



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

Accountability Plan Performance Framework

SAMPLE

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Overview

In addition to meeting state and federal accountability requirements in Indiana, charter schools must also meet the requirements set out in 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
- Organizational Performance
- School Climate

Education One evaluates these areas of performance by analyzing quantitative and qualitative data, reviewing documents submitted by the school, routine site visits, and survey analysis. Evidence of the indicators found in each area is collected throughout the school year and reported to the school's Board of Directors and leadership in routine monthly meetings. Through continuous monitoring, Education One is able to identify trends in data overtime, address key areas of concern, and highlight key areas of success on a more frequent basis. While this process involves a significant time commitment, Education One believes that this high level of accountability, coupled with strong collaboration, will allow the school to best meet the needs of the student populations served.

Using the Accountability Plan Performance Framework

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. It should drive the creation of both short and long-term goals within the four areas of performance. Each sub-indicator illustrates the level of achievement needed at each year of a five year charter term in order to be meeting standard by the fourth year as renewal decisions are made mid-fifth year.

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Indicator 1.1: Local Academic Performance

The Local Academic Performance indicator measures the results of school level initiatives, practices, and assessments. Data utilized for the ratings of these sub-indicators are from the current academic school year and are collected throughout the year via qualitative monthly site visits, quantitative classroom observation forms, and benchmark data submission.

Instruction

Education One measures Instruction on a monthly basis during regularly scheduled site visits where classroom observations are conducted assessing the following instructional best practices:

- Instructional delivery possesses the appropriate level of rigor and relevance;
- Appropriate interventions are implemented in accordance with student IEPs;
- 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.

The school receives points for each component based on the percentage of classrooms that showed a concern in its implementation or lack thereof. Points are weighted based on the component's effect size on overall student achievement and growth. The school's instructional rating is the sum of the weighted points.

Instructional Component	Concern	Points	Weight	Total
Instructional delivery possesses the appropriate level of rigor and relevance			25%	
Appropriate interventions are implemented in accordance with student IEPs			20%	
Checks for understanding are appropriately implemented throughout the lesson			15%	
Students receive timely, growth oriented feedback from the teacher to improve their instructional practices			15%	
Classroom management supports content delivery			10%	
Techniques are implemented to increase active engagement of most learners			10%	
Instruction is focused on core learning objectives			3%	
The curriculum is implemented according to its design			2%	
Instructional Rating				

If a component has 0-9.9% of core classrooms showing concern, it is given 4 points. If a component has 10.0-33.2% of core classrooms showing concern, it is given 3 points. If a component has 33.3-49.9% of core classrooms showing concern, it is given 2 points. If a component has 50.0% or more core classrooms showing concern, it is given 1 point.

Each year, the school receives an overall rating for Instruction that is calculated by averaging each month's score. To receive a rating of 'Meets Standard,' a school needs to have a minimum score of '3.0.'

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a score of 4.0.	The school receives a score within the range of 3.0-3.9.	The school receives a score within the range of 2.0-2.9.	The school receives a score 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 a score within the range of 1.5 and 1.9.	The school receives a score within the range of 2.0 and 2.4.	The school receives a score within the range of 2.5 and 2.9.	The school receives a score 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 days for all students enrolled at the school. Attendance is monitored monthly during regularly scheduled site visits and shared with the school's governing board during regular meetings. The school receives an overall rating for Attendance at the end of the year based on the calculation previously mentioned, utilizing the same information the school reports to the Indiana Department of Education (IDOE). To receive a rating of 'Meets Standard,' a school needs to have an average attendance rate of at least 95.0%.

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%.

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 average attendance rate is between 90.0-91.9%	The school's average attendance rate is between 92.0-93.9%	The school's average attendance rate is between 93.0-94.9%	The school's average attendance rate is at least 95.0%

Post-Secondary Support

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

- Students are prepared for rigorous post-secondary opportunities through challenging coursework (e.g., Advance Placement courses, internships, independent study);
- 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; and
- Graduation requirements meet or exceed graduation standard requirements for the state of Indiana.

