



Accountability Plan Performance Framework

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Overview

In addition to meeting state and federal accountability requirements in Indiana, charter schools must also meet the conditions of their charter. The Accountability Plan Performance Framework (APPF) outlines the performance indicators that represent the outcomes needed for student success and charter renewal. The APPF is organized into the following key areas of performance:

- Academic Performance;
- Financial Performance;
- Organizational Performance;
- School Climate; and
- Addressing Equity

Education One evaluates these areas by collecting and analyzing qualitative and quantitative data, reviewing documents and reports submitted by the school, conducting routine site visits, and examining stakeholder satisfaction surveys. Evidence of meeting standards in each performance indicator is collected throughout the school year and reported to the school's Board of Directors and leadership team during routinely scheduled board meetings. Through continuous monitoring, Education One can identify trends in data over time, address key areas of concern, and highlight success more frequently. While the process involves a significant time commitment, Education One believes that this high level of accountability, coupled with strong partnership, collaboration, and support, allows the school to best meet the needs of the students and families it serves.

Schools authorized by Education One are encouraged to refer to the APPF continuously to inform school planning and as a means for self-assessment of the school itself. The APPF should drive the creation of both short and long-term goals within the performance areas.

Each measure has a description of why it is a metric of performance, what and how data is collected, and when results are provided to the school's Board of Directors. Coinciding with this description is a rubric to identify the progress a school is making towards meeting the standard set forth, organized in the following manner:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school is going above and beyond the standard expectations.	The school is evidencing outcomes consistent with quality education.	The school is mostly evidencing outcomes consistent with quality education.	The school is not evidencing outcomes consistent with quality education.

For those schools that are within their first charter term with Education One, there is also a table signifying where the school should be within each year by the end of the fifth year of the charter term. Some measures will not have these progressions as it is expected for the school's organization and policies to 'Meet Standard' within each year of the school's charter term.

Progress Towards Meets Standard by End of 5th Year in Charter Term with Education One				
Year 1	Year 2	Year 3	Year 4	Year 5
Not applicable. Baseline data is collected. Progress percentages are changed based on Year 1 data for Years 2-5.				

Indicator 1: Academic Performance

Fundamental Question: Is the school academically successful?

The Academic Performance indicator captures the impact the school has on its primary stakeholders, students. It includes metrics used to gauge the academic success of the school in serving its target populations and closing achievement gaps. The Academic Performance indicator is broken down into two areas:

- [Indicator 1.1: State and Federal Academic Performance](#)
- [Indicator 1.2: Local Academic Performance](#)

1.1: State and Federal Academic Performance

The State and Federal Academic Performance sub-indicator measures the results of state summative assessments and how they meet state and federal goals and/or requirements. Data utilized for the ratings of the following measures is from the previous academic school year and collected at the time when it was publicly released by the Indiana Department of Education. The measures for the State and Federal Academic Performance sub-indicator are as follows:

- [Federal Accountability Rating](#)
- [Proficiency on State Summative Assessment](#)
- [Growth on State Summative Assessment](#)
- [Comparison to Local Schools](#)
- [3rd Grade Literacy](#)
- [6th Grade Math](#)
- [Graduation Pathways Completion](#)
- [College and Career Credentials](#)
- [College and Career Coursework](#)
- [Diploma Strength](#)
- [Chronic Absenteeism](#)
- [English Learners](#)
- [Special Education](#)

Federal Accountability Rating

The Every Student Succeeds Act (ESSA) was signed into law in December 2015. ESSA required states to submit consolidated plans regarding state academic standards, assessments, state accountability systems, and school support and improvement activities. Indiana’s Consolidated State Plan was approved in January 2019. Under this plan, each school receives a federal accountability rating that looks at various data points that measure Indiana-specific goals. More information on the plan can be found [here](#). The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a rating of Exceeds Expectations for the most recent school year.	The school receives a rating of Meets Expectations for the most recent school year.	The school receives a rating of Approaches Expectations for the most recent school year.	The school receives a rating of Does Not Meet Expectations for the most recent school year. OR The school receives a rating of Approaches Expectations for two or more consecutive years.

Proficiency on State Summative Assessment

Whole School: Education One measures the success of the school's educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana's summative assessment. Students included in the percentage used for comparison are legacy students. A legacy student is defined as having attended the school for a minimum of three years. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of legacy students at or above grade level proficiency exceeds the state's percentage of students at or above proficiency.	The percentage of legacy students at or above grade level proficiency is within 0-10.0% of the state's percentage of students at or above proficiency.	The percentage of legacy students at or above grade level proficiency is within 10.1-20.0% of the state's percentage of students at or above proficiency.	The percentage of legacy students at or above grade level proficiency is more than 20.0% from the state's percentage of students at or above proficiency.

