



**OFFICE of
EDUCATION INNOVATION**

Charter Renewal Report

**Global Preparatory Academy
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 Global Preparatory 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 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](#).

Global Preparatory 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.

Global Preparatory Academy submitted formal responses to the following indicators:

- Core Question 1.2:** Are students making sufficient and adequate gains as measured by the Indiana Growth Model?
- Core Question 1.3:** Does the school demonstrate that students are improving the longer they are enrolled at the school?
- Core Question 1.5:** Is the school providing an equitable education to all students compared to the state?
- Core Question 1.6:** Is the school’s attendance rate strong?
- Core Question 1.7:** Is the school outperforming schools that the students would have been assigned to attend?
- Core Question 1.8:** Is the school meeting its school-specific educational goals?
- Core Question 1.9:** Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?

Summary of Ratings		
Core Question 1: Is the educational program a success?	Mid-Charter Rating	Renewal Rating
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	Not Rated	Not Rated
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	DNMS	DNMS
1.3. Does the school demonstrate that students are improving the longer they are enrolled at the school?	DNMS	DNMS
1.4. Is the school providing an equitable education to all students in their school building?	DNMS	MS
1.5. Is the school providing an equitable education to all students compared to the state?		DNMS
1.6. Is the school's attendance rate strong?	DNMS	AS
1.7. Is the school outperforming schools that the students would have been assigned to attend?	DNMS	DNMS
1.8. Is the school meeting its school-specific educational goals?	DNMS	DNMS
1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?		DNMS
Core Question 2: Is the school in sound fiscal health?	Mid-Charter Rating	Renewal Rating
2.1. Does the school demonstrate the ability to pay its obligations in the next 12 months?	ES	ES
2.1. Does the organization demonstrate long-term financial health?	ES	ES
2.2. Does the organization demonstrate it has adequate financial management and systems?	MS	MS
Core Question 3: Is the organization effective and well-run?	Mid-Charter Rating	Renewal Rating
3.1. Does the board demonstrate strong governance oversight?	ES	MS
3.2. Does the board utilize appropriate structures and tools to execute its strategic vision?	ES	ES
3.3. Does the school satisfactorily comply with all its governance obligations?	MS	MS
3.4. Is the school leader strong in their academic and organizational leadership?	MS	ES
Core Question 4: Is the school providing the appropriate conditions for success?	Mid-Charter Rating	Renewal Rating
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	MS	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? <i>Only applies to schools with grades 9-12.</i>	N/A	N/A
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MS	ES
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	MS
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	MS
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	MS	MS

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.

There are several circumstances that affect the availability of academic data for Global Prep’s renewal report. First, the school opened in 2016-17 with too few students in tested grades to report results, which continued in 2017-18. Additionally, the school qualified to be measured only by student growth results, which further limited available data. Subsequent decisions from the Indiana General Assembly to “hold schools harmless” for state test results and, later, COVID-related school closures in 2020 and 2021 meant data was also not available for much of the latter part of the term. The narrative portions of this report include additional context about federal, state, and local policy changes and disruptions, and renewal decisions will be made with these factors in mind.

Please note that 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 did not have enough tested students to be evaluated for a letter grade.	Not Rated
2017-18	School did not have enough tested students to be evaluated for a letter grade.	Not Rated
2018-19	School was held harmless and received same grade as 2017-18.	Not Rated
Mid-Charter Rating		Not Rated
2019-20	School was not rated because ILEARN was not administered.	Not Rated
2020-21	School received a ‘null’ grade for the most recent school year.	Not Rated
Charter Renewal Rating		Not Rated

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

In order to earn a letter grade, a school must have at least 30 students enrolled at the school in grades 3-8 for at least 162 days. In 2016-17, GPA did not meet these criteria, and did not receive a letter grade. Similarly, GPA did not meet criteria to be evaluated for a grade in 2017-18 based on growth, which the Indiana General Assembly allowed that year for Innovation Network Schools.

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 results over the charter term, Global Preparatory Academy was **Not Rated** 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	School did not have enough tested students to be evaluated for growth.	Not Rated
2017-18	School did not have enough tested students to be evaluated for a growth.	Not Rated
2018-19	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
Mid-Charter Rating		DNMS
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
Charter Renewal Rating		DNMS

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 the Indiana Growth Model only applies to students in grades 4-8, and Global Preparatory Academy did not have students in those grades for 2016-17 or 2017-18, the school was not evaluated. Because ILEARN was not administered in 2020, growth could not be calculated in 2021. Therefore, OEI did not issue a rating for this indicator for 2020-21. In 2018-19, 45.5% of GPA students made typical or high growth in English/Language Arts, and 40.9% made those gains in mathematics, with a weighted average of 43.2%.

