



**OFFICE of  
EDUCATION INNOVATION**

# **Charter Renewal Report**

**Irvington Community Schools**

**Fall 2022**

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## Introduction

This Charter Renewal Report is a summary of the evidence collected by the Mayor’s Office of Education Innovation (OEI) pertaining to the performance and sustainability of Irvington Community Schools during its most recent seven years of operation. The Renewal Report is structured based on the Mayor’s Performance Framework, which is used to determine a school’s success relative to a common set of indicators.

For each indicator in the Performance Framework, this Renewal Report summarizes the findings of the first five years of accountability reports as well as the school’s Mid-Charter Review in 2020. 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](#).

Irvington Community Schools submitted a formal response on [enter date] with additional evidence regarding the school’s performance on indicators that received a renewal rating of either Approaching Standard or Does Not Meet Standard.

Finally, the school 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.

Irvington Community Schools submitted formal responses to the following indicators:

- |                           |  |
|---------------------------|--|
| <b>Core Question 1.1:</b> | Is the school’s academic performance meeting state expectation, as measured by Indiana’s accountability system?                    |
| <b>Core Question 1.2:</b> | Are students making sufficient and adequate gains as measured by the Indiana Growth Model?   |
| <b>Core Question 1.3:</b> | <b>E/MS:</b> Does the school demonstrate that students are improving the longer they are enrolled at the school?                   |
| <b>Core Question 1.3:</b> | <b>HS:</b> Is the school preparing students to graduate from high school on time, as measured by Indiana’s cohort graduation rate? |
| <b>Core Question 1.4:</b> | Is the school providing an equitable education to all students in their school building?   |
| <b>Core Question 1.6:</b> | Is the school’s attendance rate strong?  |
| <b>Core Question 1.8:</b> | Is the school meeting its school-specific educational goals?   |
| <b>Core Question 2.2:</b> | Does the organization demonstrate long-term financial health?  |
| <b>Core Question 4.3:</b> | For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?     |
| <b>Core Question 4.7:</b> | Is the school climate and responsive to the needs of students, staff, and families?  |
| <b>Core Question 4.9:</b> | Do the school’s special education files demonstrate that it is in legal compliance and is moving towards best practice?            |

<b>Summary of Ratings</b>		
<b>Core Question 1: Is the educational program a success?</b>	<b>Mid-Charter Rating</b>	<b>Renewal Rating</b>
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	AS	AS
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	AS	DNMS
1.3. <b>E/MS:</b> Does the school demonstrate that students are improving the longer they are enrolled at the school?	DNMS	DNMS
1.3. <b>HS:</b> Is the school preparing students to graduate from high school on time, as measured by Indiana's cohort graduation rate?	AS	AS
1.4. Is the school providing an equitable education to all students in their school building?	AS	DNMS
1.5. Is the school providing an equitable education to all students compared to the state?		MS
1.6. Is the school's attendance rate strong?	MS	AS
1.7. <b>E/MS:</b> Is the school outperforming schools that the students would have been assigned to attend?	MS	MS
1.7. <b>HS:</b> Is the school preparing students for college and careers?	MS	ES
1.8. Is the school meeting its school-specific educational goals?	AS	AS
1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?		MS
<b>Core Question 2: Is the school in sound fiscal health?</b>	<b>Mid-Charter Rating</b>	<b>Renewal Rating</b>
2.1. Does the organization demonstrate the ability to pay its obligations in the next 12 months?	MS	ES
2.2. Does the organization demonstrate long-term financial health?	AS	AS
2.3. Does the organization demonstrate it has adequate financial management and systems?	MS	MS
<b>Core Question 3: Is the organization effective and well-run?</b>	<b>Mid-Charter Rating</b>	<b>Renewal Rating</b>
3.1. Does the board demonstrate strong governance oversight?	MS	MS
3.2. Does the board utilize appropriate structures and tools to execute its strategic vision?	MS	MS
3.3. Does the school satisfactorily comply with all its governance obligations?	ES	ES
3.4. Is the school leader strong in their academic and organizational leadership?	MS	MS
<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	<b>Mid-Charter Rating</b>	<b>Renewal Rating</b>
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	AS	MS
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	AS	MS
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	MS	DNMS
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MS	MS
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	MS	MS
4.6. Is the school's mission clearly understood by all stakeholders?	MS	MS
4.7. Is the school climate and responsive to the needs of students, staff, and families?	MS	AS
4.8. Is ongoing communication with students and parents clear and helpful?	MS	MS
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	MS	AS
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Not Applicable	ES

### 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.

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		
2016-17	School has received a 'C' for the most recent school year.	AS
2017-18	School has received a 'C' for the most recent school year.	AS
2018-19	School has received a 'C' for the most recent school year.	AS
<b>Mid-Charter Rating</b>		<b>AS</b>
2019-20	School has received a 'C' for the most recent school year.	AS
2020-21	School received a 'null' grade for the most recent school year.	Not Rated
<b>Charter Renewal Rating</b>		<b>AS</b>

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.

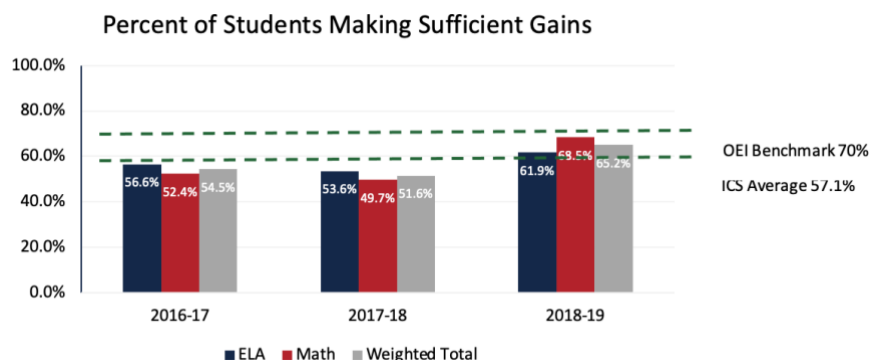
In 2018-19, ILEARN, which measures proficiency and growth against Indiana Academic Standards for students in grades 3-8, was administered for the first time. Due to lower-than-expected passing rates on English/Language Arts and math exams, the Indiana General Assembly passed a law to hold schools harmless, 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, the legislature passed another law to assign all schools "null" grades, or no grades, for 2020-21 based on the disruptions from the pandemic.

Based on the results over the charter term, Irvington Community Schools receives a renewal rating of **Approaching Standard** for this indicator.

