



Mid-Charter Review

**Excel Center for Adult Learners
2020-21**

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Introduction

This Mid-Charter Review is a summary of the evidence collected by the Mayor's Office of Education Innovation (OEI) pertaining to the performance, sustainability, and plans for improvement of schools during the first four years of operation in the current charter term. The review 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 and is a tool to address current deficiencies and drive continuous improvement prior to the formal renewal process.

For each indicator in the Performance Framework, this review summarizes the findings of the school's accountability reports for the first three years of its current charter term. Each year's accountability reports are publicly available [online](#). Additionally, OEI issues a "mid-charter rating" that takes into consideration each year's performance as well as the school's trajectory in each area evaluated.

The report includes the following information:

- **Summary of Ratings:** This chart contains an overview of the school's mid-charter rating for each indicator.
- **Summary of Historical Ratings:** This chart contains the school's ratings on each indicator over the past three years, as well as the mid-charter rating.
- **Detailed Reports for Core Questions 1, 2, and 3:** These linked reports contain detailed information on the school's performance on each academic, financial, and governance indicator over the past three years.
- **Core Question 4 External Site Visit Reports:** As part of the mid-charter review process, an external consultant evaluates the school's performance on each indicator in the fall of the second and fourth years (for schools in their first charter term). Schools past their first term are evaluated in year three.

Attached to this report the school has included a detailed response to any indicator that is not *Meeting Standard* for the Mid-Charter Review rating (meaning any indicator rated *Approaching Standard* or *Does Not Meet Standard*). The school's response includes a root-cause analysis, any relevant or updated data pertaining to that indicator, as well as plans for improvement prior to renewal in year seven. The school was required to respond to the following indicators:

- Core Question 1.4.: Is the school providing an equitable education to all students?

Lastly, the school was required to address any current areas of concern, including ongoing Notices of Deficiency or Notices of Non-Compliance, as identified by the Office of Education Innovation. OEI did not identify any areas of concern, and the school is not currently under a Notice of Deficiency or Notice of Non-compliance, so no further response was requested.

Please note, 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 summative assessment results are not available for 2019-20 reports. Additionally, because of the lack of state data and formative test data, other indicators were not able to be evaluated as well, which may affect overall MCR ratings.

Summary of Ratings	
Core Question 1: Is the educational program a success?	Mid-Charter Rating
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's alternate accountability rule?	Exceeds Standard
1.2. Is the school preparing students to graduate from high school within the time frame established upon enrollment, as measured by the average number of credits earned per term?	Meets Standard
1.4. Is the school providing an equitable education to all students?	Does Not Meet Standard
1.6 Is the school preparing students for college and careers or transition success?	Exceeds Standard
1.7 Is the school meeting its school-specific educational goals?	Meets Standard
Core Question 2: Is the school in sound fiscal health?	Mid-Charter Rating
2.1. A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	Exceeds Standard
2.1. B. Does the network demonstrate the ability to pay its obligations in the next 12 months?	Exceeds Standard
2.2. Does the organization demonstrate long-term financial health?	Exceeds Standard
2.3. Does the organization demonstrate it has adequate financial management and systems?	Meets Standard
Core Question 3: Is the organization effective and well-run?	Mid-Charter Rating
3.1. Is the school leader strong in their academic and organizational leadership? <i>For 2019-20: Does the board demonstrate strong governance oversight?</i>	Meets Standard
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? <i>For 2019-20: Does the board utilize appropriate structures and tools to execute against its strategic vision?</i>	Meets Standard
3.3. Is the board active, knowledgeable and does it abide by appropriate policies, systems, and processes in its oversight? <i>For 2019-20: Does the school satisfactorily comply with all its governance obligations?</i>	Meets Standard
3.4. Does the board work to foster a school environment that is viable and effective? <i>For 2019-20: Is the school leader strong in their academic and organizational leadership?</i>	Meets Standard
3.5. Does the school comply with applicable laws, regulations and provision of the charter agreement relating to the safety and security of the facility? <i>For 2019-20: Not rated</i>	N/A
3.6. Is the school meeting its school-specific non-academic goals? <i>For 2019-20: Not rated</i>	N/A
Core Question 4: Is the school providing the appropriate conditions for success?	Mid-Charter Rating

