Term Health: Does the network demonstrate the ability to pay its obligations in the next 12 months?	
Not Applicable for standalone Mayor-sponsored charter schools	
Does not meet standard	The network does not meet standard for two or more sub-indicators: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand, d) Debt Default
Approaching standard	The network approaches standard for all sub-indicators: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand, and d) Debt Default OR The school meets standard for 2 of the sub-indicators and does not meet standard on the remaining sub-indicator OR the school approaches standard for two of the sub-indicators and meets standard for the remaining sub-indicator.
Meets standard	The network meets standard for two sub-indicators and approaches standard for the remaining sub-indicator: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand, and d) Debt Default.
Exceeds Standard	The network meets standard for all network-level sub-indicators: a) Enrollment Variance, b) Current Ratio, c) Unrestricted Days Cash on Hand, and d) Debt Default.

The Network Short-Term Health indicator is calculated only for mayor-sponsored charter school networks using the organization's consolidated financial statements. "Network" in OEI's framework refers to the entire organization (campuses + administration). The analysis includes data on enrollment, cash-flow, expenses, debt obligations, etc., from the consolidated financial statements.

a) Network-level Enrollment Variance Ratio

The Enrollment Variance Ratio sub-indicator tells authorizers whether the network is meeting its enrollment targets in the board-approved budget, thereby generating enough revenue to fund operations for the current school year. It also examines attrition between fall and spring counts.

Enrollment is typically the largest source of revenue for a network. If a network is consistently hitting the enrollment targets at each school that are used to build the annual budget, then it is bringing in the amount of necessary to ensure it is in a healthy financial position. If the network consistently does not meet its enrollment targets, then it will need to adjust its spending to reflect the reduced amount of revenue.

Data Source: Estimated enrollment from the board-approved budget submitted to OEI on July 1 and actual enrollment from the Department of Education's October and February Count Day.

Calculation: Average of the fall and spring enrollment variances.
[(Fall ADM/July 1 board-approved budgeted enrollment)*100] + [(Spring ADM/Fall ADM)*100] / 2

Does not meet standard	Enrollment Variance is less than 90%.
Approaching standard	Enrollment Variance is between 90% - 94%.
Meets standard	Enrollment Variance equals or exceeds 95%.

b) Network-level Current Ratio

The Current Ratio sub-indicator depicts the relationship between a network's current assets (what they own) and current liabilities (what they owe).

Current is defined as within the next twelve months. If the current ratio is 1.1 or greater, then a network owns more than it owes in the short term. If the network owns more than it owes, then it has a good chance of meeting its obligations. If a network owes more than it owns, then it may not be able to meet its obligations.

Data Source: Audited Statement of Financial Position

Calculation: Current Assets/Current Liabilities

Does not meet standard	Current Ratio is less than 1.0
Approaching standard	Current Ratio is between 1.0 - 1.09
Meets standard	Current Ratio equals or exceeds 1.1

c) Network-level Unrestricted Days Cash on Hand

The Unrestricted Days Cash on Hand sub-indicator shows how long a network can pay its expenses without another inflow of cash.

Best practice indicates a network should have between 30-60 unrestricted 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 fund's networks use throughout the year. For this indicator, Unrestricted Cash includes cash and cash equivalents and excludes escrow accounts and board-restricted funds. Short-term investments that can be converted into cash quickly, such as treasury bills with a maturity of up to 90 days, will also be considered cash equivalents.

Data Source: Audited Statement of Financial Position/Balance Sheet (checking/savings account balance, other unrestricted cash) and audited Statement of Activities/Income Statement (Total Expenses, Depreciation and Amortization), Statement of Functional Expenses (Depreciation)

Calculation: Unrestricted Cash / ((Total Expenses – Depreciation)/365)

Does not meet standard	Unrestricted Days Cash on Hand is less than 30 days.
Approaching standard	Unrestricted Days Cash on Hand is between 30-44 days.
Meets standard	Unrestricted Days Cash on Hand equals or exceeds 45 days.

d) Network-level Debt Default

The Debt Default sub-indicator indicates if a network is not meeting its debt obligations or covenants. Networks must meet all requirements when servicing debt and complying with other covenants in their agreements.

Data Source: Notes to the audited financial statements

Calculation: Reviewal of notes to the financial statements in the accrual-based audit

Does not meet standard	Default or delinquent payments identified and/or is in violation of covenants.
Approaching standard	The network is in violation of covenants, but audit indicates that a waiver was granted.
Meets standard	Not in default or delinquent.

Long-Term Health: Does the organization demonstrate long term financial health?	
For schools within networks, OEI will use the organization's consolidated financials to determine long-term financial sustainability. OEI will provide narrative in accountability reports related to school-specific metrics in this area as needed.	
Does not meet standard	The organization meets standard for one sub-indicator but does not meet standard for the remaining two sub-indicators: a) Three-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 organization meets standard for two sub-indicators: a) Three-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 organization meets standard for two sub-indicators and approaches standard for the remaining sub-indicator: a) Three-year Aggregate Net Income, b) Debt to Asset Ratio, and c) Debt Service Coverage Ratio.
Exceeds standard	The organization meets standard for all sub-indicators: a) Three-year Aggregate Net Income, b) Debt to Asset Ratio, and c) Debt Service Coverage Ratio.

The Long-Term Health indicator is calculated for all mayor-sponsored charter schools. Sub-indicators for standalone schools will be calculated using audited financial statements, and those for networks will be calculated using the organization's consolidated financial statements. "Network" refers to all campuses plus administration.

a) Three-Year Aggregate Net Income

Net income measures the difference between a school or network's revenues and expenses (including non-cash expenditures such as depreciation and amortization)

Net income indicates whether a school or network 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 or network is generating a surplus in the long run.