1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	
<i>Only applicable to schools serving students in any one or combination of grades 4-8.</i>	
Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).

Renewal Calculation		
2016-17	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).	DNMS
2017-18	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).	DNMS
2018-19	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).	AS
<b>Mid-Charter Rating</b>		<b>AS</b>
2019-20	This indicator could not be rated due to testing related disruptions.	Not Rated
2020-21	This indicator could not be rated due to testing related disruptions.	Not Rated
<b>Charter Renewal Rating</b>		<b>DNMS</b>

Under the Indiana Growth Model, the IDOE compares each student's growth on ILEARN from one year to the next and determines whether students made low, typical, or high growth compared to their academic peers.



Each year, the Mayor's Office looks at a weighted average of students earning typical or

high growth to ensure that students are making substantial and adequate gains over time. Because ILEARN was not administered in 2020, growth could not be calculated for 2020 or 2021. Analysis of ICS's gains on the Indiana Growth Model data shows that an average of 57.1% of the school's students achieved sufficient gains from 2017 to 2019.

Based on results throughout the charter term, Irvington Community Schools receives a renewal rating of **Does Not Meet Standard** for this indicator.

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	
Does not meet standard	Students who have been enrolled at the school for two or more consecutive years show a decrease in combined proficiency rate of 5 or more percentage points.
Approaching standard	Students who have been enrolled at the school for two or more consecutive years show a change in combined proficiency rate of less than 5 percentage points but greater than -5 percentage points.
Meets standard	Students who have been enrolled at the school for two or more consecutive years show an increase in combined proficiency rate of 5 or more percentage points. OR the charter school has a combined proficiency of 70% or more.

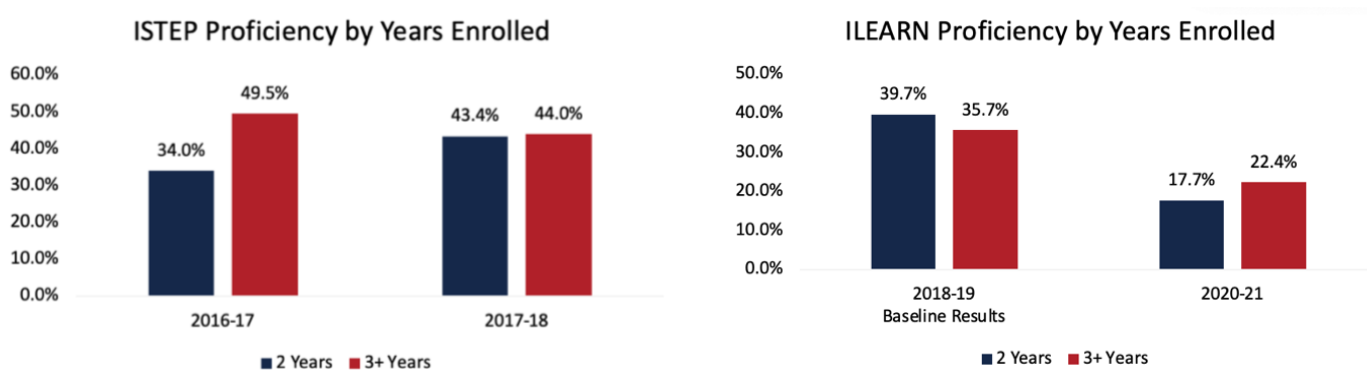
Exceeds standard	Students who have been enrolled at the school for two or more consecutive years show an increase in combined proficiency rate of 15 or more percentage points. OR the charter school has a combined proficiency of 80% or more.
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Renewal Calculation		
2016-17	Students who have been enrolled at the school for two or more consecutive years show a decrease in combined proficiency rate of 5 or more percentage points.	DNMS
2017-18	Students who have been enrolled at the school for two or more consecutive years show a decrease in combined proficiency rate of 5 or more percentage points.	DNMS
2018-19	Could not be rated because of transition to ILEARN.	Not Rated
<b>Mid-Charter Rating</b>		<b>DNMS</b>
2019-20	This indicator could not be rated due to testing related disruptions.	Not Rated
2020-21	This indicator could not be rated due to testing related disruptions.	Not Rated
<b>Charter Renewal Rating</b>		<b>DNMS</b>

Many students from mayor-sponsored charter schools experience high levels of mobility, which means schools often serve students coming in below grade level standard. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school.

After ISTEP was replaced by a new exam, ILEARN, in 2018-19, the Indiana Department of Education recommended that 2019 ILEARN results serve as a baseline for coming years. But because of the testing related disruptions in 2019-20 and 2020-21 due to COVID-19 related closures, comparative data is not available.

The graphs below show ISTEP results for those students enrolled two or three years in 2016-17 and 2017-18 as well as baseline ILEARN results from 2018-19 and results from 2020-21.



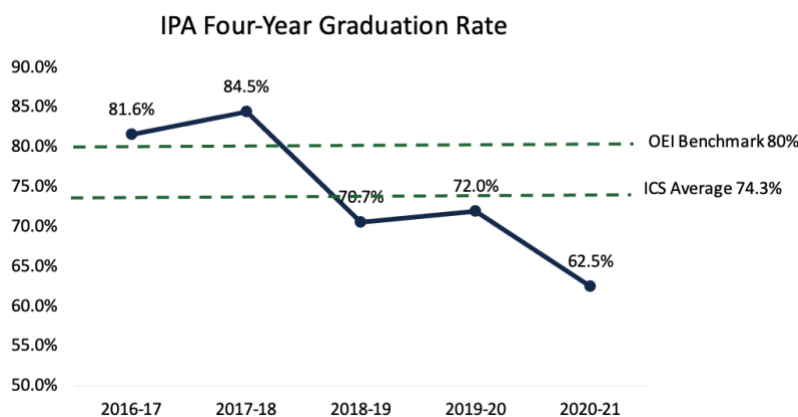
Based on the data that is available, Irvington Community Schools receives a renewal rating of **Does Not Meet Standard** for this indicator.

