



**OFFICE of  
EDUCATION INNOVATION**

# **Charter Renewal Report**

**Andrew J. Brown Academy  
Fall 2023**

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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 Andrew J. Brown Academy 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 2021. 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](#).

Andrew J. Brown Academy 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.

Andrew J. Brown Academy submitted formal responses to the following indicators:

- Core Question 1.3:** **E/MS:** Does the school demonstrate that students are improving the longer they are enrolled at the school?
- Core Question 1.3:** **HS:** Is the school preparing students to graduate from high school on time, as measured by Indiana’s cohort graduation rate?
- Core Question 1.4:** Is the school providing an equitable education to all students in their school building?
- Core Question 1.6:** Is the school’s attendance rate strong?
- Core Question 1.8:** Is the school meeting its school-specific educational goals?
- Core Question 2.2:** Does the organization demonstrate long-term financial health?
- Core Question 3.1:** Does the board demonstrate strong governance oversight?
- Core Question 3.2:** Does the board utilize appropriate structures and tools to execute its strategic vision?
- Core Question 3.3:** Does the school satisfactorily comply with all its governance obligations?
- Core Question 3.4:** Is the school leader strong in their academic and organizational leadership?
- Core Question 4.1:** Does the school have a high-quality curriculum and supporting materials for each grade?
- Core Question 4.2:** Are the teaching processes (pedagogies) consistent with the school’s mission?
- Core Question 4.4:** Does the school effectively use learning standards and assessments to inform and improve instruction?
- Core Question 4.5:** Has the school developed adequate human resource systems and deployed its staff effectively?

**Core Question 4.6:** Is the school’s mission clearly understood by all stakeholders?

**Core Question 4.7:** Is the school climate and responsive to the needs of students, staff, and families?

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

<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?	Approaching Standard	Not Rated
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	Approaching Standard	Not Rated
1.3. Does the school demonstrate that students are improving the longer they are enrolled at the school?	Does Not Meet Standard	Does Not Meet Standard
1.4. Is the school providing an equitable education to all students in their school building?	N/A	Approaching Standard
1.5. Is the school providing an equitable education to all students compared to the state?	Meets Standard	Not Rated
1.6. Is the school's attendance rate strong?	Approaching Standard	Approaching Standard
1.7. Is the school outperforming schools that the students would have been assigned to attend?	Exceeds Standard	Exceeds Standard
1.8. Is the school meeting its school-specific educational goals?	Does Not Meet Standard	Approaching Standard
1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?	N/A	Does Not Meet Standard
<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 school demonstrate the ability to pay its obligations in the next 12 months?	Meets Standard	Meets Standard
2.2. Does the organization demonstrate long-term financial health?	Approaching Standard	Approaching Standard
2.3. Does the organization demonstrate it has adequate financial management and systems?	Meets Standard	Meets Standard
<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?	Approaching Standard	Approaching Standard
3.2. Does the board utilize appropriate structures and tools to execute its strategic vision?	Approaching Standard	Approaching Standard
3.3. Does the school satisfactorily comply with all its governance obligations?	Meets Standard	Approaching Standard
3.4. Is the school leader strong in their academic and organizational leadership?	Meets Standard	Approaching Standard
<b>Core Question 4: Is the school providing 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?	Meets Standard	Approaching Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Meets Standard	Approaching Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard	Does Not Meet Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard	Approaching Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meets Standard	Approaching Standard
4.7. Is the school climate and responsive to the needs of students, staff, and families?	Meets Standard	Approaching Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Meets 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?	Meets Standard	Meets 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

### 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.

<b>1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?</b>	
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.

<b>Renewal Calculation</b>		
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
2019-20	School has received a 'C' for the most recent school year.	AS
<b>Mid-Charter Rating</b>		<b>AS</b>
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
<b>Charter Renewal Rating</b>		<b>Not Rated</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 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.

Because of the lack of recent state data, Andrew J. Brown Academy is **Not Rated** for renewal.

<b>1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?</b>	
<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		
2017-18	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).	MS
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
2019-20	This indicator could not be rated due to testing related disruptions.	Not Rated
<b>Mid-Charter Rating</b>		<b>MS</b>
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
<b>Charter Renewal Rating</b>		<b>Not Rated</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. For more information on this calculation, see the expanded criteria of the OEI performance framework.

Because tests were not administered in 2019-20 and A-F grades were not determined in 2020-21 or 2021-22, growth data could not be calculated in recent years. Analysis of AJB's gains on the available Indiana Growth Model data shows that an average of 57.1% of the school's students achieved sufficient gains from 2017 to 2019.

