



*Providing high quality educational opportunities
for students in the state of Indiana*

Accountability Plan Performance Framework

SAMPLE

Year

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Overview

In addition to meeting state and federal accountability requirements in the state of Indiana, charter schools must also meet the requirements 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 (Local, State, and Federal) Performance;
- Financial Performance; and
- Organizational Performance.

Education One evaluates these three 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 and their sub-indicators 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 is able to identify trends in data overtime, address key areas of concern, and highlight success on a more frequent basis. While the process involves a significant time commitment, Education One believes that this high level of accountability, coupled with strong partnership, collaboration, and support, will allow the school to best meet the needs of the students and families served.

Schools authorized by Education One are encouraged to refer to the APPF on a continuous basis 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 three performance areas.

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Indicator 1.1: Local Academic Performance

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

- [Instruction](#)
- [Attendance](#)
- [Post-Secondary Support](#)
- [High School Graduation On Track](#)
- [Achievement on Benchmark Assessment: Whole School and Subgroup](#)
- [Growth on Benchmark Assessment: Whole School and Subgroup](#)

Instruction

Education One measures this sub-indicator on a monthly or quarterly basis during regularly scheduled site visits, where classroom observations are conducted, monitoring the implementation of the following instructional best practices:

- Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming;
- Instructional activities use differentiated strategies to meet the individual needs of most learners;
- Checks for understanding are appropriately implemented throughout the lesson;
- Students receive timely, growth oriented feedback from the teacher to improve their instructional practices;
- Classroom management supports content delivery;
- Techniques are implemented to increase active engagement of most learners;
- Instruction is based on core learning objectives; and
- The curriculum is implemented according to its design that is aligned to the mission and model of the school.

Classroom observation data is compiled to identify overarching trends across the school by identifying the percentage of classrooms showing a concern in the aforementioned components. The school receives points (1-4) for each area observed based on the percentage of classrooms showing a concern. Points are then weighted based on the effect size the component has on student achievement and growth. The school's overall instructional rating coincides with the sum of those weighted points. A sample Instruction Calculator is linked [here](#).

To receive a rating of 'Meets Standard,' the weight points received needs to be within the range of 3.0 and 3.9. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives an instructional rating of 4.0.	The school receives an instructional rating within the range of 3.0-3.9.	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.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
The school receives an instructional rating within the range of 1.5 and 1.9.	The school receives an instructional rating within the range of 2.0 and 2.9.	The school receives an instructional rating of at least a 3.0.	

Attendance

Attendance is calculated based on the sum of days attended by students enrolled at the school divided by the sum of the total possible days if all students were to attend. Attendance is monitored monthly through the submission of attendance reports. The school receives an overall rating for this sub-indicator at the end of the year based on data submitted to the Indiana Department of Education (IDOE). Starting at the age of seven, students in Indiana are required to attend school regularly. The IDOE 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. The rubric for this indicator is as follows.

Meets Standard	Approaching Standard	Does Not Meet Standard
The school's attendance rate is 95.0% or greater.	The school's attendance rate is between 90.0 and 94.9%.	The school's attendance rate is less than 90.0%.

Post-Secondary Support

Education One measures the quality of a high school's post-secondary support of its students by looking at the following characteristics:

- Students are prepared for rigorous post-secondary opportunities through challenging coursework (i.e., Advance Placement courses, internships, independent study, etc.);
- Students are motivated and prepared for post-secondary academic opportunities through high expectations;
- Sufficient material resources and personnel guidance are available to students for post-secondary options, including dual enrollment options;
- Students have an updated Individual Graduation Plan (IGP); and
- Graduation requirements meet or exceed graduation standard requirements for the state of Indiana.

Meets Standard	Approaching Standard	Does Not Meet Standard
The school presents no concerns in the sub-indicator characteristics.	The school presents concerns in one or two of the sub-indicator characteristics.	The school presents concerns in three or more of the sub-indicator characteristics.

High School Graduation on Track

Education One measures the school's ability to ensure students are earning the expected number and type of credits annually in order to graduate on time. Data is collected on a semi-annual basis to monitor this sub-indicator, however, the school receives an overall rating based on end of year data collection.

Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students earning the expected number and type of credits in order to graduate on time is 85% or greater.	The percentage of students earning the expected number and type of credits in order to graduate on time is between 65.0 and 84.9%.	The percentage of students earning the expected number and type of credits in order to graduate on time is less than 65.0%.

Achievement on Benchmark Assessment

The success of the school's implementation of its educational model is measured by analyzing the achievement of legacy students attending the school. A legacy student is defined as those who have attended the school for a minimum of two years. Individual ratings for both reading and math achievement of legacy students are provided annually 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 legacy students demonstrated grade level achievement, according to benchmark assessment standards.	70.0-79.9% of legacy students demonstrated grade level achievement, according to benchmark assessment standards.	60-69.9% of legacy students demonstrated grade level achievement, according to benchmark assessment standards.	Less than 60.0% of legacy students demonstrated grade level achievement, according to benchmark assessment standards.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
Not Applicable	50-59.9% of legacy students demonstrated grade level achievement, according to benchmark assessment standards.	60-69.9% of legacy students demonstrated grade level achievement, according to benchmark assessment standards.	A minimum of 70.0% of legacy students demonstrated grade level achievement, according to benchmark assessment standards.

Similarly, Education One monitors the school's individual subgroup achievement results to ensure equitable opportunities are provided for all students enrolled and achievement gaps are closing. 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.

- Economically Disadvantaged;
- English Learner;
- Gender;
- Race; 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 demonstrated grade level achievement at the end of the year. OR The percentage of students increased overall achievement by more than 15.0% from beginning of the year to end of the year.	70.0-79.9% of students demonstrated grade level achievement at the end of the year. OR The percentage of students increased overall achievement by 10.0-15.0% from beginning of the year to end of the year.	60-69.9% of students demonstrated grade level achievement at the end of the year. OR The percentage of students increased overall achievement by 7.5-9.9% from beginning of the year to end of the year.	Less than 60.0% of students demonstrated grade level achievement at the end of the year. OR The percentage of students increased overall achievement by less than 7.5% from beginning of the year to end of the year.

Growth on Benchmark Assessment

Education One analyzes the percentage of students who meet or exceed growth targets established by the school's benchmark assessment. Students included in this percentage participated in both benchmark assessments at the beginning and end of the year. The school receives separate annual ratings for both reading and math. 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 met or exceeded established growth targets.	70.0-79.9% of students met or exceeded established growth targets.	60.0-69.9% of students met or exceeded established growth targets.	Less than 60.0% of students met or exceeded established growth targets.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
40.0-49.9% of students met or exceeded established growth targets.	50.0-59.9% of students met or exceeded established growth targets.	60.0-69.9% of students met or exceeded established growth targets.	70.0% or more of students met or exceeded established growth targets.

Similar to subgroup achievement, equity and achievement gap closure are monitored by evaluating the percentage of students in each identified subgroup, of 10 or more students, that met or exceeded established growth targets. Reading and math receive separate annual ratings for the following subgroups:

- Economically Disadvantaged;
- English Learner;
- Gender;
- Race; 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 in the identified subgroup met or exceeded established growth targets.	70.0-79.9% of students in the identified subgroups met or exceeded established growth targets.	60.0-69.9% of students in the identified subgroup met or exceeded established growth targets.	Less than 60.0% of students in the identified subgroup met or exceeded established growth targets.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
40.0-49.9% of students in the identified subgroup met or exceeded established growth targets.	50.0-59.9% of students in the identified subgroup met or exceeded established growth targets.	60.0-69.9% of students in the identified subgroup met or exceeded established growth targets.	70.0% or more of students in the identified subgroup met or exceeded established growth targets.

