



Charter Renewal Report

**The Excel Centers
Fall 2023**

Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204
Telephone: 317.327.3601

Introduction

This Charter Renewal Report is a summary of the evidence collected by the Mayor's Office of Education Innovation (OEI) pertaining to the performance and sustainability of The Excel Center for Adult Learners, which include campuses at Avondale Meadows, Shadeland, Decatur, and Michigan Street; The Excel Center West; and The Excel Center University Heights, all operated by Goodwill Education Initiatives, during their most recent years of operation. The Renewal Report is structured based on the Mayor's Performance Framework, which is used to determine a school or network's success relative to a common set of indicators.

For each indicator in the Performance Framework, this Renewal Report summarizes the findings of the past five years of accountability reports as well as the schools' Mid-Charter Reviews, where available. This information is used to determine an overall Charter Renewal Rating, which is based on an average of ratings across the prior term. All prior reports may be found on OEI's [website](#).

The Excel Centers submitted a formal response on [enter date] with additional evidence regarding the schools' performance on indicators that received a renewal rating of either Approaching Standard or Does Not Meet Standard. Finally, the network submitted a plan for how it will continue to improve over the next charter term if the charter is renewed, including a proposed five-year budget.

Please note, in 2023 OEI conducted a renewal pilot with four networks, including The Excel Centers, to streamline the renewal process. For that reason, certain schools in those networks will go through renewal prior to their seventh year and may have fewer than five years of data in the renewal report. Additionally, because University Heights went through renewal in 2021 and did not have enough new, available data, this report will not include them. Please see the attached 2021 renewal report.

GEI submitted formal responses to the following indicators:

The Excel Center for Adult Learners

- **Core Question 4.10:** Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?

The Excel Center West

- **Core Question 1.3:** Is the school preparing students to graduate from high school within the time frame established upon enrollment, as measured by the average number of credits earned per term?
- **Core Question 4.2.:** Are the teaching processes (pedagogies) consistent with the school's mission?
- **Core Question 4.4:** Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?
- **Core Question 4.10:** Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?

Summary of Ratings

The Excel Center for Adult Learners		
Core Question 1: Is the educational program a success?	Mid-Charter Rating	Renewal Rating
1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's alternate accountability rules?	Exceeds Standard	Not Rated
1.2. Is the school preparing students to graduate from high school within the time frame established upon enrollment, as measured by the average number of credits earned per term?	Meets Standard	Meets Standard
1.3. Is the school providing an equitable education to all students in their school building?	Does Not Meet Standard	Not Rated
1.4. Is the school providing an equitable education to all students compared to the state?	N/A	Not Rated
1.5. Is the school preparing students for college and careers or transition success?	Exceeds Standard	Exceeds Standard
1.6. Is the school meeting its school-specific educational goals?	Meets Standard	Exceeds Standard
Core Question 2: Is the school in sound fiscal health?	Mid-Charter Rating	Renewal Rating
2.1. A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	Exceeds Standard	Exceeds Standard
Core Question 4: Is the school providing the appropriate conditions for success?	Mid-Charter Rating	Renewal Rating
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Meets Standard	Meets Standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Meets Standard	Exceeds Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard	Meets Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard	Exceeds Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meets Standard	Exceeds Standard
4.7. Is the school climate and responsive to the needs of students, staff, and families?	Meets Standard	Exceeds Standard
4.8. Is ongoing communication with students and parents clear and helpful?	N/A	Exceeds Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	Meets Standard	Exceeds Standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Meets Standard	Approaching Standard

The Excel Center West	
Core Question 1: Is the educational program a success?	Renewal Rating
1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's alternate accountability rules?	Not Rated
1.3. Is the school preparing students to graduate from high school within the time frame established upon enrollment, as measured by the average number of credits earned per term?	Approaching Standard
1.4. Is the school providing an equitable education to all students in their school building?	Not Rated
1.5. Is the school providing an equitable education to all students compared to the state?	Not Rated
1.7. Is the school preparing students for college and careers or transition success?	Exceeds Standard
1.8. Is the school meeting its school-specific educational goals?	Exceeds Standard

Core Question 2: Is the school in sound fiscal health?	Renewal Rating	
2.1. A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	Exceeds Standard	
Core Question 4: Is the school providing the appropriate conditions for success?	2022-23	Renewal Rating
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Approaching Standard	Approaching Standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Exceeds Standard	Exceeds Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Approaching Standard	Approaching Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard	Meets Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Exceeds Standard	Exceeds Standard
4.7. Is the school climate and responsive to the needs of students, staff, and families?	Exceeds Standard	Exceeds Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Exceeds Standard	Exceeds Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	Exceeds Standard	Exceeds Standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Approaching Standard	Approaching Standard

The Excel Centers		
Core Question 2: Is the school in sound fiscal health?	Mid-Charter Rating	Renewal Rating
2.1. A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	Exceeds Standard	Exceeds Standard
2.1. B. Does the network demonstrate the ability to pay its obligations in the next 12 months?	Exceeds Standard	Exceeds Standard
2.2. Does the organization demonstrate long-term financial health?	Exceeds Standard	Exceeds Standard
2.3. Does the organization demonstrate it has adequate financial management and systems?	Meets Standard	Meets Standard
Core Question 3: Is the organization effective and well-run?	Mid-Charter Rating	Renewal Rating
3.1. Does the board demonstrate strong governance oversight?	Meets Standard	Meets Standard
3.2. Does the board utilize appropriate structures and tools to execute its strategic vision?	Meets Standard	Exceeds Standard
3.3. Does the school satisfactorily comply with all its governance obligations?	Meets Standard	Exceeds Standard
3.4. Is the school leader strong in their academic and organizational leadership?	Meets Standard	Exceeds Standard

Core Question 1: Is the educational program a success?

The Academic Performance Framework is designed to measure schools on how well students perform and improve on standardized tests, attendance, measures of college- and career readiness, and other metrics.

In March 2020, the Marion County Public Health Department ordered schools to close and adopt remote learning due to the COVID-19 public health crisis. The U.S. Department of Education also waived state testing requirements, so results were not available for 2019-20. Additional closures in 2020-21 led to testing and learning disruptions that also affected available data. Renewal ratings were calculated with these factors in mind, and narrative portions include additional context about federal, state, and local policy changes, as needed.

Core Question 1 has been revised over the years to include additional measures and to reflect changes in state accountability. Not Rated means that insufficient or atypical data prevented the school from being evaluated. A blank box means the indicator was not present in the framework at that time.

The Excel Center for Adult Learners

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

Renewal Calculation		
2017-18	School has received a 'B' for the most recent school year.	MS
2018-19	School has received an 'A' for the most recent school year.	ES
2019-20	School has received an 'A' for the most recent school year.	ES
Mid-Charter Rating		ES
2020-21	School received a 'null' grade for the most recent school year.	Not Rated
2021-22	School received a 'null' grade for the most recent school year.	Not Rated
Charter Renewal Rating		Not Rated

Indiana's A-F letter grades, assigned by the Indiana State Board of Education, are computed with the results of the state ILEARN and ISTEP+ assessments, as well as high school graduation rate, college- and career-readiness data and other metrics.

In 2018-19, ILEARN, which measures proficiency and growth against Indiana Academic Standards for students in grades 3-8, was administered for the first time. Due to lower-than-expected passing rates on English/Language Arts and math exams, the Indiana General Assembly passed a law to hold schools harmless, which meant state grades for 2018-19 and 2019-20 could not be lower than the 2017-18 grade. Additionally, in the spring of 2020, Indianapolis schools were closed due to the global COVID-19 pandemic, and ILEARN was not administered. Although ILEARN was administered in 2021 and 2022, the legislature passed laws to assign all schools "null" grades, or no grades, for 2020-21 and 2021-22 based on the disruptions from the pandemic.

Based on a lack of recent state data, the school is **Not Rated** for renewal.

1.3. Is the school preparing students to graduate from high school within the time frame established upon enrollment, as measured by the average number of credits earned per term?	
Does not meet standard	Students earn an average of less than 3 credits per term or semester.
Approaching standard	Students earn an average of 3 credits per term or semester.
Meets standard	Students earn an average of 4 credits per term or semester.
Exceeds standard	Students earn an average of 5 credits or more per term or semester.

Renewal Calculation					
	Indicator Target		Result	Sub-Rating	Overall Rating
2017-18	Decatur	N/A			MS
	Meadows	Students earn an average of 5 credits or more per term or semester.	5.6	ES	
	Michigan St.	Students earn an average of 4 credits per term or semester.	4.6	MS	
	Shadeland	N/A			
2018-19	Decatur	Students earn an average of 4 credits per term or semester.	4.2	MS	MS
	Meadows	Students earn an average of 4 credits per term or semester.	4.3	MS	
	Michigan St.	Students earn an average of 4 credits per term or semester.	4.3	MS	
	Shadeland	Students earn an average of 4 credits per term or semester.	4.4	MS	
2019-20	Decatur	Students earn an average of 5 credits or more per term or semester.	5.3	ES	MS
	Meadows	Students earn an average of 4 credits per term or semester.	4	MS	
	Michigan St.	Students earn an average of 4 credits per term or semester.	4	MS	
	Shadeland	Students earn an average of 4 credits per term or semester.	4.8	MS	
Mid-Charter Rating					MS
2020-21	Decatur	Students earn an average of 3 credits per term or semester.	3.93	AS	AS
	Meadows	Students earn an average of 3 credits per term or semester.	3.29	AS	
	Michigan St.	Students earn an average of less than 3 credits per term or semester.	2.77	DNMS	
	Shadeland	Students earn an average of 4 credits per term or semester.	4.18	MS	
2021-22	Decatur	Students earn an average of 3 credits per term or semester.	3.89	AS	AS
	Meadows	Students earn an average of 3 credits per term or semester.	3.85	AS	
	Michigan St.	Students earn an average of 3 credits per term or semester.	3.14	AS	
	Shadeland	Students earn an average of 3 credits per term or semester.	3.96	AS	
Charter Renewal Rating					MS

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

In place of a graduation rate, OEI examines students' progress towards graduation by looking at the average number of course credits earned per term or semester. Students earned an average of 4.2 credits a semester.