Given the results over the charter term, GPA receives a renewal rating of **Does Not Meet Standard** for this indicator.

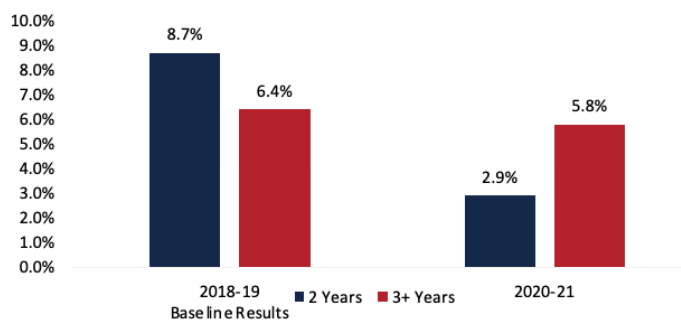
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	
Does not meet standard	Students who have been enrolled at the school for two or more consecutive years show a decrease in combined proficiency rate of 5 or more percentage points.
Approaching standard	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.

Renewal Calculation		
2016-17	Could not be rated because the school was in its first year of operation.	Not Rated
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

		Mid-Charter Rating	DNMS
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
		Charter Renewal Rating	DNMS

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.

ILEARN Proficiency by Years Enrolled



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.

Global Preparatory Academy’s first year of operation was 2016-17. In 2017-18, 13.9% of students who were enrolled for two years demonstrated proficiency on ISTEP. ILEARN results may be seen in the graph above.

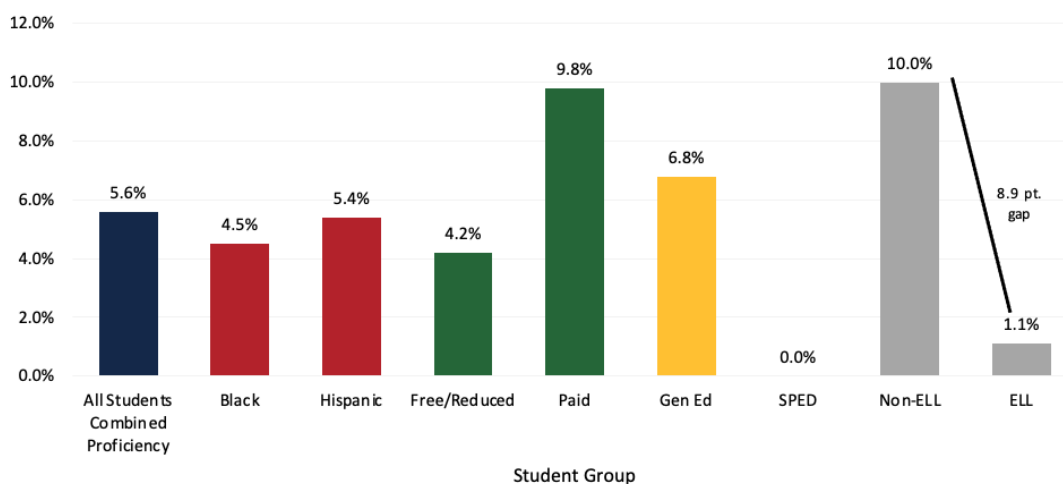
Based on results over the term, Global Preparatory Academy **Does Not Meet Standard** for renewal.

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

Renewal Calculation		
2016-17	School did not have enough tested students to be evaluated.	Not Rated
2017-18	School did not have enough tested students to be evaluated.	Not Rated
2018-19	This indicator was not part of OEI’s performance framework at this time.	
		Mid-Charter Rating
2019-20	This indicator could not be rated due to testing related disruptions.	Not Rated
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
		Charter Renewal Rating
		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 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.

The data below reflects student subgroup performance for the 2020-21 ILEARN. As shown below, the largest gap is an 8.9-percentage-point difference between Non-ELL and ELL students. Additionally, data reported in 2021 included all students tested, rather than only students who attended for at least 162 days. These results should not be compared to prior years.