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

Summary of Historical Ratings				
Core Question 1: Is the educational program a success?	2017-18	2018-19	2019-20	MCR
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's alternate accountability rule?	MS	ES	ES	ES
1.3 Is the school preparing students to graduate from high school within the time frame established upon enrollment, as measured by the average number of credits earned per term?	MS	MS	N/A	MS
1.4 Is the school providing an equitable education to all students? <i>Prior to 2018-19, 1.4 compared school subgroup performance within the building. For 2018-19 and later, 1.4 was updated to compare school subgroup performance with statewide subgroup performance.</i>	DNMS	Not Evaluated	N/A	DNMS
1.6 Is the school preparing students for college and careers or transition success?	ES	ES	ES	ES
1.7 Is the school meeting its school-specific educational goals?	ES	ES	AS	MS
Core Question 2: Is the school in sound fiscal health?	2017-18	2018-19	2019-20	MCR
2.1. A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	ES	MS	ES	ES
2.1. B. Does the network demonstrate the ability to pay its obligations in the next 12 months?	N/A	ES	ES	ES
2.2. Does the organization demonstrate long-term financial health?	ES	ES	ES	ES
2.3. Does the organization demonstrate it has adequate financial management and systems?	AS	AS	MS	MS

Core Question 3: Is the organization effective & well-run?	2017-18	2018-19	2019-20	MCR
3.1 Is the school leader strong in their academic and organizational leadership? <i>For 2019-20: Does the board demonstrate strong governance oversight?</i>	MS	MS	MS	MS
3.2 Does the school satisfactorily comply with all its organizational structure and governance obligations? <i>For 2019-20: Does the board utilize appropriate structures and tools to execute against its strategic vision?</i>	ES	MS	MS	MS
3.3 Is the board active, knowledgeable and does it abide by appropriate policies, systems, and processes in its oversight? <i>For 2019-20: Does the school satisfactorily comply with all its governance obligations?</i>	MS	MS	ES	MS
3.4 Does the board work to foster a school environment that is viable and effective? <i>For 2019-20: Is the school leader strong in their academic and organizational leadership?</i>	MS	MS	ES	MS
3.5 Does the school comply with applicable laws, regulations and provision of the charter agreement relating to the safety and security of the facility? <i>For 2019-20: Not rated</i>	MS	MS	N/A	N/A
3.6 Is the school meeting its school-specific non-academic goals? <i>For 2019-20: Not rated</i>	AS	AS	N/A	N/A
Core Question 4: Is the school providing the appropriate conditions for success?	3rd Year Site Visit 2019-20		MCR	
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?	MS		MS	
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	MS		MS	
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MS		MS	
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	MS		MS	
4.6. Is the school's mission clearly understood by all stakeholders?	MS		MS	
4.7. Is the school climate and responsive to the needs of students, staff, and families?	MS		MS	
4.8. Is ongoing communication with students and parents clear and helpful?	N/A		N/A	
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, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures. Below are the Core Question 1 reports for the school for the last three years.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

2017-18: <https://citybase-cms-prod.s3.amazonaws.com/bc1a06434fe9410bbc20095977e01879.pdf>

2018-19: <https://citybase-cms-prod.s3.amazonaws.com/b8fb9ba0753b4a68a9de6f9598b5f1aa.pdf>

2019-20: <https://citybase-cms-prod.s3.amazonaws.com/470f0f594d744940a7004c882d44932f.pdf>

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

The Financial Performance Framework, outlined in Core Question 2, gauges both near term financial health and longer-term financial sustainability while accounting for key financial reporting requirements. Below are the Core Question 2 reports for the school for the last three years.

2017-18: <https://citybase-cms-prod.s3.amazonaws.com/ffd3a2d14b6d43a0af556e4b089d5c1f.pdf>

2018-19: <https://citybase-cms-prod.s3.amazonaws.com/0146ece7b0454f5b9242546ef64609a7.pdf>

2019-20: <https://media.graphcms.com/FYkVEXgvQ4OcGRFXShkM>

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

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

2017-18: <https://citybase-cms-prod.s3.amazonaws.com/18b24be317ca4940b554aa473bd9c698.pdf>

2018-19: <https://citybase-cms-prod.s3.amazonaws.com/7762081f9cb5495280dc454a174ee6b7.pdf>

2019-20: <https://citybase-cms-prod.s3.amazonaws.com/dcc2cb1ae8894ce08017d949e79a8843.pdf>

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. Below are the Core Question 4 reports for the school.