Based on results over the course of the term at each campus, Excel Center for Adult Learners receives a renewal rating of **Meets Standard**.

1.4 Is the school providing an equitable education to all students in their school building?	
<i>Schools are evaluated for subgroup proficiency in both Math and ELA.</i>	
Does not meet standard	School has more than 15 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.
Approaching standard	School has no more than 15 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.
Meets standard	School has no more than 10 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.
Exceeds standard	School has no more than 5 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.

Renewal Calculation		
2017-18	School has more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups.	DNMS
2018-19	This indicator was not part of OEI's performance framework at this time.	N/A
2019-20	This indicator could not be rated due to testing related disruptions.	N/A
Mid-Charter Rating		DNMS
2020-21	The school did not have any subgroup data that was publicly reportable for this indicator.	Not Rated
2021-22	The school did not have any subgroup data that was publicly reportable for this indicator.	Not Rated
Charter Renewal Rating		Not Rated

Each year, the Indiana Department of Education reports student results disaggregated by race, ethnicity, disability, language, and socioeconomic status. For this indicator, OEI compares student subgroup performance within the same building to gauge equity of instructional methods and programs. Reporting for the Special Education/General Education and ELL/Non-ELL subgroups was included for the first time for 2020-21 results. Additionally, a student group must have at least 20 students for IDOE to release data.

Because the school did not have subgroup data to report, there is No Rating for this indicator.

1.5. Is the school providing an equitable education to students compared to the state?	
<i>Schools are evaluated separately for subgroup proficiency and subgroup growth in both Math and ELA.</i>	
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 74 or higher (top quartile).

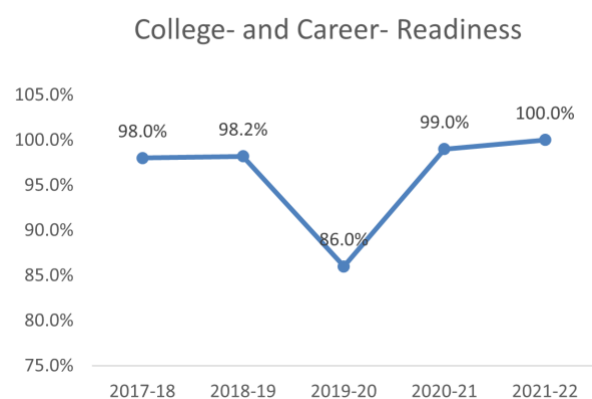
Renewal Calculation		
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A
2018-19	The school did not have any subgroup data that was publicly reportable for this indicator.	Not Rated
2019-20	This indicator could not be rated due to testing related disruptions.	Not Rated
Mid-Charter Rating		Not Rated
2020-21	The school did not have any subgroup data that was publicly reportable for this indicator.	Not Rated
2021-22	The school did not have any subgroup data that was publicly reportable for this indicator.	Not Rated
Charter Renewal Rating		Not Rated

Each year, the Indiana Department of Education reports student results disaggregated by race, ethnicity, disability, language, and socioeconomic status. For this indicator, OEI compares student subgroup performance at the school to the performance of those subgroups at the state level. The analysis translates state-reported proficiency and growth data to percentiles, which offers context for how any given subgroup is performing compared to a broader group of peers. To report a proficiency level, a subgroup must have at least 20 students.

Because the school did not have subgroup data to report, there is No Rating for this indicator.

1.7. Is the school preparing students for college and careers or transition success?	
Does not meet standard	Fewer than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.
Approaching standard	30.0 – 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.
Meets standard	40.0 – 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.
Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.

Renewal Calculation		
2017-18	At least 50.0% of graduates meet at least one of the sub-indicators.	ES
2018-19	At least 50.0% of graduates meet at least one of the sub-indicators.	ES
2019-20	At least 50.0% of graduates meet at least one of the sub-indicators.	ES
Mid-Charter Rating		ES
2020-21	This indicator could not be evaluated due to insufficient data.	Not Rated
2021-22	At least 50.0% of graduates meet at least one of the sub-indicators	ES
Charter Renewal Rating		ES



The Indiana State Board of Education has established criteria for determining whether a high school graduate has not only met graduation requirements but is also college- or career-ready. To be deemed college- or career-ready, a student must pass an Advanced Placement or International Baccalaureate exam, earn dual credit from an approved list of post-secondary courses, or receive an approved industry certification. Because college- or career-ready rates are tied to graduation requirements, the rates are measured a year in arrears for accountability purposes.

An average of 96.2% of Excel Center for Adult Learners students have graduated college- and career-ready in the years data was reported.

Due to the school's historical college- and career- readiness ratings, the school receives an overall rating of **Exceeds Standard** for this indicator on the renewal report.

1.8. Is the school meeting its school-specific educational goals?	
Does not meet standard	School does not meet standard on either school-specific educational goal.
Approaching standard	School is 1) approaching standard on one school-specific educational goal, and does not meet standard on the second goal, 2) approaching standard on both school-specific educational goals, 3) meets standard on one school-specific educational goal, while approaching standard on the second goal, 4) exceeds standard on one school-specific educational goal, while does not meet standard on the second goal OR 5) does not meet standard on one school specific educational goal and meets standard on the second goal
Meets standard	School is 1) meets standard on both school-specific educational goals, OR 2) meets standard on one school-specific educational goal while exceeds standard on the second goal.
Exceeds standard	School is exceeding standard on both school-specific educational goals.

Renewal Calculation				
	Goal	Result	Rating	Overall Rating
2017-18	Excel Center students will achieve a 65% pass rate on certification exams.	97.1%	ES	ES
	100% of graduates will have passed the ECA/GQE or will have earned an industry recognized certification.	100%	ES	
2018-19	Excel Center students will achieve a 65% pass rate on certification exams.	86%	ES	ES
	100% of graduates will have passed the ECA/GQE or will have earned an industry recognized certification.	100%	ES	
2019-20	Excel Center students will achieve a 65% pass rate on certification exams.	69%	MS	AS
	95% of graduates will have passed the ECA/GQE or will have earned an industry recognized certification.	93%	AS	
Mid-Charter Rating				MS
2020-21	Excel Center students will achieve a 65% pass rate on certification exams.	85%	ES	ES
	100% of graduates will have passed the ECA/GQE or will have earned an industry recognized certification.	100%	ES	
2021-22	Excel Center students will achieve a 65% pass rate on certification exams	94%	ES	ES
	100% of graduates will have passed the ECA/GQE or will have an industry recognized certification.	100%	ES	
Charter Renewal Rating				ES

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

Excel Center for Adult Learners receives a renewal rating of **Exceeds Standard**.

The Excel Center West

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

Renewal Calculation		
2020-21	School received a 'null' grade for the most recent school year.	Not Rated
2021-22	School received a 'null' grade for the most recent school year.	Not Rated
Charter Renewal Rating		Not Rated

Indiana's A-F letter grades, assigned by the Indiana State Board of Education, are computed with the results of the state ILEARN and ISTEP+ assessments, as well as high school graduation rate, college- and career-readiness data and other metrics.

In 2018-19, ILEARN, which measures proficiency and growth against Indiana Academic Standards for students in grades 3-8, was administered for the first time. Due to lower-than-expected passing rates on English/Language Arts and math exams, the Indiana General Assembly passed a law to hold schools harmless, which meant state grades for 2018-19 and 2019-20 could not be lower than the 2017-18 grade. Additionally, in the spring of 2020, Indianapolis schools were closed due to the global COVID-19 pandemic, and ILEARN was not administered. Although ILEARN was administered in 2021 and 2022, the legislature passed laws to assign all schools "null" grades, or no grades, for 2020-21 and 2021-22 based on the disruptions from the pandemic.

There are **no ratings** for this indicator for 2020-21 or 2021-22, and therefore there is **no rating** for renewal.

1.3. Is the school preparing students to graduate from high school within the time frame established upon enrollment, as measured by the average number of credits earned per term?	
Does not meet standard	Students earn an average of less than 3 credits per term or semester.
Approaching standard	Students earn an average of 3 credits per term or semester.
Meets standard	Students earn an average of 4 credits per term or semester.
Exceeds standard	Students earn an average of 5 credits or more per term or semester.