Because of the lack of recent state data, Andrew J. Brown Academy is **Not Rated** for renewal.

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.

Renewal Calculation		
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	This indicator was not evaluated during this school year.	Not Rated
2019-20	This indicator could not be rated due to testing related disruptions.	Not Rated
<b>Mid-Charter Rating</b>		<b>DNMS</b>
2020-21	This indicator could not be rated due to testing related disruptions.	Not Rated
2021-22	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	AS
<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, some comparative data is not available.

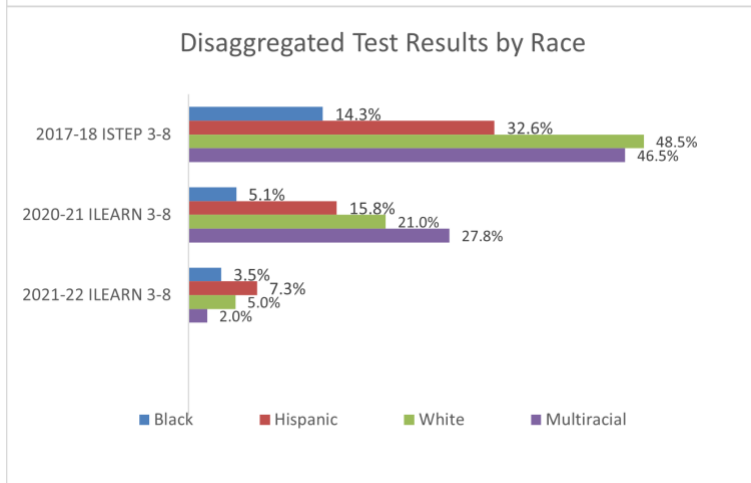
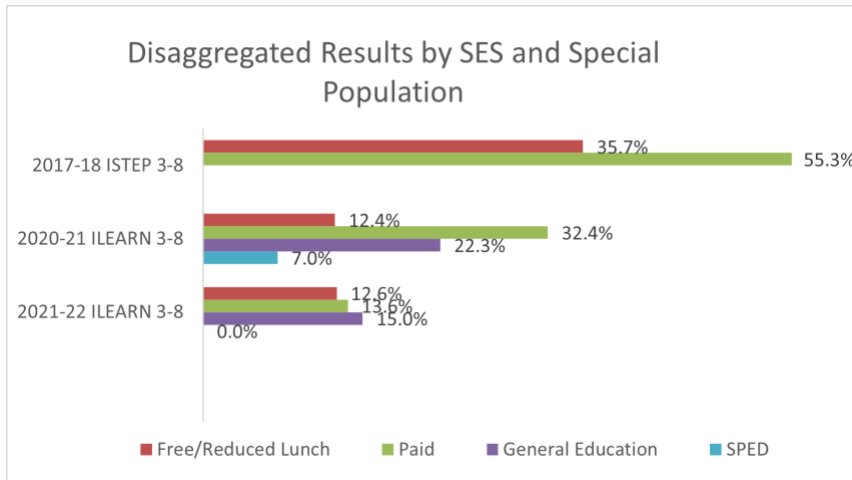
Based on the available data, Andrew J. Brown Academy receives a renewal rating of **Does Not Meet Standard**.

<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>		
2017-18	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.	ES
2018-19	This indicator was not part of OEI's performance framework at this time.	Not Rated
2019-20	This indicator could not be rated due to testing related disruptions.	Not Rated
<b>Mid-Charter Rating</b>		<b>Not Rated</b>
2020-21	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.	MS
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.	DNMS
<b>Charter Renewal Rating</b>		<b>AS</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 AJB 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 state tests. 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 while 2021-22 are based on students who have been enrolled at least 162 days and should not be compared to previous years.



Based on the results over the term, Andrew J. Brown Academy receives a renewal rating of **Approaching Standard**.

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	Statewide ranking for subgroup performance between 50 and 74.	MS
2019-20	This indicator could not be rated due to testing related disruptions.	Not Rated
<b>Mid-Charter Rating</b>		<b>MS</b>
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
<b>Charter Renewal Rating</b>		<b>Not Rated</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 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.