Data Source: Three Years of Audited Statements of Activity

Calculation: Sum of Net Incomes for the past three years

Note: For schools in year one and year two of operation, we are looking for positive net incomes each year. Aggregate metrics will not be calculated until year three.

Does not meet standard	Aggregate three-year Net Income is negative OR Aggregate three-year net income is not available and most recent year net income is negative.
Approaching standard	Aggregate three-year Net Income is positive and most recent year is negative OR Aggregate Three-year Net Income is negative and most recent year Net Income is positive.
Meets standard	Aggregate three-year Net Income is positive and most recent year Net Income is positive.

b) Debt-to-Asset Ratio

The Debt-to-Asset Ratio sub-indicator measures the amount of liabilities a school/network owes versus the assets they own; it measures the extent to which the school/network relies on borrowed funds to finance its operations. The debt-to-asset ratio is the long-term version of the current ratio. It compares school's/networks total assets to their total liabilities. This is a snapshot of how much a school/network owns vs. how much they owe in total. A lower debt-to-asset ratio generally indicates stronger health.

Data Source: Audited Statement of Financial Position

Calculation: Total Liabilities/Total Assets

Does not meet standard	Debt-to-Asset Ratio exceeds 0.95
Approaching standard	Debt-to-Asset Ratio is between 0.91 – 0.95
Meets standard	Debt-to-Asset Ratio is less than or equal to 0.90

c) Debt Service Coverage Ratio

The Debt Service Coverage Ratio sub-indicator measures a school/network's financial capacity to cover its debt obligations in the current fiscal year. This ratio depicts a school/network's ability to pay its annual obligations once you add back the non-cash expenditure (depreciation), the amortization expense, and the interest expense. This is then divided by the total annual principal and interest obligation to understand if the income generated by the organization is enough to meet its current year obligations. Annual principal payment should be derived from the Statement of Financial Position by taking the difference between the previous and current year's long-term debt, net of current portion. This is noted as a long-term liability.

Data Sources: Audited Statement of Activity or Income Statement (change in net assets or net income, interest expense, depreciation expense) and Audited Statement of Financial Position (principal payment)

Calculation: (Net Income + Depreciation+ Amortization + Interest Expense) / (Principal + Amortization + Interest Expense)

Does not meet standard	Debt Service Coverage ratio is less than 1.05

Approaching standard	Debt Service Coverage ratio is between 1.05 – 1.1
Meets standard	Debt Service Coverage ratio equals or exceeds 1.2

Fiscal Oversight: Does the organization demonstrate it has adequate financial management and systems?	
Does not meet standard	The organization does not meet standard for one sub-indicator: a) Financial Audit OR b) Financial Reporting Requirements.
Approaching standard	The organization meets standard for the b) Financial Reporting Requirements sub-indicator but approaches standard for the a) Financial Audit sub-indicator.
Meets standard	The organization meets standard for both sub-indicators: a) Financial Audit b) Financial Reporting Requirements.

The Fiscal Oversight indicator is calculated for all mayor-sponsored charter schools. Sub-indicators for standalone schools will be calculated using audited financial statements, and those for networks will be calculated using the organization's consolidated financial statements. "Network" refers to all campuses plus administration.

a) Financial Audit

The annual accrual-based audit provides an opinion on the validity of the information being shared in the financial statements and provides insight into a school's financial health.

Data Sources: Annual accrual-based audit

Does not meet standard	The organization receives an audit with multiple significant deficiencies, a material weakness, or has a noted going concern assessment.
Approaching standard	Receives a clean audit opinion with one or more significant deficiencies noted but no material weaknesses or a noted going concern assessment.
Meets standard	Receives a clean audit opinion with no findings related to its internal controls over financial reporting.

b) Financial Reporting Requirements

Schools are required to submit all financial documentation in a timely manner. Adhering to the reporting requirements are critical in ensuring strong ongoing monitoring of a school or network's financial health.

Data Sources: Compliance items submitted to OEI, independent auditor, accountant, bookkeeper, and other relevant vendors

Calculation: OEI reserves the right to consider the following when determining that a school does not meet standard for this sub-indicator: Compliance with charter requirements; Late submission or failure to submit quarterly financial documents; Late submission or failure to submit the annual accrual-based audit per OEI, SBOA, or Federal OMB deadlines; Cancellation of compliance meetings with OEI for non-emergency reasons and/or failure to reschedule meetings.

Does not meet standard	Fails to satisfy financial reporting requirements by submitting less than 80% of documents on-time or is out of compliance with charter requirements.
Meets standard	Satisfies all financial reporting requirements by submitting at least 80% of documents on-time and is in compliance with charter requirements.

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

Overview

The Governance Performance Framework gauges the strength, capacity, and effectiveness of school and board leadership, as well as ability to remain in compliance with the terms of the charter and all other applicable laws and policies. The framework consists of indicators designed to measure schools and networks on governance oversight, board capacity and focus, compliance, and organizational leadership and collaboration.

Data Collection

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

- Board-approved minutes from every meeting and/or in-person observations of those meetings.
- Assurance (through compliance submissions) that boards are meeting requirements of Indiana Open Door Law.
- On-time compliance submissions through the Charter Achievement Portal.
- Results from evaluations of the board, school leadership, and CMO (if applicable).
- Notes and information from semi-annual board chair check-ins between board chairs and Governance Analysts.
- Any relevant complaints from students, parents, or staff.

