



**School Name**

## **Accountability Plan Performance Rubric**

**2014-2015**

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# 1. Educational Requirements

## a. ISTEP+ Participation Rate

<b>Does Not Meet Standard</b>	Fewer than 85% of students enrolled in grades 3-8 participated in ISTEP+ testing for the current school year
<b>Approaching Standard</b>	85-94.9% of students enrolled in grades 3-8 participated in ISTEP+ testing for the current school year
<b>Meets Standard</b>	95.0-100% of students enrolled in grades 3-8 participated in ISTEP+ testing for the current school year

## b. Attendance Rate

<b>Does Not Meet Standard</b>	The school's attendance rate is below 90%
<b>Approaching Standard</b>	The school's attendance rate is between 90.0-94.9%
<b>Meets Standard</b>	The school's attendance rate is greater than or equal to 95%

## c. IDOE Accountability Grade

<b>Does Not Meet Standard</b>	School has received an 'F' for the most recent school year <b>OR</b> received a 'D' for the last two consecutive years
<b>Approaching Standard</b>	School has received a 'D' for the most recent school year
<b>Meets Standard</b>	School has received a 'C' for the most recent school year
<b>Exceeds Standard</b>	School has received an 'A' or 'B' for the most recent school year

## d. Legacy Data

<b>Does Not Meet Standard</b>	Fewer than 60% of students enrolled for 2 or more years demonstrate proficiency on ISTEP+ in both English/Language Arts <u>and</u> Math <b>OR</b> at fewer than 70% of students enrolled for 2 or more years demonstrate proficiency on ISTEP+ in <u>either</u> English/Language Arts <u>or</u> Math
<b>Approaching Standard</b>	60-69.9% of students enrolled for 2 or more years demonstrate proficiency on ISTEP+ in both English/Language Arts <u>and</u> Math <b>OR</b> at least 70% of students enrolled for 2 or more years demonstrate proficiency on ISTEP+ in <u>either</u> English/Language Arts <u>or</u> Math
<b>Meets Standard</b>	At least 70.0% of students enrolled for 2 or more years demonstrate proficiency on ISTEP+ in both English/Language Arts <u>and</u> Math

## e. Indiana Growth Model

<b>Does Not Meet Standard</b>	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth)
<b>Approaching Standard</b>	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth)
<b>Meets Standard</b>	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth)
<b>Exceeds Standard</b>	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth)

<b>f. Value Added</b>	
<b>Does Not Meet Standard</b>	59.9% or fewer students, enrolled in the school for at least one semester, show growth from Fall to Spring benchmark testing
<b>Approaching Standard</b>	60.0-69.9% of students, enrolled in the school for at least one semester, show growth from Fall to Spring benchmark testing
<b>Meets Standard</b>	70.0-79.9% of students, enrolled in the school for at least one semester, show growth from Fall to Spring benchmark testing
<b>Exceeds Standard</b>	80% or more students, enrolled in the school for at least one semester, show growth from Fall to Spring benchmark testing

<b>g. IREAD</b>	
<b>Does Not Meet Standard</b>	64.9% or fewer students, receive a passing score, according to the first round of IREAD testing
<b>Approaching Standard</b>	65-74.9% of students, receive a passing score, according to the first round of IREAD testing
<b>Meets Standard</b>	75% of students or more, receive a passing score, according to the first round of IREAD testing

<b>h. Instruction</b>	
<b>Does Not Meet Standard</b>	The school presents concerns in two or more of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery does not possess the appropriate rigor and challenge; d) instructional activities do not possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) students do not receive timely feedback from the teacher to improve their instructional practices
<b>Approaching Standard</b>	The school presents concerns in one of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery does not possess the appropriate rigor and challenge; d) instructional activities do not possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) students do not receive timely feedback from the teacher to improve their instructional practices
<b>Meets Standard</b>	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) students receive timely feedback from the teacher to improve their instructional practices