Indicator 1.2: State Academic Performance

The State Academic Performance indicator measures the results of state summative assessments and requirements. Data utilized for the ratings of these sub-indicators is from the previous academic school year and collected at the time in which it is publicly released by the IDOE. The sub-indicators for State Academic Performance are as follows:

- [State Accountability Grade](#)
- [Achievement on State Summative Assessment: Whole School and Subgroup](#)
- [Achievement on SAT](#)
- [Growth on State Summative Assessment: Whole School and Subgroup](#)
- [Comparison to Local Schools](#)
- [Reading Proficiency- Grade 3](#)
- [Math Proficiency- Grade 8](#)
- [Graduation Rate](#)
- [Strength of Diploma](#)
- [College and Career Readiness](#)

State Accountability Grade

Indiana has established a student-centered accountability system to calculate a letter grade given to each school. The grade encompasses the results from three domains: achievement, growth, and multiple measures. Each domain has its own indicators that make up a final score. The letter grade given to the school is a sum of those final scores weighted, based on the grade levels served within the school. For more information, including the history of Indiana's Student-Centered Accountability from the Indiana Department of Education, click [here](#). The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school received an 'A' or 'B' for the most recent school year.	The school received a 'C' for the most recent school year.	The school received a 'D' for the most recent school year.	The school received an 'F' for the most recent school year OR has received a 'D' for at least two or more consecutive years.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:

Year 1	Year 2	Year 3	Year 4
Not Applicable	The school received an 'F' for the most recent school year.	The school received a 'D' for the most recent school year.	The school received a 'C' for the most recent school year.

Achievement on State Summative Assessment

Education One measures the success of the school's educational model by comparing the percentage of students achieving grade level proficiency to state results. Students included in the percentage used for comparison are legacy students. A legacy student is identified by having attended the school for a minimum of two years. The rubric for this sub-indicator is as follows:

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

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:

Year 1	Year 2	Year 3	Year 4

Not Applicable	The percentage of legacy students achieving grade level proficiency is 20.0% or more less than the state's percentage.	The percentage of legacy students achieving grade level proficiency is within 10.1-20.0% of the state's percentage.	The percentage of legacy students achieving grade level proficiency is within 0-10.0% of the state's percentage.
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Successful implementation of the educational model is also monitored by comparing the results of the school's represented subgroups to the state's achievement percentage for that same subgroup, ensuring 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:

- Economically Disadvantaged;
- English Learner;
- Gender;
- Race; and
- Special Education

The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students in the identified subgroup achieving grade level proficiency was greater than the state's percentage.	The percentage of students in the identified subgroup achieving grade level proficiency was within 0-10.0% of the state's percentage.	The percentage of students in the identified subgroup achieving grade level proficiency was within 10.1-20.0% of the state's percentage.	The percentage of students in the identified subgroup achieving grade level proficiency was more than 20.0% from the state's percentage.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
Not Applicable	The percentage of students in the identified subgroup achieving grade level proficiency was more than 20.0% from the state's percentage.	The percentage of students in the identified subgroup achieving grade level proficiency was within 10.1-20.0% of the state's percentage.	The percentage of students in the identified subgroup achieving grade level proficiency was within 0-10.0% of the state's percentage.

Achievement on SAT

The state of Indiana requires all students in eleventh grade to participate in the Scholastic Assessment Test (SAT). Students are considered college and career ready when their SAT section scores meet both math and reading benchmarks. Education One measures the school's ability to prepare students for college and careers by comparing the percentage of students meeting benchmark standards to the state of Indiana's results. Students included in this analysis are legacy students. The school will receive a separate annual rating for reading and math. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of legacy students meeting the benchmark is greater than the state's percentage.	The percentage of legacy students meeting the benchmark is within 0-10.0% of the state's percentage.	The percentage of legacy students meeting the benchmark is within 10.1-20.0% of the state's percentage.	The percentage of legacy students meeting the benchmark is 20.0% or more less than the state's percentage.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
Not Applicable	The percentage of legacy students meeting the benchmark is 20.0% or more less than the state's percentage.	The percentage of legacy students meeting the benchmark is within 10.1-20.0% of the state's percentage.	The percentage of legacy students meeting the benchmark is within 0-10.0% of the state's percentage.

