



DALEVILLE COMMUNITY SCHOOLS



Monitoring Guidelines for Indiana Virtual School

Authorized by the Daleville Community School Corporation

July, 2015

Accountability System

Introduction

Daleville Community Schools (DCS) is committed to fulfilling its role as a high-quality charter school authorizer by holding Indiana Virtual School accountable across a variety of performance dimensions. The accountability system described in this document is rooted in the DCS's guiding principles:

- Students First. When performing its duties, DCS will always assess whether the best interests of students are being met.
- Excellence in Leadership. Operating a high-performing charter school requires excellent leadership from school boards and staff. DCS will authorize Indiana Virtual School to the extent that it can demonstrate strong leadership at both the school governance and administrative levels.
- High Expectations. DCS expects Indiana Virtual School to set high academic achievement expectations and ethical standards for students and staff. Similarly, the DCS will establish high performance expectations and ethical standards for itself and for Indiana Virtual School.
- Rigorous and Transparent Accountability. DCS will hold Indiana Virtual School accountable for performance through rigorous and transparent accountability mechanisms. In turn, DCS will be held to a high performance bar by the State Board of Education.

In addition, the accountability system strives to achieve the appropriate balance between an authorizer's obligation to protect student and public interests and uphold school autonomy.

The core components of the DCS accountability system are the charter agreement and the Accountability Plan, which is incorporated into the charter agreement. The Accountability Plan consists of a set of standard goals and outcome measures across three performance dimensions: academic success, financial health, and organizational compliance. These outcome measures enable DCS to assess on a consistent basis the performance of Indiana Virtual School (INVS). Indiana Virtual School's progress as measured against the Accountability Plan performance dimensions is assessed through a combination of written reports, data submission, and onsite visits. This collective body of evidence is used to assess school performance over the charter term and also forms the basis for charter renewal decisions. To ensure full transparency, DCS performance assessments will be reported annually to the school's leader and Board of Directors. It is the intent of DCS that annual assessments will encourage constructive dialogue among the school's leadership team regarding continuous improvement efforts.

Site Visits

One of the ways that DCS gathers performance information about the administration of Indiana Virtual School is through site visits. Site visits allow the authorizer to observe the administration of the school firsthand, interact with key stakeholders, and corroborate school-reported information.

Formal Site Visit: Formal site visits are conducted in the fall of each year to gauge the school's progress toward meeting academic success, financial health, and organizational compliance goals. Formal site visits are conducted by DCS staff members and/or their authorized designees, who interview key stakeholders, review documentation, and attend a Board meeting. Written feedback is provided to the Board of Directors and school leadership.

Monitoring Site Visit: In addition to Formal site visits, DCS staff members may conduct informal Monitoring site visits for follow-up oversight, special events, and general check-ins. Reasons for monitoring visits may include, but are not limited to: follow-up on implementation of improvement plans, documentation of best practices, or investigation of a complaint. Such visits may be impromptu or without notice. At its discretion, DCS staff may opt not to conduct Monitoring visits if the school is performing well across all Accountability Plan dimensions.

End-of-Term Site Visit: The End-of-Term site visit is conducted by DCS staff and may include expert external evaluators in the Fall of Year 5. This site visit is conducted after the school has submitted a Charter Renewal Application and provides a summative evaluation of the school's performance over the entire term of the charter. Written feedback is provided to the Board of Directors

and school leadership and is used to determine charter renewal recommendations. External evaluator fees are paid by the DCS.

Reporting Requirements

DCS reporting requirements are designed to ensure prudent authorizer oversight without overburdening school leaders. State law requires charter schools and the DCS to submit a variety of data to the Indiana Department of Education throughout the year. In addition, DCS requires the submission of an annual report containing school data and supplemental information that helps to provide a comprehensive picture of overall school performance. DCS also requires monthly financial reporting as described in the charter agreement.

- Annual Report Template
- Quarterly Services Report Template
- Monthly Financial Report Template

School Performance Report

Indiana Virtual School's performance is assessed in accordance with Accountability Plan goals and measures, and through a combination of written reports, data submission, and site visits. Each year, DCS will create a School Performance Report that summarizes the school's status in terms of academic success, financial health, and organizational compliance. The School Performance Report serves as the basis for the creation of annual performance targets as required by IC § 20-24-4-1.

The School Performance Report also provides important information about the school to families, students, and the broader community. The Report will be posted on the DCS website, and will be used to inform the production of the DCS annual Accountability Report as required by IC § 20-24-9.

Acknowledgements

In devising its Accountability System, Daleville Community Schools consulted with the Indiana Charter School Board, the Charter Schools Office of the Indianapolis Mayor's Office, the Office of Charter Schools for Ball State University, and the Indiana Charter Schools Authorizer Alliance. In addition, we are indebted to the Accountability staff at the Indiana Department of Education for their assistance.

ACCOUNTABILITY PLAN

I. OVERVIEW

The single most important factor that the Daleville Community School Corporation considers in assessing school performance and making charter renewal determinations is the school's record in generating successful student achievement outcomes. Regardless of the grade levels a school is providing, the expectation is that most, if not all, of the students will leave the school fully prepared and educated for the next step in their academic careers—middle school, high school, or post-secondary education. For those high school students who do not intend to enroll in post-secondary education, the expectation is that most, if not all, of these students will leave the school fully prepared for employment.