Renewal Calculation		
2020-21	Students earn an average of 3 credits per term or semester.	AS
2021-22	Students earn an average of 3 credits per term or semester.	AS
Charter Renewal Rating		AS

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

In place of a graduation rate, OEI examines students' progress towards graduation by looking at the average number of course credits earned per term or semester. Students earned an average of 3.6 credits a semester.

Based on results over the course of the term, Excel Center West receives a renewal rating of **Approaching Standard**

1.4. Is the school providing an equitable education to all students in their school building?	
<i>Schools are evaluated for subgroup proficiency in both Math and ELA.</i>	
Does not meet standard	School has more than 15 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.
Approaching standard	School has no more than 15 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.
Meets standard	School has no more than 10 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.
Exceeds standard	School has no more than 5 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.

Renewal Calculation		
2020-21	This indicator could not be rated due to testing-related disruptions.	Not Rated
2021-22	School has more than 15 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.	Not Rated
Charter Renewal Rating		Not Rated

Each year, the Indiana Department of Education reports student results disaggregated by race, ethnicity, disability, language, and socioeconomic status. For this indicator, OEI compares student subgroup performance within the same building to gauge equity of instructional methods and programs. Reporting for the Special Education/General Education and ELL/Non-ELL subgroups was included for the first time for 2020-21 results. Additionally, a student group must have at least 20 students for IDOE to release data.

There are **no ratings** for this indicator for 2020-21 or 2021-22, and therefore there is **no rating** for this renewal cycle.

1.5. Is the school providing an equitable education to students compared to the state?	
<i>Schools are evaluated separately for subgroup proficiency and subgroup growth in both Math and ELA.</i>	
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 74 or higher (top quartile).

Renewal Calculation		
2020-21	This indicator could not be rated due to testing related disruptions.	Not Rated
2021-22	This indicator could not be rated due to testing related disruptions.	Not Rated
Charter Renewal Rating		Not Rated

Each year, the Indiana Department of Education reports student results disaggregated by race, ethnicity, disability, language, and socioeconomic status. For this indicator, OEI compares student subgroup performance at the school to the performance of those subgroups at the state level. The analysis translates state-reported proficiency and growth data to percentiles, which offers context for how any given subgroup is performing compared to a broader group of peers. To report a proficiency level, a subgroup must have at least 20 students.

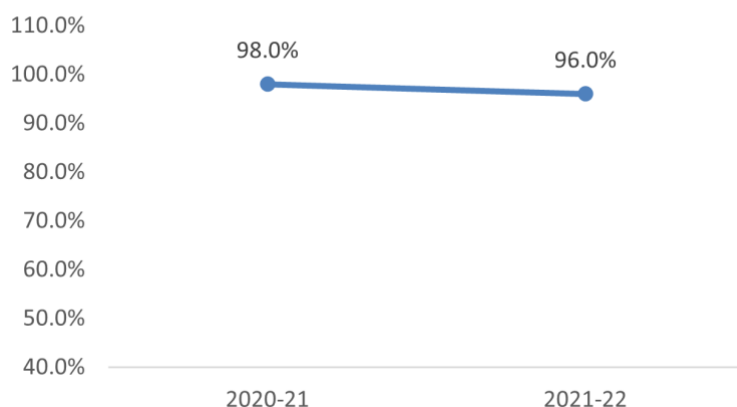
Because state exams were not given in 2020 due to COVID-related disruptions, growth cannot be calculated for 2021 and it was also not calculated in 2022. Additionally, data reported in 2021 and 2022 included all students tested, rather than only students who attended for at least 162 days. Due to these disruptions, the renewal report only reflects statewide ranking data for the 2018-19 school year, which may be viewed in [full detail here](#).

There are **no ratings** for this indicator for 2020-21 or 2021-22, and therefore there is **no rating** for this renewal cycle.

1.7. Is the school preparing students for college and careers or transition success?	
Does not meet standard	Fewer than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.
Approaching standard	30.0 – 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.
Meets standard	40.0 – 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.
Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.

Renewal Calculation		
2020-21	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list	ES
2021-22	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list	ES
Charter Renewal Rating		ES

College- and Career- Readiness



The Indiana State Board of Education has established criteria for determining whether a high school graduate has not only met graduation requirements but is also college- or career-ready. To be deemed college- or career-ready, a student must pass an Advanced Placement or International Baccalaureate exam, earn dual credit from an approved list of post-secondary courses, or receive an approved industry certification. Because college- or career-ready rates are tied to graduation requirements, the rates are measured a year in arrears for accountability purposes.

An average of 97% of Excel Center West students have graduated college- and career-ready in the years data was reported.

Due to the school's historical college- and career- readiness ratings, the school **Exceeds Standard** for renewal.

1.8. Is the school meeting its school-specific educational goals?	
Does not meet standard	School does not meet standard on either school-specific educational goal.
Approaching standard	School is 1) approaching standard on one school-specific educational goal, and does not meet standard on the second goal, 2) approaching standard on both school-specific educational goals, 3) meets standard on one school-specific education goal, while approaching standard on the second goal, 4) exceeds standard on one school-specific education goal, while does not meet standard on the second goal OR 5) does not meet standard on one school specific education goal and meets standard on the second goal
Meets standard	School is 1) meets standard on both school-specific educational goals, OR 2) meets standard on one school-specific educational goal while exceeds standard on the second goal.
Exceeds standard	School is exceeding standard on both school-specific education goals.

Renewal Calculation				
	Goal	Result	Rating	Overall Rating
2020-21	Excel Center students will achieve a 65% pass rate on certification exams.	79%	ES	ES
	100% of graduates will have passed the ECA/GQE or will have an industry recognized certification.	100%	ES	
2021-22	Excel Center students will achieve a 65% pass rate on certification exams	83%	ES	ES
	100% of graduates will have passed the ECA/GQE or will have an industry recognized certification.	100%	ES	
Charter Renewal Rating				ES

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

The Excel Center West receives a renewal rating of **Exceeds Standard** based on the above results from this charter term.

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

The financial performance framework, outlined in Core Question 2, is based on a school and/or network's annual audited financial statements, and gauges both near-term financial health and longer-term financial sustainability while accounting for key financial reporting requirements. OEI assess each school in a network on short-term health (2.1A) as well as the network as a whole.

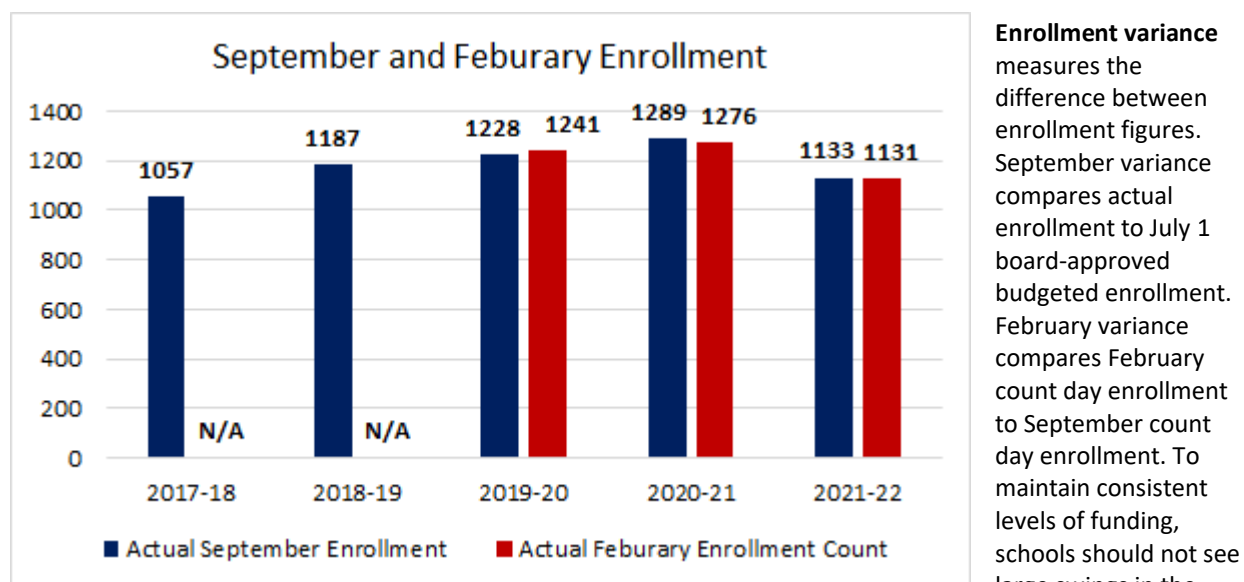
The Excel Center for Adult Learners

2.1A. Does the school demonstrate the ability to pay its obligations in the next 12 months?		
Does not meet standard	The school does not meet standard for 2 or more of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Approaching standard	The school approaches standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default OR The school meets standard for 3 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 3 of the following sub-indicators and approaches standard for the remaining sub-indicator: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Exceeds Standard	The school meets standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Sub-indicator	Sub-indicator targets	
Enrollment Ratio	DNMS	Enrollment ratio is less than 90%
	AS	Enrollment ratio is between 90 – 94%
	MS	Enrollment ratio equals or exceeds 95%
Current Ratio	DNMS	Current ratio is less than 1.0
	AS	Current ratio is between 1.0 – 1.09
	MS	Current ratio equals or exceeds 1.1
Days Cash on Hand	DNMS	Days cash on hand is less than 30
	AS	Days cash on hand is between 30-44
	MS	Days cash on hand equals or exceeds 45
Debt Default	DNMS	Default or delinquent payments identified
	MS	Not in default or delinquent