1.3. Is the school preparing students to graduate on time, as measured by Indiana’s cohort graduation rate?	
Does not meet standard	School’s 4-year graduation rate is below 70.0%
Approaching standard	School’s 4-year graduation rate is 70.0 - 79.9%
Meets standard	School’s 4-year graduation rate is at 80.0 – 89.9%
Exceeds standard	School’s 4-year graduation rate is at least 90.0%

Renewal Calculation		
2016-17	School’s 4-year graduation rate is 70.0 - 79.9%	AS
2017-18	School’s 4-year graduation rate is at 80.0 – 89.9%	MS
2018-19	School’s 4-year graduation rate is at 80.0 – 89.9%	MS

		<b>Mid-Charter Rating</b>	<b>AS</b>
2019-20	School's 4-year graduation rate is 70.0 - 79.9%		AS
2020-21	School's 4-year graduation rate is below 70.0%		DNMS
		<b>Charter Renewal Rating</b>	<b>AS</b>

The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student's first date of enrollment in high school. By placing each student in a cohort, IDOE can measure school's four-year graduation rates. All students who have completed graduation requirements by Oct. 1 of their cohort's graduation year are considered four-year graduates.



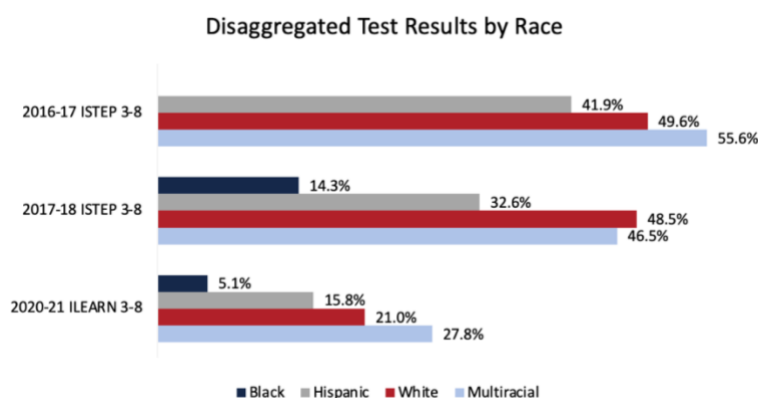
For reporting transparency and timeliness, OEI updated the 1.3 Graduation Rate indicator for the 2020-21 school year to include only the cohort's four-year graduation rate.

Irvington Preparatory Academy's average four-year graduation rate during its current charter was 74.3%.

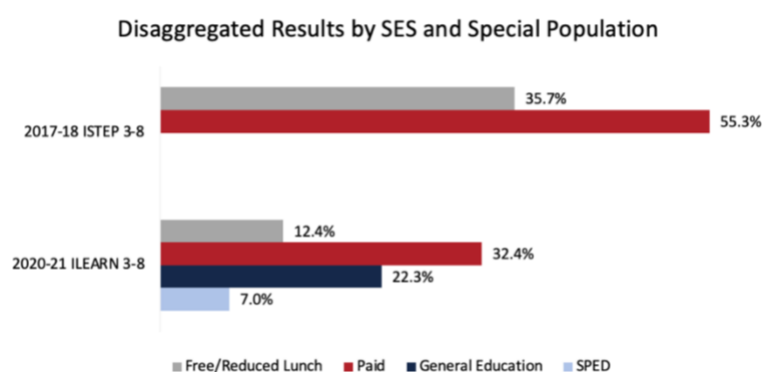
Given the results over the prior term, Irvington Community Schools receives a renewal rating of **Approaching Standard** for this indicator.

<b>1.4. Is the school providing an equitable education to all students in their school building?</b>	
<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.

<b>Renewal Calculation</b>		
2016-17	School has no more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups.	AS
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.	
		<b>Mid-Charter Rating</b>
2019-20	This indicator could not be rated due to testing related disruptions.	Not Rated
2020-21	School has no more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups.	DNMS
		<b>Charter Renewal Rating</b>
		<b>DNMS</b>



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.



Student subgroup results from ICS can be found in the graphs below. It is important to note that results for 2016-18 were based on 162-day student participation in ISTEP. Because of changes to the academic performance framework and missing data due to testing disruptions during the COVID-19 pandemic, data for some years is unavailable. Results for 2020-21 reflect all students that participated in ILEARN and should not be compared to previous years.

Based on the results over the charter term, Irvington Community Schools receives a renewal rating of **Does Not Meet Standard** 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		
2016-17	This indicator was not part of OEI's performance framework at this time.	
2017-18	This indicator was not part of OEI's performance framework at this time.	
2018-19	Statewide ranking for subgroup performance between 50 and 74.	MS
		<b>Mid-Charter Rating</b>
2019-20	This indicator could not be rated due to testing related disruptions.	Not Rated
2020-21	This indicator could not be rated due to testing related disruptions.	Not Rated
		<b>Charter Renewal Rating</b>
		MS

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

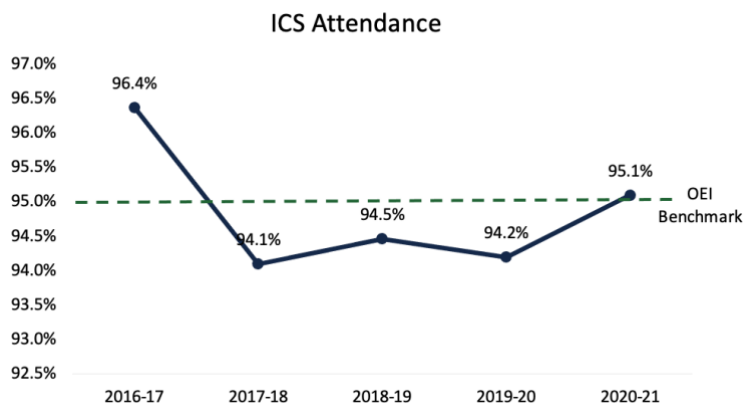
to the performance of those subgroups at the state level. The analysis translates state-reported proficiency and growth data to percentiles, which offers context for how any given subgroup is performing compared to a broader group of peers. To report a proficiency level, a subgroup must have at least 20 students.

Because state exams were not given in 2020 due to COVID-related disruptions, growth cannot be calculated for 2021. Additionally, data reported in 2021 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](#).

Based on these results, ICS receives a renewal rating of **Meets Standard**.

<b>1.6. Is the school's attendance rate strong?</b>	
Does not meet standard	School's attendance rate is less than 90.0%
Approaching standard	School's attendance rate is between 90.0 – 94.9%
Meets standard	School's attendance rate is greater than or equal to 95.0%

<b>Renewal Calculation</b>		
2016-17	School's attendance rate is greater than or equal to 95.0%	MS
2017-18	School's attendance rate is less than 95.0%	DNMS
2018-19	School's attendance rate is less than 95.0%	DNMS
<b>Mid-Charter Rating</b>		<b>MS</b>
2019-20	School's attendance rate is between 90.0 – 94.9%	AS
2020-21	School's attendance rate is greater than or equal to 95.0%	MS
<b>Charter Renewal Rating</b>		<b>AS</b>



Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year. The chart shows the yearly attendance rates over ICS's charter term. The average five-year rate was 94.8%. Please note, this indicator was revised in 2019-20 to include an "Approaching Standard" target. Previously, schools could only be rated "Meets Standard" or

"Does Not Meet Standard."