Subgroup: Successful implementation of the educational model is also monitored by comparing the results of the school's represented subgroups to the state's results of the same subgroups on Indiana's summative assessment. The school receives annual ratings in English/Language Arts and Math for each of the following subgroups with 10 or more students:

- English Learner;
- Race;
- Socioeconomic Status; and
- Special Education.

The rubric used for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students within the identified subgroup at or above grade level proficiency exceeds the state's percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is within 0-10.0% of the state's percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is within 10.1-20.0% of the state's percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is more than 20.0% from the state's percentage of students at or above proficiency in the same subgroup.

Growth on State Summative Assessment

Median Growth: Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language Arts and Math utilizing data from the state summative assessment. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's Median Growth Percentile is greater than 65.	The school's Median Growth Percentile is between 45 and 65.	The schools' Median Growth Percentile is between 30 and 45.	The school's Median Growth Percentile is less than 30.

Subgroup Median Growth: Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress subgroups make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language Arts and Math utilizing data from the state summative assessment. The rubric for this measure is as follows:

- Bottom 25%;
- English Learner;
- Race;
- Socioeconomic Status; and

- Special Education.

The rubric used for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The subgroup's Median Growth Percentile is greater than 65.	The subgroup's Median Growth Percentile is between 45 and 65.	The subgroup's Median Growth Percentile is between 30 and 45.	The subgroup's Median Growth Percentile is less than 30.

Passing Status Growth: Education One measures the success of the school's implementation of its educational model by analyzing the percentage of students whose growth supports the maintenance or obtaining of proficiency. The school receives separate annual ratings for students based on previous proficiency status of 'Pass/Pass +' or 'Did Not Pass' for English/Language Arts and Math. The rubrics for this measure are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	40.0-50.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	25.0-39.9% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	Less than 25.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of Did Not Pass have an SGP of at least 55.	40.0-50.0% of students with a previous status of Did Not Pass have an SGP of at least 55.	25.0-39.9% of students with a previous status of Did Not Pass have an SGP of at least 55.	Less than 25.0% of students with a previous status of Did Not Pass have an SGP of at least 55.

Comparison to Local Schools

Education One compares its public charter schools to surrounding traditional and/or charter public schools that serve students with similar demographics and are within 10 miles of the school's location to ensure a quality choice is being provided to the community. Proficiency and growth results from Indiana's summative assessment in English/Language Arts and Math are utilized to calculate this measure. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's overall performance in proficiency and growth outpaces comparison schools 100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 75.0-99.9% of the time. OR The school is meeting or exceeding standard in proficiency and median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time. OR The school is meeting or exceeding standard in proficiency or median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time.

3rd Grade Literacy

The 3rd Grade Literacy measure calculates the percentage of grade 3 students demonstrating proficiency after the summer administration of the Indiana Reading Evaluation and Determination (IREAD-3) assessment. This summative assessment evaluates foundational reading standards through grade 3 to ensure all students are reading proficiently moving into grade 4. The Indiana Department of Education has set a goal of 95% of students showing proficiency on IREAD-3 by 2027. Therefore, the rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
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The percentage of grade 3 students receiving a passing score is greater than 97.0%.	The percentage of grade 3 students receiving a passing score is 95-97.0%.	The percentage of grade 3 students receiving a passing score is between 85-94.9%.	The percentage of grade 3 students receiving a passing score is less than 85.0%.
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6th Grade Math

Sixth-grade math often introduces students to more advanced mathematical concepts and skills, such as algebraic expressions, equations, ratios, and proportions. Proficiency in 6th-grade math serves as a foundation for success in subsequent math courses, including pre-algebra, algebra, geometry, and beyond. The 6th Grade Math Growth measure calculates the percentage of grade six students meeting their growth targets on the state’s summative math assessment. These targets are determined based on individual student performance and academic needs. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of grade 6 students have an SGP of at least 45.	40.0-50.0% of grade 6 students have an SGP of at least 45.	25.0-39.9% of grade 6 students have an SGP of at least 45.	Less than 25.0% of grade 6 students have an SGP of at least 45.

