



Accountability Plan Performance Rubric

Sample

2018-19

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Indicator #1: School Academic Performance
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Instruction

Best Practice Look Fors: **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/lesson and content delivery possesses the appropriate level of rigor; **d)** Instructional activities possess variety and/or use of differentiated strategies to meet the individual needs of most learners; **e)** Classroom management increases the engagement of most students in the lesson; **f)** Techniques are implemented to increase active engagement of most learners; and **g)** Students receive timely feedback from the teacher to improve their instructional practices.

Does Not Meet Standard	More than three areas showed concern in the majority of classrooms observed.
Approaching Standard	Two to three areas showed concern in the majority of classrooms observed
Meets Standard	One area showed concern in the majority of classrooms observed.
Exceeds Standard	No areas showed concern in the majority of classrooms observed.

Attendance Rate

Does Not Meet Standard	The school's attendance rate is below 90%.
Approaching Standard	The school's attendance rate is between 90% and 94.9%.
Meets Standard	The schools attendance rate is greater than or equal to 95%.

Post-Secondary Support

Characteristics: **a)** Students are prepared for rigorous post-secondary opportunities through challenging coursework (e.g., Advance Placement courses, internships, independent study); **b)** Students are motivated and prepared for post-secondary academic opportunities through high expectations; **c)** Sufficient material resources and personnel guidance are available to students of post-secondary options, including dual-enrollment options; **d)** Graduation requirements meets or exceeds graduation standard requirements.

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

Benchmark Assessment Legacy Data: English/Language Arts
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Does Not Meet Standard	Fewer than 60% of students enrolled in 2 or more years demonstrated grade level proficiency on the spring benchmark assessment in English/Language Arts.
Approaching Standard	60-69.9% of students enrolled in 2 or more years demonstrated grade level proficiency on the spring benchmark assessment in English/Language Arts.
Meets Standard	70-79.9% of students enrolled in 2 or more years demonstrated grade level proficiency on the spring benchmark assessment in English/Language Arts.
Exceed Standard	80% or more students enrolled in 2 or more years demonstrated grade level proficiency on the spring benchmark assessment in English/Language Arts.

Benchmark Assessment Legacy Data: Math

Does Not Meet Standard	Fewer than 60% of students enrolled in 2 or more years demonstrated grade level proficiency on the spring benchmark assessment in math.
Approaching Standard	60-69.9% of students enrolled in 2 or more years demonstrated grade level proficiency on the spring benchmark assessment in math.
Meets Standard	70-79.9% of students enrolled in 2 or more years demonstrated grade level proficiency on the spring benchmark assessment in math.
Exceed Standard	80% or more students enrolled in 2 or more years demonstrated grade level proficiency on the spring benchmark assessment in math.

Indicator #1: School Academic Performance, cont.

Benchmark Assessment Value Added: English/Language Arts

Does Not Meet Standard	Fewer than 60% of students enrolled in at least one semester met growth targets from Fall to Spring benchmark testing in English/Language Arts.
Approaching Standard	60-69.9% of students enrolled in at least one semester met growth targets from Fall to Spring benchmark testing in English/Language Arts.
Meets Standard	70-79.9% of students enrolled in at least one semester met growth targets from Fall to Spring benchmark testing in English/Language Arts.
Exceed Standard	80% or more students enrolled in at least one semester met growth targets from Fall to Spring benchmark testing in English/Language Arts.

Benchmark Assessment Value Added: Math

Does Not Meet Standard	Fewer than 60% of students enrolled in at least one semester met growth targets from Fall to Spring benchmark testing in math.
Approaching Standard	60-69.9% of students enrolled in at least one semester met growth targets from Fall to Spring benchmark testing in math.
Meets Standard	70-79.9% of students enrolled in at least one semester met growth targets from Fall to Spring benchmark testing in math.
Exceed Standard	80% or more students enrolled in at least one semester met growth targets from Fall to Spring benchmark testing in math.

Graduation Rate

Does Not Meet Standard	The school's graduation rate is more than 15% of the state's graduation rate.
Approaching Standard	The school's graduation rate is within 10.1-15.0% of the state's graduation rate.
Meets Standard	The school's graduation rate is within 0-10% of the state's graduation rate.
Exceed Standard	The school's graduation rate is greater than the state's graduation rate.

College Preparation

Does Not Meet Standard	Less than 30% of graduates meet at least one of the meets standard sub-indicators.
Approaching Standard	30-39.9% of graduates meet at least one of the meets standard sub-indicators.
Meets Standard	40-49.9% of graduates meet at least one of the following: 1) receive a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; 4) received an industry certification; or 5) graduated with dual enrollment credits.
Exceed Standard	At least 50% of graduates meet at least one of the meets standard sub-indicators.

