

**Indiana Charter School Board**  
**ACCOUNTABILITY SYSTEM FOR ADULT HIGH SCHOOLS**  
2025 - 2026 SCHOOL YEAR

## I. Introduction

The Indiana Charter School Board (the “ICSB”) is committed to fulfilling its role as a high-quality charter school authorizer by holding its schools accountable across a variety of performance dimensions while maintaining an appropriate balance between an authorizer’s obligation to protect student and public interests and upholding school autonomy. The accountability system described in this document is rooted in ICSB’s guiding principles:

- Students First. When performing its duties, ICSB always assesses whether its actions will further the best interests of students.
- High Expectations. ICSB expects the charter schools it authorizes to set high academic achievement expectations, develop strong plans for family and community engagement, and adhere to high ethical standards for students, staff and board members. Similarly, ICSB establishes high performance expectations, engagement plans and ethical standards for itself.
- Excellence in Leadership. Operating a high-performing charter school requires excellent leadership from school boards and staff. ICSB authorizes schools that can demonstrate strong leadership at both the school governance and administrative levels.
- Commitment to Innovation. ICSB is particularly interested in operators that show strong potential to accelerate student success through dramatically different school models, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.
- Rigorous and Transparent Accountability. ICSB holds schools accountable for performance through rigorous and transparent accountability mechanisms that uphold schools’ autonomy, foster excellence, and protect student and public interests. In turn, the ICSB is held accountable for the performance of its portfolio by the State Board of Education (the “SBOE”).

More specifically, the Accountability System consists of a set of standard goals and outcome measures across three performance dimensions: 1) Academic Success; 2) Financial Health; and 3) Organizational Compliance.

A school’s progress as measured against the Accountability System performance dimensions is assessed through a combination of reports, data submissions, and school site visits. More information about the reporting and data submission requirements may be found in the [ICSB’s Reporting Requirements](#). ICSB staff may conduct informal monitoring

site visit(s) at its discretion at any time, and may arrange more formal monitoring site visit(s) should concerns arise concerning a school's progress toward meeting the Accountability System goals during the term of the Charter Agreement. In addition, formal site visits are conducted during the pre-opening process, and renewal site visits are conducted at the end of a school's Charter Agreement as part of the renewal process.

Pursuant to Section 15.4 of the Charter Agreement (Section 9.4 of the Revised Charter Agreement<sup>1</sup>), if compliance concerns arise from a site visit, ICSB may require the school to implement a Corrective Plan, which may include further informal and formal visits as part of the Plan conditions.

Each year, ICSB staff create a School Performance Report that measures the school's performance on the Accountability System performance dimension. The Report for each school is posted on ICSB's website and is used to create the annual authorizer Accountability Report, required by Indiana Code ("IC") § 20-24-9, which must be submitted to both SBOE and the Department of Education (the "IDOE"). The School Performance Report serves also serves as the basis for the creation of annual performance targets as required by Indiana Code IC § 20-24-4-1.

## **II. Overview**

An "adult high school" is defined as a charter school that has a majority of students enrolled with the school that: (1) belong to a graduation cohort that has already graduated; or (2) are over the age of eighteen (18) years of age; at the student was first enrolled at the school. Furthermore, an adult high school may be authorized only if the Indiana General Assembly makes an appropriation for the school under IC § 20-24-7-13.5.

The single most important factor considered by ICSB in assessing an adult high school's performance and making Charter renewal determinations is the school's record in generating successful student achievement outcomes. Regardless of the circumstances facing the targeted student population, the expectation is that most, if not all, of the students served in an adult high school will leave the school fully prepared for post-secondary education or employment.

In order to determine whether an adult high school has met this standard, each school authorized by ICSB is subject to ICSB's Accountability System, which is a material part of a school's Charter. ICSB requires that the Accountability System for each of its charter

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<sup>1</sup> Applicable to schools opening in, or renewed for, the 2017-18 school year.

schools contains a common set of goals, along with specific measures, that set the same criteria for success for each school. These required outcome measures represent ICSB's expectations for student learning and achievement at the time of renewal. If necessary and at its sole discretion, ICSB may agree to amend certain goals or measures to align with a unique charter school model.

