**Office of Charter Schools**


**Hoosier College and Career Academy**
*Formerly Insight School of Indiana & Hoosier Academy--Indianapolis*


**2021-22 Charter Renewal Application**


September 30, 2021

**2020-21 CHARTER RENEWAL APPLICATION – INSTRUCTIONS AND CSAPPHIRE SUBMISSIONS**

**INSTRUCTIONS:**

Once completed, the Charter Renewal Applications must be submitted to OCS **electronically through CSAPPHIRE no later than October 1, 2021.**

**FORMAT FOR SUBMISSIONS:**

☐ The Renewal Narrative should not exceed 25 pages, excluding attachments.

☐ Attachments to the Renewal Narrative (excluding the required CSAPPHIRE submissions and updates listed below) should not exceed 25 pages and should be **clearly** referenced in the Renewal Narrative.

☐ Any attachment should provide information that a) meaningfully augments the body of evidence that OCS has already collected on the school's performance, or b) illustrates or supports plans or strategies for the next charter term that would be material to the charter contract for the renewal term (*e.g.*, revised student handbook provisions, updated professional development plan, etc.).

**CSAPPHIRE SUBMISSIONS AND UPDATES:**

The following documents will be reviewed and verified by the OCS remotely through CSAPPHIRE during the renewal process. In order to make the process more efficient, please review and/or upload the school's *most current* version of each of the following documents. If any of these documents was submitted previously, please just be certain that the version in CSAPPHIRE is the most current version.

**School Documents**

Please review and verify the following in CSAPPHIRE are the most current version. If such document listed below is not in CSAPPHIRE, please upload the required document. These documents can be found under the "Plans and Policies" folder unless otherwise indicated.

☐ Curriculum and Instructional Methods

☐ General Descriptions of Responsibilities of Teachers and Staff

☐ Methods of Promoting Parent and Community Involvement Practices

☐ Methods of Pupil Assessments

☐ Organizational Chart (updated administrative organizational chart)

☐ School Calendar (current school year) **(annual folder titled "School Calendar")**

☐ Staffing Matrix

☐ Supplemental Programs (Information on Current Student Clubs, Organizations, and Other Extracurricular Activities Offered (including athletic teams))

**Current School Plans and Policies**

Please review and verify the following "Plans and Policies" in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ Conflict of Interest Policy

☐ Criminal Background Check Policy

☐ Deposit of Funds Policy

☐ Discipline Policy

- ☐ Elementary School Reading Plan
- ☐ Fundraising Policy and Guidelines
- ☐ Graduation Requirements, including diploma types offered (if applicable)
- ☐ Medication Policy
- ☐ Performance Evaluation Plan for Administrators and Teachers
- ☐ Personnel Plan, including Methods of Selection, Retention and Compensation of Employees
- ☐ Plan and Programs for At Risk and Special Populations (*In addition to ELL students, special populations and at-risk students includes, but is not limited to, students (i) from economically disadvantaged families, (ii) who are homeless, (iii) in the foster care system, (iv) from single parent homes, (v) at-risk of academic failure, (vi) with a history of a drug or alcohol problems, (vii) that are pregnant or are parents, (viii) have previously come into contact with the juvenile justice system, (ix) are at least one (1) year behind the expected grade level for the age of the student; (x) is a gang member, (xi) has dropped out of school or (xi) satisfies the definition of chronic absenteeism as defined in IC 20-20-8-8*)
- ☐ Policy and Procedures for Special Education
- ☐ Professional Development Methods
- ☐ Promotion/Retention Policy
- ☐ School Admission Policy
- ☐ School Safety and Emergency Preparedness Plan
- ☐ Social Media Policy
- ☐ Staff Handbook
- ☐ Student Handbook
- ☐ Student Health Screening Policy
- ☐ Student Records Policy
- ☐ Teacher and Staff Compensation and Benefits Plans
- ☐ Transportation Policy (if applicable)

## Corporate Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- ☐ Articles of Incorporation (and any Amendments thereto)
- ☐ Any Fictitious Name Registrations filed with the Indiana Secretary of State
- ☐ Board By-Laws
- ☐ Board Member List (including Current Contact Information)
- ☐ Calendar of Board Meetings
- ☐ ESP Agreement (together with all Amendments thereto, if applicable)

## Financials and Budgets

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- ☐ School's Budgets for 2020-21 and 2021-22
- ☐ School's Audit (if not conducted by Donovan CPAs) for the school years ended 6/30/2020 and 6/30/2021 (if not conducted by CliftonLarsonAllen)

## Board – Agenda and Minutes

Please review and verify the following documents in CSAPPHIRE are the most current versions.  If such document listed below is not in CSAPPHIRE, please upload the required document.