In order to determine whether Indiana Virtual School has met this high standard, a performance agreement is established each year. This agreement's primary purpose is to outline the specific student achievement goals that INVS agrees to meet and the specific outcome measures that define what constitutes meeting these goals. The agreement also describes financial health and organizational compliance goals and measures. This agreement, known as the "Accountability Plan," becomes part of the Indiana Virtual School's charter. Under the DCS Accountability System, INVS is required to report their yearly progress in meeting the goals contained in their Accountability Plan through an annual report, referred to as the Accountability Plan Progress Report.

In establishing high standards for renewal, DCS requires that the Accountability Plan for INVS contains a set of goals, along with specific measures, that establishes the criteria for success. These *required* outcome measures represent DCS's expectations for student learning and achievement at the time of renewal. If necessary and at its sole discretion, DCS may agree to amend certain goals or measures.

This document provides detailed information about the Accountability Plan and its performance dimensions.

II. OUTCOME MEASURES

The DCS Accountability System is developed upon the principle that schools should be held accountable for the academic results they achieve, not for what actions they take to achieve these outcomes. Therefore, the DCS Accountability Plan is built upon outcome measures that focus on student achievement as a result of schools' programmatic and organizational practices. For example, outcome measures do not describe how much time students have spent reading, how much money was spent on reading programs, or even what students read (all input measures) but rather assess the end product, i.e., how much students improved in their ability to read.

There are three types of outcome measures used in the Accountability Plan: Absolute, Comparative, and Growth.

- **Absolute** measures use fixed criteria by which the school's performance is measured. These measures are based on absolute standards, that is, mastery at a specified level of skill and knowledge on state examinations. Students show proficiency by performing at a given, pre-determined level. To the extent that the school's mission is to prepare students for success in middle school, high school and beyond, a large percent of students taking state assessments are expected to show proficiency in order for the school to be deemed successful in preparing students for future educational achievement.
- **Comparative** measures weigh the school's performance against that of other selected schools and student populations. In addition to examining academic goals in terms of absolute student achievement, Indiana Virtual School must also compare their students' performance on the state examinations to that of comparable schools based on socio-economic factors.
- **Growth** measures examine progress towards an absolute target based on year-to-year growth of the same students. Unlike the absolute measure of proficiency, the growth outcome measure is intended to chart student

progress attributable to the impact of a school's instructional program. To determine student progress, the outcome is expressed as the year-to-year difference between pre-test and post- test scores of the *same* students. Since growth measures compare a school's students to themselves at an earlier point in time, they factor out demographic issues that influence performance, making growth measures particularly useful for schools serving at-risk students.

A well-defined outcome measure must be specific, clearly and concisely stated, and easily understood. Academic subject measures should be tied to academic standards that specify what students should know and be able to do in a subject or content area at a specified grade or other grouping level.

Examples of Outcome Measures

- **Absolute:** Each year, 75 percent of all tested students who have been enrolled at Indiana Virtual School for a minimum of 162 days will pass the English/Language Arts component of the ISTEP+.
- **Comparative:** Each year, the percentage of students passing the Algebra 1 ECA will exceed the passing percentage of students from comparable schools (as defined by socio- economic status).
- **Growth:** Each year, students in Grades 4-8 who meet proficiency standards as measured by state assessments will achieve "typical" growth.

III. PERFORMANCE DIMENSIONS OVERVIEW

The Accountability Plan sets forth the goals and measures for the school and is used to evaluate the school's academic performance, financial health, and organizational compliance. At its core, the Accountability Plan poses three critical questions:

- Is the school's educational program a success?
- Is the school in good financial health?
- Is the organization in compliance with applicable laws and regulations?

As stated above, the single most important factor that DCS considers in making charter renewal determinations is the school's record in generating successful student achievement outcomes. However, it is also important that the school maintains good financial health and remains compliant with legal and contractual obligations. Therefore, Indiana Virtual School's performance will be assessed across all three dimensions.

Each Accountability Plan performance dimension has multiple indicators of success and Indiana Virtual School's performance on each indicator will be scored as:

- Exceeds standard;
- Meets standard; and
- Does Not Meet Standard.

If INVS scores a Does Not Meet Standard across any indicator for two years in a row, then follow-up review is required and INVS may be required to submit a Corrective Plan. Accountability Plan performance dimensions will serve as the basis for site visit questions, annual reports, and all performance-related assessments of the school over the charter term.

IV. ACADEMIC PERFORMANCE

The Accountability Plan for all schools is rooted in Indiana's comprehensive K-12 accountability system (A-F Model) under Public Law 221. The A-F Model is built upon proficiency, improvement and growth indicators that address the two major academic subjects of English/Language Arts and Mathematics. For high schools, the A-F Model also incorporates college and career

readiness indicators. The DCS Accountability Plan includes additional indicators outside of the A-F Model for grades 9-12, to ensure DCS has a rich data set with which to evaluate school performance over the course of the charter term and from which to base its charter renewal decisions.

At their discretion, INVS may choose to add additional academic goals and measures; however, supplemental measures will not supplant or dilute DCS's consideration of the required academic measures.

School Levels

Middle School (6-8)

The Accountability Plan for the INVS middle school begins with a grade level designation under the A-F Model (for example, a school is rated a B or a C). This grade is then disaggregated so that DCS can view proficiency and growth outcome measures based on the results of state assessments in English/Language Arts and Mathematics. Growth in grades 6-8 is calculated using Indiana's Growth Model.