### **III. Performance Dimensions Overview**

The Accountability System sets forth the goals and measures for the school and is used to evaluate the school's academic performance, financial health, and organizational compliance. At its core, the Accountability System poses three critical questions:

- Is the school's educational program a success?
- Is the school in good financial health?
- Is the organization in compliance with applicable laws and regulations, and with the charter?

As stated above, the single most important factor that ICSB considers in making charter renewal determinations at the end of the five-year charter term is the school's record in generating successful student academic achievement outcomes. However, it is also important that the school maintains good financial health and remains compliant with legal and contractual obligations. Therefore, a school's performance will be assessed across all three dimensions.

Each Accountability System performance dimension has multiple indicators of success and the charter school's performance on each indicator will be scored as:

- Exceeds standard;
- Meets standard;
- Improvement Necessary; and
- Does Not Meet Standard.

Accountability System performance dimensions will serve as the basis for site visit questions, annual reports, and all performance-related assessments of the school over the five-year charter term.

#### IV. Academic Performance Indicators

**Please note that certain aspects of ICSB's Accountability Framework may be impacted by recent changes to Indiana's statewide assessment and associated accountability system as they are aligned to Indiana's plan under the Every Student Succeeds Act of 2015.**

Adult high schools are assigned a letter grade by SBOE using methodology and metrics for calculating school improvement categories under the alternative accountability system promulgated by SBOE pursuant to IC § 20-31-8-5.2, the specifics of which are set forth in [511 IAC 6.3](#) (effective beginning with the 2015-16 School Year).

Additional academic performance indicators include: 1) graduation rate; 2) college and career readiness indicators; and 3) student achievement.

Graduation rate accountability is based on how the graduation rate is defined in Indiana statute. Specifically, IC § 20-26-13-12 provides that IDOE shall calculate, for each public and accredited nonpublic high school, an estimated graduation rate that is determined by the total number of graduates for a particular year divided by the total number of students enrolled in Grade 9 at the school three years before that year. See IDOE's website for more information: <http://www.doe.in.gov/gradrate/>.

Outcome measures are established by ICSB and go into effect for the initial five-year charter term once the Charter Agreement is executed. A school may wish to establish additional academic outcomes measures by which school performance will also be assessed. However, applicants should note that any supplemental measures will not supplant or dilute ICSB's consideration of the required measures in its evaluation of the goals.

Any school wishing to add optional academic measures must submit draft measures to ICSB by March 15 of the school's first operational year. ICSB staff will review any draft measures and provide feedback to the school. The final version of any optional measures must be submitted to ICSB by May 15 of the school's first operational year.

#### V. Triggers for Follow-Up Review Or Corrective Action

ICSB carefully monitors each school's performance throughout the five-year charter term. The following outcomes will result in immediate follow-up review and may result in the school's submission of a Corrective Plan as described in [Section 15.4](#) of the Charter

Agreement (Section 9.4 of the Revised Charter Agreement). Follow-up review will take into consideration the unique characteristics of individual school models.

#### Category 1: Academic Success

- Indicator 1.1., Alternative A-F Model Grade. A school is graded an “F” in any given year.
- Indicator 1.1., Alternative A-F Model Grade. A school is graded a “D” for two years in a row.
- Indicators 1.2., 1.3., 1.4.a., or 1.4.b. A school scores a “Does Not Meet Standard” on individual measures within two or more separate indicators for two years in a row.

#### Category 2: Financial Health

- All Indicators: A school scores two or more “Does Not Meet Standard” in the same year.
- All Indicators: A school scores one “Does Not Meet Standard” for two years in a row.

#### Category 3: Organizational Compliance

- All Indicators: A school scores one or more “Does Not Meet Standard” in the same year.

### **VI. Adult High School Graduation Qualifying Exam**

A complete list of Indiana’s required K-12 public school state assessments can be found on the Indiana Department of Education’s website: [www.doe.in.gov](http://www.doe.in.gov). Below, we provide descriptions of the primary state assessments, excerpted from IDOE’s website.