Based on results over the charter term, the ICS receives a renewal rating of **Approaching Standard**.

<b>1.7. Is the school outperforming schools that the students would have been assigned to attend?</b>	
Does not meet standard	School's overall performance in terms of proficiency and growth in both Math and ELA outpaces that of schools the students would have been assigned to attend in 0-1 out of 4 categories.
Approaching standard	School's overall performance in terms of both proficiency and growth in both Math and ELA outpaces that of the schools the students would have been assigned to attend in 2 out of 4 categories.

Meets standard	School's overall performance in terms of both proficiency and growth in both Math and ELA outpaces that of the schools the students would have been assigned to attend in 3 out of 4 categories.
Exceeds standard	School's overall performance in terms of both proficiency and growth in both Math and ELA outpaces that of the schools the students would have been assigned to attend in 4 out of 4 categories.

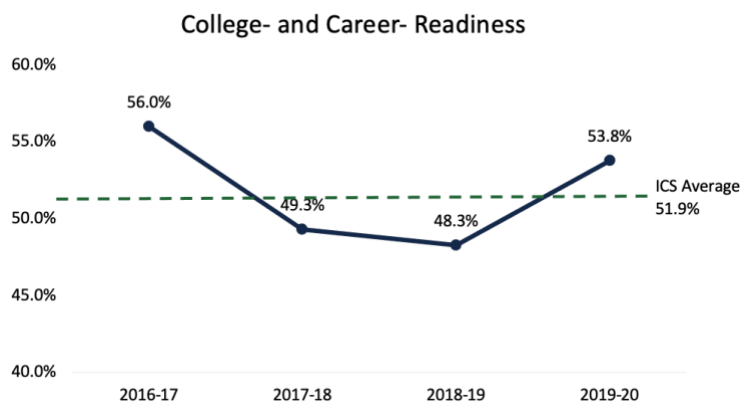
Renewal Calculation						
	Proficiency		Growth		Target	Rating
	ELA	Math	ELA	Math		
2016-17	Yes	Yes	Yes	Yes	4/4	ES
2017-18	Yes	Yes	No	No	2/4	AS
2018-19	Yes	Yes	Yes	No	3/4	MS
<b>Mid-Charter Rating</b>						<b>MS</b>
2019-20	N/A	N/A	N/A	N/A	N/A	Not Rated
2020-21	Yes	Yes	N/A	N/A	N/A	Not Rated
<b>Charter Renewal Rating</b>						<b>MS</b>

Each year, OEI compares the performance of Mayor-sponsored charter schools to that of Marion County public schools that students in grades 3-8 would have been assigned to attend based on their residence. The chart above answers the question, per the framework, “Did Irvington Community Schools outperform schools that students would otherwise have been assigned to attend?”

Irvington Community Schools receives a renewal rating of **Meets Standard** for this indicator.

1.7. Is the school preparing students for college and careers?	
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		
2016-17	At least 50.0% of graduates meet at least one of the criteria above.	ES
2017-18	40.0 – 49.9% of graduates meet at least one of the criteria above.	MS
2018-19	40.0 – 49.9% of graduates meet at least one of the criteria above.	MS
<b>Mid-Charter Rating</b>		<b>MS</b>
2019-20	At least 50.0% of graduates meet at least one of the criteria above.	ES
2020-21	This indicator could not be evaluated due to insufficient data.	Not Rated
<b>Charter Renewal Rating</b>		<b>ES</b>



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.

Because the Indiana Department of Education did not collect all the data necessary to evaluate schools using this indicator, OEI did not assign a rating for the 2020-21 school year. An average of 51.9% of Irvington Community Schools 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.

<b>1.8. Is the school meeting its school-specific educational goals?</b>	
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.

<b>Renewal Calculation</b>				
	<b>Goal</b>	<b>Result</b>	<b>Rating</b>	<b>Overall Rating</b>
2016-17	For any given school year, ICS students in grades K-8 will outperform their NWEA target growth norm reading and mathematics	30%	DNMS	AS
	Students who graduate from IPA have post-secondary plans (acceptance to 2-year or 4-year colleges and universities, trade/vocational schools, or military service) for the fall of 2017 by the time of graduation June 2017	86.5%	ES	
2017-18	89-94% of the grade levels outperformed the NWEA Target Growth Norm in Reading & Math	47.5%	DNMS	DNMS
	90-95% of IPA graduates have post-secondary plans for the fall of 2017 by the time of graduation in June of 2017.	45.1%	DNMS	
2018-19	54-58% of all ICS students outperformed the NWEA Target Growth Norm in Reading	59%	ES	ES
	54-58% of all ICS students outperformed the NWEA Target Growth Norm in Math	61.8%	ES	
<b>Mid-Charter Rating</b>				<b>MS</b>

2019-20	54-58% of all ICS students outperformed the NWEA Target Growth Norm in Reading	Not Rated	Not Rated	Not Rated
	54-58% of all ICS students outperformed the NWEA Target Growth Norm in Math	Not Rated	Not Rated	
2020-21	54-58% of all ICS students outperformed the NWEA Target Growth Norm, combined, in math and reading.	41%	Not Rated	Not Rated
	85-90% of 9-11th grade students are "on-track" with credit attainment.	58.3%	Not Rated	
<b>Charter Renewal Rating</b>				<b>AS</b>

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.

Irvington Community Schools receives a renewal rating of **Approaching Standard** based on the above results from this charter term.

1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?	
Does not meet standard	Results from the IREAD-3 test indicate that less than 69.9% of students are meeting grade level reading standards.
Approaching standard	Results from the IREAD-3 test indicate that 70.0-79.9% of students are meeting grade level reading standards.
Meets standard	Results from the IREAD-3 test indicate that 80.0-89.9% of students are meeting grade level reading standards.
Exceeds standard	Results from the IREAD-3 test indicate that more than 90.0% of students are meeting grade level reading standards.