Based on the results throughout the charter term, GPA receives a renewal rating of **Meets 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		
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 less than 25 (bottom quartile).	DNMS
Mid-Charter Rating		DNMS
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
Charter Renewal Rating		DNMS

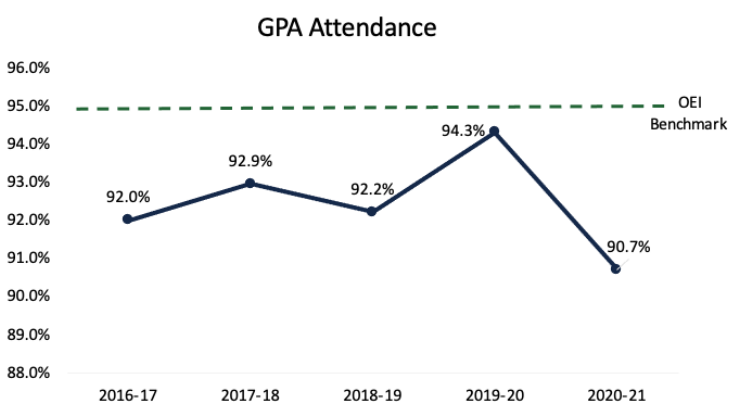
Each year, the Indiana Department of Education reports student results disaggregated by race, ethnicity, disability, language, and socioeconomic status. For this indicator, OEI compares student subgroup performance at the school to the performance of those subgroups at the state level. The analysis translates 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, Global Preparatory Academy receives a renewal rating of **Does Not Meet Standard**.

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		
2016-17	School's attendance rate is less than 95.0%	DNMS
2017-18	School's attendance rate is less than 95.0%	DNMS
2018-19	School's attendance rate is less than 95.0%	DNMS
Mid-Charter Rating		DNMS
2019-20	School's attendance rate is between 90.0 – 94.9%	AS
2020-21	School's attendance rate is between 90.0 – 94.9%	AS
Charter Renewal Rating		AS



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 for GPA's charter term. The average five-year rate was 92.4%. Please note, indicator 1.5 was revised in 2019-20 with the addition of an "Approaching

Standard" target. Previously, schools could only be rated "Meet Standard" or "Does Not Meet Standard."

Based on the results over the charter term, the school 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		
2016-17						Not Rated
2017-18						Not Rated
2018-19	No	No	No	No	0/4	DNMS
Mid-Charter Rating						DNMS
2019-20	N/A	N/A	N/A	N/A	N/A	Not Rated
2020-21	No	Yes	N/A	N/A	N/A	Not Rated
Charter Renewal Rating						DNMS

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. Global Preparatory Academy is an Innovation Network School that has a specific neighborhood boundary, which means it serves many students who are assigned. INS schools are evaluated on criteria based on comparison to schools serving similar student populations. The chart above answers the question, per the framework, "Did Global Preparatory Academy outperform schools that students would otherwise have been assigned to attend?"

Given the available results, Global Preparatory Academy receives a renewal rating of **Does Not Meet Standard**.

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

Renewal Calculation				
	Goal	Result	Rating	Overall Rating
2016-17	More than 80 % of students will demonstrate at least one year's reading growth in both their native language.	K: 68% 1st: 47% 2nd: 34%	DNMS	DNMS
	More than 70% of students will demonstrate grade level written proficiency in their native language.	K: 65% 1st: 42% 2nd: 27%	DNMS	
2017-18	90% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	65%	DNMS	AS
	90% of students will demonstrate grade level written proficiency in their native language.	68%	AS	
2018-19	90% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	58%	DNMS	DNMS
	90% of students will demonstrate grade level written proficiency in their native language.	57%	DNMS	

		Mid-Charter Rating		DNMS
2019-20	90% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Not Rated	Not Rated	Not Rated
	90% of students will demonstrate grade level written proficiency in their native language.	Not Rated	Not Rated	
2020-21	80% of dual language students enrolled by September 1 will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	62%	AS	AS
	Annually, 80% of dual language students enrolled by September 1 will demonstrate grade level written proficiency in their native language	64%	AS	
Charter Renewal Rating				DNMS

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.

Global Preparatory Academy receives a renewal rating of **Does Not Meet Standard** based on results over the past five years.

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.	
Mid-Charter Rating		
2019-20	IREAD was not administered.	Not Rated
2020-21	Results from the IREAD-3 test indicate that less than 69.9% of students are meeting grade level reading standards.	DNMS
Charter Renewal Rating		DNMS

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.