#### ISTEP+ Grade 10 (through the 2021-22 school year for the graduating class of 2022)

The purpose of the *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)* program is to measure student achievement in the subject areas of English/Language Arts and Mathematics. ISTEP+ reports student achievement levels according to the college and career ready Indiana Academic Standards. An Applied Skills Assessment and a Multiple-Choice Assessment are used to measure these standards; and are required components of the ISTEP+ program in grade 10.

#### ILEARN (New assessment effective 2018-19 school year)

ILEARN measures student achievement and growth. ILEARN is a Standards-Based, Computer-Adaptive test that assesses achievement of Indiana academic standards for English/Language Arts, Mathematics, Science, Biology, and Social Studies.<sup>2</sup> ILEARN reports student achievement levels according to the college and career ready Indiana Academic Standards adopted in 2014 by SBOE. Key features of the assessment include accessibility, computer-adaptive testing, reduction in testing times, and automated scoring.

### High School Assessment

ICSB requires high schools to administer the statewide assessment for high schools pursuant to Public Law 192-2018 until Indiana transitions to a nationally recognized college entrance exam. *Until final policies related to high school are defined, Grade 10 will be assessed through cohort 2022*

### “I AM” Assessment (New assessment effective the 2018-2019 school year)

I AM measures student achievement and growth according to Indiana’s Content Connectors aligned to the Indiana Academic Standards. I AM is the summative accountability assessment for students with significant cognitive disabilities in grades 3-8 and 10. It assesses: English/Language Arts and Mathematics (Grades 3-8 and 10), Science (Grades 4 and 6 and Biology), and Social Studies (Grade 5). *Until final policies related to high school are defined, Grade 10 will be assessed through cohort 2022.*

## **CATEGORY 1: ACADEMIC SUCCESS**

Outcome measures in the Academic Success category assess school performance across two dimensions: graduation rate and college and career readiness. First, a school is rated according to Indiana’s Alternative A-F Model under Indiana Law. The individual components of the Alternative A-F Model are then disaggregated to enable ICSB to assess a school’s performance over time across discrete academic indicators that feed into a school’s letter grade. The school is also assessed on its student’s performance on state assessments in English/Language Arts and Mathematics.

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<sup>2</sup> Note: Science is assessed in grades 4, 6 and Biology in grade 10, and is required under ESSA. Social Studies is assessed in grade 5. Although cut scores are determined for proficiency, growth is not calculated for either subject, and overall performance does not have an impact on A-F Accountability.

### 1.1. STATE AND FEDERAL ACCOUNTABILITY

**1.1. The school meets standard according to Indiana's Alternative Accountability System (Alternative A-F Model for Adult High Schools).**

***Exceeds Standard:***

☐ School received an A under the Alternative Accountability System.

***Meets Standard:***

☐ School received a B under the Alternative Accountability System.

***Improvement Necessary:***

☐ School received a C under the Alternative Accountability System.

***Does Not Meet Standard:***

☐ School received a D or F under the Alternative Accountability System.

***Note(s):***

- *If a school receives an F in any given year, immediate follow-up review is required.*

### 1.2. GRADUATION RATE

**1.2.a. Students graduate from high school in 4 years (as defined by the state's four-year graduation rate).**

***Exceeds Standard:***

☐ 75% or more of students graduated from high school in the current school year.

***Meets Standard:***

☐ 60% to 74.9% of students graduated from high school in the current school year.

***Improvement Necessary:***

☐ 45% to 59.9% of students graduated from high school in the current school year.

***Does Not Meet Standard:***

☐ Less than 45% of students graduated from high school in the current school year.

**1.2.b. Students enrolled in grade 12 graduate within the school year being assessed.**

***Exceeds Standard:***

☐ 85% or more of students graduated from high school in the current school year.

***Meets Standard:***

☐ 70% to 84.9% of students graduated from high school in the current school year.

***Improvement Necessary:***

☐ 50% to 69.9% of students graduated from high school in the current school year.

***Does Not Meet Standard:***

☐ Less than 50% of students graduated from high school in the current school year.