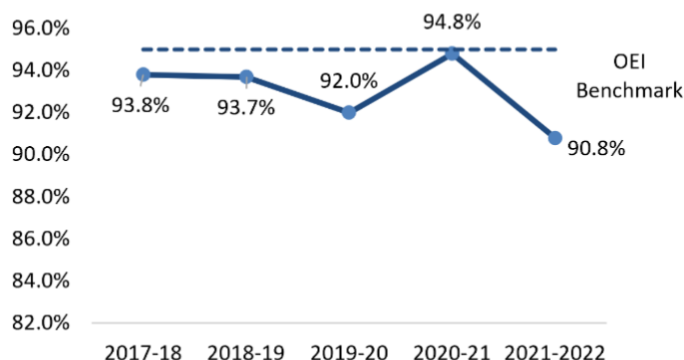
Because state exams were not given in 2020 due to COVID-related disruptions, growth cannot be calculated for 2021 and it was also not calculated in 2022. Additionally, data reported in 2021 included all students tested, rather than only students who attended for at least 162 days. Due to these disruptions,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

Because of the lack of recent state data, Andrew J. Brown Academy receives a renewal rating of **Not Rated**.

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

Renewal Calculation		
2017-18	School's attendance rate is less than 95.0%	DNMS
2018-19	School's attendance rate is less than 95.0%	DNMS
2019-20	School's attendance rate is between 90.0 – 94.9%	AS
<b>Mid-Charter Rating</b>		<b>AS</b>
2020-21	School's attendance rate is between 90.0 – 94.9%	AS
2021-22	School's attendance rate is between 90.0-94.9%	AS
<b>Charter Renewal Rating</b>		<b>AS</b>

Attendance Rates



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 AJB's charter term. The average five-year rate was 93.0%. 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 term, Andrew J. Brown Academy receives a renewal rating of **Approaching Standard**.

1.7. Is the school outperforming schools that the students would have been assigned to attend?	
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.
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Renewal Calculation						
	Proficiency		Growth		Target	Rating
	ELA	Math	ELA	Math		
2017-18	Yes	Yes	Yes	Yes	4/4	ES
2018-19	Yes	Yes	Yes	Yes	4/4	ES
2019-20	N/A	N/A	N/A	N/A	N/A	Not Rated
<b>Mid-Charter Rating</b>						<b>ES</b>
2020-21	Yes	Yes	N/A	N/A	2/2	Not Rated
2021-22	Yes	Yes	N/A	N/A	2/2	Not Rated
<b>Charter Renewal Rating</b>						<b>ES</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 Andrew J. Brown Academy outperform schools that students would otherwise have been assigned to attend?"

Andrew J. Brown Academy receives a renewal rating of **Exceeds Standard** for this indicator.

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
2017-18	The IREAD-3 spring and summer passing rate will meet or exceed the local district within 3%.	69.7%	AS	AS
	The median SGP of the lowest 25 percent of students in the school is at least 46 and less than 59.	45	AS	
2018-19	The IREAD-3 spring and summer passing rate will meet or exceed the local district within 3%.	N/A	DNMS	DNMS
	The median SGP of the lowest 25 percent of students in the school is at least 46 and less than 59.	N/A	DNMS	
2019-20	AJB will increase the student pass rate on the spring and summer IREAD-3 assessment	N/A	Not Rated	Not Rated
	AJB will increase the median (SGP) of students in the lowest quarter in mathematics (grades 4-8 only)	N/A	Not Rated	
<b>Mid-Charter Rating</b>				<b>DNMS</b>
2020-21	Students who have not reached English Language proficiency will increase an average of 0.5 levels on WIDA ACCESS annually	N/A	Not Rated	Not Rated
	Increase the median (SGP) of students in the lowest quartile in mathematics (grades 4-8 only)	N/A	Not Rated	

2021-22	Students who have not reached English Language proficiency will increase an average of 0.5 levels on WIDA ACCESS annually	.56	ES	ES
	Increase the median (SGP) of students in the lowest quarter in mathematics (grades 4-8 only)	Not Rated	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.

Andrew J. Brown Academy receives a renewal rating of **Approaching Standard**.

<b>1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?</b>	
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.

<b>Renewal Calculation</b>		
2017-18	This indicator was not in the framework at this time.	N/A
2018-19	This indicator was not in the framework at this time.	N/A
2019-20	IREAD was not administered.	Not Rated
<b>Mid-Charter Rating</b>		<b>Not Rated</b>
2020-21	Results from the IREAD-3 test indicate that less than 69.9% of students are meeting grade level reading standards.	DNMS
2021-22	Results from the IREAD-3 test indicate that less than 69.9% of students are meeting grade level reading standards	DNMS
<b>Charter Renewal Rating</b>		<b>DNMS</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 and 2021-22 school years.