Global Preparatory Academy reported that 50% of students met grade level reading standards on IREAD-3 for the 2020-21 school year and 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’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	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
2017-18	Enrollment ratio equals or exceeds 95%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
2018-19	Enrollment ratio equals or exceeds 95%	MS	ES
	Current ratio equals or exceeds 1.1	MS	

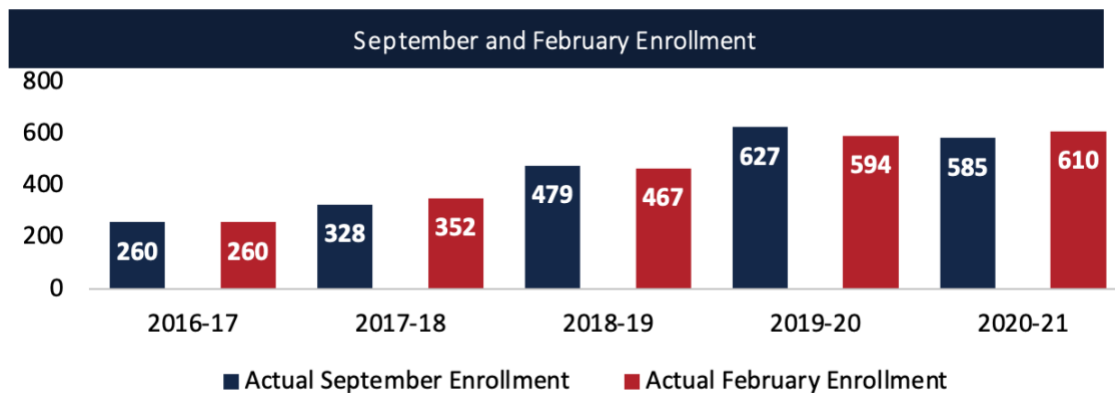
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
Mid-Charter Rating			ES
2019-20	Enrollment ratio equals or exceeds 95%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
2020-21	Enrollment ratio equals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

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

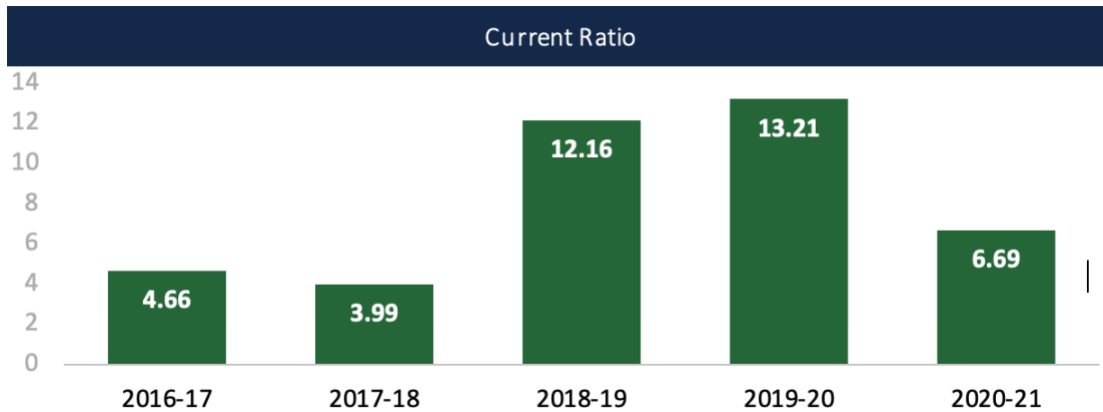
Enrollment variance measures the difference between enrollment figures. September variance compares actual enrollment to July 1 board-approved budgeted enrollment. February variance compares February count day enrollment to September count day enrollment. To maintain consistent levels of funding, schools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