Characteristics of support for post-secondary opportunities are observed during regularly scheduled site visits, as well as from documentation provided by the school's guidance department. These findings are reported to the school's board of directors and leadership on a quarterly basis. To receive a rating of 'Meets Standard,' a school needs to present no concerns in the four characteristics of this sub-indicator.

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

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 in two of the sub-indicator characteristics.	The school presents concerns in one of the sub-indicator characteristics.	The school presents concerns in one of the sub-indicator characteristics.	The school presents no concerns in the sub-indicator characteristics.

Legacy Student Achievement on Benchmark Assessment

Education One measures the success of the school's implementation of its educational model by analyzing the grade level achievement of students who have attended the school for a minimum of two years. These students are considered legacy students. The school receives separate annual ratings at the end of the year for reading and math achievement, utilizing data from the school's chosen benchmark assessment. To receive a rating of 'Meets Standard,' 70.0% of legacy students need to demonstrate grade level achievement, according to benchmark standards.

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.	70.0% of legacy students demonstrated grade level achievement, according to benchmark assessment standards.

Subgroup Student Achievement on Benchmark Assessment

Education One measures the success of the school's implementation of its educational model by analyzing the grade level achievement of students in the school's represented subgroups. The school receives separate annual ratings, utilizing data from the school's chosen benchmark assessment, at the end of the year in reading and math for the following subgroups:

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

To receive a rating of 'Meets Standard,' 70.0% of students need to demonstrate grade level achievement, according to benchmark standards.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.	70.0-79.9% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.	60-69.9% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.	Less than 60.0% of students in the identified subgroup 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 students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.	60-69.9% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.	70.0% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.

Growth on Benchmark Assessment

Education One measures the success of the school's implementation of its educational model by analyzing the percentage of students who made adequate or higher growth and attended the school for at least one semester. The school receives separate annual ratings at the end of the year for reading and math growth, utilizing data from the school's chosen benchmark assessment. To receive a rating of 'Meets Standard,' 70.0% of students need to have adequate or higher growth, according to benchmark standards.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students had adequate or higher growth.	70.0-79.9% of students had adequate or higher growth.	60.0-69.9% of students had adequate or higher growth.	Less than 60.0% of students had adequate or higher growth.

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 had adequate or higher growth.	50.0-59.9% of students had adequate or higher growth.	60.0-69.9% of students had adequate or higher growth.	70.0% of students had adequate or higher growth.

Subgroup Growth on Benchmark Assessment

Education One measures the success of the school's implementation of its educational model by analyzing the percentage of students in the school's represented subgroups. The school receives separate annual ratings, utilizing data from the school's chosen benchmark assessment, at the end of the year in reading and math for the following subgroups:

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students in the identified subgroup had adequate or higher growth.	70.0-79.9% of students in the identified subgroup had adequate or higher growth.	60.0-69.9% of students in the identified subgroup had adequate or higher growth.	Less than 60.0% of students in the identified subgroup had adequate or higher growth.

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 had adequate or higher growth.	50.0-59.9% of students in the identified subgroup had adequate or higher growth.	60.0-69.9% of students in the identified subgroup had adequate or higher growth.	70.0% of students in the identified subgroup had adequate or higher growth.

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 are from the previous academic school year and are collected at the time the IDOE releases information publicly.

State Accountability Grade

Indiana has established a student-centered accountability system to calculate the 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, visit:

<http://www.doe.in.gov/accountability/indiana-student-centered-accountability> To 'Meet Standard,' a school must be awarded a letter grade of 'C' from the Indiana State Board of Education.

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.

State Assessment Participation Rate

The state assessment participation rate is used for state and federal reporting and accountability determinations and supports the validation of overall school achievement and growth results. In order to receive a rating of 'Meets Standard,' a school must have an average participation rate of 95% for the reading and math state summative assessments.

Meets Standard	Approaching Standard	Does Not Meet Standard
The average participation rate, in the most current state summative assessment, was 95.0-100%.	The average participation rate, in the most current state summative assessment, was 85.0-94.9%.	The average participation rate, in the most current state summative assessment, was less than 85.0%.

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 average participation rate, in the most current state summative assessment, was less than 85.0%.	The average participation rate, in the most current state summative assessment, was 85.0-94.9%.	The average participation rate, in the most current state summative assessment, was 95.0-100%.