Renewal Calculation		
2016-17	This indicator was not in the framework at this time.	
2017-18	This indicator was not in the framework at this time.	
2018-19	This indicator was not in the framework at this time.	
<b>Mid-Charter Rating</b>		
2019-20	IREAD was not administered.	Not Rated
2020-21	Results from the IREAD-3 test indicate that 80.0-89.9% of students are meeting grade level reading standards.	MS
<b>Charter Renewal Rating</b>		<b>MS</b>

IREAD-3 was first included in the performance framework in the 2019-20 school year. Due to the global COVID-19 pandemic, IREAD was not administered that year. The data is reported for students who have attended the school for at least 162 days during the 2020-21 school year.

Irvington Community Schools reported that 84% of students met grade level reading standards on IREAD-3 for the 2020-21 school year, and receives a renewal rating of **Meets Standard**.

## 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.

2.1. 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
2016-17	Enrollment ratio equals or exceeds 95%	MS	DNMS
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand is less than 30	DNMS	
	Default or delinquent payments identified	DNMS	
2017-18	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	
2018-19	Enrollment ratio equals or exceeds 95%	MS	MS
	Current ratio equals or exceeds 1.1	MS	

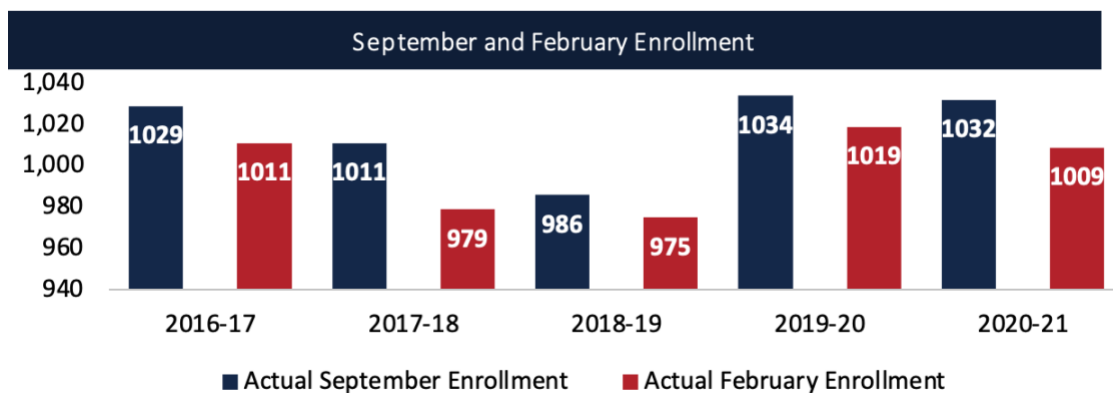
	Days cash on hand is between 30-44	AS	
	Not in default or delinquent	MS	
<b>Mid-Charter Rating</b>			<b>MS</b>
2019-20	Enrollment ratio equals or exceeds 95%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
2020-21	Enrollment 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	
<b>Charter Renewal Rating</b>			<b>MS</b>

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 Irvington Community Schools.

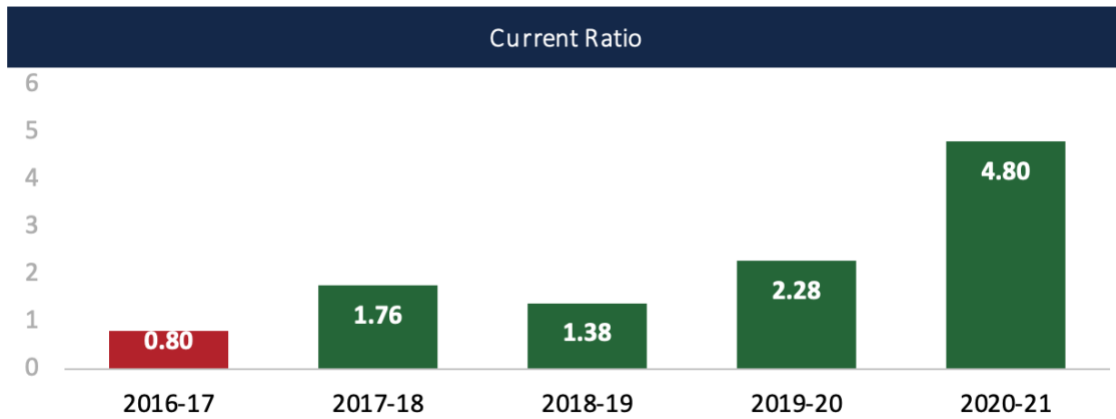
**Enrollment variance** measures the difference between enrollment figures. September variance compares actual enrollment to July 1 board-approved budgeted enrollment. February variance compares February count day enrollment to September count day enrollment. To maintain consistent levels of funding, 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 2022, 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.

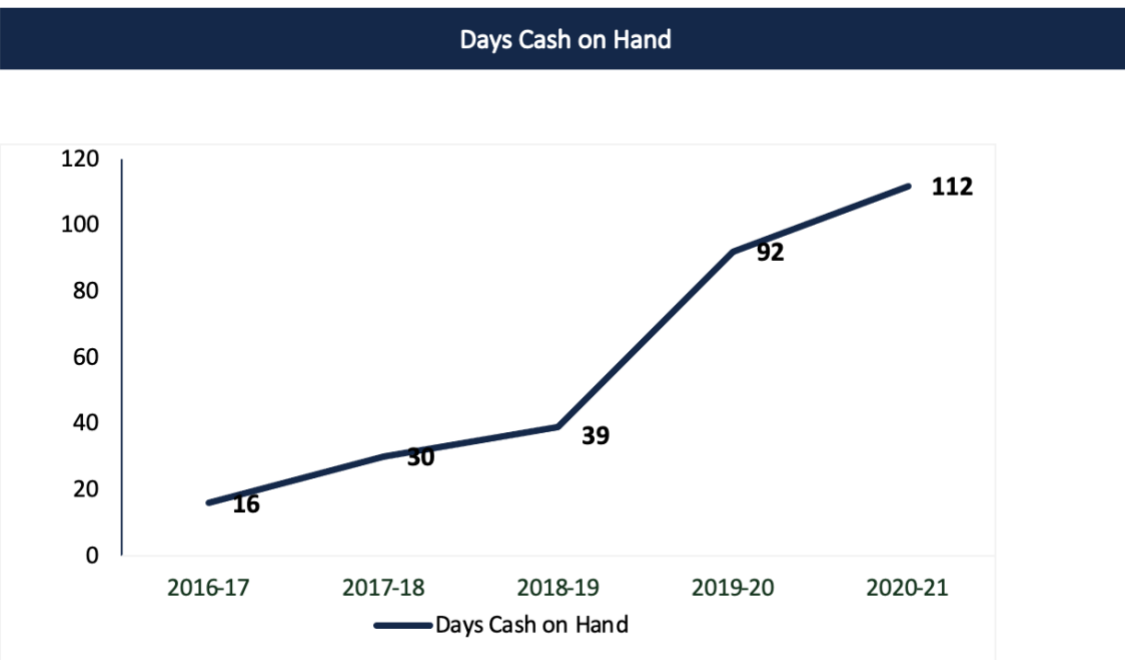
ICS has consistently met standard in this area over the course of its charter term, with an average enrollment variance of 99.4%. The graph below shows enrollment trends at the school.