Growth on State Summative Assessment

Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students made in a given year compared to other students with similar histories of academic achievement. The school receives separate annual ratings for reading and math growth, utilizing data from the state summative assessment. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's Median Growth Percentile is 75 or more (top quartile).	The school's Median Growth Percentile is between 50 and 74.	The school's Median Growth Percentile is between 25 and 49.	The school's Median Growth Percentile is less than 25 (bottom quartile).

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
Not Applicable	The school's Median Growth Percentile is less than 25 (bottom quartile).	The school's Median Growth Percentile is between 25 and 49.9.	The school's Median Growth Percentile is between 50 and 74.9.

Education One measures the success of the school's implementation of its educational model by analyzing the percentage of students who are on target to become proficient or maintain proficiency of grade level standards. The school receives separate annual ratings for reading and math growth for the whole school and the following subgroups with 10 or more students:

- Economically Disadvantaged;
- English Learner;
- Gender;
- Race; and
- Special Education.

The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students who are on target to become proficient or maintain proficiency is greater than the state's percentage.	The percentage of students who are on target to become proficient or maintain proficiency is within 0-10.0% of the state's percentage.	The percentage of students who are on target to become proficient or maintain proficiency is within 10.1-20.0% of the state's percentage.	The percentage of students who are on target to become proficient or maintain proficiency is more than 20.0% from the state's percentage.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
The percentage of students who are on target to become proficient or maintain proficiency is more than 20.0% from the state's percentage.	The percentage of students who are on target to become proficient or maintain proficiency is within 10.1-20.0% of the state's percentage.	The percentage of students who are on target to become proficient or maintain proficiency is within 0-10.0% of the state's percentage.	

Comparison to Local Schools

Education One compares its schools to surrounding community 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. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school's overall performance in achievement and growth outpaced comparison schools 75.0-100% of the time.	The school's overall performance in achievement and growth outpaced comparison schools 50.0-74.9% of the time.	The school's overall performance in achievement and growth outpaced comparison schools less than 50.0% of the time.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
Not Applicable	The school's overall performance in achievement and growth outpaced comparison schools less than 50.0% of the time.	The school's overall performance in achievement and growth outpaced comparison schools 50.0-74.9% of the time.	The school's overall performance in achievement and growth outpaced comparison schools 75.0-100% of the time.

Reading Proficiency- Grade 3

The purpose of the Indiana Reading Evaluation and Determination (IREAD-3) assessment is to measure foundational reading standards through grade three. IREAD-3 is a summative assessment that evaluates reading skills for students who are in grade three to ensure that all students can read proficiently before moving to grade four. IREAD-3 is administered two times per year, round one taking place in the spring and round two taking place in the summer for those students who did not pass the first round assessment. Education One compares its schools' passing percentage after both rounds of testing to the passing percentage of the state. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students receiving a passing score after both spring and summer assessments is greater than the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 0-10.0% of the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 10.1-20.0% of the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is greater than 20.0% of the state's passing percentage.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
The percentage of students receiving a passing score after both spring and summer assessments is greater than 20.0% of the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 15.1-20% of the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 10.1-15.0% of the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 0-10.0% of the state's passing percentage.

Math Proficiency- Grade 8

Students demonstrating proficiency in 8th grade math standards signals the preparedness for college and career ready math course work in grades 9-12. Education One compares its schools' passing percentage of 8th grade students on the state summative math assessment to the passing percentage of all 8th grade students in the state of Indiana. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students achieving grade level proficiency was greater than the state's percentage.	The percentage of students achieving grade level proficiency was within 0-10.0% of the state's percentage.	The percentage of students achieving grade level proficiency was within 10.1-20.0% of the state's percentage.	The percentage of students achieving grade level proficiency was more than 20.0% from the state's percentage.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
The percentage of students achieving grade level proficiency was more than 20.0% from the state's percentage.	The percentage of students achieving grade level proficiency was within 15.1-20.0% of the state's percentage.	The percentage of students achieving grade level proficiency was within 10.1-15.0% of the state's percentage.	The percentage of students achieving grade level proficiency was within 0-10.0% of the state's percentage.