Indicator #2: State Academic Performance**State Accountability Grade**

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

State Assessment Participation Rate

Does Not Meet Standard	Fewer than 85% of students enrolled in testing grades participated in the most current state assessment with state released data.
Approaching Standard	85-94.9% of students enrolled in testing grades participated in the most current state assessment with state released data.
Meets Standard	95-100% of students enrolled in testing grades participated in the most current state assessment with state released data.

State Assessment Legacy Data: English/Language Arts

Does Not Meet Standard	The passing percentage of students enrolled for 2 or more years is more than 20% away from the state's passing percentage in English/Language Arts.
Approaching Standard	The passing percentage of students enrolled for 2 or more years is within 10.1-20% of the state's passing percentage in English/Language Arts.
Meets Standard	The passing percentage of students enrolled for 2 or more years is within 0-10% of the state's passing percentage in English/Language Arts.
Exceed Standard	The passing percentage of students enrolled for 2 or more years is greater than the state's passing percentage in English/Language Arts.

State Assessment Legacy Data: Math

Does Not Meet Standard	The passing percentage of students enrolled for 2 or more years is more than 20% away from the state's passing percentage in math.
Approaching Standard	The passing percentage of students enrolled for 2 or more years is within 10.1-20% of the state's passing percentage in math.
Meets Standard	The passing percentage of students enrolled for 2 or more years is within 0-10% of the state's passing percentage in math.
Exceed Standard	The passing percentage of students enrolled for 2 or more years is greater than the state's passing percentage in math.

State Assessment Growth Model: English/Language Arts

Does Not Meet Standard	Results from the Indiana Growth Model indicate that students outgrew 0-59.9% of their peers with similar academic achievement levels in English/Language Arts.
Approaching Standard	Results from the Indiana Growth Model indicate that students outgrew 60-69.9% of their peers with similar academic achievement levels in English/Language Arts.
Meets Standard	Results from the Indiana Growth Model indicate that students outgrew 70-79.9% of their peers with similar academic achievement levels in English/Language Arts.
Exceed Standard	Results from the Indiana Growth Model indicate that students outgrew 80% or more of their peers with similar academic achievement levels in English/Language Arts.

Indicator #2: State Academic Performance, cont.

State Assessment Growth Model: Math

Does Not Meet Standard	Results from the Indiana Growth Model indicate that students outgrew 0-59.9% of their peers with similar academic achievement levels in math.
Approaching Standard	Results from the Indiana Growth Model indicate that students outgrew 60-69.9% of their peers with similar academic achievement levels in math.
Meets Standard	Results from the Indiana Growth Model indicate that students outgrew 70-79.9% of their peers with similar academic achievement levels in math.
Exceed Standard	Results from the Indiana Growth Model indicate that students outgrew 80% or more of their peers with similar academic achievement levels in math.

State Assessment: Subgroup Growth to Proficiency

Does Not Meet Standard	Less than 60% of students in subgroups made sufficient academic growth to achieve, maintain, or exceed proficiency.
Approaching Standard	60-69.9% of students in subgroups made sufficient academic growth to achieve, maintain, or exceed proficiency.
Meets Standard	70-79.9% of students in subgroups made sufficient academic growth to achieve, maintain, or exceed proficiency.
Exceed Standard	80% or more students in subgroups made sufficient academic growth to achieve, maintain, or exceed proficiency.

Comparison to Local Schools

Does Not Meet Standard	The school's overall performance is lower than that of its comparable, local schools in <u>both</u> proficiency <u>and</u> growth.
Approaching Standard	The school's overall performance outpaces that of its comparable, local schools in <u>either</u> proficiency <u>or</u> growth.
Meets Standard	The school's overall performance outpaces that of its comparable, local schools in <u>both</u> proficiency <u>and</u> growth.

IREAD-3

Does Not Meet Standard	The percentage of students receiving a passing score on the first round of IREAD-3 testing is more than 15% of the state average passing percentage.
Approaching Standard	The percentage of students receiving a passing score on the first round of IREAD-3 testing is within 10.1-15.0% of the state average passing percentage.
Meets Standard	The percentage of students receiving a passing score on the first round of IREAD-3 testing is within 0-10.0% of the state average passing percentage.
Exceed Standard	The percentage of students receiving a passing score on the first round of IREAD-3 testing is greater than the state average passing percentage.

Indicator #3: Federal Academic Performance

Federal Accountability Grade

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

English Language Proficiency Progress

Does Not Meet Standard	Less than 60% of English Language Learner students meet the annual growth target as measured by Fall to Spring WIDA testing or attain English language proficiency.
Approaching Standard	60-69.9% of English Language Learner students meet the annual growth target as measured by Fall to Spring WIDA testing or attain English language proficiency.
Meets Standard	70-79.9% of English Language Learner students meet the annual growth target as measured by Fall to Spring WIDA testing or attain English language proficiency.
Exceeds Standard	80% or more of English Language Learner students meet the annual growth target as measured by Fall to Spring WIDA testing or attain English language proficiency.