Andrew J. Brown Academy reported that 60.3% of students met grade level on IREAD-3 for the 2020-21 school year and 63.3% of students met grade level reading standards on IREAD-3 for the 2021-22 school year. Based on results throughout the charter term, Andrew J. Brown Academy receives a renewal rating of **Does Not Meet Standard**.

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

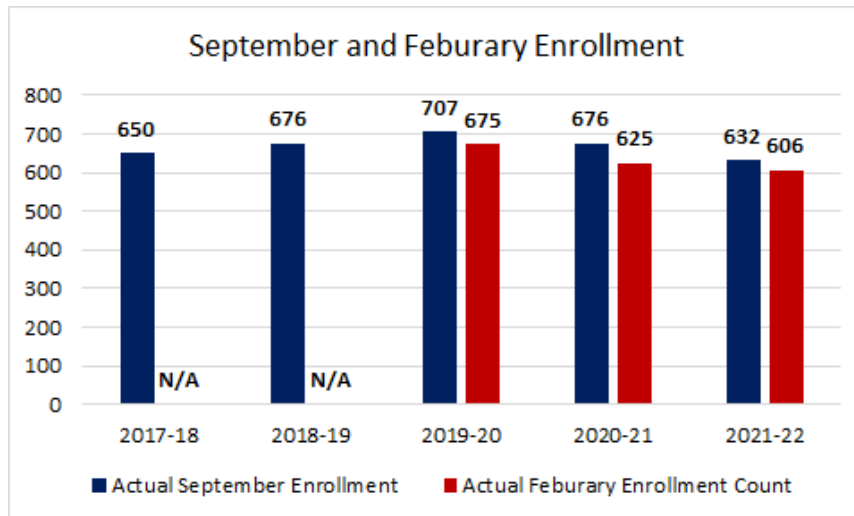
The financial performance framework, outlined in Core Question 2, is based on a school and/or network’s annual audited financial statements, and gauges both near-term financial health and longer-term financial sustainability while accounting for key financial reporting requirements.

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
2017-18	Enrollment ratio equals or exceeds 95%	MS	MS
	Current ratio is between 1.0 – 1.09	AS	
	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 is between 1.0 – 1.09	AS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
2019-20	Enrollment ratio equals or exceeds 95%	MS	MS
	Current ratio is between 1.0 – 1.09	AS	

	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
<b>Mid-Charter Rating</b>			<b>MS</b>
2020-21	Enrollment ratio is between 90 – 94%	AS	AS
	Current ratio is between 1.0 – 1.09	AS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
2021-22	Enrollment ratio is between 90 – 94%	MS	MS
	Current ratio is between 1.0 – 1.09	AS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
<b>Charter Renewal Rating</b>			<b>MS</b>

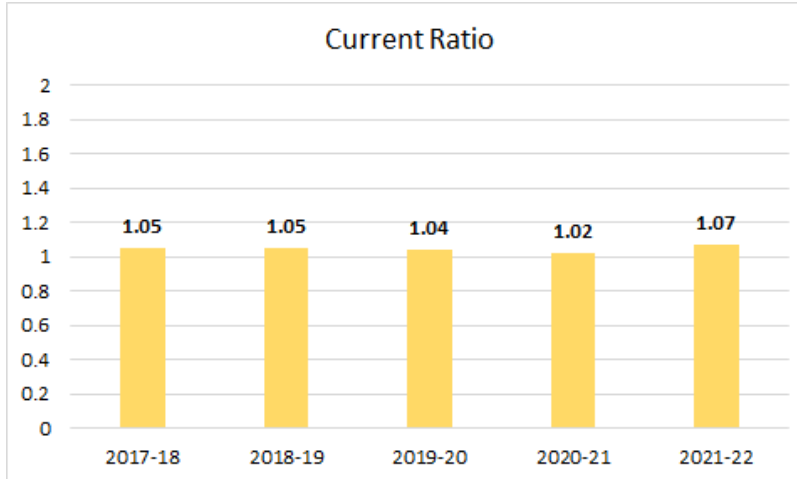
The sub-indicators for Core Question 2.1 are designed to measure a school’s short-term health based largely on enrollment, which drives revenue, liquidity, and the ability to meet debt obligations. To receive a favorable renewal rating, OEI looks for these metrics to consistently meet standard over the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