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. Since the 2016-17 school year, ICS 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. ICS has improved 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. Irvington Community Schools 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.

For further details on Core Question 2 indicators and sub-indicators, please refer to the [full performance framework](#) on our website.

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

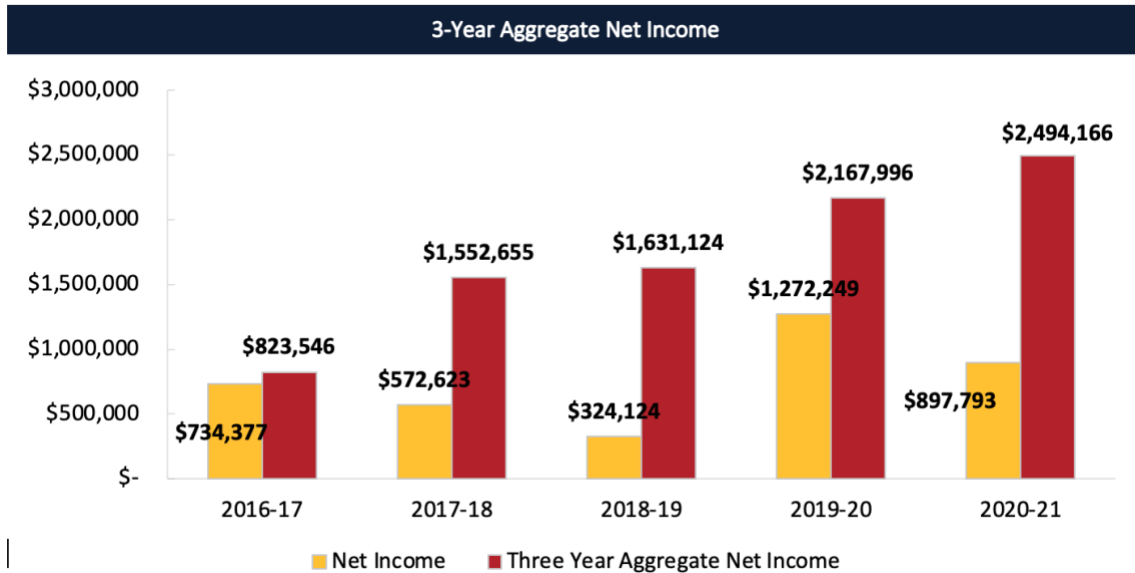
2.2. Does the organization demonstrate long-term financial health?		
Does not meet standard	The network does not meet standard on any of the 3 sub-indicators <b>OR</b> meets standard on 1 sub-indicator but does not meet standard on the remaining 2.	
Approaching standard	The network meets standard on 2 of the sub-indicators while not meeting on the third, <b>OR</b> 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
2016-17	Aggregate three-year net income is positive, and most recent year is positive.	MS	AS
	Debt to Asset ratio exceeds .95	DNMS	
	DSC ratio equals or exceeds 1.2	MS	
2017-18	Aggregate three-year net income is positive, and most recent year is positive.	MS	AS
	Debt to Asset ratio exceeds .95	DNMS	
	DSC ratio equals or exceeds 1.2	MS	
2018-19	Aggregate three-year net income is positive, and most recent year is positive.	MS	AS
	Debt to Asset ratio exceeds .95	DNMS	
	DSC ratio equals or exceeds 1.2	MS	
<b>Mid-Charter Rating</b>			<b>AS</b>
2019-20	Aggregate three-year net income is positive, and most recent year is positive.	MS	AS
	Debt to Asset ratio exceeds .95	DNMS	
	DSC ratio equals or exceeds 1.2	MS	
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	
<b>Charter Renewal Rating</b>			<b>AS</b>

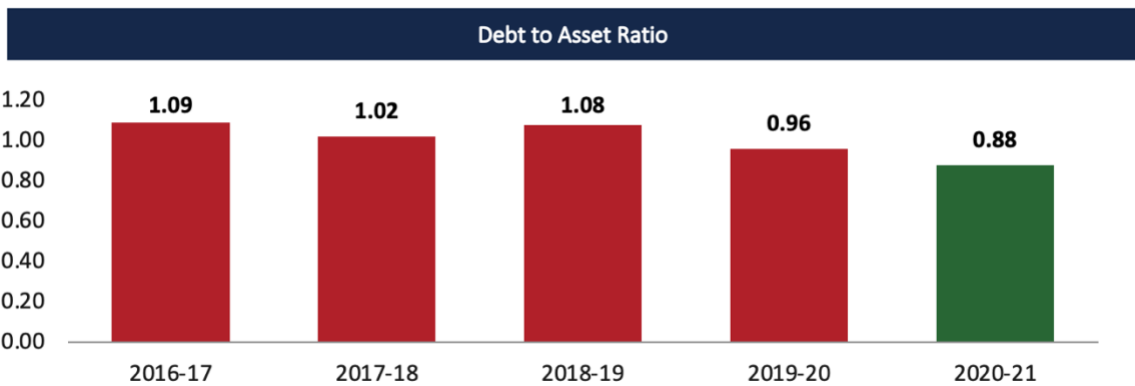
Core Question 2.2 evaluates each network’s long term fiscal health with the understanding that a charter school or network, like any non-profit entity, can only operate for so long with year-over-year losses, extreme amounts of debt, or an inability to meet its debt obligations. To receive a favorable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