Evaluation

OEI will continue to evaluate and rate schools' and networks' performance on an annual basis against the governance performance framework using the minutes, reports, and observations of board meetings and results of regular check-ins with board and school leadership throughout the year. Schools determined to be out of compliance will be subject to additional monitoring and/or corrective action at the discretion of OEI staff.

Governance Oversight: Does the board demonstrate strong governance oversight?	
Does Not Meet Standard	The board does not meet standard on one or more sub-indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The board either 1) approaches standard for all three sub-indicators, 2) meets standard for two sub-indicators and does not meet standard for one sub-indicator 3) approaches standard for two sub-indicators and does not meet standard for one sub-indicator 4) exceeds or meets standard for one sub-indicator, approaches for one, and does not meet for one; and may or may not have a credible plan to address the issues.
Meets Standard	The board either 1) meets standard for two sub-indicators and approaches standard for one sub-indicator, 2) exceeds standard for one sub-indicator, meets for one, and approaches or does not meet for one, 3) exceeds standard for two sub-indicators and does not meet standard for one sub-indicator 4) exceeds standard for two sub-indicators and approaches standard for one sub-indicator, or 5) meets standard for all sub-indicators.
Exceeds Standard	The board exceeds standard for at least two sub-indicators and meets standard for one.

Governance Oversight centers the board's prioritization of academic outcomes, financial viability of the school, and governance accountability. A board that is focused on data is just as important as a data-driven school leader.

a) The board exercises relentless focus on student academic outcomes

Boards are expected to regularly discuss student data, in aggregate and disaggregated by subgroup. This should occur at least three times per year to correspond with beginning-, middle-, and end-of-year assessments and checkpoints. Governance analysts will consult with academic analysts on this indicator.

Data Sources:
- Board discussions of academic data
- Board meeting minutes
- Academic and or/or progress report-outs on board goals
- Evidence of an academic committee and/or individual(s) on the board who collaborate with the school leader to closely monitor progress.

Does not meet standard	• The board is unable to gauge whether students are on track; or • The board does not have an active academic committee.
Approaching standard	• The board was engaged during academic performance discussions. • The board did not regularly discuss disaggregated data.
Meets standard	The board did three of the following: • Centered student academic outcomes in discussions. • Discussed disaggregated academic data regularly. • Worked with school leadership to adjust course when needed. • Has an academic committee that regularly meets with school leadership to review academic data and reports to the full board.
Exceeds Standard	The board did all the following: • Centered student academic outcomes in discussions. • Discussed disaggregated academic data regularly. • Worked with school leadership to adjust course when necessary. • Has an academic committee that regularly meets with school leadership review academic data and reports to the full board.

b) The board has active committees with clear goals

Boards bylaws should include provisions for committees that regularly meet for their intended purpose. OEI suggests, at the least, that a board has an academic, finance, and governance committee. Committees should set goals and consistently report to the full board. Board members and non-members who are part of the school community may serve on committees.

Data Sources:
- Evidence of committees that operate against a clear charge
- Evidence that committees are able to articulate their progress on goals
- Board bylaws
- Board meeting minutes
- Committee report-outs

Does not meet standard	• There is no evidence of active committees; or • Committee goals do not align to school-specific goals; or • The board has committees, but there is minimal to no evidence progress to goals was shared.
Approaching standard	The board has two of the following: • Active committees rooted in student/school-level success. • Each committee has goals aligned to student/school-level success.

	• Committees share progress to goals with recommendations to full board when necessary. • At a minimum, committees in academics and finance.
Meets standard	The board has three of the following: • Active committees rooted in student/school-level success. • Each committee has goals aligned to student/school-level success. • Committees share progress to goals with recommendations to full board when necessary. • At a minimum, committees in academics and finance.
Exceeds Standard	The board has all the following: • Active committees rooted in student/school-level success. • Each committee has goals aligned to student/school-level success. • Committees share progress to goals with recommendations to full board when necessary. • At a minimum, committees in academics and finance.

c) The board has evaluation systems in place to monitor itself and school leadership

It is important that boards have strong systems that allow them to hold school leadership accountable to the promises in the charter contract and set high expectations for student performance. Similarly, the board should also take time to reflect on its own performance and progress toward helping the school achieve its mission and vision. Evaluations should drive plans for improvement and avoid punitive measures. If evaluations are not satisfactory and require leadership changes, the board should also have a strong succession plan on file to allow for seamless transition and limited, if any, disruption for students, staff, and families.

Data Sources:

- Board self-evaluations
- Board evaluation of executive director or CEO
- Board of evaluation of the CMO/EMO
- School leader self-evaluation
- School leader succession plan

Does not meet standard	• The organization is missing all evaluations; or • The board did not submit a school leader succession plan.
Approaching standard	• The organization is missing two or more required evaluations; or • The board has an outdated school leader succession plan on file.
Meets standard	The organization did all the following: • The organization completed all but one of the required evaluations. • The board has an updated school leader succession plan on file.
Exceeds Standard	The organization did all the following: • The board evaluated the school leader. • The school leader conducted a self-assessment. • The board conducted a self-assessment. • The board evaluated its education service provider, if applicable. • The board has an updated school leader succession plan on file.

Board Composition and Vision: Is the board active, knowledgeable, diverse, and does it work toward a strategic vision?	
Does not meet standard	The board does not meet standard on one or both sub-indicators with no evidence of a credible plan to address the issues.
Approaching standard	The board either 1) approaches standard for one or both sub-indicators, 2) meets standard for one sub-indicator and does not meet standard for one sub-indicator, 3) exceeds standard for

	one sub-indicator and does not meet standard for one sub-indicator; and may or may not have a credible plan to address the issues.
Meets standard	The board either 1) meets standard for both sub-indicators, 2) meets standard for one sub-indicator and exceeds standard for one sub-indicator, or 3) exceeds standard for one sub-indicator and approaches standard for one sub-indicator.
Exceeds standard	The board exceeds standard for both sub-indicators.