Graduation Rate

Education One monitors the four year cohort graduation rate of each of its high schools and how it compares to the state of Indiana as a whole. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's graduation rate was greater than the state's graduation rate.	The school's graduation rate was within 0-10.0% of the state's graduation rate.	The school's graduation rate was within 10.1-15.0% of the state's graduation rate.	The school's graduation rate was more than 15.0% away from the state's graduation rate.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:

Year 1	Year 2	Year 3	Year 4
The school's graduation rate was within 15.0-17.5% of the state's graduation rate.	The school's graduation rate was within 12.5-15.0% of the state's graduation rate.	The school's graduation rate was within 10.1-12.5% of the state's graduation rate..	The school's graduation rate was within 0-10.0% of the state's graduation rate or exceeds the state's graduation rate.

College and Career Readiness

Education One monitors the percentage of students who are prepared for postsecondary pursuits by achieving college and/or career credentials. These credentials include:

- Successful completion of an approved industry certification;
- Successful completion of at least three hours of college-level course;
- A passing score on an Advance Placement exam; or
- A passing score on the International Baccalaureate exam.

Graduating students included in the reporting are from the most recently finalized cohort. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students prepared for college and/or careers was greater than the state's average percentage.	The percentage of students prepared for college and/or careers was within 0-10.0% of the state's average percentage.	The percentage of students prepared for college and/or careers was within 10.1-15.0% of the state's average percentage.	The percentage of students prepared for college and/or careers was more than 15.0% away from the average state's percentage.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
The percentage of students prepared for college and/or careers was more than 15.0% away from the average state's percentage.	The percentage of students prepared for college and/or careers was within 12.5-15.0% of the state's average percentage.	The percentage of students prepared for college and/or careers was within 10.0-12.5% of the state's average percentage.	The percentage of students prepared for college and/or careers was within 0-10.0% of the state's average percentage.

Indicator 1.3: Federal Academic Performance

The Federal Academic Performance indicator measures the results of federal summative assessments and requirements. Data utilized for the ratings of these sub-indicators is from the previous academic school year and collected at the time in which it is publicly released by the IDOE. The sub-indicators for Federal Academic Performance are as follows:

- [Federal Accountability Rating](#)
- [Chronic Absenteeism](#)
- [Closing Achievement Gaps](#)
- [Language Proficiency for English Learners](#)

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 different and similar to those used to calculate the state accountability grade. More information on the plan can be found [here](#). The rubric for this sub-indicator is as follows:

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

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:

Year 1	Year 2	Year 3	Year 4
Not Applicable	The school received a rating of Does Not Meet Expectation for the most recent school year OR received a rating of Approaches Expectations for at least two or more consecutive years.	The school received a rating of Approaches Expectations.	The school received a rating of Meets Expectations.

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 sub-indicator at the end of the year based on data submitted to the Indiana Department of Education (IDOE). The rubric for this indicator is as follows.

Meets Standard	Approaching Standard	Does Not Meet Standard
The school's chronic absenteeism rate is less than the school district it is located in.	The school's chronic absenteeism rate is less than the school district it is located in but has increased since the previous school year. OR The school's chronic absenteeism rate is greater than the school district it is located in but has decreased since the previous school year.	The school's chronic absenteeism rate is greater than the school district it is located in and/or has increased since the previous school year.

Closing Achievement Gaps

Education One utilizes data from the school's most recent state summative assessment to measure growth toward becoming proficient or maintaining proficiency of grade-level standards in reading and math for the lowest performing 25% of the students at the school. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency was greater than the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency was within 0-10.0% of the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency was within 10.1-20.0% of the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency was more than 20.0% away from the state's percentage.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:

Year 1	Year 2	Year 3	Year 4
Not Applicable	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency was more than 20.0% away from the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency was within 10.1-20.0% of the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency was within 0-10.0% of the state's percentage.