### 1.3. COLLEGE AND CAREER READINESS

**1.3. Student performance, dual-credit accumulation and/or industry certification reflects college and career readiness, based on the percentage of non-duplicated graduating students in the current school year achieving at least one of the following college and career readiness indicators:**

- Scored a 3, 4 or a 5 on the AP exam.
- Scored a 4, 5, 6 or 7 on the IB exam.
- Earned three (3) college credits, defined as credits awarded by a regionally accredited postsecondary institution in a department approved liberal arts or career or technical education dual credit course verifiable by a transcript.
- Obtained an industry certification approved by the department.
- Earned a “C” or higher in a CTE course from the approved Indiana College and Career Pathway list.

***Exceeds Standard:***

☐ **50% or more of graduating students in the current school year achieved at least one of the college and career readiness indicators.**

***Meets Standard:***

☐ **Between 36.8% and 49.9% of graduating students in the current school year achieved at least one of the college and career readiness indicators.**

***Improvement Necessary:***

☐ **Between 23.4% and 36.7% of graduating students in the current school year achieved at least one of the college and career readiness indicators.**

***Does Not Meet Standard:***

☐ **Less than 23.4% of graduating students in the current school year achieved at least one of the college and career readiness indicators.**

<b>1.4. STUDENT ACHIEVEMENT (PROFICIENCY)</b>
<b>1.4.a. Students who graduate achieve proficiency on state assessments in English/Language Arts.</b>
<b><i>Exceeds Standard</i></b> <input type="checkbox"/> 90% or more of graduating students in the current school year met or exceeded proficiency.
<b><i>Meets Standard</i></b> <input type="checkbox"/> Between 80% and 89.9% of graduating students in the current school year met or exceeded proficiency.
<b><i>Improvement Necessary</i></b> <input type="checkbox"/> Between 70% and 79.9% of graduating students in the current school year met or exceeded proficiency.
<b><i>Does Not Meet Standard</i></b> <input type="checkbox"/> Less than 70% of students met or exceeded proficiency.
<b>1.4.b. Students who graduate achieve proficiency on state assessments in Mathematics.</b>
<b><i>Exceeds Standard</i></b> <input type="checkbox"/> 90% or more of graduating students in the current school year met or exceeded proficiency.
<b><i>Meets Standard</i></b> <input type="checkbox"/> Between 80% and 89.9% of graduating students in the current school year met or exceeded proficiency.
<b><i>Improvement Necessary</i></b> <input type="checkbox"/> Between 70% and 79.9% of graduating students in the current school year met or exceeded proficiency.
<b><i>Does Not Meet Standard</i></b> <input type="checkbox"/> Less than 70% of graduating students in the current school year met or exceeded proficiency.

## CATEGORY 2: FINANCIAL HEALTH

A school that is in financial distress is at risk for closing down and disrupting the education of enrolled students. Therefore, assessing the financial health of a charter school is an integral part of an authorizer’s accountability responsibilities.

The following table summarizes the indicators by which the financial health of a school is assessed by ICSB. A school that scores two or more “Does Not Meet Standard” in one year, or one “Does Not Meet Standard” for two years in a row, is in questionable financial health and warrants an in-depth financial review and possible corrective action. Note that some financial indicators are absolute, and a school either does or does not meet the standard.

Finally, please note that several of the indicators include a three year trend analysis. Therefore, the Year 1 and Year 2 outcomes consider financial data from prior fiscal years. The process for evaluating schools that have been open for less than five years is addressed in the individual indicators.

**NOTE:** Throughout this document, financial statements will be referred to in the common, for-profit nomenclature for easier reference. For example, the Balance Sheet is synonymous with the Statement of Financial Position and also with the Statement of Net Assets.