Board Composition and Vision centers on the board's ability to craft a diverse team to lead the school as well as the ability to accurately monitor and keep a pulse on the overall health of the school.

a) The board has diverse members with essential skillsets where all members are contributing

Historically, OEI has looked to evaluate board diversity by the presence of academic, legal, finance, HR, and operations skills on the Board, as well as the expectation that board members backgrounds are also diverse in terms of race, ethnicity, and other markers of identity, particularly those relevant to the school's student population.

Data Sources:

- Board roster and board member resumes
- Board member attendance (individual and committee)
- Board meeting schedule, agendas, packets, reports, minutes, meeting discussions, and notes
- Gender and racial/ethnic diversity of the board relative to the students served at the school
- State-audited school-level demographics
- Board-submitted goals for recruiting diverse members (if not captured in board-submitted formal tracking system, policies, and/or bylaws)

Does not meet standard	The board did most of the following: • Board experiences lack diverse and strategic skills. • The board met quorum at less than 80% of meetings. • Board committees were rarely represented in meetings.
Approaching standard	The board did most of the following: • Board experiences include one of the following skillsets: law, finance, or academics. • The board met quorum at 80% of meetings. • Committees were represented at 80% of meetings.
Meets standard	The board did most of the following: • Board members mostly reflect the student population or measurable goals were set for recruitment. • Board experiences include two of the following skillsets: law, finance, or academics. • The board met quorum at 90% of meetings. • Committees were represented at 90% of meetings.
Exceeds Standard	The board did all the following: • Board members reflect the student population or measurable goals were set for recruitment. • Board experiences include law, finance, and academics. • The board met quorum at 100% of meetings. • Committees and members were represented and contributing at every meeting.

b) The board uses clear and accurate data as part of a formal tracking system to monitor school health

One of the primary roles of a charter school board is working with the school leader to set, monitor, and evaluate performance against annual goals that are aligned with the school's long-term strategic vision. A school's annual goals reflect the unique approach and strategies it uses to ensure delivery on the promises articulated in its charter. Goals vary from year to year and depend upon student performance, school leadership, operations, and overall functioning of the board.

Data Sources:

- Progress monitoring and ongoing mechanisms to formally track performance on school-level goals
- Board meeting minutes
- Committee/board reports
- Formal tracking system with board's annual goals

Does not meet standard	• The board does not have goals and/or a way to monitor their progress.
Approaching standard	The board did most of the following: • There is no evidence of a formal tracking system in place. • Targets include a combination of academic, finance, and operational indicators. • The board has general goals, but only assesses progress once per year.
Meets standard	The board did most of the following: • The board exercises oversight of the financial and operational health of the school using clear and accurate data and a consistent set of metrics. • At minimum, targets include academic, finance, and operational indicators. • The board sets annual goals and discusses progress towards goals at least quarterly.
Exceeds Standard	The board did all the following: • Exercised tight oversight of the health of the school using clear and accurate data and a consistent set of metrics. • At minimum, targets included academic, finance, and operational indicators. • Set annual goals and discusses progress towards goals at all board meetings.

Compliance: Does the school satisfactorily comply with all its governance obligations?	
Does Not Meet Standard	The organization does not meet standard on two or more sub-indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The organization either 1) approaches standard for all four sub-indicators, 2) meets standard for three sub-indicators and does not meet standard for one sub-indicator 3) approaches standard for three sub-indicators and does not meet standard for one sub-indicator 4) exceeds standard for one sub-indicator, meets for one, approaches for one, and does not meet for one; and may or may not have a credible plan to address the issues.
Meets Standard	The organization either 1) meets standard for two sub-indicators and approaches standard for two sub-indicators, or 2) meets standard for three sub-indicators and approaches standard for one sub-indicator or 3) exceeds standard for one sub-indicator, meets for one, and approaches for two sub-indicators or 4) meets standard for all sub-indicators
Exceeds Standard	The organization exceeds standard for at one sub-indicator and meets standard for the rest.

The Compliance indicator determines adherence to the reporting requirements calendar and the sufficiency of information submitted by boards to OEI. It also reviews school-level compliance with applicable laws. Most of these items are outlined in the board's charter agreement. The spirit of this indicator encourages boards and schools to be timely and proactive in their compliance items while remaining in good standing with laws specific to the state of Indiana.

a) Compliance Document Submission

OEI maintains a document submission platform, where schools are given access to upload required items each month. These requirements are details in the Calendar of Reporting Requirements found later in this handbook.

Data Sources:

- Compliance items submitted in the Charter Achievement Portal (CAP)

Calculation: Documents submitted on time / Documents required

Does not meet standard	• The organization submitted fewer than 75% of compliance documents on time.
Approaching standard	• The organization submitted 75-85% of compliance documents on time.
Meets standard	• The organization submitted 86-94% of compliance documents on time.
Exceeds Standard	• The organization submitted at least 95% of compliance documents on time.

b) Charter Compliance

The organizer is expected to remain in compliance, at all times, with the terms of the charter contract and its associated amendments. Failure to do so may result in a formal Notice of Noncompliance or Notice of Deficiency and engagement in OEI's performance improvement process.