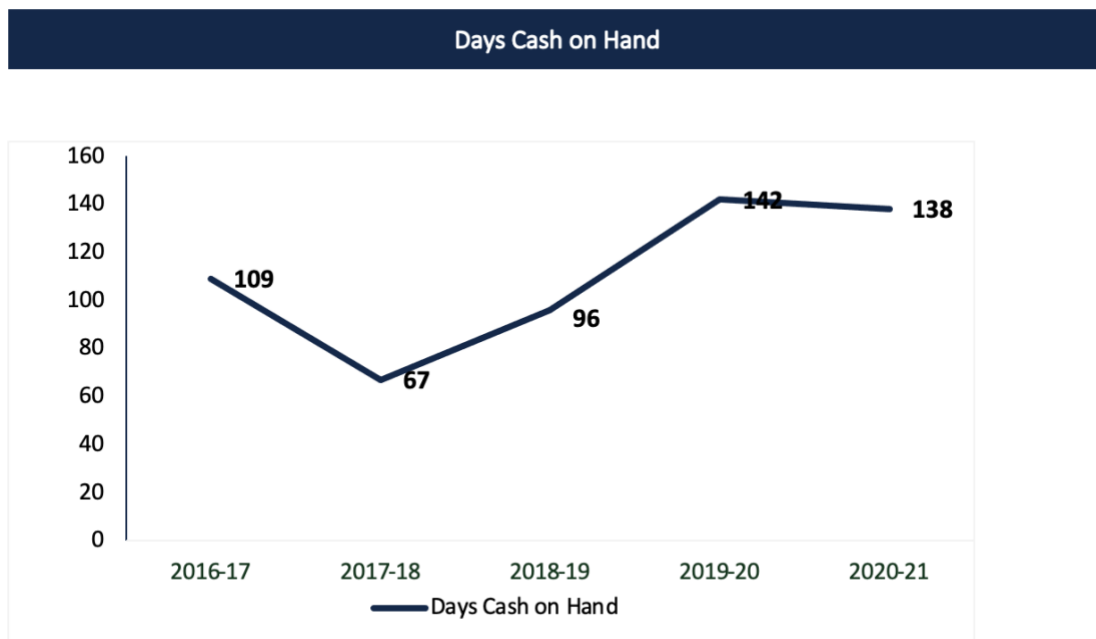
GPA has consistently met standard in this area over the course of its charter term, with an average enrollment variance of 102%. The graph below shows enrollment trends at the school.



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. GPA 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. GPA 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. Global Preparatory Academy has met standard on the **debt default** indicator throughout the term of its charter. For more information about the school'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.

Because the school met standard on Core Question 2.1 for every year of the charter term, it receives a renewal rating of **Exceeds Standards**.

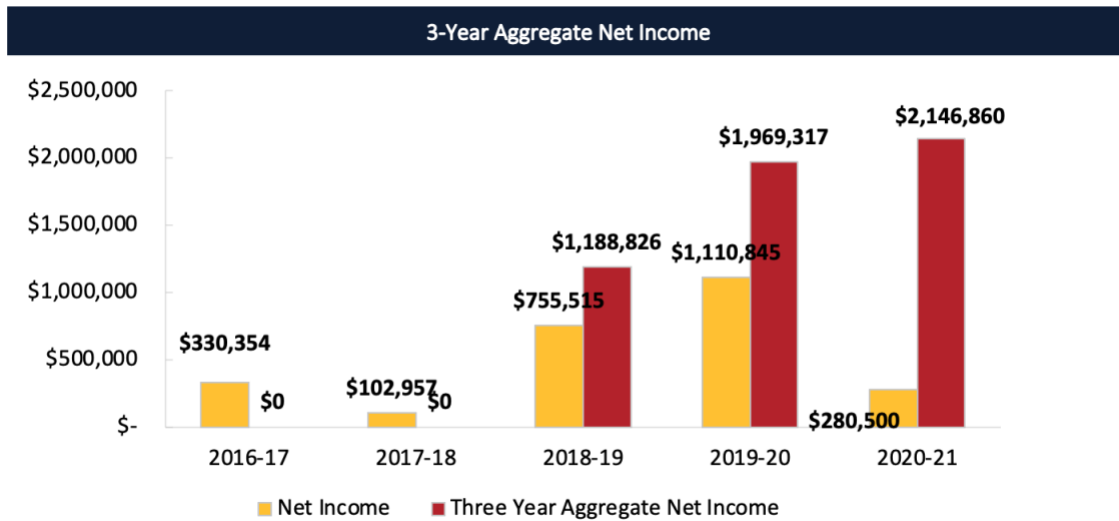
2.2. Does the organization demonstrate long-term financial health?		
Does not meet standard	The network does not meet standard on any of the 3 sub-indicators OR meets standard on 1 sub-indicator but does not meet standard on the remaining 2.	
Approaching standard	The network meets standard on 2 of the sub-indicators while not meeting on the third, OR approaches standard on all 3 sub-indicators.	
Meets standard	The network meets standard on 2 of the sub-indicators and approaches standard on the third.	
Exceeds standard	The network meets standard for all 3 sub-indicators.	
Sub-indicator	Sub-indicator targets	
Aggregate Three-Year Net Income	DNMS	Aggregate three-year net income is negative.
	AS	Aggregate three-year net income is positive, but most recent year is negative.
	MS	Aggregate three-year net income is positive, and most recent year is positive.
Debt to Asset Ratio	DNMS	Debt to Asset ratio exceeds .95
	AS	Debt to Asset ratio is between .91 - .95
	MS	Debt to Asset ratio is less than or equal to .9
Debt Service Coverage (DSC) Ratio	DNMS	DSC ratio is less than 1.05
	AS	DSC ratio is between 1.05 - 1.1
	MS	DSC ratio equals or exceeds 1.2