## 2. School Wide Satisfaction

<b>a. Communication with Parents, Students and Staff</b>	
<b>Does Not Meet Standard</b>	The percentage of students, parents, and staff reporting satisfaction with their school experience is 69% or less, as determined by a third party survey
<b>Approaching Standard</b>	The percentage of students, parents, and staff reporting satisfaction with their school experience is 70-79% as determined by a third party survey
<b>Meets Standard</b>	The percentage of students, parents, and staff reporting satisfaction with their school experience is at or above 80% as determined by a third party survey

### 3. Board Requirements

#### a. Academic Leader Review

<b>Does Not Meet Standard</b>	The school leader presents concerns in a majority of the meeting standard sub-indicators with no evidence of a credible plan to address the issues
<b>Approaching Standard</b>	The school leader presents concerns in a minimal number of the meeting standard sub-indicators and may or may not have a credible plan to address the issues
<b>Meets Standard</b>	The school leader complies with and presents no concerns in the following areas: a) demonstration of sufficient academic and leadership experience; b) leadership stability in key administrative positions; c) communication with internal and external stakeholders; d) clarity of roles and responsibilities among school staff; e) engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner; f) consistency in providing information to and consulting with the schools' board of directors

#### b. Governance

<b>Does Not Meet Standard</b>	The school board presents concerns in a majority of the meeting standard indicators with no evidence of a credible plan to address the issues
<b>Approaching Standard</b>	The school board presents concerns in a minimal number of the meeting standard indicators with a credible plan to address the issues
<b>Meets Standard</b>	The board complies with and presents no concerns in the following areas: a) timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Managing Director of Education One; b) clear understanding of the mission and vision of the school; c) adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary; d) recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school; e) effective and transparent management of conflicts of interest; f) collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns; g) adherence to its charter agreement as it pertains to governance structure; h) collaboration with the school leader to establish clear objectives, priorities, and goals; i) quarterly board training for all members; j) interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, engaging the school leader in school improvement plans; and k) holding of all meetings in accordance with Indiana Open Door Law

### 4. Fiscal Requirements

#### a. Financial Management

<b>Does Not Meet Standard</b>	The school does not meet standard for one or both of the following sub-indicators: a) Financial audit; and b) Financial Reporting Requirements
<b>Approaching Standard</b>	The school meets standard for one of the following sub-indicators but approaches standard for the remaining sub-indicator: a) Financial audit; and b) Financial Reporting Requirements
<b>Meets Standard</b>	The school meets standard for both of the following sub-indicators: a) Financial Audit; and b) Financial Reporting Requirements

## 5. Short Term Financial Health

<b>a. Enrollment Variance</b>	
<b>Does Not Meet Standard</b>	The school does not meet standard for enrollment variance if actual enrollment is less than 93% of budgeted enrollment
<b>Approaching Standard</b>	The school is approaching standard for enrollment variance if actual enrollment is at least 93% but less than 98% of budgeted enrollment
<b>Meets Standard</b>	The school meets standard for enrollment variance if actual enrollment is at least 98% of budgeted enrollment

<b>b. Current Ratio</b>	
<b>Does Not Meet Standard</b>	The school does not meet standard if the current ratio is less than 1.10
<b>Meets Standard</b>	The school meets standard if the current ratio is 1.10 or greater

<b>c. Days Cash</b>	
<b>Does Not Meet Standard</b>	The school does not meet standard if days of cash on hand is less than 45
<b>Approaching Standard</b>	The school is approaching standard if days of cash on hand is at least 45 but less than 90
<b>Meets Standard</b>	The school meets standard if days of cash on hand is at least 90

<b>d. Debt Default/Delinquency</b>	
<b>Does Not Meet Standard</b>	The school does not meet standard if it is delinquent or in default on any outstanding loans
<b>Meets Standard</b>	The school meets standard if it is not delinquent or in default on any outstanding loans