Legacy Student Achievement on Summative Assessment

Education One measures the success of the school's implementation of its educational model by analyzing the grade level achievement percentage of students who have attended the school for a minimum of two years. These students are considered legacy students. The school receives separate annual ratings at the end of the year for reading and math achievement, utilizing data from the state summative assessment. To receive a rating of 'Meets Standard,' the percentage of legacy students demonstrating grade level achievement must be within 0-10.0% of the state's percentage of students demonstrating grade level achievement.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of legacy students demonstrating grade level achievement is greater than the state's percentage.	The percentage of legacy students demonstrating grade level achievement is within 0-10.0% of the state's percentage.	The percentage of legacy students demonstrating grade level achievement is within 10.1-20.0% of the state's percentage.	The percentage of legacy students demonstrating grade level achievement 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
Not Applicable	The percentage of legacy students demonstrating grade level achievement is more than 20.0% from the state passing percentage.	The percentage of legacy students demonstrating grade level achievement is within 10.1-20.0% of the state passing percentage.	The percentage of legacy students demonstrating grade level achievement is within 0-10.0% of the state passing percentage.

Subgroup Student Achievement on Summative Assessment

Education One measures the success of the school's implementation of its educational model by analyzing the grade level achievement of students in the school's represented subgroups. The school receives separate annual ratings at the end of the year in reading and math for the following subgroups:

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

To receive a rating of 'Meets Standard,' the percentage students in a subgroup demonstrating grade level achievement must be within 0-10.0% of the state's same subgroup percentage of students demonstrating grade level achievement.

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

Student Growth on 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 at the end of the year for reading and math growth, utilizing data from the state summative assessment. To receive a rating of 'Meets Standard,' the school's Median Growth Percentile (MGP) is within the range of 50.0 and 74.9.

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 74.9.	The school's Median Growth Percentile is between 25 and 49.9.	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.

Subgroup Growth on Summative Assessment

Education One measures the success of the school's implementation of its educational model by analyzing the percentage of students, in the school's represented subgroups, who are on target to become proficient or maintain proficiency of grade level standards in four years. The school receives separate annual ratings at the end of the year for reading and math growth in the following subgroups:

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

To receive a rating of 'Meets Standard,' the percentage of students in a subgroup demonstrating growth to become proficient or maintain proficiency must be within 0-10.0% of the state's same subgroup percentage of students.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students in the identified subgroup becoming proficient or maintaining proficiency is greater than the state's percentage.	The percentage of students in the identified subgroup becoming proficient or maintaining proficiency is within 0-10.0% of the state's percentage.	The percentage of students in the identified subgroup becoming proficient or maintaining proficiency is within 10.1-20.0% of the state's percentage.	The percentage of students in the identified subgroup becoming proficient or maintaining 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
Not Applicable	The percentage of students in the identified subgroup becoming proficient or maintaining proficiency is more than 20.0% from the state's percentage.	The percentage of students in the identified subgroup becoming proficient or maintaining proficiency is within 10.1-20.0% of the state's percentage.	The percentage of students in the identified subgroup becoming proficient or maintaining 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 the charter school is providing a quality choice to the community. To receive a rating of 'Meets Standard,' the school's overall performance, achievement and growth, outpaces the performance of comparison schools 75.0-100% of the time.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school's overall performance in proficiency and growth outpaces comparison schools 75.0-100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time.	The school's overall performance in proficiency and growth outpaces 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 proficiency and growth outpaces comparison schools less than 50.0% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time.	The school's overall performance in proficiency and growth outpaces 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 “requires the evaluation of reading skills for students who are in grade three beginning in the spring of 2012 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.