High School (9-12)

The Accountability Plan for the INVS high school begins with a grade level designation under the A-F Model (for example, a school is rated a B or a C). This grade is then disaggregated so that DCS can view proficiency (absolute and comparative) and improvement outcome measures based on the results of state assessments in English/Language Arts and Mathematics. In addition, high schools are assessed on their graduation rates as well as on college and career readiness indicators.

INVS High school academic proficiency is assessed using a 10th grade cohort as defined by the Department of Education in accordance with Public Law 221. "10th grade cohort" means the class of students who are in their second year of high school. Accountability standards for the 10th grade cohort stipulate that academic measures will only be calculated for those students who have been enrolled at the school for at least 162 days, in order to assess the impact of the school at which the student is currently enrolled. College and career readiness in grades 9-12 is assessed using a combination of the following assessment tools: the College Board's College Readiness Pathway suite (PSAT and SAT), the ACT Educational Planning and Assessment System (PLAN and ACT), the Advanced Placement (AP) exam, the International Baccalaureate (IB) exam, dual-credit accumulation and industry certifications. Once Indiana incorporates growth for grades 9-12 into the Growth Model, growth in these grades will be assessed using Indiana's Growth Model.

Finally, INVS high school graduation rate accountability is based on how the graduation rate is defined in Indiana statute. Specifically, Indiana Code § 20-26-13-12 provides that the Department of Education shall calculate, for each public and accredited nonpublic high school, an estimated graduation rate that is determined by the total number of graduates for a particular year divided by the total number of students enrolled in Grade 9 at the school three years before that year. See the Indiana Department of Education's website for more information: <http://www.doe.in.gov/gradrate/>

V. OPTIONAL ACADEMIC OUTCOMES MEASURES

Accountability Plan outcome measures are established by DCS and go into effect for the initial five-year charter term once the charter agreement is executed. As described under Section IV: Academic Performance, Indiana Virtual may wish to establish additional academic outcomes measures by which school performance will also be assessed. However, INVS should note that any supplemental measures will not supplant or dilute DCS's consideration of the required measures in its evaluation of the goals.

If INVS wishes to add optional academic measures, these draft measures must be submitted to DCS by March 15, 2016 in order to be considered for implementation during the charter term. DCS staff will review any draft measures and provide feedback to INVS. The final version of any optional measures must be submitted to DCS by May 15, 2016.

VI. STATE ACCOUNTABILITY EVOLUTION

Indiana's comprehensive K-12 accountability system under Public Law 221 and Indiana's compliance criteria under the federal No Child Left Behind (NCLB) Act are undergoing an evolution. Of particular note is that Indiana is in the process of adding growth

metrics for grades 9-12. Once these metrics are finalized, the DCS accountability system will adopt the Growth Model across the 6-12 continuum.

VII. INDIANA STATE ASSESSMENTS OVERVIEW

A complete list of Indiana's required K-12 public school state assessments can be found on the Indiana Department of Education's website: www.doe.in.gov. Below, we provide descriptions of the primary state assessments, excerpted from the IDOE website.

ISTEP+

The purpose of the *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)* program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science*, and Social Studies**. An Applied Skills Assessment and a Multiple-Choice Assessment are used to measure these standards; they are required components of the ISTEP+ program.

ISTEP+ ECA

The ISTEP+ End-of-Course Assessments (ECAs) are criterion-referenced assessments developed specifically for students completing their instruction in Algebra I, Biology I, or English 10.

CATEGORY 1

ACADEMIC SUCCESS

CATEGORY 1: ACADEMIC SUCCESS

The single most important factor that Daleville Community Schools considers in making a charter renewal determination is the school's record in generating successful student achievement outcomes.

Outcome measures in the Academic Success category assess school performance across two dimensions: student achievement (absolute and comparative) and student growth or improvement. First and foremost, a school is rated according to Indiana's K-12 Accountability System (A-F Model) under Public Law 221. Certain components of the A-F Model are disaggregated to enable DCS to assess a school's performance over time across discrete academic indicators that feed into a school's letter grade. However, INVS is not assessed separately on these components. In other words, INVS receives one overall grade, and there is no "double-grading" for a school on A-F Model components. All A-F Model components will be marked as "Disaggregated A-F Model Component."

In addition, because Indiana's state assessments for high schools do not measure performance beyond the 10th grade cohort, the DCS Accountability Plan measures student proficiency utilizing a combination of the following assessment tools: the College Board's College Readiness Pathway suite (PSAT and SAT), the ACT Educational Planning and Assessment System (PLAN and ACT), the Advanced Placement (AP) exam, the International Baccalaureate (IB) exam, dual-credit accumulation and industry certifications. Note that each of these assessments, apart from the College Board suite and the ACT System, are incorporated into Indiana's A-F Model and feed into a high school's overall letter grade.

1.1 SCHOOL PERFORMANCE (PROFICIENCY AND GROWTH)

Y1	Y2	Y3	Y4	Y5
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1.1.a The school meets standards according to Indiana’s K-12 Accountability System (A-F Model) under Public Law 221.					
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Exceeds Standard:

- School received an A under P.L. 221.

Meets Standard:

- School received a B or C under P.L. 221.

Does Not Meet Standard:

- School received a D or F under P.L. 221.

Note: If a school is identified for intervention under P.L. 221, immediate follow-up review is required.