Renewal Calculation			
	Sub-indicator	Rating	Overall Rating
2016-17	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	
2017-18	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	
2018-19	Aggregate three-year net income is positive, and most recent year is positive.	MS	ES
	Debt to Asset ratio is less than or equal to .9	MS	
	DSC ratio equals or exceeds 1.2	MS	
Mid-Charter Rating			ES
2019-20	Aggregate three-year net income is positive, and most recent year is positive.	MS	ES
	Debt to Asset ratio is less than or equal to .9	MS	
	DSC ratio equals or exceeds 1.2	MS	
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	

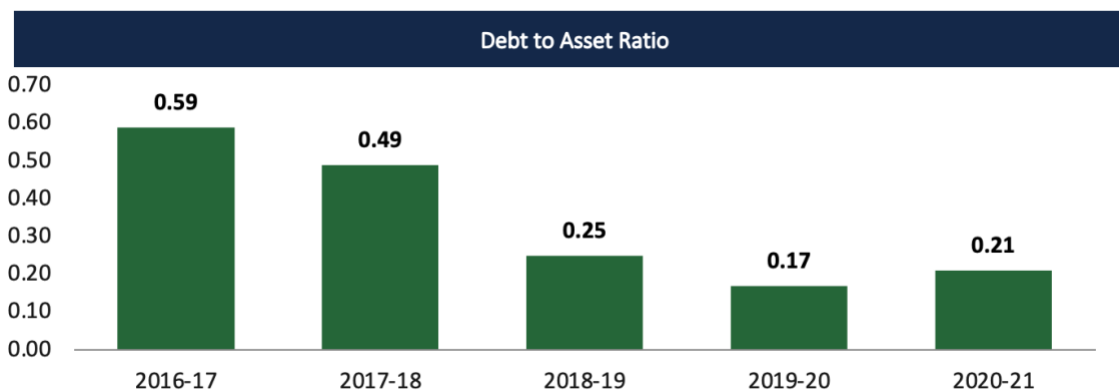
DSC ratio equals or exceeds 1.2	MS
Charter Renewal Rating	
ES	

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

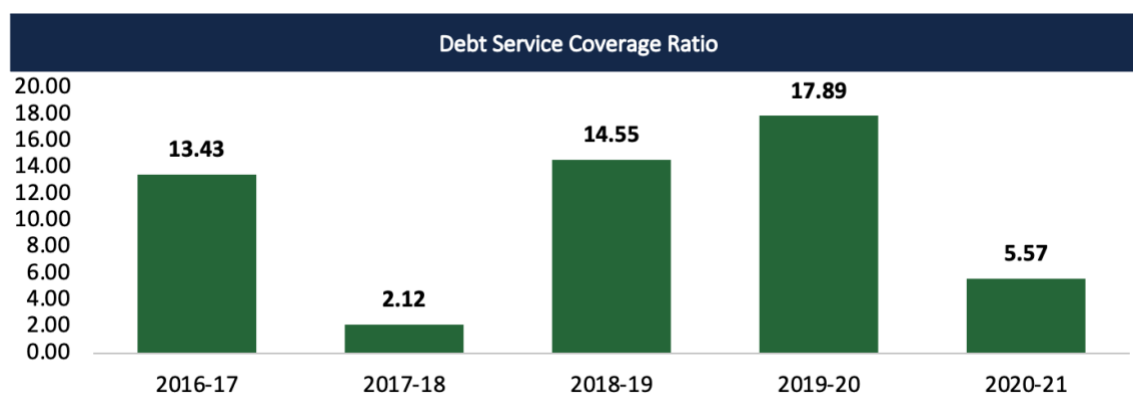
The first indicator OEI analyzes is the **aggregate net income** of the network. This indicator examines the extent to which the network’s expenses are outpacing revenue, with a goal of having net income on a yearly and aggregate basis be positive. Global Prep has consistently met standard in this area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



The graph above summarizes GPA’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. GPA met standard on this indicator for every year of the charter term.



The graph above summarizes GPA'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. GPA met standard on this indicator for every year of the charter term.



The **Debt Service Coverage Ratio** indicates a network has generated enough operating income to cover its upcoming debt service. OEI looks for a ratio of 1.2 or higher to meet standard. GPA has consistently met standard in this area over the charter term.