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
Not Applicable	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 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 within 0-10.0% of the state’s passing 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. To receive a rating of ‘Meets Standard,’ a high school will need to have a graduation rate with 0-10.0% of the state’s graduation rate.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school’s graduation rate is greater than the state’s graduation rate.	The school’s graduation rate is within 0-10.0% of the state’s graduation rate.	The school’s graduation rate is within 10.1-15.0% of the state’s graduation rate.	The school’s graduation rate is 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 is within 15.0-17.5% of the state’s graduation rate.	The school’s graduation rate is within 12.5-15.0% of the state’s graduation rate.	The school’s graduation rate is within 10.1-12.5% of the state’s graduation rate..	The school’s graduation rate is within 0-10.0% of 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. To receive a rating of ‘Meets Standard,’ the school must be within 0-10.0% of the state’s average percentage.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students prepared for college and/or careers is greater than the state's average percentage.	The percentage of students prepared for college and/or careers is within 0-10.0% of the state's average percentage.	The percentage of students prepared for college and/or careers is within 10.1-15.0% of the state's average percentage.	The percentage of students prepared for college and/or careers is 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 is within 15.0-17.5% of the state's average percentage.	The percentage of students prepared for college and/or careers is within 12.5-15.0% of the state's average percentage.	The percentage of students prepared for college and/or careers is within 10.0-12.5% of the state's average percentage.	The percentage of students prepared for college and/or careers is 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 state summative assessments and requirements under Indiana's Every Student Succeeds Act (ESSA) plan. Data utilized for the ratings of these sub-indicators are from the previous academic school year and are collected at the time the IDOE releases information publicly.

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 at <https://www.doe.in.gov/essa>. To receive a rating of 'Meets Standard,' a school must receive a federal rating of "Meets Expectations.'

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.

Model Attendee

A student is considered a model attendee under the federal accountability guidelines by having an attendance rate of 96% or higher **or** an increase in their attendance rate of at least 3% from the prior year. Rather than averaging attendance rates, similar to the sub-indicator 'Attendance Rate,' this indicator finds the percentage of students who meet the aforementioned criteria. To receive a rating of 'Meets Standard,' the school must be within 0-10.0% of the state's percentage.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The model attendee rate is greater than the state's percentage.	The model attendee rate is within 0-10.0% of the state's percentage.	The model attendee rate is within 10.1-20.0% of the state's percentage.	The model attendee rate is 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 model attendee rate is more than 20.0% away from the state's percentage.	The model attendee rate is within 10.1-20.0% of the state's percentage.	The model attendee rate is within 0-10.0% of the state's percentage.

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. To receive a rating of 'Meets Standard,' the school must be within 0-10.0% of the state's percentage.

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

Language Proficiency for English Learners

Education One measures the success of the school's English learners (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. To receive a rating of 'Meets Standard,' the school must be within 0-10.0% of the state's percentage.

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

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 qualitative monthly site visits, quarterly financial reporting requirements, and an annual financial audit.

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). Information that is updated is shared out at regularly scheduled school board meetings. To receive a rating of 'Meets Standard,' a school must meet both characteristics of their audit and quarterly financials.

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

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 does not meet standard for either its financial audit or quarterly financial reporting requirements	The school meets standard for either its financial audit or quarterly financial reporting requirements.	The school meets standard for either its financial audit or quarterly financial reporting requirements.	The school meets standard for both the financial audit and 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. To receive a rating of 'Meets Standard' in this sub-indicator, schools must have an enrollment variance of at least 98% of its budgeted enrollment. This sub-indicator is reported on a quarterly basis at regularly scheduled board meetings.

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.

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
Actual enrollment is less than 93.0% of budgeted enrollment.	Actual enrollment is between 93.0 and 95.4% of budgeted enrollment.	Actual enrollment is between 95.5 and 97.9% of budgeted enrollment.	Actual enrollment is between 98.0 and 100% of the budgeted enrollment.

Current Ratio

Education One assesses if the school's current assets (cash or other assets that can be accessed in the next twelve months) exceed its current liabilities (debt obligations due in the next twelve months). A school will receive a rating of 'Meets Standard' if its current ratio is 1.10 or greater. This sub-indicator is reported on a quarterly basis at regularly scheduled board meetings.

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

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 current ratio is less than 1.06-1.07.	The current ratio is between 1.08 and 1.09.	The current ratio is 1.10 or greater	The current ratio is 1.10 or greater

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. A school will receive a rating of 'Meets Standard' if its days cash on hand is at least 90. This sub-indicator is reported on a quarterly basis at regularly scheduled board meetings.