DATA SOURCE: *Indiana Department of Education.*

1.2 STUDENT ACHIEVEMENT (PROFICIENCY)

	Y1	Y2	Y3	Y4	Y5
1.2.a Students achieve proficiency on state assessments in English Language Arts (Disaggregated A-F Model Component).					
<p><i>Exceeds Standard: Elementary/Middle Schools</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA: 90% or more of students met or exceeded proficiency. <p><i>Exceeds Standard: High Schools</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> English 10: 90% or more of students met or exceeded proficiency. 					
<p><i>Meets Standard: Elementary/Middle Schools</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA: Between 70% and 89% of students met or exceeded proficiency. <p><i>Meets Standard: High Schools</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> English 10: Between 70% and 89% of students met or exceeded proficiency. 					
<p><i>Does Not Meet Standard: Elementary/Middle Schools</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA: Less than 70% of students met or exceeded proficiency. <p><i>Does Not Meet Standard: High Schools</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> English 10: Less than 70% of students met or exceeded proficiency. 					
	Y1	Y2	Y3	Y4	Y5
1.2.b Students achieve proficiency on state assessments in Math (Disaggregated A-F Model Component).					
<p><i>Exceeds Standard: Elementary/Middle Schools</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Math: 90% or more of students met or exceeded proficiency. <p><i>Exceeds Standard: High Schools</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra 1: 90% or more of students met or exceeded proficiency. 					
<p><i>Meets Standard: Elementary/Middle Schools</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Math: Between 70% and 89% of students met or exceeded proficiency. <p><i>Meets Standard: High Schools</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra 1: Between 70% and 89% of students met or exceeded proficiency. 					
<p><i>Does Not Meet Standard: Elementary/Middle Schools</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Math: Less than 70% of students met or exceeded proficiency. <p><i>Does Not Meet Standard: High Schools</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra 1: Less than 70% of students met or exceeded proficiency. 					

1.2 STUDENT ACHIEVEMENT (PROFICIENCY) - CONTINUED

		Y1	Y2	Y3	Y4	Y5
1.2.c	Students perform better on state examinations in English Language Arts than students at comparable schools.					
<i>Exceeds Standard:</i>						
<input type="checkbox"/> The school is categorized within the top 25% of schools statewide in terms of proficiency results.						
<i>Meets Standard:</i>						
<input type="checkbox"/> The percentage of students at the school that met or exceeded proficiency is higher than the percentage at comparable schools by at least 5 percentage points.						
<i>Does Not Meet Standard:</i>						
<input type="checkbox"/> The percentage of students at the school that met or exceeded proficiency does not meet the standard defined above.						
<p><i>NOTE: "Comparable schools" are schools that serve similar populations of students, as defined by the percentage of students within +/-5% of the same socio-economic status. This range may be expanded at DCS's discretion to ensure the data set is large enough to conduct comparative analyses.</i></p>						
		Y1	Y2	Y3	Y4	Y5
1.2.d	Students perform better on state examinations in Math than students at comparable schools.					
<i>Exceeds Standard:</i>						
<input type="checkbox"/> The school is categorized within the top 25% of schools statewide in terms of proficiency results.						
<i>Meets Standard:</i>						
<input type="checkbox"/> The percentage of students at the school that met or exceeded proficiency is higher than the percentage at comparable schools by at least 5 percentage points.						
<i>Does Not Meet Standard:</i>						
<input type="checkbox"/> The percentage of students at the school that met or exceeded proficiency does not meet the standard defined above.						
<p><i>NOTE: "Comparable schools" are schools that serve similar populations of students, as defined by the percentage of students within +/-5% of the same socio-economic status. This range may be expanded at DCS's discretion to ensure the data set is large enough to conduct comparative analyses.</i></p>						
<p>DATA SOURCES: Indiana Department of Education for results from all state assessments, including Indiana Statewide Testing for Educational Progress Plus (ISTEP+), IMAST, ISTAR, and End of Course Assessments (ECAs).</p>						

1.3 STUDENT PROGRESS OVER TIME (GROWTH)

	Y1	Y2	Y3	Y4	Y5
1.3.a.1 (Grades 6-8 only) The school's lowest performing quartile makes sufficient annual growth in English/Language Arts to maintain or achieve proficiency, as measured by Indiana's Growth Model. (Disaggregated A-F Model Component)					
<p>Exceeds Standard:</p> <p><input type="checkbox"/> 42.5% or more of students in the bottom quartile show high growth from the previous year.</p>					
<p>Meets Standard:</p> <p><input type="checkbox"/> 60.0% or more of students in the bottom quartile show typical or high growth from the previous year.</p>					
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> 39.9% or more of students in the bottom quartile show low growth from the previous year.</p>					
<p>NOTES: The bottom 25% student population is measured based upon the previous year's ISTEP+ results. The Exceeds Standard targets correspond with the high growth bonus targets in the A-F Model. The Meets Standard targets correspond with the necessary combination of typical or high growth in order to avoid receiving a low growth penalty in the A-F Model. The Does Not Meet Standard targets correspond with the low growth penalty in the A-F Model. In the event that a school falls simultaneously within the Exceeds Standard and the Does Not Meet Standard categories, then the Does Not Meet Standard rating will trump the Exceeds Standard rating.</p>					
	Y1	Y2	Y3	Y4	Y5
1.3.a.2 (Grades 6-8 only) The school's top performing 75% makes sufficient annual growth in English/Language Arts to maintain or achieve proficiency, as measured by Indiana's Growth Model. (Disaggregated A-F Model Component)					
<p>Exceeds Standard:</p> <p><input type="checkbox"/> 36.2% or more of students in the top 75% show high growth from the previous year.</p>					
<p>Meets Standard:</p> <p><input type="checkbox"/> 60.2% or more of students in the top 75% show typical or high growth from the previous year.</p>					
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> 39.8% or more of students in the top 75% show low growth from the previous year.</p>					
<p>NOTES: The top 75% student population is measured based upon the previous year's ISTEP+ results. The Exceeds Standard targets correspond with the high growth bonus targets in the A-F Model. The Meets Standard targets correspond with the necessary combination of typical or high growth in order to avoid receiving a low growth penalty in the A-F Model. The Does Not Meet Standard targets correspond with the low growth penalty in the A-F Model. In the event that a school falls simultaneously within the Exceeds Standard and the Does Not Meet Standard categories, then the Does Not Meet Standard rating will trump the Exceeds Standard rating.</p>					