Data Sources:
- Complaints or charges from individuals or institutions pertaining to compliance
- Notifications of deficiencies (from OEI or other sources)

Does not meet standard	• The organization was out of compliance with multiple sections of its charter and/or applicable law or was unable to resolve several violations during the school year.
Approaching standard	• The organization was out of compliance with one or more sections of its charter and/or applicable law but worked to resolve the issue(s) during the school year.
Meets standard	• The organization remained in compliance with all sections of its charter and applicable laws.

c) Compliance with OEI's Incident Communication Policy

Boards are required to craft plans to notify OEI when issues arise at the school level. To meet OEI's standards of communication, the board must notify the authorizer of any school-level incident within 24 hours of occurrence. Additionally, school leadership should engage in regular, responsive communication with OEI. This includes in regard to scheduling meetings, providing feedback, and addressing other concerns as needed. This policy is detailed further in a later section of this handbook.

Data Sources:
- Charter agreement
- Communications with school and/or board leadership
- Board-submitted plan to notify OEI of incidents
- Cancellation of compliance meetings with OEI for non-emergency reasons and/or failure to schedule or reschedule meetings

Does not meet standard	• In the event of a material incident, the organization did not comply with OEI's Incident Communication Policy.
Meets standard	• In the event of a material incident, the organization complied with OEI's Incident Communication Policy.

d) Compliance with Indiana Open Door Law

As public schools, charter school boards must ensure board meetings are held in accordance with Indiana Open Door Law. A reference guide is included later in this handbook, as well as a link to the full requirements.

Data Sources included but not limited to:

- Signed IODL Assurance Form
- Board meeting notices, agendas, and full board as well as committee meeting minutes (if applicable)
- Evidence of board meeting transparency via communication outlets (calendar, meeting notices, minutes, social media, etc.)
- Evidence of in-person quorum at full board as well as committee meetings (if applicable)

Does not meet standard	• The board failed to comply with IODL on multiple occasions and/or did not resolve issues at subsequent meetings.
Approaching standard	• The board failed to comply with IODL at one meeting but resolved issues at subsequent meetings.
Meets standard	• The board complied with IODL at all meetings.

Leadership: Is the school leader strong in their academic and organizational leadership?	
Does Not Meet Standard	The organization does not meet standard on two or more sub-indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The organization either 1) approaches standard for all four sub-indicators, 2) meets standard for three sub-indicators and does not meet standard for one sub-indicator 3) approaches standard for three sub-indicators and does not meet standard for one sub-indicator 4) exceeds standard for one sub-indicator, meets for one, approaches for one, and does not meet for one; and may or may not have a credible plan to address the issues.
Meets Standard	The organization either 1) meets standard for two sub-indicators and approaches standard for two sub-indicators, or 2) meets standard for three sub-indicators and approaches standard for one sub-indicator, 3) exceeds standard for three sub-indicators and does not meet standard for one sub-indicator 4) exceeds standard for two sub-indicators and approaches standard for two sub-indicators 5) meets standard for all sub-indicators.
Exceeds Standard	The organization exceeds standard for at least two sub-indicators and meets standard for the rest.

Academic Strength and Organizational Leadership centers on the performance of the school leader as well as the relationship between the school leader and the board. The spirit of this indicator aims to encourage collaboration between the school leader and the board. This indicator also reinforces that the board is expected to hold the school leader accountable for strong school outcomes.

a) School and/or network leaders show a clear track record of success

This sub-indicator is based on results for the prior year's academic accountability (Core Question 1) report. Results are reviewed and used to determine a rating. For networks with multiple schools, school-level ratings are averaged to determine an overall rating.

Data Sources:

- State-audited summative data
- Academic team performance analysis
- Formative assessment data
- Additional academic data, including, but not limited to graduation, rate, IREAD-3 data, PSAT, attendance

Does not meet standard	• The organization has an average of Does Not Meet Standard for its most recent academic accountability report.
Approaching standard	• The organization has an average of Approaches Standard for its most recent academic accountability report.

Meets standard	• The organization has an average of Meets Standard for its most recent academic accountability report.
Exceeds Standard	• The organization has an average of Exceeds Standard for its most recent academic accountability report.

b) School and/or network leaders are fully present and give data-driven updates to the board

OEI expects school leadership to consistently attend board meetings in order to both provide the board with updates and transparently represent to the community the health of the school. This sub-indicator relies on observations from governance analysts and interpretation of meeting minutes.

Data Sources:
- Board meeting minutes
- School leadership reports to the board
- School leadership attendance and reporting structure
- School leadership ability to report on progress indicators across multiple campuses (if network)

Does not meet standard	• Attended fewer than 60% of board meetings. • Did not present on academic or financial outcomes or presentations were not accurate. • Did not present on school trends and/or there were no plans to address concerns.
Approaching standard	• Attended 60% of board meetings. • Did not present on academic or financial outcomes or presentations were not accurate. • Informed the board when trends declined but did not adjust course accordingly.
Meets standard	• Attended 80% of board meetings. • Presented transparent and accurate academic and financial information. • Made mid-course adjustments to improve results when trends declined.
Exceeds Standard	• Attended 100% of board meetings. • Presented transparent and accurate academic and financial information. • Made mid-course adjustments to improve results when trends declined.

c) School and/or network leadership collaborates with the board to handle school-level complaints and concerns

This sub-indicator relies on observations during meetings as well as any complaints or issues that occur over the course of the year. This could be in the form of specific complaints to OEI, or issues that OEI is made aware of. We expect that the school and board leaders can effectively work together to ensure students, families, and staff have their concerns or problems addressed, and that the problem-solving process includes collaboration and effective communication.

Data Sources:
- Board meeting minutes
- School leadership reports
- Parent/stakeholder complaints

Does not meet standard	• The board was unaware of several issues or concerns at the school level. • There is little to no evidence of collaboration to resolve issues.
Approaching standard	• The board was not always aware of or brought on in a timely manner regarding school concerns or issues. • There is evidence of some collaboration between board and school leadership to resolve issues.