Renewal Calculation			
	Sub-indicator	Rating	Overall Rating
2017-18	Enrollment ratio equals or exceeds 95%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
2018-19	Enrollment ratio equals or exceeds 95%	MS	MS
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand is between 30-44	AS	

	Not in default or delinquent	MS	
2019-20	Enrollment ratio equals or exceeds 95%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
Mid-Charter Rating			ES
2020-21	Enrollment ratio equals or exceeds 95%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
2021-22	Enrollment ratio equals or exceeds 95%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
Charter Renewal Rating			ES

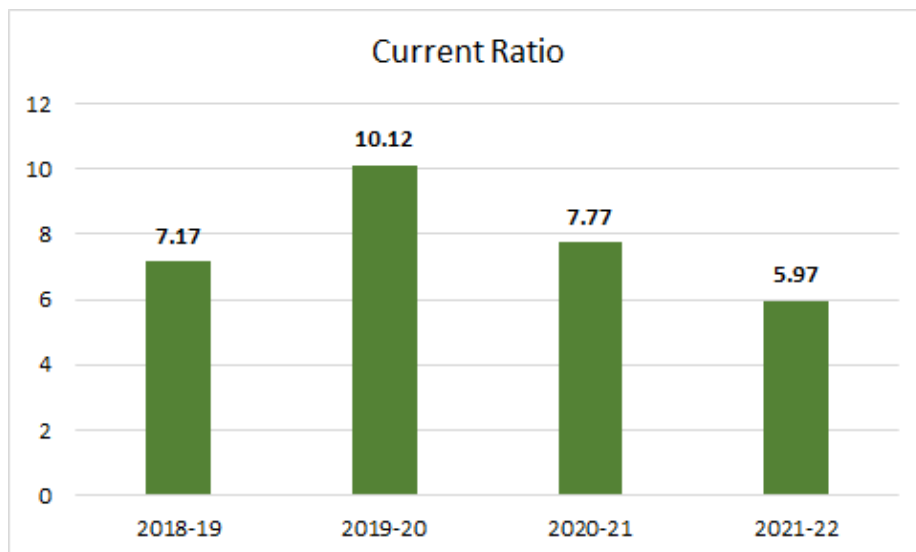
The sub-indicators for Core Question 2.1 are designed to measure a school's short-term health based largely on enrollment, which drives revenue, liquidity, and the ability to meet debt obligations. To receive a favorable renewal rating, OEI looks for these metrics to consistently meet standard over the course of the charter term. For these calculations, OEI analyzes the enrollment data and audited financial statements for Excel Center for Adult Learners.



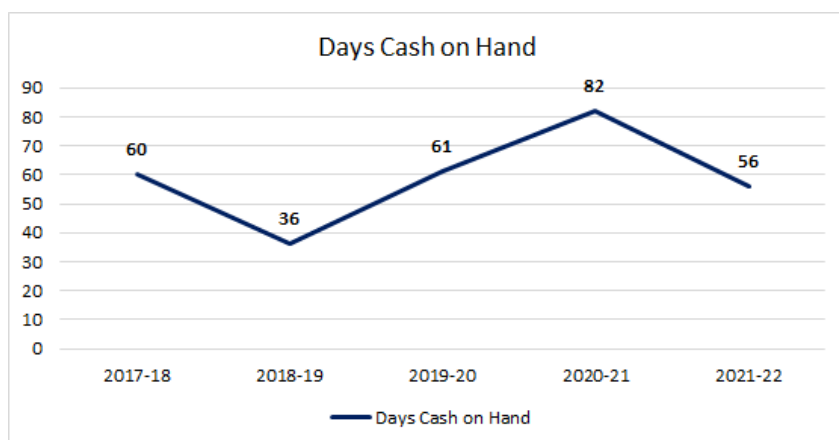
number of students they serve from one semester to the next or from one year to the next.

Please note that in recent years, the Indiana Department of Education has shifted between measuring one or two count days to determine student funding. As of 2023, the state holds two count days, one in September and one in February. School ratings will reflect the correct number of count days over their charter term.

The Marion County location of Excel Centers for Adult Learners has met standard in this area over the course of its charter term with an average enrollment variance equaling to or exceeding 95%. The graph above shows enrollment trends at the school.



The **Current Ratio** measures the extent to which the school has more short-term assets than short-term liabilities. Best practice would have school's assets make up at least 110% of liabilities, so any ratio reflecting a ratio of 1.1 or higher meets standard. The Excel Center for Adult Learners Marion County has consistently met standard in this area over the course of its charter term. The graph below shows recent trends.



Days cash on hand assesses the school's ability to cover its expenses with the cash at its disposal in the event of a decline or cessation in revenue. If a school has enough cash to cover 45 days of expenses, OEI considers them to meet standard. The Marion County location of Excel Centers for Adult Learners has improved in this area over the course of its charter term and has met standard since the 2019-20 fiscal year. The graph below shows recent trends.

A school is considered in default or delinquent if it cannot meet its debt obligations or covenants per notes to financial statements in the accrual-based audit. Excel Center for Adult Learners Marion County has met standard on the **debt default** indicator throughout its charter term. For more information about the network's compliance with debt covenants, please refer to Core Question 2.2.

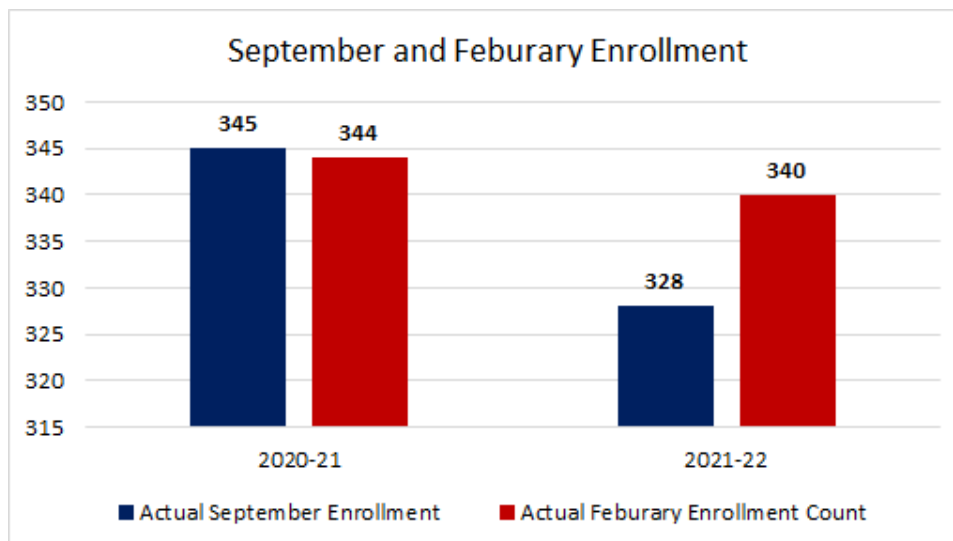
Based on results over the course of the charter term, The Excel Center for Adult Learners receives a renewal rating of **Exceeds Standard**.

The Excel Center West

2.1A. Does the school demonstrate the ability to pay its obligations in the next 12 months?		
Does not meet standard	The school does not meet standard for 2 or more of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Approaching standard	The school approaches standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default OR The school meets standard for 3 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 3 of the following sub-indicators and approaches standard for the remaining sub-indicator: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Exceeds Standard	The school meets standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Sub-indicator	Sub-indicator targets	
Enrollment Ratio	DNMS	Enrollment ratio is less than 90%
	AS	Enrollment ratio is between 90 – 94%
	MS	Enrollment ratio equals or exceeds 95%
Current Ratio	DNMS	Current ratio is less than 1.0
	AS	Current ratio is between 1.0 – 1.09
	MS	Current ratio equals or exceeds 1.1
Days Cash on Hand	DNMS	Days cash on hand is less than 30
	AS	Days cash on hand is between 30-44
	MS	Days cash on hand equals or exceeds 45
Debt Default	DNMS	Default or delinquent payments identified
	MS	Not in default or delinquent

Renewal Calculation			
	Sub-indicator	Rating	Overall Rating
2020-21	Enrollment ratio equals or exceeds 95%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
2021-22	Enrollment ratio equals or exceeds 95%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
Charter Renewal Rating			ES

The sub-indicators for Core Question 2.1 are designed to measure a school's short-term health based largely on enrollment, which drives revenue, liquidity, and the ability to meet debt obligations. To receive a favorable renewal rating, OEI looks for these metrics to consistently meet standard over the course of the charter term. For these calculations, OEI analyzes the enrollment data and audited financial statements for The Excel Centers.