1.3 STUDENT PROGRESS OVER TIME (GROWTH) - CONTINUED

	Y1	Y2	Y3	Y4	Y5
1.3.b.1 (Grades 6-8 only) The school's lowest performing quartile makes sufficient annual growth in Math to maintain or achieve proficiency, as measured by Indiana's Growth Model. (Disaggregated A-F Model Component)					
<p>Exceeds Standard:</p> <p><input type="checkbox"/> 44.9% or more of students in the bottom quartile show high growth from the previous year.</p>					
<p>Meets Standard:</p> <p><input type="checkbox"/> 59.9% or more of students in the bottom quartile show typical or high growth from the previous year.</p>					
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> 40.0% or more of students in the bottom quartile show low growth from the previous year.</p>					
<p>NOTES: The bottom 25% student population is measured based upon the previous year's ISTEP+ results. The Exceeds Standard targets correspond with the high growth bonus targets in the A-F Model. The Meets Standard targets correspond with the necessary combination of typical or high growth in order to avoid receiving a low growth penalty in the A-F Model. The Does Not Meet Standard targets correspond with the low growth penalty in the A-F Model. In the event that a school falls simultaneously within the Exceeds Standard and the Does Not Meet Standard categories, then the Does Not Meet Standard rating will trump the Exceeds Standard rating.</p>					
	Y1	Y2	Y3	Y4	Y5
1.3.b.2 (Grades 6-8 only) The school's top performing 75% makes sufficient annual growth in Math to maintain or achieve proficiency, as measured by Indiana's Growth Model. (Disaggregated A-F Model Component)					
<p>Exceeds Standard:</p> <p><input type="checkbox"/> 39.2% or more of students in the top 75% show high growth from the previous year.</p>					
<p>Meets Standard:</p> <p><input type="checkbox"/> 57.5% or more of students in the top 75% show typical or high growth from the previous year.</p>					
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> 42.4% or more of students in the top 75% show low growth from the previous year.</p>					
<p>NOTES: The top 75% student population is measured based upon the previous year's ISTEP+ results. The Exceeds Standard targets correspond with the high growth bonus targets in the A-F Model. The Meets Standard targets correspond with the necessary combination of typical or high growth in order to avoid receiving a low growth penalty in the A-F Model. The Does Not Meet Standard targets correspond with the low growth penalty in the A-F Model. In the event that a school falls simultaneously within the Exceeds Standard and the Does Not Meet Standard categories, then the Does Not Meet Standard rating will trump the Exceeds Standard rating.</p>					
<p>DATA SOURCES: Indiana's Growth Model for grades 3-8.</p>					

1.4 COLLEGE AND CAREER READINESS (HIGH SCHOOL ONLY)

	Y1	Y2	Y3	Y4	Y5
1.4.a Student performance, dual-credit accumulation and/or industry certification reflects college and career readiness.					
<p>Meets Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 90% or more of graduating students in the current school year achieved at least one of the following college and career readiness indicators: <ul style="list-style-type: none"> • Scored a composite PSAT score of at least 145 or 152 (if administered in either 10th or 11th grade) <u>and</u> a combined SAT score of at least 1550. • Scored minimum PLAN test scores of: 15 in English, 19 in Math, 17 in Reading, and 21 in Science; <u>and</u> minimum ACT test scores of 18 in English, 22 in Math, 21 in Reading, and 24 in Science. • Scored a 3, 4 or a 5 on the AP exam. • Scored a 4, 5, 6 or 7 on the IB exam. • Earned 3 or more college transcribed and verifiable credits as defined by the Indiana Department of Education. • Earned an industry certification approved by the Indiana Department of Education. 					
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than 90% of graduating students in the current school year achieved at least one of the following college and career readiness indicators: <ul style="list-style-type: none"> • Scored a composite PSAT score of at least 145 or 152 (if administered in either 10th or 11th grade) and a combined SAT score of at least 1550. • Scored minimum PLAN test scores of: 15 in English, 19 in Math, 17 in Reading, and 21 in Science; and minimum ACT test scores of: 18 in English, 22 in Math, 21 in Reading, and 24 in Science. • Scored a 3, 4 or a 5 on the AP exam. • Scored a 4, 5, 6 or 7 on the IB exam. • Earned 3 or more college transcribed and verifiable credits as defined by the Indiana Department of Education. • Earned an industry certification approved by the Indiana Department of Education. 					
	Y1	Y2	Y3	Y4	Y5
1.4.b Students graduate from high school (as defined by the state's four- year graduation rate). (Disaggregated A-F Model component)					
<p>Exceeds Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 90% or more of students graduated from high school in the current school year. 					
<p>Meets Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 70% to 89.9% of students graduated from high school in the current school year. 					
<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than 70% of students graduated from high school in the current school year. 					