Meets standard	Leadership did at least two the following when concerns arose: • Presented thorough data to the board. • Collaborated with the board to develop solutions that centered the best interests of students. • Resolved most school-level issues or complaints.
Exceeds Standard	Leadership did all of the following when concerns arose: • Presented thorough data to the board. • Collaborated with the board to develop solutions that centered the best interests of students. • Resolved all school-level issues or complaints.

d) The school and/or network maintains leadership stability in key administrative positions with a clear plan for succession

A successful school requires stable, consistent leadership. Schools are expected to ensure leadership stability at the administrative level (deans, directors, principal, executive director, CEO, etc.) to allow the school to meet its mission and vision and effectively carry out instruction and implement building culture. This sub-indicator will also consider the extent to which any transitions resulted in disruption for the school community.

Data Sources:

- Academic meetings
- Quarterly finance meetings
- Board chair check-ins
- Other communications as indicated

Does not meet standard	• School leadership was unstable with significant administrative turnover. • School leadership changes disrupted school operations, student success, or charter compliance.
Approaching standard	• School leadership was unstable with minimal administrative turnover. • School leadership changes disrupted school operations, student success, or charter compliance.
Meets standard	• School leadership was stable with minimal administrative turnover. • School leadership changes had minimal disruption on school operations, student success, or charter compliance.
Exceeds Standard	• School leadership was stable with minimal administrative turnover. • School leadership changes did not disrupt school operations, student success, or charter compliance.

Core Question 4: Site Visit Schedule 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 and evaluation against Core Question 4 in the second, third and sixth years. The third-year comprehensive review culminates in a school's mid-charter review, while the sixth-year visit serves to inform charter renewal decisions. In subsequent standard charter terms (seven years), a school receives a site visit and evaluation against Core Question 4 in the third and sixth years. In subsequent 15-year charter terms, a school receives a site visit and evaluation in the fifth, 10th, and 14th years. The third-, fifth- or 10th-year review culminate in a school's mid- or interim charter review, while the sixth- or 14th-year visit serves to inform renewal decisions.

Evaluations are completed by external consultants who contract with each school or network. The Office of Education Innovation will publish completed evaluations alongside annual accountability reports on its website.

Please note, beginning in 2026-27 OEI transitioned the Mid-Charter Review for all schools to year three, rather than year four. This means that for schools opening in 2026-27 or later, site visits will occur in consecutive years early in the term. Please direct any questions to Shaina Cavazos, Director, OEI.

Schools required to schedule site visits for 2026-27

Third Year (Mid-Charter for schools after first term)

- Avondale Meadows Middle School
- Indiana Math and Science Academy - North

Sixth Year (Renewal)

- Tindley Summit Academy
- Indianapolis Metropolitan High School
- Vision Academy
- Indiana Math and Science Academy - West