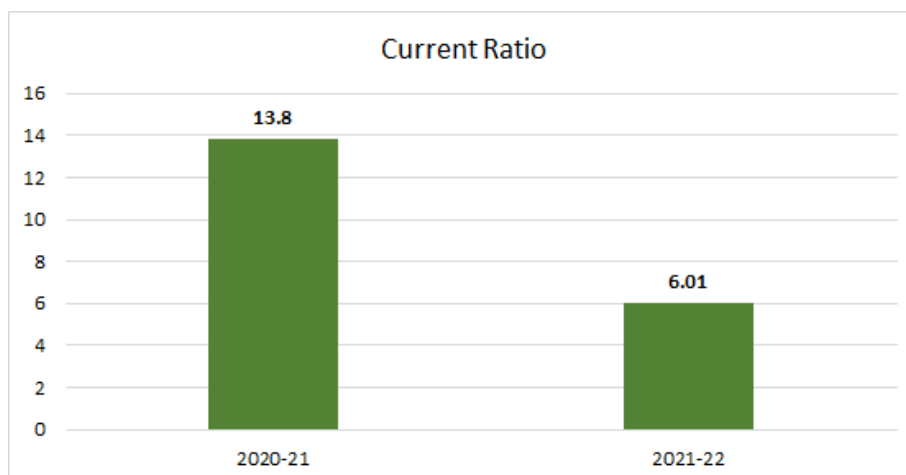


Enrollment variance measures the difference between enrollment figures. September variance compares actual enrollment to July 1 board-approved budgeted enrollment. February variance compares February count day enrollment to September count day enrollment. To maintain consistent levels of funding, schools should not see large swings in the number of students

they serve from one semester to the next or from one year to the next.

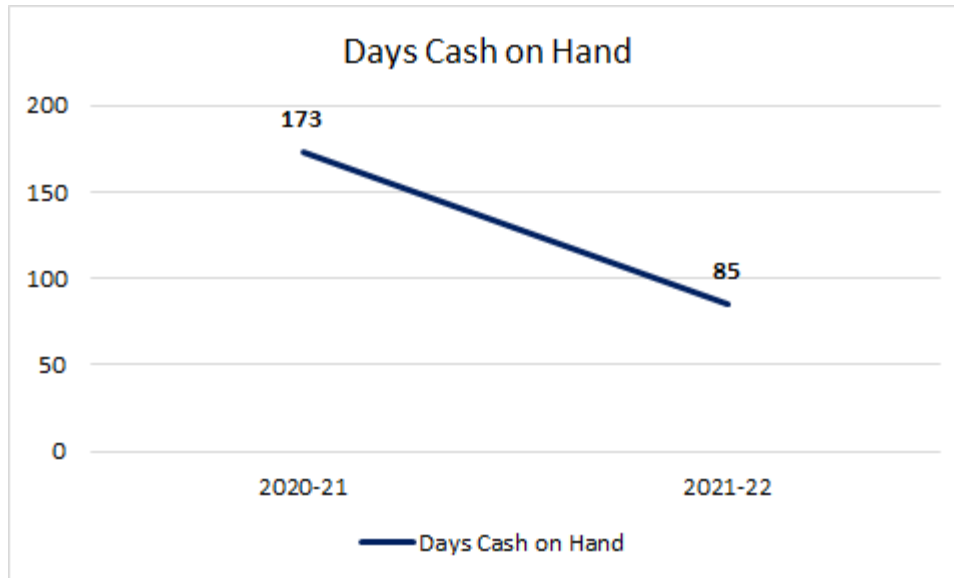
Please note that in recent years, the Indiana Department of Education has shifted between measuring one or two count days to determine student funding. As of 2023, the state holds two count days, one in September and one in February. School ratings will reflect the correct number of count days over their charter term.

EXW has consistently met standard in this area of its charter term with an average enrollment variance equaling to or exceeding 95%. The graph below shows enrollment trends at the school.



The **Current Ratio** measures the extent to which the school has more short-term assets than short-term liabilities. Best practice would have school's assets make up at least 110% of liabilities, so any ratio reflecting a ratio of 1.1 or higher meets standard. EXW has consistently met standard in this area over the course of its charter term. The graph below shows recent trends.

Days cash on hand assesses the school's ability to cover its expenses with the cash at its disposal in the event of a decline or cessation in revenue. If a school has enough cash to cover 45 days of expenses, OEI considers them to meet standard. EXW has met standard in this area over the course of its charter term. The graph below shows recent trends.



A school is considered in default or delinquent if it cannot meet its debt obligations or covenants per notes to financial statements in the accrual-based audit. The West location of Excel Centers for Adult Learners has met standard on the **debt default** indicator throughout most of its charter term. For more information about the network's compliance with debt covenants, please refer to Core Question 2.2.

Based on results over the course of the charter term, EXW receives a renewal rating of **Exceeds Standard**.

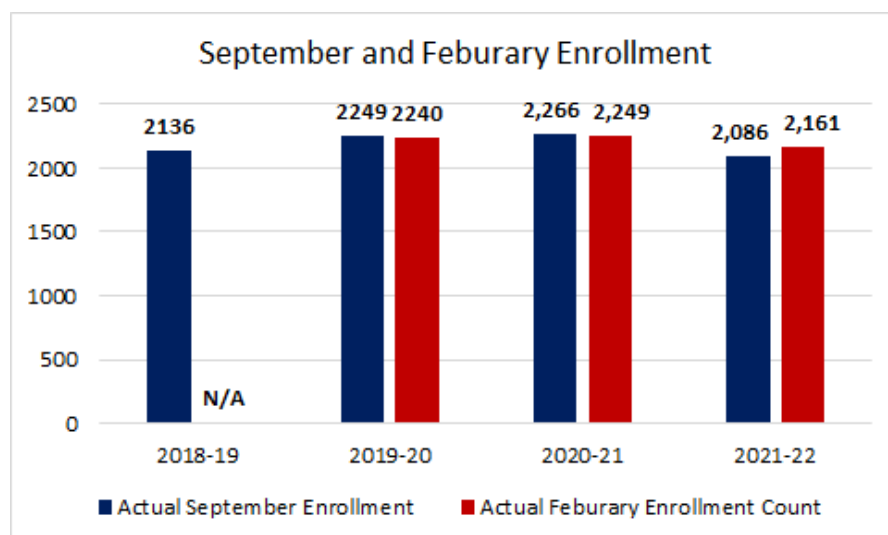
The Excel Centers

2.1B. Does the organization demonstrate the ability to pay its obligations in the next 12 months?		
Does not meet standard	The school does not meet standard for 2 or more of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Approaching standard	The school approaches standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default OR The school meets standard for 3 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 3 of the following sub-indicators and approaches standard for the remaining sub-indicator: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Exceeds Standard	The school meets standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Sub-indicator	Sub-indicator targets	
Enrollment Ratio	DNMS	Enrollment ratio is less than 90%
	AS	Enrollment ratio is between 90 – 94%
	MS	Enrollment ratio equals or exceeds 95%
Current Ratio	DNMS	Current ratio is less than 1.0
	AS	Current ratio is between 1.0 – 1.09
	MS	Current ratio equals or exceeds 1.1
Days Cash on Hand	DNMS	Days cash on hand is less than 30
	AS	Days cash on hand is between 30-44
	MS	Days cash on hand equals or exceeds 45
Debt Default	DNMS	Default or delinquent payments identified
	MS	Not in default or delinquent

Renewal Calculation			
	Sub-indicator	Rating	Overall Rating
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A	N/A
	This indicator was not part of OEI's performance framework at this time.	N/A	
	This indicator was not part of OEI's performance framework at this time.	N/A	
	This indicator was not part of OEI's performance framework at this time.	N/A	
2018-19	Enrollment ratio equals or exceeds 95%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	This sub-indicator was not part of OEI's performance framework at this time.	N/A	
2019-20	Enrollment ratio is between 90 – 95%	AS	ES
	Current ratio equals or exceeds 1.1	MS	

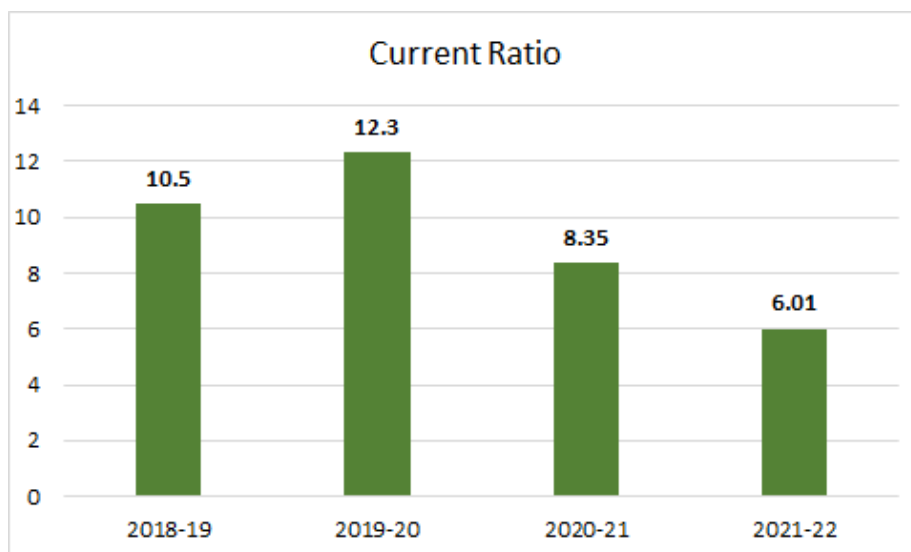
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
Mid-Charter Rating			ES
2020-21	Enrollment ratio equals or exceeds 99%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
2021-22	Enrollment ratio equals or exceeds 99%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
Charter Renewal Rating			ES

The sub-indicators for Core Question 2.1 are designed to measure a school's short-term health based largely on enrollment, which drives revenue, liquidity, and the ability to meet debt obligations. To receive a favorable renewal rating, OEI looks for these metrics to consistently meet standard over the course of the charter term. For these calculations, OEI analyzes the enrollment data and audited financial statements for Avondale Meadows Middle School.