1.4 COLLEGE AND CAREER READINESS (HIGH SCHOOL ONLY)

Y1	Y2	Y3	Y4	Y5
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1.4.c High school graduates enroll in post-secondary institutions, or are employed within six months of graduation.

Meets Standard:

- 90% or more of graduating students in the current school year either (1) enrolled in a post-secondary institution, or (2) were employed by the January following graduation (includes military service).

Does Not Meet Standard:

- Less than 90% of graduating students in the current school year either (1) enrolled in a post-secondary institution, or (2) were employed by the January following graduation (includes military service).

DATA SOURCES: Indiana Department of Education, charter school's annual Accountability Plan Progress Report.

CATEGORY 2

FINANCIAL HEALTH

CATEGORY 2: FINANCIAL HEALTH

A school that is in financial distress is at risk for closing down and disrupting the education of enrolled students. Therefore, assessing the financial health of a charter school is an integral part of an authorizer's accountability responsibilities.

The following table summarizes the indicators by which the financial health of a school is assessed. A school that scores two or more "Does Not Meet Standard" in a given year, or one "Does Not Meet Standard" for two years in a row, is in questionable financial health and warrants an in-depth financial review and possible corrective action. Note that some financial indicators are absolute, and a school either does or does not meet the standard.

Finally, please note that several of the indicators include a three year trend analysis. Therefore, the Year 1 and Year 2 outcomes consider financial data from prior fiscal years. The process for evaluating schools that have been open for less than five years is addressed in the individual indicators.

Combined Financial Measures	Year 1	Year 2	Year 3	Year 4	Year 5
Balance Sheet					
1.a. Current Ratio (Working Capital Ratio)					
1.b. Days Cash					
1.c. Debt to Asset Ratio					
Income Statement					
2.a. Profit Margin					
Cash Flow Statement					
3.a. Positive Cash Flow					
Budget					
4.a. Enrollment Variance					
Debt					
5.a. Default					
5.b. Debt Service Coverage Ratio					
<i>DATA SOURCES: Audited financial statements and other required financial reports submitted to DCS.</i>					

2.1 BALANCE SHEET INDICATORS

		Y1	Y2	Y3	Y4	Y5
2.1.a	Current Ratio (Working Capital Ratio): Current Assets divided by Current Liabilities					
<p><i>Meets Standard (in one of two ways):</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Current Ratio is greater than 1.1. <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). 						
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not meet passing options. <p><i>NOTE: If the current ratio is less than 0.9, follow-up review is required.</i></p>						
		Y1	Y2	Y3	Y4	Y5
2.1.b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)					
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 60 days cash. <input type="checkbox"/> Between 30 and 60 days cash and one-year trend is positive. <input type="checkbox"/> Between 20 and 30 days cash and two-year trend is positive. 						
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Days cash and trend do not match passing options above. <p><i>NOTE: If the school has less than 10 days cash, follow-up review is required.</i></p>						
		Y1	Y2	Y3	Y4	Y5
2.1.c	Debt to Asset Ratio: Total Liabilities divided by Total Assets					
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Debt to Asset Ratio is less than 0.90. 						
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Debt to Asset Ratio is greater than 0.90. <p><i>NOTE: If the Debt to Asset Ratio is greater than 1.0, follow-up review is required.</i></p>						

Y1	Y2	Y3	Y4	Y5
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2.2 INCOME STATEMENT INDICATORS

2.2.a Profit Margin: Net Income divided by Total Revenue

Meets Standard (in one of two ways):

- Aggregated three-year profit margin is positive and the most recent year profit margin is positive.
- Aggregated three-year profit margin is greater than -1.5% and the trend is positive for the last two years and the most recent year margin is positive.

Does Not Meet Standard:

- Profit margin and trend do not meet passing options.

NOTE: Follow-up review is required under the following circumstances (in one of two ways):

- Aggregated three-year profit margin is less than -1.5%.

Note, this calculation is: $(\text{Total 3 year net income})/(\text{Total 3 year revenues})$

- Current year profit margin is less than -10%.

2.3 CASH FLOW STATEMENT INDICATORS

Y1	Y2	Y3	Y4	Y5

2.3.a. Cash Flow

Meets Standard (in one of two ways):

- Three-year cumulative cash flow is positive and cash flow is positive each year.
- Three-year cumulative cash flow is positive, cash flow is positive in two of three years, and cash flow in the most recent year is positive.

Does Not Meet Standard:

- Three-year cumulative cash flow is positive, but does not meet standard.

NOTE: If the school's three-year cumulative cash flow is negative, follow-up review is required.

2.4 BUDGET INDICATORS

Y1	Y2	Y3	Y4	Y5
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2.4.a Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Board-Approved Budget

Meets Standard (in one of two ways):

- Meets or exceeds planned enrollment in most recent year.
- Actual enrollment equals or exceeds 95% of planned enrollment in most recent year and equals or exceeds 95% over each of the last three years.

Does Not Meet Standard:

- Does not meet passing options.

NOTE: If actual enrollment was less than 85% of planned enrollment in the recent year, follow-up review is required.

