

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

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of four indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

Note: The Governance & 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 not included in this report. Core Question 3 reports from previous years may be found on OEI's [website](#).

Summary of Ratings							
Indicator	Year 8 2018-19	Year 9 2019-20	Year 10 2020-21	Year 11 2021-22	Year 12 2022-23	Year 13 2023-24	Year 14 2024-25
3.1. Does the board practice strong governance oversight?	N/A	MS	MS	MS			
3.2. Is the school's board active, knowledgeable, diverse, and does it act toward a strategic vision?	N/A	AS	AS	AS			
3.3. Does the school satisfactorily comply with all its organizational structure and governance obligations?	N/A	ES	MS	ES			
3.4. Is the school leader strong in their execution of the strategic plan of the school?	N/A	ES	ES	ES			

3.1. Does the board practice strong governance oversight?	
Does not meet standard	The board presents concerns in a majority of the 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 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 sub-indicators below.
Exceeds Standard	The board consistently and effectively complies with and presents no concerns in the sub-indicators below.
Sub-indicators	Rating
The board exercises relentless focus on student academic outcomes.	MS
The board has active committees with clear goals aligned to student/school-level success in which committees share progress to goals with recommendations to full board when necessary.	MS
The school achieves its school-specific non-academic goals.	MS
The board has evaluation systems in place to monitor school leadership performance and its own performance.	ES
Basis for Rating/Additional Details	
<p>A review of meeting minutes and notes reveals that the Damar Charter Academy (DCA) board exercises effective oversight of the academic and operational progress of the school. At each board meeting, school leadership reports out to the board, providing updates on academics, operations, school safety, staffing, and development. Since implementing a robust dashboard to track key performance indicators, the board has consistently reviewed and engaged in discussion around academic progress.</p> <p>During the 2021-22 school year, the DCA board reactivated its committees focusing on academics, finance, governance, and community engagement after being inactive during the 2020-21 school year. Each committee set its goals in the fall and began reporting out during meetings on progress against those goals part way through the year.</p> <p>Each year, mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals are self-reported by the individual school. DCA set its first non-academic goal around teacher retention. The school reported that it retained 88% of its teachers and support professionals, resulting in an Exceeds Standard for its first goal. DCA's second goal focused on effective marketing strategies and community engagement. The school measured the success of those initiatives based on projected enrollment for the fall and spring semesters. DCA reported a 100% enrollment projection, resulting in a Meets Standard for its second goal.</p> <p>During the 2021-22 school year, DCA conducted evaluations of the school leader and Damar Services Inc., its parent organization, as well as a self-evaluation of the board. All evaluations were rigorous and aligned to the mission and goals of the school. Expectations, goals, and priorities were clearly delineated in the evaluation tool, allowing for formative reflection and discussion to monitor effectiveness. In particular, the board demonstrated a high level of awareness in its self-evaluation, identifying strengths and weaknesses to be improved upon in 2022-23. The school had a rigorous school leader succession plan on file to ensure any leadership transitions had limited impact on effective school operation.</p>	

Overall, the DCA board receives a rating of **Meets Standard** for this indicator.

3.2. Is the school's board active, knowledgeable, diverse, and does it act toward a strategic vision?

Does not meet standard	The board presents concerns in a majority of the 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 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 sub-indicators below.
Exceeds standard	The board consistently and effectively complies with and presents no concerns in the sub-indicators below.

Sub-indicators	Rating
Evidence of diverse board members which closely reflect the student population, and essential skillsets where all members are contributing	AS
The board exercises oversight of the overall health of the school, using clear and accurate data and a consistent set of metrics via a formal tracking system.	MS

Basis for Rating/Additional Details

The DCA board is active and experienced with expertise in law, human resources, K-12 education, marketing, community engagement, and parent representation. Despite some board member transitions this past year, the DCA board continues to prioritize recruitment of diverse board members with the skillsets needed to contribute to the success of the school, particularly in finance. The board met quorum at 100% of board meetings with at least one member of each committee present.

During the 2021-22 school year, the DCA board implemented a robust dashboard to track key performance indicators to monitor the overall health of the school after having relied primarily on verbal updates in previous years. The board reviews the dashboard at every meeting and uses it to drive discussion and identify interventions.

Overall, the DCA board receives a rating of **Approaching Standard** for this indicator.

3.3. Does the school satisfactorily comply with all its organizational structure and governance obligations?

Does not meet standard	The school presents concerns in a majority of the 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 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 sub-indicators below.
Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.

Sub-indicators	Rating
Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation.	ES
Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws.	MS
The board maintained active and ongoing communication with OEI during each material incident from July 1 through June 30.	MS

The board maintains compliance with all components of Indiana Open Door Law for the school year.	MS
Basis for Rating/Additional Details	
<p>During the 2021-22 school year, DCA submitted 96% of compliance documentation to the mayor’s office (OEI) on time and met its governance obligations. The school 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.</p> <p>Aside from compliance documentation, DCA maintained compliance with all material sections of its charter and submitted amendments when necessary. The superintendent and leadership team were consistently and actively engaged in meetings with OEI, and the superintendent maintained frequent communication with OEI between scheduled meetings. DCA complied with all components of Indiana Open Door Law during the school year.</p> <p>For these reasons, DCA receives a Exceeds Standard for this indicator.</p>	
3.4. Is the school leader strong in their execution of the strategic plan for the school?	
Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.
Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.
Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.
Sub-indicators	
School leader shows a clear track record of success	ES
The school leader is fully present and presents data-driven updates to the board.	ES
School leadership collaborates with the board to handle school-level complaints and concerns.	ES
The school leadership maintains stability over the course of the year with minimal regrettable turnover.	ES
Basis for Rating/Additional Details	
<p>Due to the unique nature of DCA, the school operates under a modified OEI Academic Performance Framework. Based on OEI’s academic team analysis, including data from formative and summative assessments, there is clear evidence the school leader has strong academic outcomes at the current school.</p> <p>The school leader and superintendent were present at all board meetings and provided thorough reports at each meeting involving academic and non-academic information, including updates on operations, curriculum and programming, school safety, leadership and personnel, grants and fundraising, and accountability.</p> <p>During board meetings in 2021-22, school leadership was accurate and transparent in describing DCA’s strengths and areas for improvement. Reports from school leadership exhibited a collaborative nature between Damar Services Inc., the DCA board, and school leaders. DCA maintained stable school leadership throughout the 2021-22 school year with minimal regrettable turnover.</p> <p>Overall, DCA receives an Exceeds Standard for this indicator.</p>	