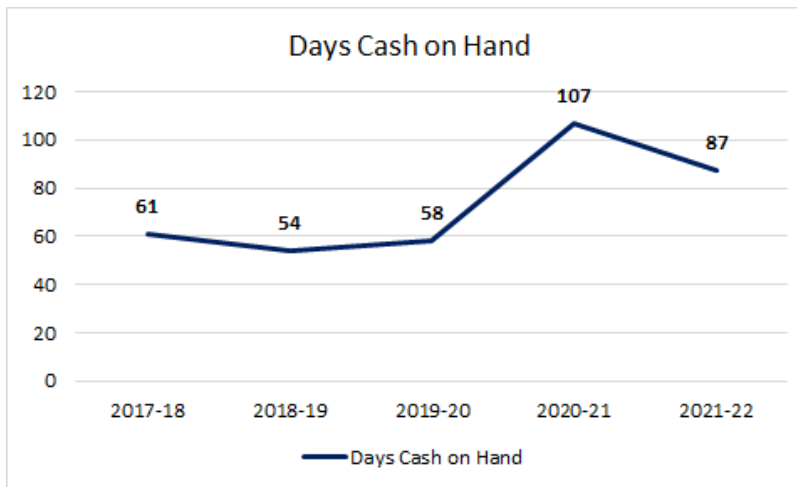
**Enrollment variance** measures the difference between enrollment figures. September variance compares actual enrollment to July 1 board-approved budgeted enrollment. February variance compares February count day enrollment to September count day enrollment. To maintain consistent levels of funding,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

AJB has consistently met standard in this area over the course 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. Since the end of the 2017-18 fiscal year, AJB has consistently approached 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. AJB has consistently 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. Andrew J. Brown Academy 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.

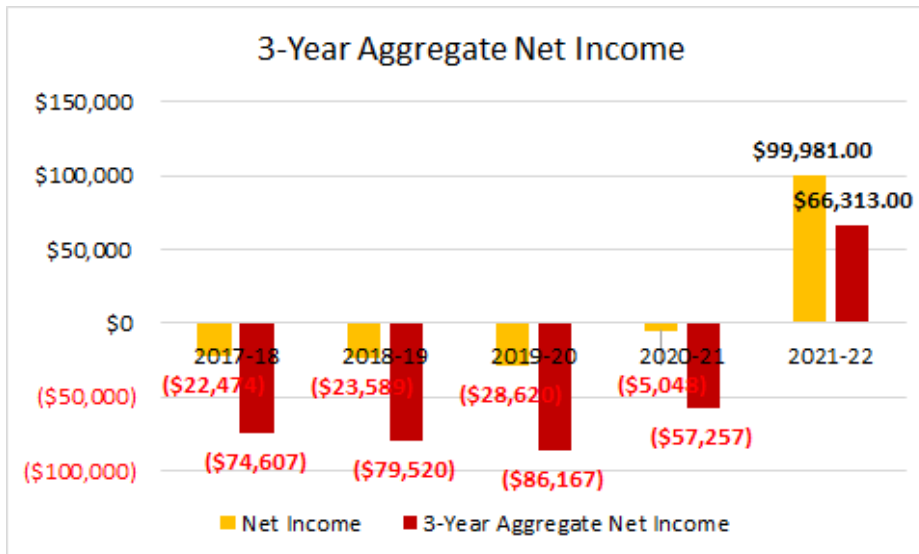
Based on results over the course of the charter term, AJB receives a renewal rating of **Meets Standard**.

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

Debt Service Coverage (DSC) Ratio	MS	Debt to Asset ratio is less than or equal to .9
	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