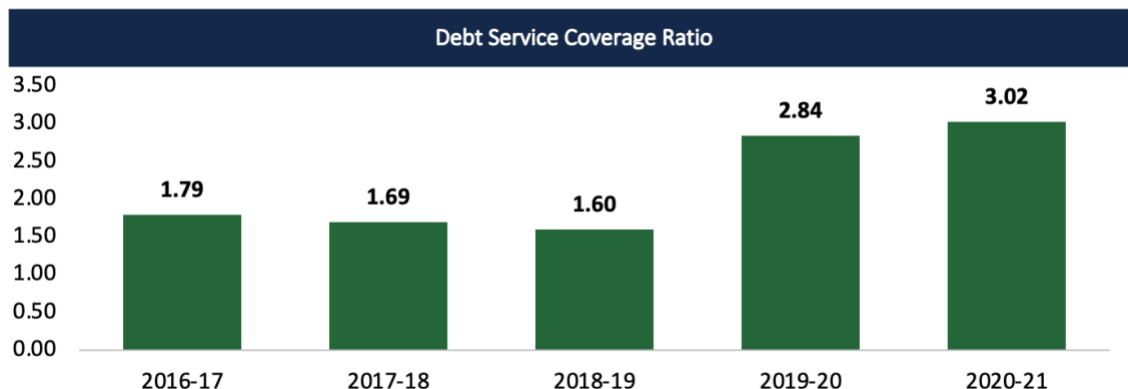
basis be positive. Irvington Community Schools has consistently met standard in this area over the course of the charter term. Below is the net income for the organization during the preceding charter term:



The graph above summarizes ICS’s surplus activity throughout the first five years of its charter term. OEI assesses current year net income as well as three-year aggregate net income. ICS has consistently met standard on this indicator during the charter term.



The graph above summarizes ICS’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. ICS did not meet standard on this indicator for the first four years of the charter term, but saw improvement in year five.



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. ICS has consistently met standard in this area over the charter term.

Based on results over the charter term, Irvington Community Schools received a renewal rating of **Approaching 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
2016-17	The school receives an audit with multiple significant deficiencies, a material weakness, or has an ongoing concern.	DNMS	DNMS
	The school satisfies some financial reporting requirements.	AS	
2017-18	The school receives a clean audit opinion.	MS	MS
	The school satisfies all financial reporting requirements.	MS	
2018-19	The school receives a clean audit opinion.	MS	MS
	The school satisfies all financial reporting requirements.	MS	
<b>Mid-Charter Rating</b>			<b>MS</b>
2019-20	The indicator could not be evaluated.	Not Rated	Not Rated
	The school satisfies all financial reporting requirements.	MS	
2020-21	The school receives a clean audit opinion.	MS	MS
	The school satisfies all financial reporting requirements.	MS	
<b>Charter Renewal Rating</b>			<b>MS</b>

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.

ICS received a does not meet rating during the 2016-17 school year for the financial audit sub-indicator due to a material weakness found 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. Except for the 2016-17 school year, ICS 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** for Core Question 2.3.

### 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. Core Question 3 reports from prior years may be found on OEI's [website](#).

<b>3.1. Does the board demonstrate strong governance oversight?</b>	
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.

<b>Renewal Calculation</b>		
2016-17	The school complies with and presents no concerns in the sub-indicators.	MS
2017-18	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.	AS
2018-19	The school complies with and presents no concerns in the sub-indicators.	MS
<b>Mid-Charter Rating</b>		<b>MS</b>
2019-20	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.	MS
2020-21	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.	MS
<b>Charter Renewal Rating</b>		<b>MS</b>

The Irvington Community Schools (ICS) board started its second charter term on a Level II Notice of Deficiency due to a significant decline in board membership and concerns over the financial health of the school. However, since school year 2016-17, ICS has addressed those concerns and developed a board of directors that centers academic outcomes, financial viability, and school leader accountability at every meeting. While there were some issues in 2017-18 regarding communication between the board and school leadership, recent years indicate that the CEO and principals report out at every meeting on student outcomes with considerable engagement from the board. The board makes it a priority to discuss formative academic data at the beginning, middle, and end of the year.

In the first few years of its charter, the ICS board had three committees: finance, development, and executive. Starting in school year 2019-20, the board expanded its committees to include academic excellence, advancement, and governance. Members of the board, school leadership, and prospective board members comprise committee membership. Committees develop annual goals and report on progress toward those goals in full board meetings.

Each year, Mayor-sponsored charter schools set two non-academic 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. ICS has maintained the same two non-academic goals throughout its charter term. The first goal aims for 90-95% student retention in grades K-11. The second goal strives for 70% or fewer of referrals to come from students who have been with ICS less than four years. Every year of its charter, ICS has received a rating of Approaching Standard for its non-academic goals; although some years it has met one of the goals, it hasn’t met both in the same year.

Despite receiving a rating of Approaching Standard for evaluation systems in its first two years of this charter, the ICS board has since improved its evaluations, either meeting or exceeding standard for this sub-indicator. In recent years, the board has conducted a formal evaluation of the CEO, who conducts their own informal evaluations of each building-level principal. The board uses a balanced scorecard which serves as a tool to track the CEO’s progress on certain organizational objectives. The board and CEO also conduct self-evaluations at the end of the year to reflect on their own progress against their goals.

Overall, ICS receives a rating of **Meets Standard** for renewal.

<b>3.2. Does the board utilize appropriate structures and tools to execute against its strategic vision?</b>	
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.

<b>Renewal Calculation</b>		
2016-17	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.	AS
2017-18	The school complies with and presents no concerns in the sub-indicators.	MS
2018-19	The school complies with and presents no concerns in the sub-indicators.	MS
<b>Mid-Charter Rating</b>		<b>MS</b>
2019-20	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.	MS
2020-21	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.	MS
<b>Charter Renewal Rating</b>		<b>MS</b>

Since the 2016-17 school year, ICS has made it a priority to recruit and retain board members that are diverse in both skillsets as well as gender and ethnic makeup. The current board of directors for ICS is knowledgeable and has expertise in areas such as law, finance, and business. The ICS board consistently meets quorum and has representatives from each committee at every board meeting.

Throughout its second charter term, the ICS board has exercised close oversight of the overall health of the school using clear and accurate data and a consistent set of metrics. The board uses an annual scorecard to monitor metrics related to academic, finance, and operational indicators, and it monitors progress towards those goals using a dashboard that also serves as a formative evaluation for school leadership.

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

<b>3.3. Does the school satisfactorily comply with all its governance obligations?</b>	
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.

<b>Renewal Calculation</b>		
2016-17	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.	AS
2017-18	The school consistently and effectively complies with and presents no concerns in the sub-indicators.	ES
2018-19	The school consistently and effectively complies with and presents no concerns in the sub-indicators.	ES
<b>Mid-Charter Rating</b>		<b>ES</b>
2019-20	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.	ES
2020-21	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.	ES
<b>Charter Renewal Rating</b>		<b>ES</b>

Throughout the school's charter term, ICS has submitted compliance documentation to OEI on-time or early 100% of the time. School leadership and the director of finance make it a priority that all documentation is up-to-date, and all requirements are met when submitting documents to the mayor's Office.