Graduation Pathways Completion

Education One assesses a school’s ability to support students in completing Indiana’s graduation requirements. This measure illustrates the percentage of students in the most current grade 12 cohort that completed state requirements for graduating in four years. This is also commonly referred to as a graduation rate. Data is collected from the previous school year. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 95.0% of grade 12 students complete graduation requirements.	85.0%-95.0% of grade 12 students complete graduation requirements.	75.0-84.9% of grade 12 students complete graduation requirements.	Less than 75.0% of grade 12 students complete graduation requirements.

College and Career Credentials

Education One measures its high school’s ability to provide students with high-quality college and career credentials. Data collected to calculate this measure is from the Indiana Commission on Higher Education and local student information systems. High-quality college and career credentials include earning an associate’s degree, Indiana College Core (ICC), Technical Certificate (TC), Certificate of Graduation (CG), or Certificate (CT). The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 60.0% of grade 12 students earn high-quality college and/or career credentials.	40.0-60.0% of grade 12 students earn high-quality college and/or career credentials.	20.0%-39.9% of grade 12 students earn high-quality college and/or career credentials. OR The percentage of grade 12 students who earn high-quality college and/or career credentials is less than 20.0% but is greater than the local school district.	Less than 20.0% of grade 12 students earn high-quality college and/or career credentials.

College and Career Coursework

The College and Career Coursework measure focuses on the percentage of students in the most recent grade 12 cohort who met the criteria for completing college credit. Data used for this measure is collected by the IDOE from the Advanced Placement (AP) test vendor and the school. Students included in this percentage have passed an AP assessment or Dual Credit course. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 12 students who met the College and Career Coursework criteria is greater than the state's percentage.	The percentage of grade 12 students who met the College and Career Coursework criteria is within 0-10.0% of the state's percentage.	The percentage of grade 12 students who met the College and Career Coursework criteria is within 10.1-20.0% of the state's percentage.	The percentage of grade 12 students who met the College and Career Coursework criteria is greater than 20.0% from the state's percentage.

Diploma Strength

Education One measures its high schools' effectiveness in providing rigorous and relevant experiences for students to be prepared for college and/or careers. The Diploma Strength measure calculates the percentage of students in the most recent grade 12 cohort who earned any of the following Indiana diploma designations:

- Core 40;
- Academic Honors;
- Technical Honors;
- Academic and Technical Honors; and
- International Baccalaureate

Data is collected by the IDOE from individual schools from the previous school year. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 12 students who earned an above-named diploma is greater than the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is within 0-10.0% of the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is within 10.1-20.0% of the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is greater than 20.0% from the state's percentage.

Chronic Absenteeism

Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason. The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE and ESSA goals created by the state of Indiana. The rubric for this indicator is as follows.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 80.0% of students had a model attendee rate.	70.0-80.0% of students had a model attendee rate.	60.0-69.9% of students had a model attendee rate.	Less than 60.0% of students had a model attendee rate.

English Learners

English Learner Compliance: To ensure that laws and requirements are being upheld and students who are English Learners (EL) are being serviced appropriately, Education One conducts an EL compliance check quarterly, looking for the following components:

- Evidence that ILP goals are established, current, and up to date in Indiana’s online system;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of interventions and ILPs are appropriately communicated with the classroom teacher;
- Evidence of high-quality interventions and ILPs are implemented in push-in and/or pull-out settings;
- Appropriately licensed and/or certified staff are providing push-in and/or pull-out services;
- Staff-to-student ratios are adequate for providing services, per state and federal guidelines; and
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided.

The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with and presents no concerns in the measure characteristics.	The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

English Language Proficiency: Education One measures the success of the school’s English Learner (EL) program by analyzing the percentage of EL students who are on target to develop or attain English language proficiency within six years. Student growth percentiles from the WIDA ACCESS 2.0 assessment are used to determine whether students are making adequate growth annually to meet targets created by the state of Indiana. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 45.0% of EL students met or exceeded growth targets.	35.0-45.0% of EL students met or exceeded growth targets.	25.0-34.9% of EL students met or exceeded growth targets.	Less than 25.0% of EL students met or exceeded growth targets.

Special Education

To ensure that laws and requirements are being upheld and students with special needs are being serviced appropriately, Education One conducts a Special Education compliance check quarterly and looks for the following components:

- Evidence that IEP goals are established, current, and up to date in Indiana’s online system;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of high-quality interventions and IEPs are appropriately communicated with the classroom teacher;
- Evidence of high-quality interventions and IEPs are implemented in push-in and/or pull-out settings;
- Appropriately licensed and/or certified staff are providing push-in and/or pull-out services;
- Staff-to-student ratios are adequate for providing services, per state and federal guidelines
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided;
- Evidence that disciplinary actions are appropriate, legal, equitable, and fair; and
- The percentage of disciplinary actions of SPED students does not exceed the percentage of students identified as SPED.