Because Global Preparatory Academy met standard on each indicator for Core Question 2.2, the school received a renewal rating of **Exceeds Standards**.

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.	MS	MS
	The school satisfies some financial reporting requirements.	MS	
2017-18	The school receives an audit with multiple significant deficiencies, a material weakness, or has an ongoing concern.	DNMS	DNMS
	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	
Mid-Charter Rating			MS
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	
Charter Renewal Rating			MS

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

GPA received a does not meet standards rating for the financial audit sub-indicator in 2017-18 due to a material weakness found with the school’s internal financial controls. However, the school has since produced clean audits with no financial findings from the auditors. The school has always met standard for timely submission of financial documents to OEI.

Because of GPA’s consistent financial reporting ratings and improvement with the financial audit 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](#).

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

Renewal Calculation		
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 board consistently and effectively complies with and presents no concerns in the sub-indicators	ES
Mid-Charter Rating		ES
2019-20	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.	ES
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
Charter Renewal Rating		MS

Throughout its charter term, the Global Preparatory Academy (GPA) board has consistently demonstrated strong governance oversight of the school with a clear understanding of and commitment to the school's mission of providing students with an education grounded in dual language immersion and character development. Over time, the board has exercised a relentless focus on student academic outcomes. In particular, the CEO delivers data-driven reports to the board at every meeting centered on key indicators such as academic progress, school climate, staff culture, and parent engagement. To support the school leader's focus on academics, the board has a longstanding academic excellence committee that leads board discussions around academic interventions, educational equity, and addressing the impacts of the Covid-19 pandemic on student learning.

During its time overseeing GPA, the board has maintained three core committees working on finance, governance, and academics. The board has also developed additional committees as needed to address other areas of school support including community engagement, marketing, and facilities. Committees meet on a regular cadence and report progress against goals at every board meeting.

In years one through five of GPA’s charter, the school set two school-specific non-academic goals. The first non-academic goal focused on student retention, and the second non-academic goal centered on family satisfaction. For the first goal, GPA met or exceeded the threshold of maintaining an 80% student retention rate. Similarly, GPA met or exceeded the goal of families demonstrating an overall 95% satisfaction rating on an annual survey each year of its charter.

Every year, the board uses a robust evaluation tool to evaluate the performance of the school leader that aligns with the mission and goals of GPA. Expectations, goals, and priorities are clearly delineated in the evaluations, allowing for the board and school leader to reflect and monitor effectiveness. In addition to the school leader evaluation, both the school leader and the board conduct self-evaluations to reflect on annual performance and identify areas of growth for upcoming years.

The GPA board receives a rating of Meets Standard for renewal.

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

Renewal Calculation		
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 board consistently and effectively complies with and presents no concerns in the sub-indicators	ES
Mid-Charter Rating		ES
2019-20	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.	ES
2020-21	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.	ES
Charter Renewal Rating		ES

Since its founding, the GPA board has been made up of active, experienced, and knowledgeable members who are able to provide competent oversight of the school. Over the years, the GPA board has consisted of individuals with backgrounds in education, finance, law, business, community engagement, and other relevant skillsets that add value to the work of the board. The GPA board continues to prioritize diversity in its gender and ethnic makeup.

At every meeting, the GPA board exercises close oversight of the overall health of the school, using clear, accurate data and a consistent set of metrics. GPA uses a school dashboard to monitor metrics related to student academic performance, finance, and operations. Committees also utilize the dashboard to track progress against goals aligned to academic performance, finance, and operational indicators.

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

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

Renewal Calculation		
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
Mid-Charter Rating		MS
2019-20	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.	AS
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
Charter Renewal Rating		MS

Although there were some issues in 2017-18 with communication of deficiencies to OEI, GPA has maintained a high standard of communication, compliance, and adherence to its charter. Almost every year of its charter, GPA has submitted over 95% of compliance documentation on-time, which exceeds standard. GPA leadership makes it a priority that all documentation is up-to-date, and all requirements are met when submitting documentation to the mayor's office.

Aside from 2019-20 when the school only enrolled 85% of the 720 seats it promised, GPA has maintained compliance with all material sections of its charter and submitted amendments when necessary. School leadership is consistently and actively engaged in meetings with OEI, and the CEO maintains frequent communication with OEI between scheduled meetings. Throughout its charter, the GPA board has complied with all components of Indiana Open Door Law.