2.5 DEBT INDICATORS

Y1	Y2	Y3	Y4	Y5
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2.5.a. Default

Meets Standard:

- School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.

Does Not Meet Standard:

- School is in default of loan covenant(s) and/or is delinquent with debt service payments.

2.5.b. Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Principal and Interest Payments)

Meets Standard:

- Debt Service Coverage Ratio is equal to or exceeds 1.10.

Does Not Meet Standard:

- Debt Service Coverage Ratio is less than 1.10.

CATEGORY 3

ORGANIZATIONAL COMPLIANCE

CATEGORY 3: ORGANIZATIONAL COMPLIANCE

A school that is in material non-compliance with legal or contractual obligations is at risk for closing down and disrupting the education of enrolled students. Therefore, assessing the organizational compliance of a charter school is an integral part of an authorizer's accountability responsibilities.

Authorizers are faced with absolute standards for compliance: legal and contractual requirements are either met or they are not. In assessing a school's organizational compliance across the indicators listed below, DCS will adopt a reasonable measure of sufficiency that faults schools for material non-compliance only.

I. STUDENT PROCEDURES

						Y1	Y2	Y3	Y4	Y5
3.1 ADMISSIONS, ENROLLMENT & RETENTION										
3.1.a. The school has conducted lawful, unbiased admissions, enrollment and retention processes including conducting appropriate randomized lotteries where required?										
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The school has materially complied with admissions, enrollment and retention requirements based on applicable laws, rules, and regulations as well as any relevant provisions of the charter agreement. Any shortcomings or failures to comply have been inadvertent and any adverse consequences have been promptly remedied. <p>See Table 3.1.a below</p>										
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The school has failed, in one or more material respects, to comply with admissions, enrollment and retention requirements based on applicable laws, rules, and regulations as well as any relevant provisions of the charter agreement. Such shortcomings or failures have had adverse consequences and/or have not been promptly remedied. 										
						(Yes or No)				
Table 3.1.a. Admissions, Enrollment and Retention						Y1	Y2	Y3	Y4	Y5
Recruitment										
<ul style="list-style-type: none"> Followed fair and open recruitment practices 										
<ul style="list-style-type: none"> Did not seek or use information in ways that would have been discriminatory or otherwise contrary to law 										
Lottery process										
<ul style="list-style-type: none"> Implemented all required admissions preferences and only allowable discretionary preferences 										
<ul style="list-style-type: none"> Carried out lottery consistent with applicable rules and policies 										
Waiting list procedures										
<ul style="list-style-type: none"> Compiled and utilized waiting list consistent with applicable rules and policies 										
Enrollment										
<ul style="list-style-type: none"> Enrolled students in accordance with a lawful admissions policy, lottery results, and waiting list results 										
Retention										
<ul style="list-style-type: none"> Did not for any reason attempt to persuade or “counsel out” students either in advance of enrollment or thereafter 										
<p>DATA SOURCES: Signed statement of assurances submitted annually to DCS; documented complaints submitted to the school, DCS or the Indiana Department of Education, as well as any follow-up reports addressing these complaints.</p>										

Y1	Y2	Y3	Y4	Y5

3.2 STUDENT ATTENDANCE AND DISCIPLINE

3.2.a The school met attendance goals.

Meets Standard:

- In the previous year, school-wide attendance was 95% or better.

Approaches Standard:

- In the previous year, school-wide attendance was between 90% and 94%.

Does Not Meet Standard:

- In the previous year, school-wide attendance was below 90%.

Y1	Y2	Y3	Y4	Y5

3.2.b The school followed appropriate and lawful student discipline processes.

Meets Standard:

- The school has conducted suspensions and expulsions in material compliance with applicable laws, rules, and regulations as well as any relevant provisions of the charter agreement. The school has promptly and effectively remedied shortcomings when identified.

Does Not Meet Standard:

- The school has conducted suspensions and/or expulsions in violation of applicable laws, rules, and regulations as well as any relevant provisions of the charter agreement. The school has failed to promptly and effectively remedy shortcomings when identified.

DATA SOURCES: Indiana Department of Education; signed statement of assurances submitted annually to DCS; documented complaints submitted to the school, DCS or the Indiana Department of Education, as well as any follow-up reports addressing these complaints.

II. STUDENT RIGHTS

3.3 SPECIAL EDUCATION	Y1	Y2	Y3	Y4	Y5
<p>3.3.a The school has respected the rights of students with disabilities under applicable laws, rules and regulations (including IDEA, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Article 7) and provisions of its charter agreement.</p>					
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> The school consistently treated students with identified disabilities and those suspected of having a disability in accordance with applicable laws, rules and regulations as well as any relevant provisions of the charter agreement.</p> <p>Consistent with the school’s status and responsibilities as a Local Educational Agency (LEA):</p> <ul style="list-style-type: none"> • Identification: It consistently complied with rules relating to identification & referral • Operational Compliance: It consistently complied with rules relating to the academic program, assessments, discipline, and all other aspects of the school’s program and responsibilities • IEPs: Student Individualized Education Plans and Section 504 plans were appropriately carried out, and confidentiality was maintained • Accessibility: Access to the school’s facility and program was provided to students and parents in a lawful manner and consistent with their abilities • Funding: All applicable funding was secured and utilized in ways consistent with applicable laws, rules, regulations and provisions of the school’s charter agreement <p>Any areas of non-compliance were addressed promptly and effectively once identified.</p>					
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> The school failed to implement its program in the manner described above. It failed to properly execute its duties as an LEA and/or consistently and equitably attend to the educational success of students with disabilities enrolled in the school.</p>					
<p><i>DATA SOURCES: Indiana Department of Education; signed statement of assurances submitted annually to DCS; documented complaints submitted to the school, DCS or the Indiana Department of Education, as well as any follow-up reports addressing these complaints.</i></p>					

3.4 ENGLISH LANGUAGE LEARNERS

Y1	Y2	Y3	Y4	Y5

3.4.a The school has respected the rights of English Language Learner (ELL) students under all applicable laws, rules, regulations (including Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities) and provisions of its charter agreement.