The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with and presents no concerns in the measure characteristics.	The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

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1.2: Local Academic Performance

The Local Academic Performance sub-indicator measures the results of school-level initiatives, practices, and assessment results. Data utilized for the ratings of each measure is from the current academic school year and collected via regularly scheduled site visits throughout the school year, attendance and guidance reports, and benchmark data submission. The measures for the Local Academic Performance sub-indicator are as follows:

- [Instruction](#)
- [Attendance](#)
- [High School Graduation on Track](#)
- [Progress Towards Proficiency on Benchmark Assessment](#)
- [Historical Proficiency](#)

Instruction

Education One evaluates this measure on a monthly, quarterly, or bi-annual basis during scheduled site visits, where classroom observations are conducted to monitor the implementation of the following instructional best practices.

- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction to meet the diverse needs of students.
- **Checks for Understanding:** Checks for understanding are strategies used by teachers to assess whether students have grasped the material being taught. These checks help teachers gauge student comprehension and inform instructional decisions.
- **Growth Feedback:** Growth feedback in a classroom focuses on providing constructive input that encourages and supports students in their academic and personal development.
- **Classroom Management:** Effective classroom management is crucial for creating a positive and productive learning environment.
- **Active Engagement:** Active engagement in a classroom refers to students being fully involved, participating, and invested in their learning.
- **Learning Objectives:** Learning objectives are specific, measurable, and observable statements that describe what students should know or be able to do by the end of a lesson, unit, or course.
- **Curriculum Implementation:** Curriculum implementation refers to the process of putting educational plans and materials into practice in the classroom.

Classroom observation data is compiled to identify overarching trends across the school. The school receives points (1-4) for each area observed based on the percentage of classrooms showing a concern. The school's overall instruction rating coincides with the sum of those weighted points, based on the effect size on student proficiency and growth.

To receive a rating of 'Meets Standard,' the weighted points received need to be within the range of 3.0 and 3.5. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives an instructional rating of 3.5 to 4.0.	The school receives an instructional rating within the range of 3.0-3.4.	The school receives an instructional rating within the range of 2.0-2.9.	The school receives an instructional rating within the range of 1.0-1.9.

Attendance

The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE. Average attendance is submitted to and reported out by Education One, however, monthly. Starting at the age of seven, students in Indiana are required to attend school regularly. IC 20-20-8-8 defines habitual truancy as ten or more days

absent from school, meaning students are required to attend school for 95% of the 180 days in a school year. Attendance is calculated in the following way:

$$\frac{\text{Sum of Days Attended by Students}}{\text{Total Possible Days of All Students}}$$

The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school's calculated attendance is at least 95.0%.	The school's calculated attendance is between 90.0 and 94.9%.	The school's calculated attendance is less than 90.0%

High School Graduation on Track

Education One evaluates the school's ability to ensure students are earning the expected number and type of credits annually to graduate on time. Data is collected on a bi-annual basis to monitor this measure, however, the school receives an overall rating based on end-of-year data collection. The rubric is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students earning the expected number and type of credits to graduate on time is greater than 85.0%.	The percentage of students earning the expected number and type of credits to graduate on time is between 65.0 and 85.0%.	The percentage of students earning the expected number and type of credits to graduate on time is less than 65.0%.

Progress Towards Proficiency on Benchmark Assessment

Whole School: The success of the school's educational model is measured by analyzing the percentage of students who demonstrate grade-level proficiency or who are growing appropriately towards proficiency. Ratings for both reading and math are provided on an annual basis based on the results of the school's chosen benchmark assessment and standards. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students demonstrate grade-level proficiency standards or meet growth targets.	70.0-79.9% of students demonstrate grade-level proficiency standards or meet growth targets.	60.0-69.9% of students demonstrate grade-level proficiency standards or meet growth targets.	Less than 60.0% of students demonstrate grade-level proficiency standards or meet growth targets..

Subgroups: Similarly, Education One monitors the school's individual subgroup proficiency and growth results to ensure equitable opportunities are provided for all students enrolled. The school receives separate annual ratings in reading and math for each of the following subgroups with 10 or more students, based on benchmark assessment results and standards.

- Bottom 25%;
- English Learner;
- Race;
- Socioeconomic Status; and
- Special Education.