Chronic Absenteeism

Does Not Meet Standard	Less than 70% of students are considered a model attendee by being a) a persistent attendee (attended at least 95% of scheduled school days) or b) an improving attendee (attendance rate increase by 3% in days based on enrollment from previous school year)
Approaching Standard	70-79.9% of students are considered a model attendee by being a) a persistent attendee (attended at least 95% of scheduled school days) or b) an improving attendee (attendance rate increase by 3% in days based on enrollment from previous school year)
Meets Standard	80% of students are considered a model attendee by being a) a persistent attendee (attended at least 95% of scheduled school days) or b) an improving attendee (attendance rate increase by 3% in days based on enrollment from previous school year)
Exceeds Standard	Greater than 80% of students are considered a model attendee by being a) a persistent attendee (attended at least 95% of scheduled school days) or b) an improving attendee (attendance rate increase by 3% in days based on enrollment from previous school year)

Indicator #4: Organizational Performance

Board Governance

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

Does Not Meet Standard	The school board presents concerns in a majority of indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The school board presents concerns in a minimal number of indicators with a credible plan to address the issues.
Meets Standard	The board complies with and presents no concerns in the indicator areas.

Professional Development

Does Not Meet Standard	Professional Development is lacking in two or more of the meeting standard indicators. There may or may not be evidence of a credible plan to address the issues.
Approaching Standard	Professional Development is lacking in one of the meeting standard indicators with a credible plan to address the issues.
Meets Standard	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.

Classroom Monitoring

Does Not Meet Standard	The school leadership team presents concerns in two or more of the meeting standard indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The school leadership team presents concerns in one of the meeting standard indicators with a credible plan to address the issues.
Meets Standard	The school leadership team monitors instruction by: a) Conducting walk-throughs and then providing constructive, written feedback to teachers at least bi-weekly; b) Monitoring student engagement, classroom management, lesson pacing and rigor; c) Ensuring teachers are prepared and qualified; and d) Leading routine follow-ups with any teacher who is not satisfactory.

Class Size

Does Not Meet Standard	Fewer than 80% of classes have 25 students or less in grades K-3, 28 students or less in grades 4-8, and 27 students or less in grades 9-12.
Approaching Standard	80-89.9% of classes have 25 students or less in grades K-3, 28 students or less in grades 4-8, and 27 students or less in grades 9-12.
Meets Standard	90-99% of classes have 25 students or less in grades K-3, 28 students or less in grades 4-8, and 27 students or less in grades 9-12.

Indicator #4: Organizational Performance, cont.

Charter Accountability Reporting Requirements

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.

Does Not Meet Standard	The school presents concerns in a majority of indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The school presents concerns in a minimal number of indicators and may or may not have a credible plan to address the issues.
Meets Standard	The school complies with and presents no concerns in the indicator areas.

Leadership

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; and **f)** Consistency in providing information to and consulting with the schools' board of directors.

Does Not Meet Standard	The school leader presents concerns in a majority of indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The school leader presents concerns in a minimal number of indicators with a credible plan to address the issues.
Meets Standard	The school leader complies with and presents no concerns in the indicator areas.

Indicator #5: Financial Performance

Financial Management

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

Enrollment Variance

Does Not Meet Standard	Actual enrollment is less than 93% of the budgeted enrollment.
Approaching Standard	Actual enrollment is between 93.0%-97.9% of the budgeted enrollment.
Meets Standard	Actual enrollment is at least 98% of budgeted enrollment.

Current Ratio

Does Not Meet Standard	The current ratio is less than 1.10.
Meets Standard	The current ratio is 1.10 or greater.

Days Cash

Does Not Meet Standard	Days of cash on hand is less than 45.
Approaching Standard	Days of cash on hand is at least 45 but less than 90.
Meets Standard	Days of cash on hand is at least 90.

Debt Default/Delinquency

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

Debt to Asset Ratio

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

Debt Service Coverage Ratio

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

Indicator #6: School-Wide Satisfaction

Communication with Parents, Students, and Staff

Does Not Meet Standard	The average percentage of students, parents, and staff reporting satisfaction with their school experience is 69% or less, as determined by a third party survey
Approaching Standard	The average percentage of students, parents, and staff reporting satisfaction with their school experience is 70-79% as determined by a third party survey
Meets Standard	The average percentage of students, parents, and staff reporting satisfaction with their school experience is at or above 80% as determined by a third party survey