Financial Health Indicators					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Near-Term Indicators</b>					
2.1.a. Current Ratio					
2.1.b. Days Cash on Hand					
2.1.c. Enrollment Variance					
2.1.d. Debt Default					
<b>Sustainability Indicators</b>					
2.2.a. Total Margin					
2.2.b. Debt to Asset Ratio					
2.2.c. Cash Flow					
2.2.d. Debt Service Coverage Ratio					

## 2.1. NEAR-TERM INDICATORS

### 2.1.a. Current Ratio: Current Assets divided by Current Liabilities

**Definition:** The current ratio depicts the relationship between a school's current assets and current liabilities. The current ratio measures a school's ability to pay its obligations over the next twelve (12) months. A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, thus indicating ability to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover the current liabilities and is not in a satisfactory position to meet its financial obligations over the next twelve (12) months.

**Meets Standard, either:**

- ☐ Current Ratio is greater than 1.1; or
- ☐ Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's).

**Does Not Meet Standard:**

- ☐ Does not meet passing options.

**Note(s):**

- *Schools in their first year of operation must have a current ratio that is greater than 1.1.*
- *Follow-up review may be required if the current ratio is less than 0.9.*

### 2.1.b. Days Cash on Hand: Cash divided by (Total Expenses - Depreciation Expense/365)

**Definition:** The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The days cash ratio tells authorizers whether or not the school has sufficient cash to meet its cash obligations. Depreciation expense is removed from the total expenses denominator because it is not a cash expense. This critical measure takes on additional importance in Indiana, given the reimbursement basis for many state and federal grants.

**Meets Standard:**

- ☐ 60 days cash.
- ☐ Between 30 and 60 days cash *and* one-year trend is positive.

**Does Not Meet Standard:**

- ☐ Days cash and trend do not match passing options above.

**Note(s):**

- *Schools in their first and second years of operation must have a minimum of 30 days cash.*

- *Follow-up review may be required if a school has less than 15 days cash.*

### **2.1.c. Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget**

**Definition:** Enrollment variance tells authorizers whether or not the school is meeting its enrollment projections. As enrollment is a key (often the key) driver of revenues, variance is important to track the sufficiency of revenues generated to fund ongoing operations. The enrollment variance depicts actual versus projected enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. Consistently falling short of enrollment projections may indicate that the school is failing to retain students from year-to-year or is not implementing an effective recruitment strategy. It also indicates that the school may lack sufficient financial and organizational planning expertise.

**Meets Standard:**

- ☐ Enrollment Variance equals or exceeds 95 percent in the most recent year.

**Does Not Meet Standard:**

- ☐ Enrollment Variance is less than 95 percent in the most recent year.

**Note(s):**

- *Follow-up review may be required if actual enrollment is less than 85% of planned enrollment in the most recent year.*

### **2.1.d. Debt Default**

**Definition:** Debt default indicates whether or not a school is meeting debt obligations or covenants.

This metric addresses whether or not a school is meeting its loan covenants and/ or is delinquent with its debt service payments. A school that cannot meet the terms of its loan may be in financial distress.

**Meets Standard:**

- ☐ School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.

**Does Not Meet Standard:**

- ☐ School is in default of loan covenant(s) and/or is delinquent with debt service payments.

## 2.2. SUSTAINABILITY INDICATORS

### 2.2.a. Total Margin: Net Income divided by Total Revenue; and Aggregated Total Margin: Total Three-Year Net Income divided by Total Three-Year Revenues

**Definition:** Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources. The total margin measures whether a school operates at a surplus (more total revenues than expenses) or a deficit (more total expenses than revenues) in a given time period. The total margin is important to track, as schools cannot operate at deficits for a sustained period of time without risk of closure. Though the intent of a school is not to make money, it is important for charters to build, rather than deplete, a reserve to support growth or sustain the school in an uncertain funding environment. The aggregated three-year total margin ((total 3 year net income)/(total 3 year revenues)) is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations on the single-year total margin indicator. The performance of the school in the most recent year, however, is indicative of the sustainability of the school, thus the school must have a positive total margin in the most recent year to meet the standard.

**Meets Standard, either:**

- ☐ Aggregated three-year Total Margin is positive and the most recent year Total Margin is positive; or
- ☐ Aggregated three-year Total Margin is greater than -1.5%, the trend is positive for the last two years, *and the* most recent year Total Margin is positive.