The rubric for this sub-indicator is as follows, for each subgroup:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students demonstrate grade-level proficiency standards or meet	70.0-79.9% of students demonstrate grade-level proficiency standards or meet	60.0-69.9% of students demonstrate grade-level proficiency standards or meet	Less than 60.0% of students demonstrate grade-level proficiency standards or meet

growth targets.	growth targets.	growth targets.	growth targets.
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Historical Proficiency

Whole School: The success of the school’s educational model is measured by analyzing how legacy students perform compared to non-legacy students. A legacy student is identified by having attended the school for a minimum of three consecutive years. Ratings for both reading and math are provided on an annual basis based on the results of the school’s chosen benchmark assessment and standards. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Legacy students outperform non-legacy students by more than 7.5% Or The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	Legacy students outperform non-legacy students by 5.0-7.5%. Or The percentage of legacy students meeting grade level proficiency standards is between 70.0-79.9%.	Legacy students outperform non-legacy students by 2.5-4.9%. Or The percentage of legacy students meeting grade level proficiency standards is between 60.0-69.9%.	Legacy students outperform non-legacy students by less than 2.5%. Or The percentage of legacy students meeting grade level proficiency standards is less than 60.0%



Indicator 2: Financial Performance

Fundamental Question: Is the school financially healthy?

The Financial Performance indicator assesses both short-term financial health as well as long-term financial stability. Quarterly financial statements provided by the school as well as annual audits completed by an accounting firm are used to rate the following measures for Financial Performance:

- [Financial Management](#)
- [Enrollment Variance](#)
- [Current Ratio](#)
- [Days Cash](#)
- [Debt/Default Delinquency](#)
- [Debt to Asset Ratio](#)
- [Debt Service Coverage Ratio](#)

Financial Management

Education One measures the capacity of the school's financial management by the following characteristics:

- Submission of an annual audit that is timely, complete, and has identified no significant deficiencies or weaknesses that are within the school's financial controls; and
- Submission of quarterly financial statements that are timely, complete, and able to be utilized to assess financial measures.

These characteristics are observed quarterly as well as annually when new financial information is provided by the school and the State Board of Accounts (SBOA). The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school meets standard for both the financial audit and quarterly financial reporting requirements.	The school meets standard for either the financial audit or quarterly financial reporting requirements.	The school does not meet standard for either the financial audit or quarterly financial reporting requirements.

Enrollment Variance

The state of Indiana calculates its state tuition based on the number of students enrolled at various times per academic school year. A school's ability to identify an appropriate enrollment target to support its budget creates stability with staffing and operations. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Actual enrollment is greater than budgeted enrollment.	Actual enrollment is between 98.0 and 100% of the budgeted enrollment.	Actual enrollment is between 93.0 and 97.9% of the budgeted enrollment.	Actual enrollment is less than 93.0% of the budgeted enrollment.

Current Ratio

Education One assesses if the school's current assets (cash or other assets that can be accessed in the next twelve months) exceed its current liabilities (debt obligations due in the next twelve months). The rubric for this sub-indicator is as follows:

Meets Standard	Does Not Meet Standard
The current ratio is 1.1 or greater.	The current ratio is less than 1.1.

Days Cash

Education One calculates days cash on hand as an important measure of the school's fiscal health. The metric indicates how many more days after the end of the current fiscal year (June 30) the school would be able to operate. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
Days cash on hand is at least 60 days. OR between 30 and 60 days cash and the one-year trend is positive.	Days cash on hand is at least between 15-30 days. OR between 30 and 60 days cash and the one-year trend is negative.	Days cash is less than 15 days.

Debt/Default Delinquency

This sub-indicator is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors. The rubric for this sub-indicator is as follows:

Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

Debt to Asset Ratio

Education One monitors the school's debt-to-asset ratio, which indicates the percentage of assets that are being financed with debt. The rubric for this sub-indicator is as follows:

Meets Standard	Does Not Meet Standard
The debt-to-asset ratio is less than 0.90.	The debt-to-asset ratio is 0.90 or greater.

Debt Service Coverage Ratio

Education One monitors the school's debt service coverage ratio, which is a measurement of the cash flow available to pay current debt obligations. The rubric for this sub-indicator is as follows:

Meets Standard	Does Not Meet Standard
The debt service coverage ratio is at least 1.15.	The debt service coverage ratio is less than 1.15.

Indicator 3: Organizational Performance

Fundamental Question: Is the school organizationally sound?