Language Proficiency for English Learners

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 are used to determine whether students are making adequate growth annually to meet targets. English language proficiency is measured based on performance and growth on the WIDA ACCESS 2.0 assessment. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of EL students that met or exceeded growth targets was greater than the state's percentage.	The percentage of EL students that met or exceeded growth targets was within 0-10.0% of the state's percentage.	The percentage of EL students that met or exceeded growth targets was within 10.1-20.0% of the state's percentage.	The percentage of EL students that met or exceeded growth targets was more than 20.0% away from the average state's percentage.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:

Year 1	Year 2	Year 3	Year 4
Not Applicable	The percentage of EL students that met or exceeded growth targets was more than 20.0% away from the average state's percentage.	The percentage of EL students that met or exceeded growth targets was within 10.1-20.0% of the state's percentage.	The percentage of EL students that met or exceeded growth targets was within 0-10.0% of the state's percentage.

Strength of Diploma

Diploma strength measures whether students completed the requirements of Indiana's Core 40 diploma designation or higher, and did not receive a waiver from any graduation requirements. Education One monitors each of its high schools and how it compares to the state of Indiana as a whole. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's diploma strength was greater than the state's diploma strength.	The school's diploma strength was within 0-10.0% of the state's diploma strength.	The school's diploma strength was within 10.1-15.0% of the state's diploma strength.	The school's diploma strength was more than 15.0% away from the state's diploma strength.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
The school's diploma strength was more than 15.0% away from the state's diploma strength.	The school's diploma strength was within 12.5-15.0% of the state's diploma strength.	The school's diploma strength was within 10.1-12.5% of the state's diploma strength.	The school's diploma strength was within 0-10.0% of the state's diploma strength.

Indicator 2: Financial Performance

The Financial Performance indicator measures both short-term financial health as well as long term financial stability. Data utilized for the ratings of these sub-indicators are from the current academic school year and are collected throughout the year via quarterly financial reporting requirements and an annual financial audit. The sub-indicators for Financial Performance are as follows:

- [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 weakness with the school's financial controls; and
- Submission of quarterly financial statements that are timely, complete, and able to be utilized to assess financial sub-indicators.

These characteristics are observed on a quarterly basis as well as annually when new financial information is provided by the school and 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 its financial audit or quarterly financial reporting requirements.	The school does not meet standard for either its 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. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Actual enrollment is greater than the budgeted enrollment.	Actual enrollment is between 98.0 and 100% of the budgeted enrollment.	Actual enrollment is between 93.0 and 97.9% of budgeted enrollment.	Actual enrollment is less than 93.0% of 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 1.10 or greater	The current ratio is less than 1.10

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 one-year trend is positive.	Days cash on hand is at least between 15-30 days OR between 30 and 60 days cash and one-year trend is negative.	Days cash is less than 15 days.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:

Year 1	Year 2	Year 3	Year 4
Days cash is less than 15 days.	Days cash on hand is at least between 15-30 days OR between 30 and 60 days cash and one-year trend is negative.	Days cash on hand is at least between 15-30 days OR between 30 and 60 days cash and one-year trend is negative.	Days cash on hand is at least 60 days OR between 30 and 60 days cash and one-year trend is positive.

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 loans.	The school is delinquent and/or in default on any outstanding loans.

Debt to Asset Ratio

Education One monitors the school's debt to asset ratio on a quarterly basis, reporting out at the school's regularly scheduled board meetings. This ratio 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 on a quarterly basis, reporting out at the school's regularly scheduled board meetings. This ratio 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 3.1: Organizational Performance of the Governing Board

The Organizational Performance of the Governing Board indicator measures 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 sub-indicators is from the current academic school year and is collected throughout the year via attendance at regularly scheduled board meetings and through consistent interactions with key members of the school board. The sub-indicators 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 sub-indicator is as follows:

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

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 prior to 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, including notice, to Education One prior to 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 sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the indicator characteristics.	The governing board presents concerns in a minimal number of the indicator characteristics with a credible plan to address the issues.	<p>The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues.</p> <p style="text-align: center;">OR</p> <p>The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.</p>

Fiduciary Responsibilities

Education One measures the quality of a governing board through their 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 sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the indicator characteristics.	The governing board presents concerns in a minimal number of the indicator characteristics with a credible plan to address the issues.	<p>The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues.</p> <p style="text-align: center;">OR</p> <p>The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.</p>

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 in order 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 in a timely manner, 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 and 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 sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the indicator characteristics.	The governing board presents concerns in a minimal number of the indicator characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address 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 set forth 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 set forth 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 sub-indicator is as follows:

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

Indicator 3.2: Organizational Performance of the School Leader

The Organizational Performance of the School Leader indicator measures 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 sub-indicators 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.