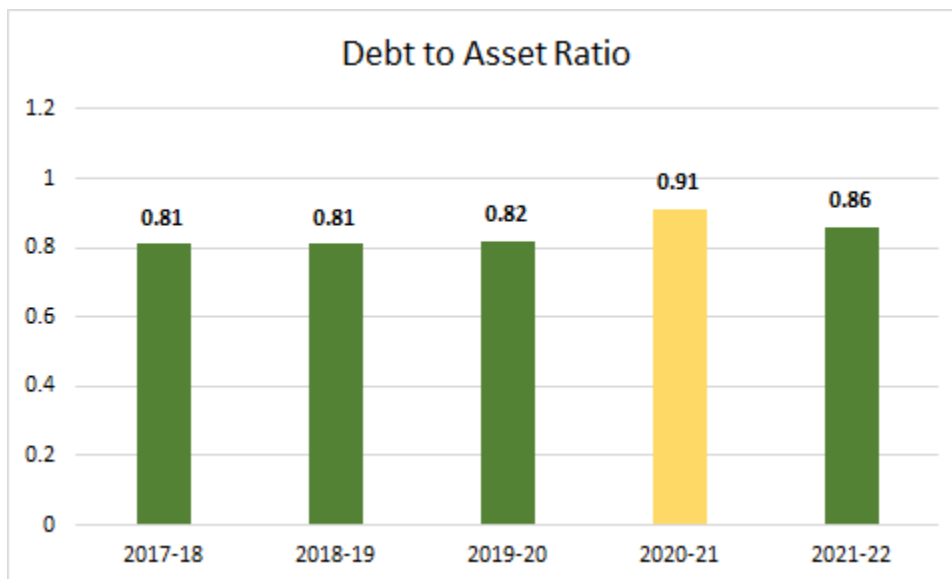
Renewal Calculation			
	Sub-indicator	Rating	Overall Rating
2017-18	Aggregate three-year net income is negative.	DNMS	AS
	Debt to Asset ratio is less than or equal to .9	MS	
	The school has no long-term debt.	MS	
2018-19	Aggregate three-year net income is negative.	DNMS	AS
	Debt to Asset ratio is less than or equal to .9	MS	
	The school has no long-term debt.	MS	
2019-20	Aggregate three-year net income is negative.	DNMS	AS
	Debt to Asset ratio is less than or equal to .9	MS	
	The school has no long-term debt.	MS	
<b>Mid-Charter Rating</b>			<b>AS</b>
2020-21	Aggregate three-year net income is negative.	DNMS	DNMS
	Debt to Asset ratio is between .91 - .95	AS	
	The school has no long-term debt.	MS	
2021-22	Aggregate three-year net income is negative.	MS	ES
	Debt to Asset ratio is less than or equal to .9	MS	
	The school has no long-term debt.	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 yearly net income and a 3-year aggregate basis be positive. Since the 2017-18 fiscal year, Andrew J. Brown Academy has slowly lowered the deficit posted each year and have meet standard at the end of the 2021-22 fiscal year by

posting a positive net income and 3-year aggregate net income. Below is the net income for the organization during the preceding charter term:



The graph summarizes AJB’s **debt to asset ratio**. To meet standard on this indicator, a school should have a ratio below .90, indicating that total liabilities make up 90% or less of the organization’s total assets. AJB has met standard on this indicator for four out of the last 5 years of the charter term.

The **Debt Service Coverage Ratio** indicates a school has generated enough operating income to cover its upcoming debt service. OEI looks for a ratio of 1.2 or higher to meet standard. Over the past five years, the school’s audits have indicated that AJB has not held any long-term maturities to date. As a result, it is not possible to calculate a DSC ratio for the school.

Based on results over the charter term, Andrew J. Brown Academy 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
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	
2019-20	This indicator was not rated for this school year.	Not Rated	Not Rated
	The school satisfies all financial reporting requirements.	MS	
<b>Mid-Charter Rating</b>			<b>MS</b>
2020-21	The school receives a clean audit opinion.	MS	MS
	The school satisfies all financial reporting requirements.	MS	

2021-22	This indicator was not rated for this school year.	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.

Over the past five years, AJB has produced clean audits with no financial findings from the auditors and 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>		
2017-18	This indicator was not in the framework at this time.	N/A
2018-19	This indicator was not in the framework at this time.	N/A
2019-20	The board complies with and presents no concerns in the sub-indicators.	MS
<b>Mid-Charter Rating</b>		<b>MS</b>
2020-21	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.	AS
2021-22	The board presents concerns in a majority of the meeting standard sub-indicators with no evidence of a credible plan to address the issues.	DNMS
<b>Charter Renewal Rating</b>		<b>AS</b>

Andrew J. Brown Academy is managed by National Heritage Academies (NHA), a for-profit Education Management Organization (EMO) with a portfolio of schools in the Midwest. Representatives from NHA attend meetings and provide the board with updates on the academic and operational progress and performance of the school, however discussions surrounding the school's performance relative to the county and state has been limited. The AJB board has established committees in governance, academics, finance, and development with the academic and finance committees being established during the 2020-21 school year and consisting of NHA and AJB staff and the full board. OEI has repeatedly stressed the importance of a traditional committee structure to encourage more rigorous discussions of data and greater accountability, however the AJB board has continued to operate under this structure. The committee's goals have not been presented as quantitative and often involve less action from the board than the EMO.

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 is self-reported by the school. AJB has maintained the same two non-academic goals throughout its charter term. The first goal aims for an overall employee engagement index of 70. The second goal strives for an overall parent satisfaction rate of 70% with 50% of parents completing a satisfaction survey. During the 2020-2021 school year, AJB met and exceeded standard for each non-academic goal. AJB has not, however, consistently met each goal every year of its charter.