The Organizational Performance indicator gauges the academic and operational leadership of the school and consists of various measures designed to identify how well the school's administration and Governing Board comply with the terms of the charter agreement, applicable compliance requirements and laws, and authorizer expectations. Organizational Performance is broken down into three sub-indicators:

- [Indicator 3.1: Organizational Performance of the Governing Board](#)
- [Indicator 3.2: Organizational Performance of the School Leader](#)
- [Indicator 3.3: Organizational Performance of Compliance](#)

3.1: Organizational Performance of the Governing Board

The Organizational Performance of the Governing Board sub-indicator assesses the effectiveness of the school's Board of Directors in developing the school's vision and mission, adherence to the charter agreement, and relentless focus on student outcomes through strategic planning and goal setting. Data utilized to rate these measures are from the current academic school year and are collected throughout the year via attendance at regularly scheduled board meetings and through consistent interactions with key members of the school board. The measures for Organizational Performance of the Governing Board are as follows:

- [Focus on High Academic Achievement](#)
- [Commitment to Exemplary Governance](#)
- [Fiduciary Responsibilities](#)
- [Strategic Planning and Oversight](#)
- [Legal and Regulatory Compliance](#)

Focus on High Academic Achievement

Education One expects governing boards to consistently work towards fulfilling the mission of the school and promises of the charter, and to know whether or not students are on track for high-level academic achievement, as evidenced by the following characteristics:

- Board members believe in the mission of the school;
- Agree on the definition of academic excellence (high-level academic achievement);
- Assume ultimate responsibility for school and student success;
- Understand how student achievement is measured in the school;
- Use student data to inform board decisions; and
- Review indicators of student success regularly to measure progress toward school goals.

Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to

Commitment to Exemplary Governance

Education One measures the quality of a governing board through their commitment to exemplary governance, as evidenced by their ability to build and maintain a high-functioning and engaged board, and the implementation of best governance practices. More specifically, exemplary boards exhibit the following characteristics:

- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;
- Investment in the board's development, through orientation for new members and ongoing training for existing members;
- Clearly defined roles and responsibilities for officers, committees, and board members;
- Employment of a robust committee structure to accomplish board work strategically and efficiently;
- Engagement during meetings through questioning, commenting, etc. based on a comprehensive review of all board materials before the meeting;
- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One; and
- Timely distribution of board meeting materials to Education One before any publicly held meeting, that includes academic, financial, and organizational updates.

Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

Fiduciary Responsibilities

Education One measures the quality of a governing board through its commitment to managing resources responsibly, expanding awareness of the program, and raising funds to support the program. More specifically, exemplary boards exhibit the following characteristics:

- Ensure that all members understand the school's finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically and aligns with the student performance goals of the school;
- Set and meet realistic fundraising goals through donor engagement to provide additional resources the school needs;
- Require that each board member make the school a top personal priority each year through the investment of time, energy, and/or resources (monetary or otherwise); and

- Understand the political context of public charter schools and advocate for policies that promote and support the charter sector.

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

Strategic Planning and Oversight

Education One believes that an effective governing board determines the strategic direction of a school, understands and respects the balance between oversight and management, and evaluates and holds school leaders and management partners accountable. More specifically, strong boards exhibit the following characteristics:

- Oversee the development of a clear strategic plan that reflects the board’s vision and priorities for the school’s future;
- Set annual goals for the school, board, and each board committee;
- Organize the board, its committees, and all meetings to meet the school’s annual goals and strategic plan;
- Ensure the school leader has the autonomy and authority to manage the school while maintaining strong and close oversight of outcomes;
- Collaborate with the school leader and Education Service Provider (if applicable) in a way that is conducive to the success of the school, including requesting and disseminating information on time, providing continuous and constructive feedback/addressing concerns, engaging the school leader and Education Service Provider (if applicable) in school improvement plans and setting goals for the future;
- Maintain an up-to-date school leader and board succession plan; and
- Conduct a formal evaluation of the school leader, management partner/Education Service Provider (if applicable) and completion of a board self-evaluation, at least annually, and hold each stakeholder accountable for results

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

Legal and Regulatory Compliance

Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets all expectations outlined in the charter agreements and bylaws. More specifically, legally compliant boards exhibit the following characteristics:

- Hold all meetings in compliance with Indiana’s Open Door Law;
- Maintain the highest standards of public transparency by accurately documenting meeting proceedings and board decisions;
- Adherence to all terms outlined in the charter agreement;
- Comply with established board policies and procedures, including those established in the by-laws;
- Conduct routine revisions of policies and procedures, as necessary;
- Adherence to all state and federal laws, including requirements set forth by the SBOA and/or IRS; and
- Apply sound business judgment by avoiding conflicts of interest, maintaining liability insurance, observing tax requirements, etc.