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

School Response

The school was required to respond to the following areas in its mid-charter review, according to the guidelines below, by noon on Tuesday, July 6, 2021. The responses must be typed and emailed as a PDF document to Shaina Cavazos, Assistant Director of Communications at Operations, at Shaina.Cavazos@Indy.gov.

In the responses, schools are instructed to include detailed information pertaining to each of the required indicators:

- Core Question 1.4.: Is the school providing an equitable education to all students?

Please structure responses in the following way:

List the Core Question and indicator(s) you are responding to from the Mid-Charter Review Summary of Ratings (i.e. "Core Question 1: Is the educational program a success? Indicator 1.3: Does the school demonstrate that students are improving the longer they are enrolled at the school?").

In an effort to streamline the response, you may combine responses to indicators that have similar inputs. For example, if a school is asked to respond to CQ 1.1 and CQ 1.2, the decisions and circumstances that led to those ratings and plans for improvement might overlap significantly. Rather than copy/paste your answer from 1.1 to a separate section for 1.2, you may include both indicators as the heading as outlined above. Please note that answers should still address each indicator in full and take into account differences in related indicators.

Sub-section: What decisions did school leadership make that led to the school not meeting standard?

The majority of this section should focus on internal practices and decision-making that are at the root of lagging performance, though external factors, such as state-level policy changes, may be referenced where necessary.

Sub-section: What steps has the school already taken to ensure standards can be met by the end of the charter term?

Along with detailed steps of the above actions and when they were implemented, please include in your answer any relevant data or evidence if performance on the indicator has improved since the prior school year.

Sub-section: What steps is the school planning to take to ensure standards can be met by the end of the charter term?

Along with detailed steps of the above plans, please include where the school is in terms of implementation as well as if any resources are still needed to execute these plans.

SAMPLE MCR RESPONSE STRUCTURE – NARRATIVE LENGTH IS FOR EXAMPLE PURPOSES ONLY

Core Question 1: Is the educational program a success?

Indicator 1.1: Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?

Indicator 1.3: Does the school demonstrate that students are improving the longer they are enrolled at the school?

What decisions did school leadership make that led to the school not meeting standard?

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What steps has the school already taken to take to ensure standards can be met by the end of the charter term?

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What steps is the school planning to take to ensure standards can be met by the end of the charter term?

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The Excel Center for Adult Learners (9910)

Response: Mid-Charter Review

Core Question 1: Is the educational program a success?

Indicator 1.4: Is the school providing an equitable education to all students?

Sub-section: What decisions did school leadership make that led to the school not meeting standard?

While the Mid-Charter Review period covers the timeframe of SY2017-18 through SY2019-20 (three full academic years), it should be noted that the only year data was available to assess Indicator 1.4 was three years ago, during the 2017-18 school year. During that year, while overall data was available indicating a 17.3% difference in performance of racial groups, specific subgroup data was not available. Since that time, data has not been available due to n-size not meeting the state's threshold for evaluation (SY2018-19) and the cancellation of state assessments due to COVID-19 (SY2019-20).

Beyond the three year time period since data was available to measure this indicator, GEI leadership has made two significant decisions that increased the number of students served and thus impacted the representation of subgroups served by The Excel Center for Adult Learners (9910). The first decision was to relocate the Franklin Road campus to Shadeland Avenue, and the second was to re-establish a campus in Decatur Township.

In the fall of SY2018-19, The Excel Center-Franklin Road became The Excel Center-Shadeland Avenue after the school relocated to better serve the community. In the summer of 2016, the city of Indianapolis discontinued the IndyGo bus stop that was outside the Franklin Road campus. This meant that students could not easily access the school, and as a result enrollment was impacted and the school was not able to serve the community to the degree it desired. To provide students with better access to the school, a new site was located on the same side of Indianapolis, but not in the same neighborhood. What became the Shadeland Avenue campus was in an easier to access location for students thanks to an IndyGo bus stop being located inside the parking lot of the multi-use building. This relocation expanded enrollment both in terms of the number of students served as well as the geographic area from which students enrolled. In this way, the overall demographics of the school shifted while the mission and educational program of the school remained consistent.