Meets Standard:

- The school complied with English Language Learner requirements and consistently treated ELL students in a manner consistent with all applicable laws, rules, regulations and provisions of the charter agreement.
 - **Identification:** The school consistently and effectively implemented steps to identify students in need of ELL services
 - **Delivery of Services:** Appropriate ELL services were equitably provided to identified students pursuant to the school’s policy and educational program
 - **Accommodations:** Students were provided with appropriate accommodations on assessments
 - **Exiting:** Students were exited from ELL services in accordance with their capacities.

Does Not Meet Standard:

- The school failed to implement its program in the manner described above.

DATA SOURCES: Indiana Department of Education; signed statement of assurances submitted annually to DCS; documented complaints submitted to the school, DCS or the Indiana Department of Education, as well as any follow-up reports addressing these complaints.

3.5 DUE PROCESS

Y1	Y2	Y3	Y4	Y5
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3.5.a The school has materially complied with the rights of students.

Meets Standard:

- The school has materially complied with due process protections, civil rights and student liberties requirements. It also respected and deferred to student liberties (including First Amendment protections relating to free speech and religion).

Does Not Meet Standard:

- The school has materially compromised or violated students' civil rights or liberties or has otherwise failed to respect student rights.

DATA SOURCES: Signed statement of assurances submitted annually to DCS; documented complaints submitted to the school, DCS or the Indiana Department of Education, as well as any follow-up reports addressing these complaints.

III. OVERNANCE

3.6 FIDUCIARY RESPONSIBILITIES		Y1	Y2	Y3	Y4	Y5
3.6.a	The school has complied with applicable laws, rules, regulations and provisions of its charter agreement relating to governance.					
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The school materially complied with applicable laws, rules, regulations and provisions of its charter agreement with regard to governance by its board. This includes, but is not limited to compliance with its: <ul style="list-style-type: none"> • By-laws • Code of ethics • Conflict of interest policy • Open Door Law • Oversight of Educational Management Organization (if applicable) 						
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The school failed to comply with applicable laws, rules, regulations and the requirements set forth in the school’s charter regarding governance by its board. 						
<p>DATA SOURCES: Signed statement of assurances submitted annually to DCS; Accountability Plan Progress Report submitted annual to DCS; documented complaints submitted to the school, DCS or the Indiana Department of Education, as well as any follow-up reports addressing these complaints.</p>						

IV. FINANCIAL MANAGEMENT AND OVERSIGHT

3.7 FINANCIAL REPORTING, MANAGEMENT AND COMPLIANCE	Y1	Y2	Y3	Y4	Y5
3.7.a The school meets financial reporting and compliance requirements.					
<i>Meets Standard:</i>					
<input type="checkbox"/> The school met the Financial Reporting Requirements in Table 3.7.a					
<i>Does Not Meet Standard:</i>					
<input type="checkbox"/> The school scored “No” in the most recent fiscal year in two or more of the categories in the table below.					

	(Yes or No)				
<i>Table 3.7.a. Financial Reporting, Management and Oversight</i>	Y1	Y2	Y3	Y4	Y5
Budget:					
Was the annual budget submitted on time?					
Quarterly Financial Reports					
Were the quarterly financial reports required by the ICSB submitted on time?					
Audit					
Did the school receive an unqualified opinion from its independent auditor and was the independent annual audit report devoid of significant findings and conditions, material weaknesses, significant internal control weaknesses, and/or ongoing concerns?					
Was the annual independent audit submitted on time?					
Other Reporting Requirements					
Did the school meet all state and federal financial grant reporting requirements?					
Did the school meet all reporting requirements for utilization of particular funds?					
<i>DATA SOURCES: Indiana Department of Education; annual audited financial statements; quarterly and annual DCS financial reporting requirements.</i>					

V. HEALTH, SAFETY & FACILITY

3.8 SAFETY, SECURITY AND HEALTH	Y1	Y2	Y3	Y4	Y5
3.8.a The school complies with applicable laws, rules, regulations and provisions of its charter agreement relating to safety, security and health related services.					
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The school complied with applicable laws, rules, regulations and provisions of its charter agreement relating safety and security and the provision of health related services to students and the school community, including but not limited to: <ul style="list-style-type: none"> • Fire inspections and related records • Maintaining a viable certificate of occupancy • Maintaining student records and testing materials securely • Maintaining documentation of requisite insurance coverage • Offering appropriate nursing services • Appropriate dispensing of pharmaceuticals • Provision of food services 					
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The school failed to implement its program in the manner described above. 					
<p>DATA SOURCES: Signed statement of assurances submitted annually to DCS; documented complaints submitted to the school, DCS or the Indiana Department of Education, as well as any follow-up reports addressing these complaints.</p>					