Meets Standard	Approaching Standard	Does Not Meet Standard
Days cash on hand is at least 90.0.	Days cash on hand is between 45.0 and 89.9.	Days cash on hand is less than 45.0.

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 on hand is less than 45.0.	Days cash on hand is between 45.0 and 67.5.	Days cash on hand is between 67.6 and 89.9.	Days cash on hand is at least 90.0.

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. To receive a rating of 'Meets Standard,' a school is reported to not be delinquent or in default on any outstanding loans. This sub-indicator is reported on a quarterly basis at regularly scheduled board meetings.

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.

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 is delinquent and in default on any outstanding loans.	The school is delinquent or in default on any outstanding loans.	The school is not delinquent or in default on any outstanding loans.	The school is not delinquent 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. To receive a rating of 'Meets Standard,' a school's debt to asset ratio must be less than 0.90.

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.

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 debt to asset ratio is 0.90 or greater.	The debt to asset ratio is 0.90 or greater.	The debt to asset ratio is less than 0.90.	The debt to asset ratio is less than 0.90.

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. To receive a rating of 'Meets Standard,' a school's debt to asset ratio must be at least 1.15.

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.

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 debt service coverage ratio is less than 1.15.	The debt service coverage ratio is less than 1.15.	The debt service coverage ratio is at least 1.15.	The debt service coverage ratio is at least 1.15.

Indicator 3: Organizational Performance

The Organizational Performance indicator measures the effectiveness of the school’s board of directors and leadership teams in executing the school’s vision, mission, and 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 monthly site visits, monthly board meeting attendance, quantitative classroom observation forms, and monthly reporting requirements.

Board Governance

Education One measures the quality of a governing board by looking for the following characteristics:

- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Managing Director of Education One;
- Clear understanding of the mission and vision of the school;
- Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary;
- Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school;
- Effective and transparent management of conflicts of interest;
- Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns;
- Adherence to its charter agreement as it pertains to governance structure;
- Collaboration with the school leader to establish clear objectives, priorities, and goals;
- Quarterly board training for all members;
- 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
- Holding of all meetings in accordance with Indiana Open Door Law

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the president and committees of the board. These findings are reported to the school’s board of directors and leadership on a monthly basis. To receive a rating of ‘Meets Standard,’ a governing board presents no concerns in the characteristics of this sub-indicator.

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

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 governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues.	The governing board presents concerns in a minimal number of the sub-indicator characteristics with a credible plan to address the issues.	The governing board presents concerns in a minimal number of the sub-indicator characteristics with a credible plan to address the issues.	The governing board complies with and presents no concerns in the sub-indicator characteristics.

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. These findings are reported to the school's board of directors and leadership on a semester basis. To receive a rating of 'Meets Standard,' a school leadership team complies with and presents no concerns in the sub-indicator characteristics.

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 majority of the measure characteristics and/or does not have a plan to address 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 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.

Class Size

Education One monitors the number of students in each class to ensure that the proper student to teacher ratio is upheld to increase student success in the classroom. To receive a rating of 'Meets Standard,' a school must have at least 90% of class meeting the following requirements:

- 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	Approaching Standard	Does Not Meet Standard
At least 90% of classrooms meet requirements.	80-89.9% of classrooms meet requirements.	Less than 80% of classrooms meet requirements.

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
Less than 80% of classrooms meet requirements..	80-84.9% of classrooms meet requirements.	85-89.9% of classrooms meet requirements..	At least 90% of classrooms meet requirements.

Classroom Monitoring

Education One measures the quality of the school's classroom monitoring of teachers and staff by looking for the following characteristics:

- Conducting walk-throughs and then providing constructive, written feedback to teachers at least bi-weekly;
- Monitoring student engagement, classroom management, lesson pacing and rigor;
- Ensuring teachers are prepared and qualified; and
- Leading routine follow-ups with any teacher who is not satisfactory

Characteristics of a quality classroom monitoring are observed during regularly scheduled site visits, communication with school leadership, and observed implementation of initiatives. These findings are reported to the school's board of directors and leadership on a monthly basis. To receive a rating of 'Meets Standard,' a school must meet all the sub-indicator characteristics.