Required Review and External Evaluation by Charter Year

IPS INS?	Network	School	Opening Year	SY 26-27		SY 27-28		SY 28-29		SY 29-30		SY 30-31		SY 31-32		SY 32-33		SY 33-34		SY 34-35		SY 35-36		SY 36-37		SY 37-38		SY 38-39		SY 39-40		SY 40-41	
				Yr	Visit	Yr	Visit	Yr	Visit	Yr	Visit	Yr	Visit	Yr	Visit	Yr	Visit	Yr	Visit	Yr	Visit	Yr	Visit	Yr	Visit	Yr	Visit	Yr	Visit	Yr	Visit	Yr	Visit
	GEI	Excel Center - Michigan St.	2010-2011	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
		Excel Center - Meadows	2010-2011	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
		Excel Center - Shadeland	2010-2011	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
		Excel Center - Decatur	2010-2011	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
		Excel Center - Lafayette Square (12+)	2013-2014	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
		Excel Center - University Heights (12+)	2015-2016	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
		Excel Center - Southeast	2023-2024	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
X	HCS	Herron High School (9-12)	2006-2007	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
X		Herron-Riverside High School (9-12)	2017-2018	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
X		Herron Preparatory Academy (K-8)	2021-2022	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
	PSOE	Paramount Brookside (K-8)	2010-2011	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
		Paramount Cottage Home (K-6)	2018-2019	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
		Paramount Englewood (5-8)	2019-2020	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
		Andrew J. Brown Academy (K-8)	2003-2004	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
X	PPHS	Purdue Polytechnic High School Englewood (9-12)	2017-2018	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
X		Purdue Polytechnic High School Broad Ripple (9-12)	2019-2020	3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1		2	
X	USI	Avondale Meadows Middle School (5-8)	2017-2018	3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV
	IMSA	Indiana Math & Science Academy North (K-12)	2010-2011	3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV
	TAS	Charles A Tindley Accelerated School (7-12)	2004-2005	2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7		1		2	
X	KIPP	KIPP Unite Elementary (K-5)	2014-2015	2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7		1		2	
X		KIPP Indpls College Prep (6-8)	2004-2005	2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7		1		2	
X		KIPP Indy Legacy High School (9-12)	2019-2020	2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7		1		2	
		SENSE Charter School (K-8)	2004-2005	2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7		1		2	
		Damar Charter Academy (K-12)	2011-2012	2		3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13		14	14YR	15		1	
Restart		Matchbook Learning (K-8)	2018-2019	2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7		1		2	
	VCP	Victory College Prep Elementary (K-4)	2005-2006	1		2		3		4		5	5YCR	6		7		8		9		10	10YCR	11		12		13	RYR	14		1	
		Victory College Prep Middle (5-8)	2025-2026	2		3		4		5		6	MCR	7		8		9		10		11	MCR	12		13		14	RYR	15		1	
		Victory College Prep High (9-12)	2025-2026	2		3		4		5		6	MCR	7		8		9		10		11	MCR	12		13		14	RYR	15		1	
	USI	Avondale Meadows Academy (K-4)	2006-2007	7		1		2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7	
X	NCN	Enlace Academy (K-8)	2013-2014	7		1		2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7	
Restart		Emma Donnan Elementary and Middle (K-8)	2020-2021	7		1		2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7	
X		Believe Circle City High School (9-12)	2020-2021	7		1		2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7	
Restart		The PATH School (K-8)	2020-2021	7		1		2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7	
X		Hope Academy (9-12)	2020-2021	7		1		2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7	
	TAS	Tindley Summit Academy (K-6)	2014-2015	6	6YR	7		1		2		3	3YSV	4		5		6		7		1		2		3	3YSV	4		5		6	6YR
	GEI	Indianapolis Metropolitan High School (9-12)	2004-2005	6	6YR	7		1		2		3	3YSV	4		5		6		7		1		2		3	3YSV	4		5		6	6YR
	USI	Vision Academy (K-8)	2014-2015	6	6YR	7		1		2		3	3YSV	4		5		6		7		1		2		3	3YSV	4		5		6	6YR
	IMSA	Indiana Math & Science Academy West (K-8)	2014-2015	6	6YR	7		1		2		3	3YSV	4		5		6		7		1		2		3	3YSV	4		5		6	6YR
	TAS	Tindley Genesis Academy (K-5)	2015-2016	5		6	6YR	7		1		2		3	3YSV	4		5		6		7		1		2		3	3YSV	4		5	
X		Monarca Academy (6-8)	2022-2023	5		6	6YR	7		1		2		3	3YSV	4		5		6		7		1		2		3	3YSV	4		5	
X		Monarca Academy (9-12)	2026-2027	1		2	RYR	3		1		2		3	3YSV	4		5		6		7		1		2		3	3YSV	4		5	
Restart		Liberty Grove School (K-6)	2022-2023	5		6	6YR	7		1		2		3	3YSV	4		5		6		7		1		2		3	3YSV	4		5	
	ICS	Irvington Community Elementary School (K-5)	2009-2010	4		1		2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7	
		Irvington Community Middle School (6-8)	2009-2010	4		1		2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7	
		Irvington Preparatory Academy (9-12)	2009-2010	4		1		2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7	
Restart	GPA	Global Prep Academy (K-5)	2016-2017	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4	
X		Global Prep Academy (6-8)	2026-2027	1		2		3	RYR	4		1		2		3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4	
		Legal Prep Academy	2026-2027	1		2	2YSV	3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7		1	
		Indiana Math & Science Academy - Central (K-12)	2026-2027	1		2	2YSV	3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7		1	
		Believe Indy Accelerator (9-12)	2026-2027	1		2	2YSV	3	3YSV	4		5		6	6YR	7		1		2		3	3YSV	4		5		6	6YR	7		1	

Key	
	2nd Yr - Site Visit (1st Term)
	Charter Review (Post-1st Term
	Renewal
	Renewal starts in Fall of 7th/15th year.
	MCR starts in Spring of 3rd/5th/10th year.
INT	Interim Site Visit scheduled as needed

Back to the Table of Contents

OEI Site Visit Participation

OEI team members will attend select site visits to observe, ensure the site visit protocol is implemented with fidelity, and gain better understanding of the school's day-to-day operations. OEI may participate in some or all of the visit. This could include classroom observations, focus groups, or building walkthroughs. To protect authorizer objectivity and school autonomy, OEI team members will not provide feedback from the site visit or draft any areas of the Core Question 4 accountability reports. School leaders will be notified of OEI's participation in the site visit prior to the scheduled visit.

Site Visit Debrief

For site visits that OEI elects not to participate in, the evaluation team should find time to debrief the highlights of the site visit with a member of OEI staff.

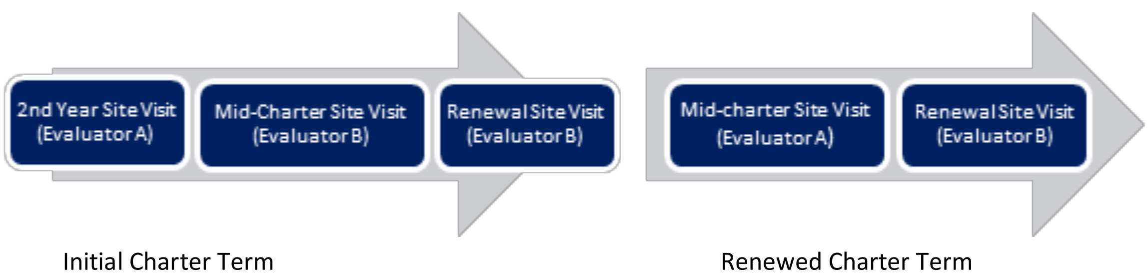
Report Drafts

External evaluators will include OEI on all Core Question 4 report draft correspondence with school leaders. Revisions to draft reports will be limited to factual corrections and will not include changes to ratings unless they are related to factual inaccuracies. OEI will not provide feedback on report drafts or address areas of concern within the correspondence.

Evaluator Selection

OEI will provide schools with a list of approved evaluators that they may contract with at their own cost to complete the site visit. Mayor-sponsored charter schools may not contract with the same external evaluator more than twice sequentially. This is not limited to the current charter term. The only exception to this policy is circumstances in which a school is required to contract with a specific evaluator at OEI's discretion. These circumstances may include, but are not limited to, a school's placement on a Notice of Noncompliance or Notice of Deficiency, the initiation of a special education investigation by the Indiana Department of Education in the current or preceding school year, or direct constituent complaints to OEI.