Each year of its charter, AJB has received a rating of Approaching Standard for evaluation systems. The AJB board completed an evaluation of NHA, the EMO, and a self-evaluation. During the 2021-22 school year, AJB had an interim principal for most of the year. By the end of the school year, the interim principal was no longer with AJB, and staff from NHA were leading the school. A new principal was named before the school year ended. However, they were unable to start until the close of the year. Due to these transitions, a school leader self-evaluation did not occur. The board did complete an evaluation for the school leader, but it's unclear if they were evaluating the interim principal, the NHA staff, or the principal for the 2022-23 school year.

Overall, AJB receives a rating of **Does Not Meet 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>		
2017-18	This indicator was not in the framework at this time.	N/A
2018-19	This indicator was not in the framework at this time.	N/A
2019-20	The board consistently and effectively complies with and presents no concerns in the sub-indicators.	AS
<b>Mid-Charter Rating</b>		<b>AS</b>
2020-21	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.	AS
2021-22	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.	AS
<b>Charter Renewal Rating</b>		<b>AS</b>

The AJB board consists of seven members with expertise in law, business, human resources, finance, social services, and higher education. The board does not have any members with backgrounds in K-12 education. Notably, the board has struggled to engage its board members, resulting in some meetings being cancelled due to struggles to meet quorum and other meetings being held without full representation from the board. Representatives from the school's EMO prepared the board's agenda and attended every meeting, taking sparse minutes.

With support from the EMO, a formal tracking system was created to monitor the school and board's goals with the goal of updating and discussing progress quarterly. An NHA representative presented the dashboard at meetings, but discussions of the board's progress are often limited to acknowledgement of the goals.

Overall, the board receives a rating of **Approaching 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.

Renewal Calculation		
2017-18	This indicator was not in the framework at this time.	N/A
2018-19	This indicator was not in the framework at this time.	N/A
2019-20	The school complies with and presents no concerns in the sub-indicators.	MS
<b>Mid-Charter Rating</b>		<b>MS</b>
2020-21	The school complies with and presents no concerns in the sub-indicators.	MS
2021-22	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	DNMS
<b>Charter Renewal Rating</b>		<b>AS</b>

One of the services NHA provides is managing AJB’s compliance responsibilities with the mayor’s Office, the Indiana Department of Education, and other state and federal laws. For each year of its charter AJB has submitted between 85-95% percent of compliance documentation on time.

In May 2022, OEI received a Complaint Investigation Report from the Indiana Department of Education Office of Special Education citing numerous violations of special education law. This resulted in numerous corrective actions with the IDOE and the school’s Level I Notice of Deficiency with OEI being updated to a Level II Notice of Probationary Status.

NHA worked with the school and the board to monitor compliance with the charter agreement and in meeting governance obligations. An NHA representative attended every board meeting to provide operational support and oversight (including meeting agendas and adherence to board policies and bylaws) and to ensure alignment between the school, the board, and the EMO. Although school leader transitions were a challenge, the school and the EMO remained actively engaged with OEI. Additionally, AJB maintained compliance with all components of Indiana Open Door Law in 2021-22.

Overall, the school receives a rating of **Approaching 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 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.
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Renewal Calculation		
2017-18	This indicator was not in the framework at this time.	N/A
2018-19	This indicator was not in the framework at this time.	N/A
2019-20	The school leadership complies with and presents no concerns in the sub-indicators.	MS
<b>Mid-Charter Rating</b>		<b>MS</b>
2020-21	The school leadership complies with and presents no concerns in the sub-indicators.	MS
2021-22	The school leadership presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.	DNMS
<b>Charter Renewal Rating</b>		<b>AS</b>

A principal transition occurred between the end of the 2020-21 and beginning of the 2021-22 school year. This resulted in the EMO placing an interim principal at AJB. Additionally, transitions occurred in various instructional leadership roles. Throughout the year, it was unclear to OEI who was the instructional leader at the building, resulting in many concerns for the school’s sustainability. In previous years of its charter, AJB maintained leadership with regrettable turnover.

During the 2021-22 school year, the school was required to do a site visit evaluation with an external expert, which revealed deficiencies in numerous areas. In response, the school was placed on a Level I Notice of Deficiency with OEI which was later raised to a Notice of Probationary Status due to failure to comply with special education law.