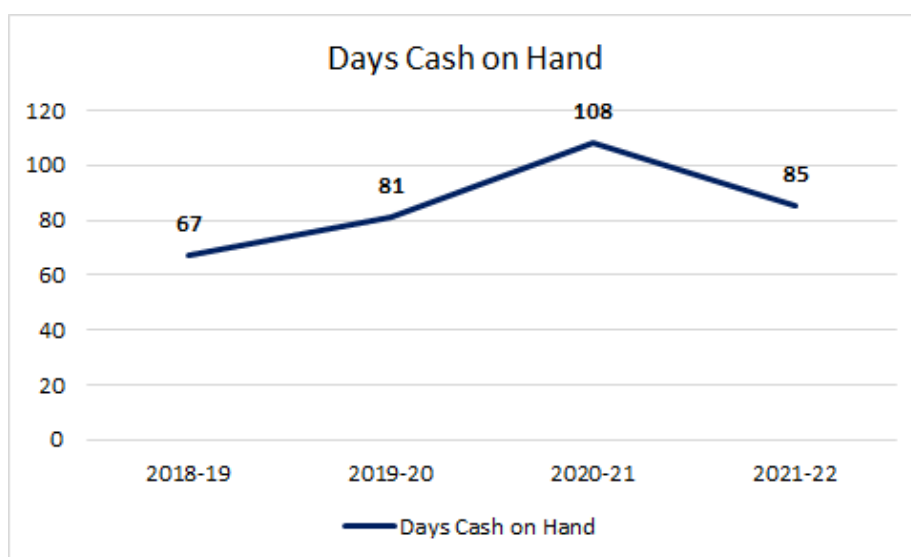


Enrollment variance measures the difference between enrollment figures. September variance compares actual enrollment to July 1 board-approved budgeted enrollment. February variance compares February count day enrollment to September count day enrollment. To maintain consistent levels of funding, schools should not see large swings in the number of students they serve from one semester to the next or from one year to the next.

Please note that in recent years, the Indiana Department of Education has shifted between measuring one or two count days to determine student funding. As of 2023, the state holds two count days, one in September and one in February. School ratings will reflect the correct number of count days over their charter term. The Goodwill Education Initiative network has consistently met standard in this area of its charter term three out of the last four years with an average enrollment variance equaling to or exceeding 95%. The graph below shows enrollment trends at the school.



The **Current Ratio** measures the extent to which the school has more short-term assets than short-term liabilities. Best practice would have school's assets make up at least 110% of liabilities, so any ratio reflecting a ratio of 1.1 or higher meets standard. The GEI network has meet standard for this indicator throughout the duration of its current charter term. The graph below shows recent trends.



Days cash on hand assesses the school's ability to cover its expenses with the cash at its disposal in the event of a decline or cessation in revenue. If a school has enough cash to cover 45 days of expenses, OEI considers them to meet standard. The Goodwill Education Initiative Network has meet standard for this indicator throughout the duration of its current charter term. The graph below shows recent trends.

A school is considered in default or delinquent if it cannot meet its debt obligations or covenants per notes to financial statements in the accrual-based audit. Excel Center Marion County has met standard on the **debt default** indicator throughout its charter term. For more information about the network's compliance with debt covenants, please refer to Core Question 2.2.

Based on results over the course of the charter term, Excel Center Marion County receives a renewal rating of **Exceeds Standard**.

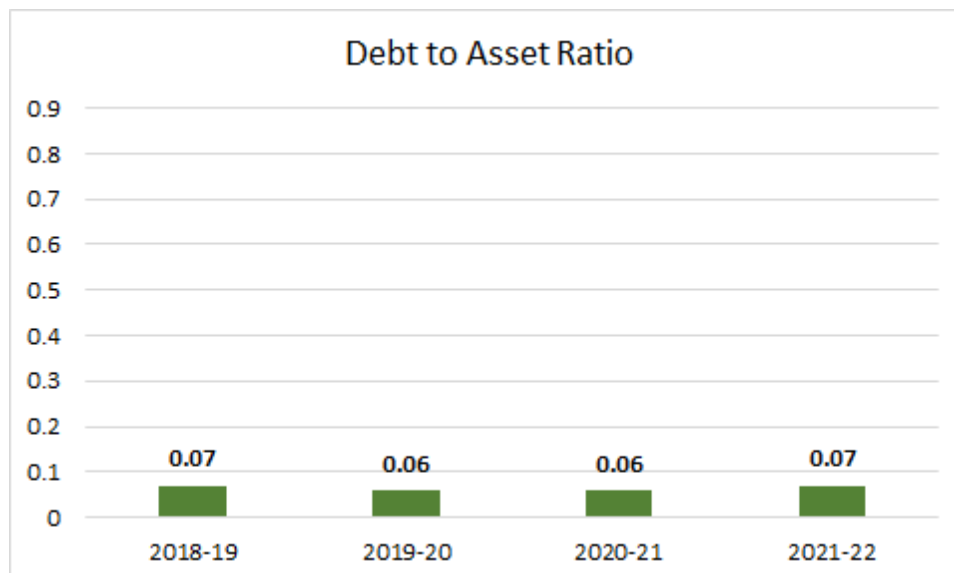
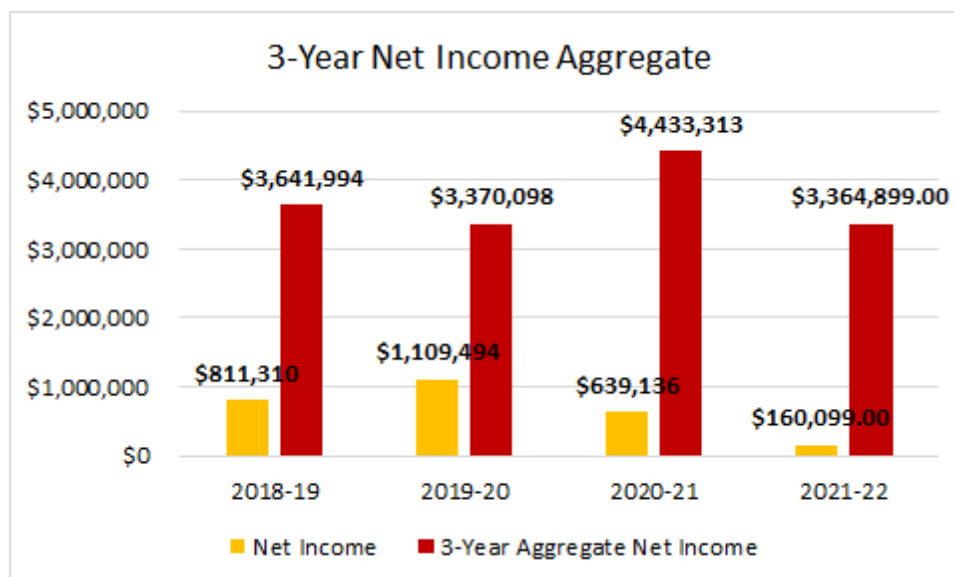
2.2. Does the organization demonstrate long-term financial health?	
Does not meet standard	The network does not meet standard on any of the 3 sub-indicators OR meets standard on 1 sub-indicator but does not meet standard on the remaining 2.
Approaching standard	The network meets standard on 2 of the sub-indicators while not meeting on the third, OR approaches standard on all 3 sub-indicators.
Meets standard	The network meets standard on 2 of the sub-indicators and approaches standard on the third.
Exceeds standard	The network meets standard for all 3 sub-indicators.
Sub-indicator	Sub-indicator targets

Aggregate Three-Year Net Income	DNMS	Aggregate three-year net income is negative.
	AS	Aggregate three-year net income is positive, but most recent year is negative.
	MS	Aggregate three-year net income is positive, and most recent year is positive.
Debt to Asset Ratio	DNMS	Debt to Asset ratio exceeds .95
	AS	Debt to Asset ratio is between .91 - .95
	MS	Debt to Asset ratio is less than or equal to .9
Debt Service Coverage (DSC) Ratio	DNMS	DSC ratio is less than 1.05
	AS	DSC ratio is between 1.05 - 1.1
	MS	DSC ratio equals or exceeds 1.2

Renewal Calculation			
	Sub-indicator	Rating	Overall Rating
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A	N/A
	This indicator was not part of OEI's performance framework at this time.	N/A	
	This indicator was not part of OEI's performance framework at this time.	N/A	
2018-19	Aggregate three-year net income is positive, and most recent year is positive.	MS	ES
	Debt to Asset ratio is less than or equal to .9	MS	
	DSC ratio equals or exceeds 1.2	MS	
2019-20	Aggregate three-year net income is positive, and most recent year is positive.	MS	ES
	Debt to Asset ratio is less than or equal to .9	MS	
	DSC ratio equals or exceeds 1.2	MS	
Mid-Charter Rating			ES
2020-21	Aggregate three-year net income is positive, and most recent year is positive.	MS	ES
	Debt to Asset ratio is less than or equal to .9	MS	
	DSC ratio equals or exceeds 1.2	MS	
2021-22	Aggregate three-year net income is positive, and most recent year is positive.	MS	ES
	Debt to Asset ratio is less than or equal to .9	MS	
	DSC ratio equals or exceeds 1.2	MS	
Charter Renewal Rating			ES

Core Question 2.2 evaluates each network's long term fiscal health with the understanding that a charter school or network, like any non-profit entity, can only operate for so long with year-over-year losses, extreme amounts of debt, or an inability to meet its debt obligations. To receive a favorable renewal rating, OEI looks for these metrics to consistently meet standard over the course of the charter term.