Example of Acceptable Evaluator Contract Timeline



To improve the diversity of the pool of external evaluators, OEI will continue to engage in a Request for Information process on an ongoing basis.

Conflict of Interest Policy

Schools may not use an individual as an external evaluator to complete their Core Question 4 site visit evaluation if the school has worked or is currently working with the individual in a consultant capacity ***in the past three years***. This prohibition only applies to the individual evaluator, not the organization that employs the individual. A school may use an organization that they have used or are currently using in a consulting capacity to complete the evaluation so long as the individual completing the evaluation has never worked with the school in a consulting capacity. It is the responsibility of the evaluation team to make OEI aware of the most recent work the team has engaged in with the school ahead of the site visit. Prior to completing a contract with an evaluator, the school and prospective evaluator must sign an assurance form indicating an awareness and understanding of OEI's site visit protocol and related policies. OEI will provide this form to schools and evaluators.

Important Note: Once a school has selected an evaluator, **under no circumstances** may the evaluator engage in any kind of preliminary evaluation with the school outside of collecting publicly available data or information that might be necessary for the context of planning or conducting the site visit. Pre-visits or advance evaluations of any kind that compromise the independence and integrity of the site visit process could result in additional consequences that include OEI rejecting the report, requesting the school engage a different evaluator to repeat the process, or removing the evaluator in question from the approved list. Questions on this may be directed to Shaina Cavazos, Director of Charter Schools.

Presentations to mayor-sponsored charter school boards

In the event a charter school received more than two ratings of "Does Not Meet Standard," OEI may ask the evaluation team to complete a presentation to the school's board detailing the findings of the site visit. The school would be required to contract with the evaluation team at market rate. Evaluators will include this caveat in their proposed scope of work.

Cost

External evaluators have the autonomy to set their own pricing. Costs will depend on various factors including, but not limited to, the model, size, and grade band of the school and could range from $10,000 to $20,000. We encourage schools to reach out to the evaluators for more information on their pricing and procedures.

Collecting Evidence

Consultants will inform schools of required evidence to evaluate against Core Question 4. Below is a sample list of supporting artifacts school leaders may produce to provide evidence in support of indicators in the Core Question 4 framework. Evaluators are responsible for ensuring the accuracy of information (data, test passing rates, etc.) provided for use in the evaluation. All data included in the report must be confirmed using the IDOE's Data Center and Reports page.

Supporting Evidence	CQ4 Indicator
Assessment calendar and samples	Instruction, MLL Compliance
Classroom Observations	Curriculum, Pedagogy, Instruction, Climate, Compliance
College and career readiness data	Postsecondary Support
Conference notifications	Compliance
Confidential student file reviews (including PHLS)	Compliance, MLL Compliance
Counseling Department Policies and Procedures, Advising Procedures and Protocols	Postsecondary Support
Curriculum documents (pacing guides, maps, example lesson plans)	Curriculum, Pedagogy
Data protocol documents	Pedagogy, Instruction
Data reports	Instruction, MLL Compliance
Demographic information	Family Communication
Disaggregated Reports on Course Enrollment	Postsecondary Support
Discipline policy materials	Climate
Family/Community engagement plan	Mission, Climate, Family Communication

Focus Groups	Curriculum, Pedagogy, Postsecondary Support, Instruction, Staffing, Mission, Climate, Family Communication, Compliance, 4.10
Graduation Data	Postsecondary Support
Hiring policy and procedure manual	Staffing
Instructional Calendars	Curriculum, Pedagogy, Instruction
ILP conference meeting notes	MLL Compliance
Lesson Plans, Lesson Plan Internalization Protocol/System	Pedagogy, MLL Compliance
List of school curricula, Course of Study (including Pathway, AP, IB, and dual credit options)	Postsecondary Support
List of school staff and credentials	Staffing
Master Calendar	Pedagogy, Instruction
MOUs with college and community partners	Postsecondary Support
Supporting Evidence	**CQ4 Indicator**
MTSS data	Instruction, Climate
Organizational chart	Staffing
Parent correspondence (including, but not limited to, ILP input, ELL notification of services, WIDA results/notification of WIDA test, etc.)	Family Communication, Compliance, MLL Compliance
PLC agendas/materials	Pedagogy, Instruction
Professional development agendas, schedule, materials, etc.	Curriculum, Pedagogy, Postsecondary Support, Instruction, Climate, MLL Compliance
Public meeting notices	Family Communication
RDA accountability workbook	Compliance, MLL Compliance
Review of case conferences meeting notes	Compliance
Review of IEPs (at least 20% of them)	Compliance
Review of ILPs (at least 20%)	MLL Compliance
School discipline data	Climate
School Handbook	Postsecondary Support
School Improvement Plan	Family Communication
School newsletters	Family Communication
Secondary Completion Data	Postsecondary Support
Staff deployment plan	Staffing
Staff Handbook	Curriculum, Pedagogy, Instruction, Mission, Family Communication
Student Handbook	Postsecondary Support, Mission, Climate, Family Communication
State standards	Compliance
Student and teacher data trackers (or similar items i.e. dashboards, etc.)	Curriculum, Instruction, MLL Compliance
Student progress report cards/forms	Family Communication, MLL Compliance
Survey Data	Curriculum, Postsecondary Support, Mission, Family Communication, Compliance, MLL Compliance
Teacher evaluation rubric	Pedagogy, Staffing
Welcome packet	Family Communication