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

3.2: Organizational Performance of the School Leader

The Organizational Performance of the School Leader sub-indicator assesses the effectiveness of the school's leadership team in developing and executing an action plan to achieve the goals set by the board and outlined in the charter agreement. Data utilized for the ratings of these measures are from the current academic school year and are collected throughout the year via qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations.

- [Culture of High Expectations](#)
- [Staff Development](#)
- [Instructional Leadership](#)

Culture of High Expectations

Education One measures the school leader and/or leadership team on the effectiveness of creating a school culture of high expectations. Leaders serve as models, mentors, and catalysts for positive change within the school community. The ability to create a culture of high expectations is fundamental to creating a thriving, dynamic learning community where all students can flourish. Leadership teams exhibit the following characteristics in creating a culture of high expectations:

- Evidence stability in key administrative positions;
- Maintain appropriately licensed and/or certified personnel in key administrative positions;
- Receive a rating of effectiveness in the role of a school leader;
- Provide clarity of roles and responsibilities among school staff;
- Execute goals created by the school's board of directors that align with the school's mission and/or vision;
- Engage in the continuous process of improvement and establishment of systems for addressing areas of deficiency on time;
- Communicate effectively with stakeholders (i.e., students, staff, families, and community) that support the implementation of the mission and vision of the school; and
- Provide consistent information to and consult with the school's board of directors and members of Education One.

Characteristics of a culture of high expectations are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school leader and/or team complies with and presents no concerns in the measure characteristics.	The school leader and/or team present concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school leader and/or team presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The school leader and/or team present concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

Staff Development

Education One expects school leaders and/or leadership teams to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous and fair definitions of teacher effectiveness, as evidenced by the following characteristics:

- At least 90% of teachers who teach full-time either:
 - Hold a license or permit to teach in a public school in Indiana described in code or rules adopted by the state board concerning the licensing of teachers; or
 - Are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program established by the Indiana code.
- Any individuals who provide a service for which a license is required under Indiana law must have the appropriate license;
- Establish an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) in which teachers believe that all students can succeed;
- Conduct regular teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses, that teachers are held accountable for;
- Provide sustained, systemic, and effective supervision, professional development, and coaching that improves teachers' instructional effectiveness; and
- Ensure professional development activities are interrelated with classroom practice.

Characteristics of teacher development are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school leader and/or team complies with and presents no concerns in the measure characteristics.	The school leader and/or team present concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school leader and/or team presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The school leader and/or team present concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

Instructional Leadership

Education One believes that the role of a school leader and/or leadership team extends far beyond administrative duties. A leader shapes the academic direction and fosters a culture of continuous learning. Instructional leadership is the ability to inspire, guide, and support teachers in delivering high-quality instruction that promotes student growth and achievement, as evidenced by the following characteristics:

- Define specific instructional and behavioral actions that are linked to the school's mission and/or vision;
- Use classroom observations to support student academic achievement by visiting all teachers frequently to observe instruction;
- Provide prompt and actionable feedback to teachers to support the improvement of student outcomes;
- Analyze assessment results frequently to adjust classroom instruction, grouping of students, and/or identifying students for special intervention; and
- Establish processes and procedures for collaboration between staff that center on student learning and achievement.

Characteristics of instructional leadership are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for

this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school leader and/or team complies with and presents no concerns in the measure characteristics.	The school leader and/or team present concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school leader and/or team presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The school leader and/or team present concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

3.3: Organizational Performance of Compliance

The Organizational Performance of Compliance sub-indicator assesses the school's ability to fulfill the requirements of its charter. Data utilized for the ratings of these sub-indicators are from the current academic school year and are collected throughout the year via report submissions and scheduled meetings with Education One. The measure for Organizational Performance of Compliance is as follows:

- [Charter Compliance](#)

Charter Compliance

Schools are held accountable to be in compliance with the terms of their charter and collaborate effectively with Education One. The following components are assessed monthly:

- Submission of all required compliance documentation on time as set forth by Education One, including but not limited to meeting minutes and schedules, board member information, compliance reports, and employee documentation;
- Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws;
- Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; and
- Participation in scheduled meetings with Education One.

The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with and presents no concerns in the measure characteristics.	The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

Indicator 4: School Climate

Fundamental Question: Is the climate effective in supporting the school in carrying out its mission and vision?