**Does Not Meet Standard:**

- ☐ Profit margin and trend do not meet passing options.

**Note(s):**

- *Schools in their first and second year of operation must have a positive cumulative Total Margin.*
- *Follow-up review may be required if either: 1) the Aggregated three-year Total Margin is less than or equal to -1.5%; or 2) the most recent year Total Margin is less than -10%.*

### 2.2.b. Debt to Asset Ratio: Total Liabilities divided by Total Assets

**Definition:** The debt to asset ratio measures the amount of liabilities a school owes versus the assets it owns; in other words, it measures the extent to which the school relies on borrowed funds to finance its operations. The debt to asset ratio compares the school's liabilities to its assets. Simply put, the ratio demonstrates what a school owes against what it owns. A lower debt to asset ratio generally indicates stronger financial health.

**Meets Standard:**

- ☐ Debt to Asset Ratio is less than 0.9.

**Does Not Meet Standard:**
☐ Debt to Asset Ratio is greater than 0.9.

**Note(s):**

- *Follow-up review may be required if Debt to Asset Ratio is greater than 1.0.*

**2.2.c. Cash Flow**

**Definition:** The cash flow measure indicates a school's change in cash balance from one period to another. Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand but indicates long-term stability versus near-term. Since cash flow fluctuations from year to year can have a long-term impact on a school's financial health, this metric assesses both multi-year cumulative cash flow and annual cash flow. The preferred result is greater than zero. Similar to Total Margin, this measure is not intended to encourage amassing resources instead of deploying them to meet the mission of the organization, but rather to provide for stability in an uncertain funding environment.

**Meets Standard, either:**

- ☐ Three-year cumulative cash flow is positive and cash flow is positive each year; or
- ☐ Three-year cumulative cash flow is positive, cash flow is positive in one of two years, and cash flow in the most recent year is positive.

**Does Not Meet Standard:**
☐ Three-year cumulative cash flow is positive, but does not meet standard.

**Note(s):**

- *Schools in their first and second year of operation must have positive cash flow.*
- *Follow-up review may be required if a school's three-year cumulative cash flow is negative.*

**2.2.d. Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**

**Definition:** The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year. This ratio measures whether or not a school can pay the principal and interest due on its debt based on the current year's net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator.

**Meets Standard:**
☐ Debt Service Coverage Ratio is equal to or exceeds 1.2.

**Does Not Meet Standard:**
☐ Debt Service Coverage Ratio is less than 1.2.

### CATEGORY 3: ORGANIZATIONAL COMPLIANCE

A school that is in material non-compliance with legal or contractual obligations is at risk for closing down and disrupting the education of enrolled students. Therefore, assessing the organizational compliance of a charter school is an integral part of an authorizer's accountability responsibilities.

Authorizers are faced with absolute standards for compliance: legal and contractual requirements are either met or they are not. In assessing a school's organizational compliance across the indicators listed below, the ICSB will adopt a reasonable measure of sufficiency that faults schools for material non-compliance only.

3.1. ADMISSIONS, ENROLLMENT & RETENTION					
<b>3.1. The school has conducted lawful, unbiased admissions, enrollment and retention processes including conducting appropriate randomized lotteries where required?</b>					
<b>Meets Standard:</b>					
<input type="checkbox"/> The school has materially complied with admissions, enrollment and retention requirements based on applicable laws, rules, and regulations as well as any relevant provisions of the charter agreement. Any shortcomings or failures to comply have been inadvertent and any adverse consequences have been promptly remedied. See <u>Table 3.1.a.</u> below.					
<b>Does Not Meet Standard:</b>					
<input type="checkbox"/> The school has failed, in one or more material respects, to comply with admissions, enrollment and retention requirements based on applicable laws, rules, and regulations as well as any relevant provisions of the charter agreement. Such shortcomings or failures have had adverse consequences and/or have not been promptly remedied.					
	(Yes or No)				
<i>Table 3.1.a. Admissions, Enrollment and Retention</i>	Y1	Y2	Y3	Y4	Y5
<b>Recruitment</b>					
• Followed fair and open recruitment practices.					
• Did not seek or use information in ways that would have been discriminatory or otherwise contrary to law.					
<b>Lottery process</b>					