The first indicator OEI analyzes is the **aggregate net income** of the network. This indicator examines the extent to which the network's expenses are outpacing revenue, with a goal of having net income on a yearly and aggregate basis be positive. Goodwill Education Initiatives has consistently met standard in this area over the course of the charter term. Below is the net income for the organization during the preceding charter term:



The graph above summarizes GEI's **debt to asset ratio**. To meet standard on this indicator, a network should have a ratio below .90, indicating that total liabilities make up 90% or less of the organization's total assets. The network has consistently meet standard on this indicator for each year of the charter term.

The **Debt Service Coverage Ratio** indicates a network has generated enough operating income to cover its upcoming debt service. OEI looks for a ratio of 1.2 or higher to meet standard. GEI has not held any long-term maturities to date. As a result, it is not possible to calculate a DSC ratio for the network.

Based on results over the charter term, Goodwill Education Initiatives received a renewal rating of **Exceeds Standard**.

2.3. Does the organization demonstrate it has adequate financial management and systems?		
Does not meet standard	The organization does not meet standard on 1 of the sub-indicators.	
Approaching standard	The organization meets standards on 1 sub-indicator but approaches standard for the remaining sub-indicator OR approaches standard on both indicators.	
Meets standard	The organization meets standard on both sub-indicators.	
Sub-indicator	Sub-indicator targets	
Financial Audit	DNMS	The school receives an audit with multiple significant deficiencies, a material weakness, or has an ongoing concern.
	AS	The school receives a clean audit opinion with few significant deficiencies noted, but no material weaknesses.
	MS	The school receives a clean audit opinion.
Financial Reporting Requirements	DNMS	The school fails to satisfy financial reporting requirements.
	MS	The school satisfies all financial reporting requirements.

Renewal Calculation			
	Sub-indicator	Rating	Overall Rating
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A	N/A
	This indicator was not part of OEI's performance framework at this time.	N/A	
2018-19	The school receives a clean audit opinion with few significant deficiencies noted, but no material weaknesses.	AS	AS
	The school satisfies all financial reporting requirements.	MS	
2019-20	The school receives a clean audit opinion.	MS	MS
	The school satisfies all financial reporting requirements.	MS	
Mid-Charter Rating			MS
2020-21	The school receives a clean audit opinion.	MS	MS
	The school satisfies all financial reporting requirements.	MS	
2021-22	The school receives a clean audit opinion.	MS	MS
	The school satisfies all financial reporting requirements.	MS	
Charter Renewal Rating			MS

Each year, Mayor-Sponsored Charter Schools are required to complete a financial audit conducted by an independent private examiner. OEI assesses the timeliness of completion of this audit alongside guidelines set by the Indiana State Board of Accounts and the U.S. Department of Education. Core Question 2.3 assesses the extent to which the private examiner issues a clean audit without material weaknesses in the financial statements or deficiencies in the organization's financial internal controls.

Excel Center Marion County received an approaching standard during both the 2017-18 and 2018-19 fiscal year for the financial audit sub-indicator due to a few deficiencies noted in the audit for adjustments needing to be reconciled with the school's financial accounts. However, the school has since produced clean audits with no financial findings from the auditors. Excel Center Marion County has always met standard for timely submission of financial documents to OEI.

Because of this distribution of ratings, the school received a renewal rating of **Meets Standard**.

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

The governance and leadership performance framework, outlined in Core Question 3, gauges the quality of the academic and operational leadership of schools and consists of five indicators. Those indicators are designed to measure schools on how well their school administration and board of directors comply with the terms of their charters, applicable laws, and authorizer expectations.

The Governance and Leadership Performance Framework was revised ahead of the 2019-20 school year. For this reason, historical ratings for the prior version of the framework are included with limited information on sub-indicators and other areas in this report.

3.1. Does the board demonstrate strong governance oversight?	
Does Not Meet Standard	The board presents concerns in a majority of the meeting standard sub-indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The board presents concerns in a minimal number of the meeting standard sub-indicators and may or may not have a credible plan to address the issues.
Meets Standard	The board complies with and presents no concerns in the following areas: a) relentless focus on student academic outcomes; b) evidence of committees with clear goals; c) school-specific non-academic goal results; d) evidence of evaluation systems in place.
Exceeds Standard	The board consistently and effectively complies with and presents no concerns in the following areas: a) relentless focus on student academic outcomes; b) evidence of committees with clear goals; c) school-specific non-academic goal results; d) evidence of evaluation systems in place.

Renewal Calculation		
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A
2018-19	This indicator was not part of OEI's performance framework at this time.	N/A
2019-20	The board complies with and presents no concerns in the sub-indicators.	MS
Mid-Charter Rating		MS
2020-21	The board complies with and presents no concerns in the sub-indicators.	MS
2021-22	The board complies with and presents no concerns in the sub-indicators.	MS
Charter Renewal Rating		MS

The Goodwill Education Initiatives (GEI) board of directors governs the network of Excel Centers and Indianapolis Metropolitan High School. The GEI board centers academic outcomes, financial viability, and school leader accountability at each meeting. At each meeting, the network leadership team and the school directors report out student outcomes at the network and school-level. When academics are discussed, there is a strong focus on disaggregated data and equity.

The GEI board maintains academic, finance, and community engagement committees. Although committees did not report out at every meeting, they met regularly outside of board meetings to advance their respective priority areas.

Each year, mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals are self-reported by the school. The Excel Centers' first goal focused on effective staff retention. The Excel Centers' second goal focused on the hourly wage of graduating students on the career track. The schools had mixed results over the term reaching those goals.

Annually, the vice president provides a thorough evaluation of the school directors, while the GEI board formally evaluates the vice president. Additionally, school directors are evaluated four times each year, during each quarter, using a rigorous rubric aligned to the school's mission and goals. The results of these evaluations are shared publicly and discussed during board meetings. The results of these evaluations also inform the goals and

priorities of the board for the following school year. The school had a rigorous school leader succession plan on file to ensure any leadership transitions had limited impact on effective school operation.

Overall, The Excel Centers receives a rating of **Meets Standard** for renewal.

3.2. Does the board utilize appropriate structures and tools to execute against its strategic vision?	
Does Not Meet Standard	The board presents concerns in a majority of the meeting standard sub-indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The board presents concerns in a minimal number of the meeting standard sub-indicators and may or may not have a credible plan to address the issues.
Meets Standard	The board presents no concerns in the following areas: a) evidence of diverse and essential skillsets where all members are contributing; b) evidence of progress monitoring systems in place.
Exceeds Standard	The board consistently and effectively complies with and presents no concerns in following areas: a) evidence of diverse and essential skillsets where all members are contributing; b) evidence of progress monitoring systems in place.

Renewal Calculation		
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A
2018-19	This indicator was not part of OEI's performance framework at this time.	N/A
2019-20	The board complies with and presents no concerns in the sub-indicators.	MS
Mid-Charter Rating		MS
2020-21	The board consistently and effectively complies with and presents no concerns in the sub-indicators.	ES
2021-22	The board consistently and effectively complies with and presents no concerns in the sub-indicators.	ES
Charter Renewal Rating		ES

The GEI board consists of diverse members with expertise in law, finance, education, philanthropy, real estate, governance, healthcare, and business. The board is active, meeting quorum at 100% of meetings. Directors are engaged in board discussions, asking strategic questions, including questions centered on equity.

The board utilized a robust dashboard to track progress against school and board goals. The board's annual goals had a strong focus on student outcomes in addition to financial and operational indicators that assess the overall health of the schools in the GEI network. Progress against said goals was discussed in-depth during quarterly board meetings.

Overall, the board receives a rating of **Exceeds Standard** for renewal.

3.3. Does the school satisfactorily comply with all its governance obligations?	
Does Not Meet Standard	The school presents concerns in a majority of the meeting standard sub-indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The school presents concerns in a minimal number of the meeting standard sub-indicators and may or may not have a credible plan to address the issues.
Meets Standard	The school complies with and presents no concerns in the following areas: a) submission of all required compliance documentation in a timely manner as set forth by the mayor's office; b) compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state SPED and charter laws; c) active and ongoing communication of organizational, leadership, academic, fiscal, or facility deficiencies to the mayor's office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter; d) holding of all meetings in accordance with Indiana Open Door Law.

Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the following areas: a) submission of all required compliance documentation in a timely manner as set forth by the mayor's office; b) compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state SPED and charter laws; c) active and ongoing communication of organizational, leadership, academic, fiscal, or facility deficiencies to the mayor's office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter; d) holding of all meetings in accordance with Indiana Open Door Law.
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Renewal Calculation		
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A
2018-19	This indicator was not part of OEI's performance framework at this time.	N/A
2019-20	The school consistently and effectively complies with and presents no concerns in the sub-indicators.	ES
Mid-Charter Rating		MS
2020-21	The school consistently and effectively complies with and presents no concerns in the sub-indicators.	ES
2021-22	The school consistently and effectively complies with and presents no concerns in the sub-indicators.	ES
Charter Renewal Rating		ES

GEI has maintained a high standard of communication, compliance, and adherence to its charter. Almost every year of its charter, GEI has submitted over 97% of compliance documentation on-time, which exceeds standard. The schools actively engaged all members on the leadership team to ensure all requirements were met and documents such as employee spreadsheets, board meeting minutes, financial audits, and quarterly reports were submitted on-time.

The Excel Centers maintained compliance with all material sections of their charter and submitted amendments when necessary. The Vice President, Senior Directors of GEI, and board chair were consistently and actively engaged in meetings with OEI, and the superintendent maintained frequent communication with OEI between scheduled meetings. The GEI board complied with all components of Indiana Open Door Law throughout each school year.

Overall, the Excel Centers Marion County receive an **Exceeds Standard** for renewal.

3.4. Is the school leader strong in their academic and organizational leadership?	
Does Not Meet Standard	The school leadership presents concerns in a majority of the meeting standard sub-indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The school leadership presents concerns in a minimal number of the meeting standard sub-indicators and may or may not have a credible plan to address the issues.
Meets Standard	The school leadership complies with and presents no concerns in the following areas: a) clear and consistent track record of success; b) fully present and engaged in communication with board members, presenting data-driven updates to the board; c) collaborates with the board to handle school-level complaints and concerns; d) leadership stability in key administrative positions with a clear plan for succession.
Exceeds Standard	The school leadership consistently and effectively complies with and presents no concerns in the following areas: a) clear and consistent track record of success; b) fully present and engaged in communication with board members, presenting data-driven updates to the board; c) collaborates with the board to handle school-level complaints and concerns; d) leadership stability in key administrative positions with a clear plan for succession.

Renewal Calculation		
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A
2018-19	This indicator was not part of OEI's performance framework at this time.	N/A

2019-20	The school leadership consistently and effectively complies with and presents no concerns in the sub-indicators.	ES
Mid-Charter Rating		MS
2020-21	The school leadership consistently and effectively complies with and presents no concerns in the sub-indicators.	ES
2021-22	The school leadership consistently and effectively complies with and presents no concerns in the sub-indicators.	ES
Charter Renewal Rating		ES

Due to the unique nature of the Excel Centers' model, the schools operate under a modified OEI Academic Performance Framework. Based on academic team analysis of formative data, it is evident the school leaders have strong academic outcomes as evidenced by both credit attainment and college and career readiness benchmarks.

During meetings that occurred in the 2021-22 school year, network and school leadership delivered accurate, data-driven reports to the board and worked collaboratively to develop solutions to academic and operational issues throughout the year. School leadership reports exhibited a collaborative nature between GEI, the board of directors, and school leaders.

The Excel Centers have maintained stable network leadership over the term. School leadership changed at several campuses, but transitions were smooth and network leaders ensured the schools continued to operate effectively.

Overall, the Excel Centers receive an **Exceeds Standard** for renewal.

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

The Academic Performance Framework, outlined in Core Question 4, gauges the school's conditions for success. Schools in their first charter term receive site visits in years two, four, and six, and schools past their first charter term receive site visits in years three and six.

Below are the Core Question 4 reports for the school, which include detailed information on strengths, weaknesses, and steps for improvement.

The Excel Center for Adult Learners

2019-20: <https://citybase-cms-prod.s3.amazonaws.com/f22c6b61bec34ed79f0b575baf144065.pdf>

2022-23:

Avondale Meadows: <https://media.graphassets.com/Qs6e3aaTT7y0UXDIBIZk>

Shadeland: <https://media.graphassets.com/zk7ZUFkRheNA7TK65Llt>

Decatur: <https://media.graphassets.com/fl2zorl3T4eCSRmLs1Rm>

Michigan Street: <https://media.graphassets.com/f4ZDNCz2SGkendXN8N3i>

The Excel Center West

2022-23: <https://media.graphassets.com/V7vApPJmTU2Mx9AvvBlv>

Indicator-specific results and renewal ratings may be found in the Summary of Historical Ratings Chart at the end of this report.

Summary of Historical Annual Performance Review Ratings

Full accountability reports from prior years may be found on OEI's [website](#).

The Excel Center for Adult Learners							
Core Question 1: Is the educational program a success?	2017-18	2018-19	2019-20	MCR	2020-21	2021-22	CRR
1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's alternate accountability rules?	MS	ES	ES	ES	Not Rated	Not Rated	Not Rated
1.2. Is the school preparing students to graduate from high school within the time frame established upon enrollment, as measured by the average number of credits earned per term?	MS	MS	N/A	MS	AS	AS	MS
1.3. Is the school providing an equitable education to all students in their school building?	DNMS	N/A	N/A	DNMS	Not Rated	Not Rated	Not Rated
1.4. Is the school providing an equitable education to all students compared to the state?	N/A	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
1.5. Is the school preparing students for college and careers or transition success?	ES	ES	ES	ES	ES	ES	ES
1.6. Is the school meeting its school-specific educational goals?	ES	ES	AS	MS	ES	ES	ES
Core Question 2: Is the school in sound fiscal health?	2017-18	2018-19	2019-20	MCR	2020-21	2021-22	CRR
2.1. A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	ES	MS	ES	ES	ES	ES	ES
2.1. B. Does the network demonstrate the ability to pay its obligations in the next 12 months?	N/A	ES	ES	ES	ES	ES	ES
2.2. Does the organization demonstrate long-term financial health?	ES	ES	ES	ES	ES	ES	ES
2.3. Does the organization demonstrate it has adequate financial management and systems?	AS	AS	MS	MS	MS	MS	MS
Core Question 3: Is the organization effective & well-run?	2017-18	2018-19	2019-20	MCR	2020-21	2021-22	CRR
3.1. Does the board demonstrate strong governance oversight?	MS	MS	MS	MS	MS	MS	MS
3.2. Does the board utilize appropriate structures and tools to execute its strategic vision?	ES	MS	MS	MS	ES	ES	ES
3.3. Does the school satisfactorily comply with all its governance obligations?	MS	MS	ES	MS	ES	ES	ES
3.4. Is the school leader strong in their academic and organizational leadership?	MS	MS	ES	MS	ES	ES	ES

Core Question 4: Is the school providing the appropriate conditions for success?	2019-20	MCR	2022-23	CRR
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	MS	MS	AS	MS
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	MS	MS	MS	MS
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	MS	MS	ES	ES
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MS	MS	MS	MS
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	MS	MS	ES	ES
4.6. Is the school's mission clearly understood by all stakeholders?	MS	MS	ES	ES
4.7. Is the school climate and responsive to the needs of students, staff, and families?	MS	MS	ES	ES
4.8. Is ongoing communication with students and parents clear and helpful?	N/A	N/A	ES	ES
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	MS	MS	ES	ES
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	MS	MS	DNMS	AS

The Excel Center West			
Core Question 1: Is the educational program a success?	2020-21	2021-22	CRR
1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's alternate accountability rules?	Not Rated	Not Rated	Not Rated
1.3. Is the school preparing students to graduate from high school within the time frame established upon enrollment, as measured by the average number of credits earned per term?	AS	AS	AS
1.4. Is the school providing an equitable education to all students in their school building?	Not Rated	Not Rated	Not Rated
1.5. Is the school providing an equitable education to all students compared to the state?	Not Rated	Not Rated	Not Rated

1.7 Is the school preparing students for college and careers or transition success?	ES	ES	ES
1.8. Is the school meeting its school-specific educational goals?	ES	ES	ES
Core Question 2: Is the school in sound fiscal health?	2020-21	2021-22	CRR
2.1. A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	ES	ES	ES
2.2. B. Does the network demonstrate the ability to pay its obligations in the next 12 months?	ES	ES	ES
2.2. Does the organization demonstrate long-term financial health?	ES	ES	ES
2.3. Does the organization demonstrate it has adequate financial management and systems?	MS	MS	MS
Core Question 3: Is the organization effective & well-run?	2020-21	2021-22	CRR
3.1. Does the board demonstrate strong governance oversight?	MS	MS	MS
3.2. Does the board utilize appropriate structures and tools to execute its strategic vision?	ES	ES	ES
3.3. Does the school satisfactorily comply with all its governance obligations?	ES	ES	ES
3.4. Is the school leader strong in their academic and organizational leadership?	ES	ES	ES
Core Question 4: Is the school providing the appropriate conditions for success?	2022-23	CRR	
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	MS	MS	
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	AS	AS	
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	ES	ES	
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	AS	AS	
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	MS	MS	
4.6. Is the school's mission clearly understood by all stakeholders?	ES	ES	
4.7. Is the school climate and responsive to the needs of students, staff, and families?	ES	ES	

The Excel Centers

4.8. Is ongoing communication with students and parents clear and helpful?	ES	ES
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	ES	ES
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	AS	AS