Additionally in the fall of SY2018-19, GEI made the decision to re-establish an Excel Center in Decatur Township. The Excel Center-Decatur came at the invitation of the leadership at MSD of Decatur Township schools, and created a campus that would add 125 more students to the overall charter for The Excel Center for Adult Learners. The addition of this campus and desire to serve its community again expanded (and thus impacted) the populations served by the overall charter.

Sub-section: What steps has the school already taken to ensure standards can be met by the end of the charter term?

Over the past few years, GEI and The Excel Center for Adult Learners have put in place a number of initiatives to ensure an equitable education is provided to all students. Below please find a list and brief description of each item:

- Equity Data Review: As GEI and individual Excel Centers conducted their regular practice of end-of-term data reviews during the years leading up to SY2019-20, data analysis begged the question as to whether students in various subgroups (including gender, age, race, and special populations) were experiencing outcomes consistent with the general population of students. In order to conduct a deeper analysis of these questions, the Equity Data workbook was developed starting with SY2019-20 and continues to be implemented. This workbook includes a sheet for each school in The Excel Center for Adult Learners, and looks at indicators including: classes enrolled, classes completed, credits earned, time to graduation, and college and career readiness completion (in addition to other indicators) broken down by subgroups of students. School directors and their teams use this data to analyze student outcomes and identify practices that will create more equitable outcomes for students.
- Academic Engagement & Attendance Data: In addition to the Equity Data Review workbook, school leaders receive a weekly Academic Engagement & Attendance report that captures student performance related to passing classes, attendance, and engagement levels each week. By receiving this data weekly, schools can focus on what students need in real time, instead of having to wait until the end of term to make changes.
- Updated Orientation Process: The Excel Center orientation process was updated to include a virtual, in-person, or self-paced option after the prior process was impacted by the complexities of COVID-19, causing some students to enroll but not show up for classes. The updated process is more individualized and focuses on the specific needs of the student in order to be able to attend classes. This drove a positive change to the “no show” data following orientations for almost every student subgroup.
- Performance Development Review (PDR): School leaders include a self-reflection as part of their PDR, which takes place each of the five terms during The Excel Center school year. This practice keeps school leadership’s focus on equity and the needs of individual students in their building.
- Goodwill of Central and Southern Indiana (GCSI) Diversity, Equity, and Inclusion (DEI) Work: When the social marches and protests took place nationwide and in Indianapolis in response to the killing of unarmed Black individuals during the summer of 2020, GCSI held Town Halls and focus groups to discuss the events. GCSI created a DEI Committee that has engaged in regular activity organization-wide, to discuss these challenging topics, how they affect GCSI and GEI, and how we can do better as an organization. The work is now expanding to a GEI-specific DEI committee.

Sub-section: What steps is the school planning to take to ensure standards can be met by the end of the charter term?

As we move into the 2021-22 school year, GEI and The Excel Center for Adult Learners plan to take on additional work as well to best serve each subgroup of students. Below are items that we are planning to implement:

- Re-evaluation of Data Review Process: Using the Equity Data Review spreadsheet and weekly Academic Engagement & Attendance Data reports, The Excel Center will be re-

evaluating its Data Review process. Previously the Data Review process took place at the conclusion of each term, which meant the data was final and there was no way to impact students' active progress. By re-evaluating the process, The Excel Center will look for ways to conduct "just in time" data analysis that allows us to course correct as students are engaged with us, while also conducting summative data analysis to look at overall outcomes once a term is complete. This work will be done looking at overall data and also subgroup-specific outcomes.

- Implementation of Model Advisors: During the spring of 2021, The Excel Center created three model advisor positions to help evaluate the effectiveness of The Excel Center model and its implementation. These positions are held by current Excel Center directors, and focus on three key areas of The Excel Center model: college and career readiness, life coaches, and instruction. The Model Advisors will facilitate work groups across the network, which will evaluate the effectiveness of each model element and revise any elements that are identified as needing improvement. Professional development will then be created and provided to school staff as a means of ensuring all students, including specific subgroups of students, are experiencing equitable outcomes.
- GEI Diversity, Equity, and Inclusion (DEI) Committee: As an extension of the GCSI DEI committee, Goodwill Education Initiatives has established its own DEI committee, focusing specifically on our schools. As this committee begins its work, it will create a strategic plan, evaluate policies and procedures, review practices, and help to develop and facilitate professional development opportunities for staff as a means of better serving all students.