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

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

Renewal Calculation		
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
Mid-Charter Rating		MS
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 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
Charter Renewal Rating		ES

Since GPA opened, the founding school leader has worked to provide students with a quality education grounded in dual language immersion and character development. Throughout the course of the charter term, the GPA school leader has maintained high expectations for student achievement. Despite the Covid-19 pandemic, GPA experienced minor declines in academic performance.

The CEO of GPA attended every board meeting and presented accurate data-driven reports that detail progress toward multiple measures of school performance, such as teacher retention and parent engagement. School leadership also aligns academic and finance data against the OEI performance framework. During each school year, leadership has demonstrated the ability to make mid-course adjustments and collaborate with the board as necessary to improve outcomes and address any financial, academic, or operational concerns.

Throughout its existence, GPA leadership has remained stable with minimal regrettable turnover. Minimal disruption to school function has occurred amid any transitions.

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

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

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

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

2017-18: <https://citybase-cms-prod.s3.amazonaws.com/6f3d46dc056848728b0cefa962a3d4a0.pdf>

2019-20: <https://citybase-cms-prod.s3.amazonaws.com/caa3758b507d4524b935a494d3463b13.pdf>

2021-22: https://media.graphassets.com/R5cz9x62RD61jqLtauuO?&_ga=2.266161800.686365024.1642005036-665966219.1641234304

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?	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	Not Rated	Not Rated	DNMS	DNMS	Not Rated	Not Rated	DNMS
1.3. Does the school demonstrate that students are improving the longer they are enrolled at the school?	Not Rated	DNMS	Not Rated	DNMS	Not Rated	Not Rated	DNMS
1.4. Is the school providing an equitable education to all students in their school building?	Not Rated	Not Rated		Not Rated	Not Rated	MS	MS
1.5. Is the school providing an equitable education to all students compared to the state?			DNMS	DNMS	Not Rated	Not Rated	DNMS
1.6. Is the school's attendance rate strong?	DNMS	DNMS	DNMS	DNMS	AS	AS	AS
1.7. Is the school outperforming schools that the students would have been assigned to attend?	Not Rated	Not Rated	DNMS	DNMS	Not Rated	Not Rated	DNMS
1.8. Is the school meeting its school-specific educational goals?	DNMS	AS	DNMS	DNMS	Not Rated	AS	DNMS
1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?					Not Rated	DNMS	DNMS
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 school demonstrate the ability to pay its obligations in the next 12 months?	ES	ES	ES	ES	ES	ES	ES
2.2. Does the organization demonstrate long-term financial health?	ES	ES	ES	ES	ES	ES	ES
2.3. Does the organization demonstrate it has adequate financial management and systems?	MS	DNMS	MS	MS	Not Rated	MS	MS

Core Question 3: Is the organization effective & well-run?	2016-17	2017-18	2018-19	MCR	2019-20	2020-21	CRR
<p>3.1. Does the board demonstrate strong governance oversight?</p> <p><i>From 2016-17 to 2018-19: Does the school's board work to foster a school environment that is viable and effective?</i></p>	MS	MS	ES	ES	ES	MS	MS
<p>3.2. Does the board utilize appropriate structures and tools to execute its strategic vision?</p> <p><i>From 2016-17 to 2018-19: Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?</i></p>	MS	MS	ES	ES	ES	ES	ES
<p>3.3. Does the school satisfactorily comply with all its governance obligations?</p> <p><i>From 2016-17 to 2018-19: Does the school satisfactorily comply with all its organizational structure and governance obligations?</i></p>	AS	MS	MS	MS	AS	ES	MS
<p>3.4. Is the school leader strong in their academic and organizational leadership?</p> <p><i>From 2016-17 to 2018-19: Is the school leader strong in their academic and organizational leadership?</i></p>	MS	MS	MS	MS	ES	ES	ES
Core Question 4: Is the school providing the appropriate conditions for success?	2017-18	2019-20	MCR	2021-22	CRR		
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	MS	MS	MS	MS	MS		
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	MS	AS	AS	MS	MS		

4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options? <i>Only applies to schools with grades 9-12.</i>	Not Applicable				
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MS	MS	MS	ES	ES
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	MS	MS	MS	MS	MS
4.6. Is the school's mission clearly understood by all stakeholders?	MS	MS	MS	MS	MS
4.7. Is the school climate and responsive to the needs of students, staff, and families?	MS	MS	MS	MS	MS
4.8. Is ongoing communication with students and parents clear and helpful?	MS	MS	MS	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	MS	MS	MS	MS
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	MS	MS	MS	MS	MS