Leadership

Education One measures the quality of the school's leadership team by looking for the following characteristics:

- Demonstration of sufficient academic and leadership experience;
- Leadership stability in key administrative positions;
- Communication with internal and external stakeholders;
- Clarity of roles and responsibilities among school staff;
- Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner; and
- Consistency in providing information to and consulting with the schools' board of directors

Characteristics of a quality leadership team are observed during regularly scheduled site visits, communication with school leadership, and school leader reviews conducted by the governing board. The rubric for this sub-indicator is as follows:

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

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
The school leadership team presents concerns in a minimal number of the sub-indicator characteristics with a credible plan to address the issues.	The school leadership team presents concerns in a minimal number of the sub-indicator characteristics with a credible plan to address the issues.	The school leadership team complies with and presents no concerns in the sub-indicator characteristics.	The school leadership team complies with and presents no concerns in the sub-indicator characteristics.

Indicator 3.3: Organizational Performance of Compliance

The Organizational Performance Reporting and Compliance measures the school's ability to fulfill the requirements of its charter as well as be in compliance with all regulations regarding special populations served at the school. 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, scheduled meetings with Education One, and quarterly compliance reviews of processes, procedures, and instruction of English Learner and Special Education programs. The sub-indicators for Organizational Performance of Reporting and Compliance are as follows:

- [Reporting and Collaboration](#)
- [English Learner Compliance](#)
- [Special Education Compliance](#)

Reporting and Collaboration

Education One requires its schools to submit monthly reports consistent with state reporting and what is required of the authorizer to maintain according to legislation. Schools are also held accountable to be in compliance with the terms of its charter and collaborate effectively with Education One. The following components are assessed on a monthly basis:

- Submission of all required compliance documentation in a timely manner 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 sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with and presents no concerns in the sub-indicator characteristics.	The school presents concerns in a minimal number of characteristics and has a credible plan to address the issues.	The school presents concerns in a minimal or majority of characteristics and/or with no credible plan to address the issues.

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 on a quarterly basis, looking for the following components:

- Evidence that ILP goals are established, current, and up to date;
- 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;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and
- Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the services

The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with all state and federal laws and provides appropriate documentation to evidence meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components but has a credible plan to address the issues.	The school presents concerns with documentation and/or compliance in a minimal or majority of the sub-indicator components and/or provides no evidence of a credible plan to address the issues.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
The school presents concerns with documentation and/or compliance in a minimal or majority of the sub-indicator components and/or provides no evidence of a credible plan to address the issues.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components but has a credible plan to address the issues.	The school complies with all state and federal laws and provides appropriate documentation to evidence meeting each component.	

Special Education Compliance

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 on a quarterly basis and looks for the following components:

- Evidence that IEP goals are established, current, and up to date;
- 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 and implemented;
- Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to services
- Evidence that disciplinary actions are appropriate, legal, equitable, and fair;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; 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 all state and federal laws and provides appropriate documentation to evidence meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components but has a credible plan to address the issues.	The school presents concerns with documentation and/or compliance in a minimal or majority of the sub-indicator components and/or provides no evidence of a credible plan to address the issues.

The school is on progress towards receiving a 'Meets Standard' rating at the end of their charter term if:			
Year 1	Year 2	Year 3	Year 4
The school presents concerns with documentation and/or compliance in a minimal or majority of the sub-indicator components and/or provides no evidence of a credible plan to address the issues.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components but has a credible plan to address the issues.	The school complies with all state and federal laws and provides appropriate documentation to evidence meeting each component.	

School-Wide Satisfaction

Education One requires its schools to conduct an annual third-party survey of all stakeholders, 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. Results of the survey become more reliable based on the participation rate of each stakeholder. Education One's standard for survey reliability is a participation rate of at least 70.0%. The rubric for this indicator is as follows:

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