<ul style="list-style-type: none"> <li>Implemented all required admissions preferences and only allowable discretionary preferences.</li> </ul>					
<ul style="list-style-type: none"> <li>Carried out lottery consistent with applicable rules and policies.</li> </ul>					
<b><u>Waiting list procedures</u></b>					
<ul style="list-style-type: none"> <li>Compiled and utilized waiting list consistent with applicable rules and policies.</li> </ul>					
<b><u>Enrollment</u></b>					
<ul style="list-style-type: none"> <li>Enrolled students in accordance with a lawful admissions policy, lottery results, and waiting list results.</li> </ul>					
<b><u>Retention</u></b>					
<ul style="list-style-type: none"> <li>Did not for any reason attempt to persuade or “counsel out” students either in advance of enrollment or thereafter.</li> </ul>					

<b>3.2. STUDENT ATTENDANCE AND DISCIPLINE</b>
<b>3.2.a. The school met attendance goals.</b>
<b><i>Meets Standard:</i></b> <input type="checkbox"/> In the previous year, school-wide attendance was 95% or better.
<b><i>Approaches Standard:</i></b> <input type="checkbox"/> In the previous year, school-wide attendance was between 90% and 94%.
<b><i>Does Not Meet Standard:</i></b> <input type="checkbox"/> In the previous year, school-wide attendance was below 90%.
<b>3.2.b. The school followed appropriate and lawful student discipline processes.</b>
<b><i>Meets Standard:</i></b> <input type="checkbox"/> The school has conducted suspensions and expulsions in material compliance with applicable laws, rules, and regulations as well as any relevant provisions of the charter agreement. The school has promptly and effectively remedied shortcomings when identified.

### 3.3. SPECIAL EDUCATION

**3.3. The school has respected the rights of students with disabilities under applicable laws, rules and regulations (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and Article 7) and provisions of its charter agreement.**

***Meets Standard:***

☐ The school consistently treated students with identified disabilities and those suspected of having a disability in accordance with applicable laws, rules and regulations as well as any relevant provisions of the charter agreement.

☐ Consistent with the school's status and responsibilities as a Local Educational Agency (LEA):

- **Identification:** It consistently complied with rules relating to identification & referral
- **Operational Compliance:** It consistently complied with rules relating to the academic program, assessments, discipline, and all other aspects of the school's program and responsibilities
- **IEPs:** Student Individualized Education Plans and Section 504 plans were appropriately carried out, and confidentiality was maintained
- **Accessibility:** Access to the school's facility and program was provided to students and parents in a lawful manner and consistent with their abilities
- **Funding:** All applicable funding was secured and utilized in ways consistent with applicable laws, rules, regulations and provisions of the school's charter agreement

☐ Any areas of non-compliance were addressed promptly and effectively once identified.

***Does Not Meet Standard:***

☐ The school failed to implement its program in the manner described above. It failed to properly execute its duties as an LEA and/or consistently and equitably attend to the educational success of students with disabilities enrolled in the school.

### 3.4. ENGLISH LANGUAGE LEARNERS

**3.4.a. The school has respected the rights of English Language Learner (ELL) students under all applicable laws, rules, regulations (including Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities) and provisions of its charter agreement.**

***Meets Standard:***

- ☐ The school complied with English Language Learner requirements and consistently treated ELL students in a manner consistent with all applicable laws, rules, regulations and provisions of the charter agreement.
- **Identification:** The school consistently and effectively implemented steps to identify students in need of ELL services
  - **Delivery of Services:** Appropriate ELL services were equitably provided to identified students pursuant to the school's policy and educational program
  - **Accommodations:** Students were provided with appropriate accommodations on assessments
  - **Exiting:** Students were exited from ELL services in accordance with their capacities.

***Does Not Meet Standard:***

- ☐ The school failed to implement its program in the manner described above.