Meets Standard	Approaching Standard	Does Not Meet Standard
Classroom monitoring meets all the sub-indicator characteristics.	Classroom monitoring is lacking in one of the sub-indicator characteristics with a credible plan to address the issue.	Classroom monitoring is lacking in two or more of the sub-indicator characteristics and there may and/or does not have a plan to address 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
Classroom monitoring is lacking in two or more of the sub-indicator characteristics and there may and/or does not have a plan to address issues.	Classroom monitoring is lacking in one of the sub-indicator characteristics with a credible plan to address the issue.	Classroom monitoring is lacking in one of the sub-indicator characteristics with a credible plan to address the issue.	Classroom monitoring meets all the sub-indicator characteristics.

Professional Development

Education One measures the quality of the school's professional development of teachers and staff by looking for the following characteristics:

- Related to demonstrated needs for instructional improvement;
- Determined through analyses of student attainment and improvement; and
- Conducted at least once per month

Characteristics of a quality professional development are observed during regularly scheduled site visits, communication with school leadership, and observed implementation of initiatives. These findings are reported to the school's board of directors and leadership on a monthly basis. To receive a rating of 'Meets Standard,' a school must meet all the sub-indicator characteristics.

Meets Standard	Approaching Standard	Does Not Meet Standard
Professional development meets all the sub-indicator characteristics.	Professional development is lacking in one of the sub-indicator characteristics with a credible plan to address the issue.	Professional development is lacking in two or more of the sub-indicator characteristics and there may and/or does not have a plan to address 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
Professional development is lacking in two or more of the sub-indicator characteristics and there may and/or does not have a plan to address issues.	Professional development is lacking in one of the sub-indicator characteristics with a credible plan to address the issue.	Professional development is lacking in one of the sub-indicator characteristics with a credible plan to address the issue.	Professional development meets all the sub-indicator characteristics.

Charter Accountability Reporting Requirements

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. Education One reports the following characteristics to the governing board 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

In order to receive a rating of 'Meets Standard,' a school must comply with and present no concerns in the sub-indicator characteristics.

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.

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 in a majority of characteristics and/or with no credible plan to address the issues.	The school presents concerns in a minimal number of characteristics but does not have a credible plan to address the issues.	The school presents concerns in a minimal number of characteristics and has a credible plan to address the issues.	The school complies with and presents no concerns in the sub-indicator characteristics.

English Language Learner Compliance

To ensure that laws and requirements are being upheld and students who are English Language Learners (ELL) are being serviced appropriately, Education One conducts an ELL site visit on a quarterly basis and looks 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; and
- Evidence of interventions and ILPs are implemented

In order to receive a rating of 'Meets Standard,' a school must comply with all state and federal laws related to English Language Learners and provides appropriate documentation as evidence of meeting each components

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

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 site visit 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 interventions and IEPs are appropriately communicated with the classroom teacher and implemented;;
- Evidence that disciplinary actions are appropriate, legal, equitable, and fair; and
- The percentage of disciplinary actions of SPED students does not exceed the percentage of students identified as SPED.

In order to receive a rating of 'Meets Standard,' a school must comply with all state and federal special education laws and provides appropriate documentation as evidence of meeting each components

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

Indicator 4: School-Wide Satisfaction

The School-Wide Satisfaction indicator gauges the overall satisfaction of parents, students, and staff in the school's effectiveness in carrying out its mission and vision. Data utilized for the rating of this indicator is collected from an end of the year, annual survey provided by a third-party entity. The findings are reported at the end of the school year at a regularly scheduled board meeting. The school meets standard if the average percentage of parents, students, and staff reporting overall satisfaction is at or above 80.0%.

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%.

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 average percentage of parents, students, and staff reporting overall satisfaction less than 70.0%.	The average percentage of parents, students, and staff reporting overall satisfaction is between 70.0 and 74.5%.	The average percentage of parents, students, and staff reporting overall satisfaction is between 74.6 and 79.9%.	The average percentage of parents, students, and staff reporting overall satisfaction is at or above 80.0%.