## 6. Long Term Financial Health

<b>a. Debt to Asset Ratio</b>	
<b>Does Not Meet Standard</b>	The school does not meet standard if the debt to asset ratio is 0.90 or greater
<b>Meets Standard</b>	The school meets standard if the debt to asset ratio is less than 0.90

<b>b. Debt Service Coverage Ratio</b>	
<b>Does Not Meet Standard</b>	The school does not meet standard if the debt service coverage ratio is less than 1.15
<b>Meets Standard</b>	The school meets standard if the debt service coverage ratio is at least 1.15 or greater

## 7. Compliance

### a. Professional Development

<b>Does Not Meet Standard</b>	Professional Development is lacking in two or more of the following areas: a) PD is related to demonstrated needs for instructional improvement; b) PD is determined through analyses of student attainment and improvement; and c) PD is conducted at least once per month
<b>Approaching Standard</b>	Professional Development is lacking in one of the following areas: a) PD is related to demonstrated needs for instructional improvement; b) PD is determined through analyses of student attainment and improvement; and c) PD is conducted at least once per month
<b>Meets Standard</b>	Professional Development is: a) related to demonstrated needs for instructional improvement; b) determined through analyses of student attainment and improvement; and c) conducted at least once per month

### b. Classroom Monitoring

<b>Does Not Meet Standard</b>	The school leadership team presents concerns in two or more of the following areas in regards to monitoring instruction: a) continuous and constructive written feedback to teachers is not provided at least monthly; b) does not monitor student engagement, classroom management, lesson pacing and rigor; c) does not ensure teacher preparedness and qualifications; and d) routine follow-ups with any teacher who is not satisfactory are not conducted
<b>Approaching Standard</b>	The school leadership team presents concerns in one of the following areas in regards to monitoring instruction: a) continuous and constructive written feedback to teachers is not provided at least monthly; b) does not monitor student engagement, classroom management, lesson pacing and rigor; c) does not ensure teacher preparedness and qualifications; and d) routine follow-ups with any teacher who is not satisfactory are not conducted
<b>Meets Standard</b>	The school leadership team conducts classroom walk-throughs to monitor instruction: a) providing continuous and constructive written feedback to teachers at least monthly; b) monitoring student engagement, classroom management, lesson pacing and rigor; c) ensuring teacher preparedness and qualifications; and d) conducting routine follow-ups with any teacher who is not satisfactory

### c. Class Size

<b>Does Not Meet Standard</b>	Fewer than 80% of classes have 22 students or less in grades K-3 and 27 students or less in grades 4-8
<b>Approaching Standard</b>	80-89.9% of classes have 22 students or less in grades K-3 and 27 students or less in grades 4-8
<b>Meets Standard</b>	90-99% of classes have 22 students or less in grades K-3 and 27 students or less in grades 4-8

### d. Charter Accountability Reporting Requirements

<b>Does Not Meet Standard</b>	The school leader presents concerns in a majority of the meeting standard sub-indicators with no evidence of a credible plan to address the issues
<b>Approaching Standard</b>	The school leader presents concerns in a minimal number of the meeting standard sub-indicators and may or may not have a credible plan to address the issues
<b>Meets Standard</b>	The school complies with and presents no concerns in the following areas: a) submission of all required compliance documentation in a timely manner as set forth by Education One, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation; b) compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws; c) proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; d) participation in scheduled meetings with Education One

## 8. Local Community

### a. Comparison to Surrounding Schools

<b>Does Not Meet Standard</b>	School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend
<b>Approaching Standard</b>	School's overall performance in terms of proficiency <b>OR</b> growth outpaces that of the schools the students would have been assigned to attend
<b>Meets Standard</b>	School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend

## 9. School Specific Goals

<b>Does Not Meet Standard</b>	
<b>Approaching Standard</b>	
<b>Meets Standard</b>	

<b>Does Not Meet Standard</b>	
<b>Approaching Standard</b>	
<b>Meets Standard</b>	

<b>Does Not Meet Standard</b>	
<b>Approaching Standard</b>	
<b>Meets Standard</b>	