### 3.5. DUE PROCESS

**3.5. The school has materially complied with the rights of students.**

***Meets Standard:***

- ☐ The school has materially complied with due process protections, civil rights and student liberties requirements. It also respected and deferred to student liberties (including First Amendment protections relating to free speech and religion).

***Does Not Meet Standard:***

- ☐ The school has materially compromised or violated students' civil rights or liberties or has otherwise failed to respect student rights.

### 3.6. FIDUCIARY RESPONSIBILITIES

**3.6. The school has complied with applicable laws, rules, regulations and provisions of its charter agreement relating to governance.**

***Meets Standard:***

- ☐ The school materially complied with applicable laws, rules, regulations and provisions of its charter agreement with regard to governance by its board. This includes, but is not limited to compliance with its:
- By-laws
  - Code of ethics
  - Conflict of interest policy
  - Open Door Law
  - Oversight of Educational Management Organization (if applicable)

***Does Not Meet Standard:***

- ☐ The school failed to comply with applicable laws, rules, regulations and the requirements set forth in the school's charter regarding governance by its board.

### 3.7. FINANCIAL REPORTING, MANAGEMENT AND COMPLIANCE

**3.7. The school meets financial reporting and compliance requirements.**

***Meets Standard:***

☐ The school met the Financial Reporting Requirements in Table 3.7.

***Does Not Meet Standard:***

☐ The school scored “No” in the most recent fiscal year in two or more of the categories in the table below.

	(Yes or No)				
Table 3.7. Financial Reporting, Management and Oversight	Y1	Y2	Y3	Y4	Y5
<b>Budget</b>					
• Annual budget submitted on time.					
<b>Quarterly Financial Reports</b>					
• Quarterly financial reports submitted on time.					
<b>Audit</b>					
• School received an unqualified opinion from its independent auditor and was the independent annual audit report devoid of significant findings and conditions, material weaknesses, significant internal control weaknesses, and/or ongoing concerns.					
• Annual independent audit submitted on time.					
<b>Escrow</b>					
• School has complied with the requirement to hold \$30,000 in reserve in a restricted fund by the end of the fourth year of operations, or is proceeding on an approved payment plan of \$10,000 per year (for three (3) years) by December 31 following the first year of instruction.					
<b>Other Reporting Requirements</b>					
• School met all state and federal financial grant reporting requirements.					
• School met all reporting requirements for utilization of particular funds.					

### 3.7. FINANCIAL REPORTING, MANAGEMENT AND COMPLIANCE

**3.7. The school meets financial reporting and compliance requirements.**

***Meets Standard:***

☐ The school met the Financial Reporting Requirements in Table 3.7.

***Does Not Meet Standard:***

☐ The school scored “No” in the most recent fiscal year in two or more of the categories in the table below.

	(Yes or No)				
Table 3.7. Financial Reporting, Management and Oversight	Y1	Y2	Y3	Y4	Y5
<b>Budget</b>					
• Annual budget submitted on time.					
<b>Quarterly Financial Reports</b>					
• Quarterly financial reports submitted on time.					
<b>Audit</b>					
• School received an unqualified opinion from its independent auditor and was the independent annual audit report devoid of significant findings and conditions, material weaknesses, significant internal control weaknesses, and/or ongoing concerns.					
• Annual independent audit submitted on time.					
<b>Other Reporting Requirements</b>					
• School met all state and federal financial grant reporting requirements.					
• School met all reporting requirements for utilization of particular funds.					

### **3.8. SAFETY, SECURITY AND HEALTH**

**3.8. The school complies with applicable laws, rules, regulations and provisions of its charter agreement relating to safety, security and health related services.**

***Meets Standard:***

- ☐ The school complied with applicable laws, rules, regulations and provisions of its charter agreement relating safety and security and the provision of health related services to students and the school community, including but not limited to:
- Fire inspections and related records
  - Maintaining a viable certificate of occupancy
  - Maintaining student records and testing materials securely
  - Maintaining documentation of requisite insurance coverage
  - Offering appropriate nursing services
  - Appropriate dispensing of pharmaceuticals
  - Provision of food services

***Does Not Meet Standard:***

- ☐ The school failed to implement its program in the manner described above.