After addressing the Level II Notice of Deficiency in the first year of this charter term, ICS has consistently maintained compliance with all material sections of its charter and submitted amendments as necessary. The CEO, school leaders, and director of finance regularly engage in meetings with OEI and notify the mayor’s Office of any incidents in a timely manner.

Although ICS had issues adhering to Indiana Open Door Law (IODL) in 2016-17, the board has since addressed those issues and is now in compliance with all components of IODL.

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

<b>3.4. Is the school leader strong in their academic and organizational leadership?</b>	
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.

<b>Renewal Calculation</b>		
2016-17	The school complies with and presents no concerns in the sub-indicators.	MS
2017-18	The school complies with and presents no concerns in the sub-indicators.	MS
2018-19	The school complies with and presents no concerns in the sub-indicators.	MS
<b>Mid-Charter Rating</b>		<b>MS</b>
2019-20	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.	ES
2020-21	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.	MS
<b>Charter Renewal Rating</b>		<b>MS</b>

Despite the Covid-19 pandemic, ICS experienced relatively minor declines in student academic performance on statewide assessments in grades 3-8. That said, however, academic team analysis indicates that school leadership has produced mixed student outcomes over the course of the school’s second charter term. Notably, at the high school level, graduation rate, college and career readiness programming, and other student supports have increasingly become areas of concern in recent years.

Throughout the charter term, school leadership, including the CEO, CFO, and school principals, attends all board meetings and provide updates to the board related to their areas of work. At board meetings, the CEO typically gives updates on the school's progress toward the board's strategic plan and the instructional model, offering the board an opportunity to provide feedback and guidance on areas where the school could use support.

Over the last six years, school leadership has consistently collaborated with the board to address any finance, academic, compliance, and stakeholder concerns that came up by presenting thorough and accurate data to the board. School leadership has remained stable with no regrettable turnover during the school's second charter term.

Overall, ICS receives a rating of **Meets 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.

**2018-19:** <https://citybase-cms-prod.s3.amazonaws.com/20245efdaea1403bbb82a0c95b8466ad.pdf>

**2021-22:** [https://media.graphassets.com/otZqxl13TEuKtOQdmBUl?&\\_ga=2.29104572.1255233917.1639581803-834451444.1636569741](https://media.graphassets.com/otZqxl13TEuKtOQdmBUl?&_ga=2.29104572.1255233917.1639581803-834451444.1636569741)

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							
Core Question 1: Is the educational program a success?	2016-17	2017-18	2018-19	MCR	2019-20	2020-21	CRR
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	AS	AS	AS	AS	AS	Not Rated	AS
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	DNMS	DNMS	AS	AS	Not Rated	Not Rated	DNMS
1.3. <b>E/MS:</b> Does the school demonstrate that students are improving the longer they are enrolled at the school?	DNMS	DNMS	Not Rated	DNMS	Not Rated	Not Rated	DNMS
1.3. <b>HS:</b> Is the school preparing students to graduate from high school on time, as measured by Indiana's cohort graduation rate?	AS	MS	MS	AS	AS	DNMS	AS
1.4. Is the school providing an equitable education to all students in their school building?	AS	DNMS		AS	Not Rated	DNMS	DNMS
1.5. Is the school providing an equitable education to all students compared to the state?			MS		Not Rated	Not Rated	MS
1.6. Is the school's attendance rate strong?	MS	DNMS	DNMS	MS	AS	MS	AS
1.7. <b>E/MS:</b> Is the school outperforming schools that the students would have been assigned to attend?	ES	AS	MS	MS	Not Rated	Not Rated	MS
1.7. <b>HS:</b> Is the school preparing students for college and careers?	ES	MS	MS	MS	ES	Not Rated	ES
1.8. Is the school meeting its school-specific educational goals?	AS	DNMS	ES	MS	Not Rated	Not Rated	AS
1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?					Not Rated	MS	MS
Core Question 2: Is the school in sound fiscal health?	2016-17	2017-18	2018-19	MCR	2019-20	2020-21	CRR
2.1. Does the organization demonstrate the ability to pay its obligations in the next 12 months?	DNMS	MS	MS	MS	ES	ES	MS
2.2. Does the organization demonstrate long-term financial health?	AS	AS	AS	AS	AS	ES	AS

2.3. Does the organization demonstrate it has adequate financial management and systems?	DNMS	MS	MS	MS	Not Rated	MS	MS
<b>Core Question 3: Is the organization effective &amp; well-run?</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>MCR</b>	<b>2019-20</b>	<b>2020-21</b>	<b>CRR</b>
3.1. Does the board demonstrate strong governance oversight? <i>From 2016-17 to 2018-19:</i> Does the school's board work to foster a school environment that is viable and effective?	MS	AS	MS	MS	MS	MS	MS
3.2. Does the board utilize appropriate structures and tools to execute its strategic vision?  <i>From 2016-17 to 2018-19:</i> Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?	AS	MS	MS`	MS	MS	MS	MS
3.3. Does the school satisfactorily comply with all its governance obligations?  <i>From 2016-17 to 2018-19:</i> Does the school satisfactorily comply with all its organizational structure and governance obligations?	AS	ES	ES	ES	ES	ES	ES
3.4. Is the school leader strong in their academic and organizational leadership?  <i>From 2016-17 to 2018-19:</i> Is the school leader strong in their academic and organizational leadership?	MS	MS	MS	MS	ES	MS	MS
<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	<b>2018-19</b>	<b>MCR</b>		<b>2020-21</b>		<b>CRR</b>	
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	AS	AS		MS		MS	
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	AS	AS		MS		MS	
4.3. For secondary students, does the school provide	MS	MS		DNMS		DNMS	

sufficient guidance on and support and preparation for post-secondary options?				
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MS	MS	MS	<b>MS</b>
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	MS	MS	MS	<b>MS</b>
4.6. Is the school's mission clearly understood by all stakeholders?	MS	MS	MS	<b>MS</b>
4.7. Is the school climate and responsive to the needs of students, staff, and families?	MS	MS	AS	<b>AS</b>
4.8. Is ongoing communication with students and parents clear and helpful?	MS	Not Rated	MS	<b>MS</b>
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	MS	MS	AS	<b>AS</b>
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Not Rated	MS	ES	<b>ES</b>