Meeting minutes and notes reveal that NHA staff attend all board meetings and provide updates to the board. At monthly board meetings, the NHA staff gave brief school updates that included references to academic data and school events. A review of meeting minutes revealed that the NHA staff failed to provide the board with the results of the site visit evaluation in a timely manner. The board was not given the site visit report until the Notice of Deficiency had been issued.

Overall, the school receives a rating of **Approaching 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.

**2019-20:** <https://citybase-cms-prod.s3.amazonaws.com/eab35f7c05484b949d190f9ef801ac5d.pdf>

**2021-22:** <https://media.graphassets.com/Xe7RhztSNC1g6CFX6KNg>

**2022-23:**

[https://media.graphassets.com/DRaD6uwsRmWGN81uowAF?\\_gl=1\\*17qo3e0\\*\\_ga\\*MzQ3MjE3NDU1LjE2NzA5NTA1MTA.\\*\\_ga\\_G6FYGSYGZ4\\*MTY3MTIxNzE5NC4yLjEuMTY3MTIxNzg4NC42MC4wLjA](https://media.graphassets.com/DRaD6uwsRmWGN81uowAF?_gl=1*17qo3e0*_ga*MzQ3MjE3NDU1LjE2NzA5NTA1MTA.*_ga_G6FYGSYGZ4*MTY3MTIxNzE5NC4yLjEuMTY3MTIxNzg4NC42MC4wLjA).

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							
<b>Core Question 1: Is the educational program a success?</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>MCR</b>	<b>2020-21</b>	<b>2021-22</b>	<b>CRR</b>
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	AS	AS	AS	AS	Not Rated	Not Rated	Not Rated
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	MS	AS	Not Rated	AS	Not Rated	Not Rated	Not Rated
1.3. Does the school demonstrate that students are improving the longer they are enrolled at the school?	DNMS	Not Evaluated	Not Rated	DNMS	Not Rated	AS	DNMS
1.4. Is the school providing an equitable education to all students in their school building?	ES	N/A	N/A	N/A	MS	DNMS	AS
1.5. Is the school providing an equitable education to all students compared to the state?	N/A	MS	Not Rated	MS	Not Rated	Not Rated	Not Rated
1.6. Is the school's attendance rate strong?	DNMS	DNMS	AS	AS	AS	AS	AS
1.7. Is the school outperforming schools that the students would have been assigned to attend?	ES	ES	Not Rated	ES	Not Rated	Not Rated	ES
1.8. Is the school meeting its school-specific educational goals?	AS	DNMS	Not Rated	DNMS	Not Rated	Not Rated	AS
1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?	N/A	N/A	N/A	N/A	DNMS	DNMS	DNMS
<b>Core Question 2: Is the school in sound fiscal health?</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>MCR</b>	<b>2020-21</b>	<b>2021-22</b>	<b>CRR</b>
2.1. Does the school demonstrate the ability to pay its obligations in the next 12 months?	MS	MS	MS	MS	AS	MS	MS
2.2. Does the organization demonstrate long-term financial health?	AS	AS	AS	AS	DNMS	ES	AS
2.3. Does the organization demonstrate it has adequate financial management and systems?	MS	MS	Not Rated	MS	MS	MS	MS
<b>Core Question 3: Is the organization effective &amp; well-run?</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>MCR</b>	<b>2020-21</b>	<b>2021-22</b>	<b>CRR</b>
3.1. Does the board demonstrate strong governance oversight?	N/A	N/A	MS	MS	AS	DNMS	AS
3.2. Does the board utilize appropriate structures and tools to execute its strategic vision?	N/A	N/A	AS	AS	AS	AS	AS

3.3. Does the school satisfactorily comply with all its governance obligations?	N/A	N/A	MS	MS	MS	DNMS	AS
3.4. Is the school leader strong in their academic and organizational leadership?	N/A	N/A	MS	MS	MS	DNMS	AS
<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	<b>2019-20</b>	<b>MCR</b>	<b>2021-22</b>	<b>2022-23</b>	<b>CRR</b>		
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	MS	MS	AS	DNMS	AS		
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	MS	MS	DNMS	DNMS	DNMS		
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	N/A						
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MS	MS	MS	DNMS	AS		
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	MS	MS	AS	AS	AS		
4.6. Is the school's mission clearly understood by all stakeholders?	MS	MS	DNMS	MS	AS		
4.7. Is the school climate and responsive to the needs of students, staff, and families?	MS	MS	DNMS	MS	AS		
4.8. Is ongoing communication with students and parents clear and helpful?	MS	MS	ES	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	MS	MS		
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	MS	MS	DNMS	MS	AS		