The School Climate indicator gauges how stakeholder satisfaction supports student re-enrollment and teacher retention. School Climate is broken down into the following measures:

- [Stakeholder Satisfaction](#)
- [Student Re-Enrollment](#)
- [Teacher Retention](#)

Stakeholder Satisfaction

Education One requires its schools to conduct an annual third-party survey of staff, students, and families, to gauge the school's effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary. Education One's standard for survey reliability is a participation rate of at least 70.0%. The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The weighted percentage of parents, students, and staff reporting overall satisfaction is at or above 80.0%.	The weighted percentage of parents, students, and staff reporting overall satisfaction is between 70.0 and 79.9%.	The weighted percentage of parents, students, and staff reporting overall satisfaction is less than 70.0%.

Student Re-Enrollment

The re-enrollment rate of students in a school serves as a testament to the school's ability to meet the needs of its students, families, and community effectively. A high re-enrollment rate not only reflects satisfaction and confidence in the school's educational program but also indicates strong parent and student engagement. Moreover, it fosters stability and continuity within the school community, allowing for deeper relationships to develop between students, teachers, and staff. Additionally, a high re-enrollment rate contributes to the sustainability and long-term success of the charter school, as it ensures a stable enrollment base and supports financial stability. Thus, prioritizing strategies to maintain a high student re-enrollment rate is key for charter schools, as it not only validates the mission and vision but also strengthens the capacity to deliver quality education and positively impact the lives of students. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school re-enrolled 90.0% or more of its students from the previous school year when comparing spring to fall enrollment reports submitted to the Indiana Department of Education.	The school re-enrolled 75.0-89.9% of its students from the previous school year when comparing spring to fall enrollment reports submitted to the Indiana Department of Education.	The school re-enrolled between 65.0-74.9% of its students from the previous school year when comparing spring to fall enrollment reports submitted to the Indiana Department of Education.	The school re-enrolled less than 65.0% of its students from the previous school year when comparing spring to fall enrollment reports submitted to the Indiana Department of Education.

Staff Retention

The retention of talented and dedicated teachers is key to the success and sustainability of the school. A high teacher retention rate not only reflects the school's ability to attract and retain skilled educators but also signifies a positive and supportive work environment that values professional growth and development. Consistent teacher retention fosters stability within the school community, allowing for continuity in instructional practices, curriculum implementation, and student support. Moreover, it promotes stronger relationships between teachers and students, leading to improved

academic outcomes and overall student success. Additionally, high teacher retention rates contribute to the school's reputation and credibility, attracting prospective families and supporting continued enrollment growth. Thus, prioritizing strategies to enhance teacher retention is essential for schools to create a thriving learning environment that maximizes the potential of both educators and students. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school retained 85.0% or more of its staff, rated as effective or highly effective when comparing spring and fall staffing reports.	The school retained between 75.0-84.9% of its staff, rated as effective or highly effective when comparing spring and fall staffing reports.	The school retained between 60.0-74.9% of its staff, rated as effective or highly effective when comparing spring and fall staffing reports.	The school retained less than 60.0% of its staff, rated as effective or highly effective when comparing spring and fall staffing reports.

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Indicator 5: Focus on Equity

Each school community possesses its distinct characteristics and circumstances, giving rise to specific equity obstacles. By establishing goals tailored to the needs of the students and community served, schools can ensure targeted and responsive interventions. This approach enables schools to implement culturally relevant and contextually appropriate strategies, maximizing the impact on equity promotion and achievement gap reduction. The following goals were created by the school to specifically address the unique challenges it faces and are essential in cultivating an inclusive and equitable learning environment.

- [Goal 1](#)
- [Goal 2](#)

Goal 1:

Equity Challenge: *State the equity challenge identified by the school that will be addressed during the current academic year.*

Goal: *Describe how the challenge will be addressed and complete the rubric to indicate what it looks like to meet standard.*

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard

Action Items: *List quarterly action items that will take place to meet standard by the end of the current academic year.*

Quarter One <small>July-September</small>	Quarter Two <small>October-December</small>	Quarter Three <small>January-March</small>	Quarter Four <small>April-June</small>
•	•	•	•

Goal 2:

Equity Challenge: *State the equity challenge identified by the school that will be addressed during the current academic year.*

Goal: *Describe how the challenge will be addressed and complete the rubric to indicate what it looks like to meet standard.*

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard

Action Items: *List quarterly action items that will take place to meet standard by the end of the current academic year.*

Quarter One <small>July-September</small>	Quarter Two <small>October-December</small>	Quarter Three <small>January-March</small>	Quarter Four <small>April-June</small>
•	•	•	•