☐  Board Minutes approving School's Budgets for 2020-2021 and 2021-2022

## Insurance

Please review and verify the following documents in CSAPPHIRE are the most current versions.  If such document listed below is not in CSAPPHIRE, please upload the required document.

☐  Certificate of Liability Insurance
☐  Evidence of Property Insurance

## Facility Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions.  If such document listed below is not in CSAPPHIRE, please upload the required document.

☐  Lease Agreement(s) or Deed(s) for All Occupied Facilities
☐  Certificate of Occupancy issued by the Indiana Department of Health

## RENEWAL NARRATIVE

**Note:**
Hoosier Academy, Inc. has operated two Indiana charter schools: Hoosier Academy Indianapolis (HAIN), Corporation 9805, and Insight School of Indiana (ISIN), Corporation 9120. HAIN served students in grades K-8 in a hybrid instructional model. ISIN, a virtual program, serves students in grades 7-12. On September 3, 2021, the Hoosier Academy, Inc. Board of Directors made the decision to close HAIN due to challenges exacerbated by COVID-19.

With this renewal application, the Hoosier Academy, Inc. Board of Directors is seeking to renew, expand, and rename ISIN (the "School") as a grades K-12 virtual charter school with select face-to-face learning opportunities. The working name for the expanded school is Hoosier College and Career Academy. The Board will finalize the selection of the new name before the renewed charter is finalized.

For purposes of full reporting, this application includes historical data and analyses for both HAIN and ISIN. The goal is to provide the most complete picture of school performance and needs, as well as the unified plan for the future of the School.

## I.  Enrollment Diagnostic

*Note: All counts for 2021-22 School year are based upon enrollment approved as of 8/20/2021.*

Provide the enrollment and demographic information for the current school year.

| 2021-22 ENROLLMENT & DEMOGRAPHIC INFORMATION | | | | |
|---|---|---|---|---|
| | HOOSIER- | | INSIGHT | |
| | # | % | # | % |
| Total Enrollment | 86 | | 437 | |
| # of Students on Waiting List | 0 | | 0 | |
| Gender | | | | |
| Male | 51 | 59.3% | 183 | 41.9% |
| Female | 35 | 40.7% | 254 | 58.1% |
| Ethnicity/Race | | | | |
| White | 37 | 43.0% | 259 | 59.3% |
| Black | 39 | 45.4% | 75 | 17.2% |
| Hispanic | 5 | 5.8% | 27 | 6.2% |
| Asian | 2 | 2.3% | 3 | 0.7% |
| Native American | 2 | 2.3% | 3 | 0.7% |
| Other/Undefined | 1 | 1.2% | 70 | 15.3% |
| Special Populations | | | | |
| Students with IEPs | 20 | 23.3% | 85 | 19.5% |
| English Language Learners | 0 | 0 | 5 | 1% |
| Homeless Students | 1 | 1.2% | 9 | 2.1% |
| Eligible for Free and Reduced Lunch | 46 | 53.5% | 242 | 55.4% |

Provide enrollment information for length of current charter contract (ADM count).  As provided by the DOE (https://compass.doe.in.gov/dashboard/overview.aspx)

| Total Student Enrollment | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| **HOOSIER** | 201 | 182 | 125 | 141 | 86 |
| **INSIGHT** | 766 | 793 | 946 | 676 | 437 |

*Provide the student attendance information for the length of the charter contract. (**provided by HAIN admin prior to the website updates.**)*

| HOOSIER | Year 1 | Year 2 | Year 2 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| Grade | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| K | 97.45% | 95.18% | 94.31% | | |
| 1 | 97.92% | 94.68% | 92.48% | | |
| 2 | 93.29% | 97.05% | 89.87% | | |
| 3 | 97.39% | 96.00% | 92.40% | | |
| 4 | 97.26% | 96.18% | 91.32% | | |
| 5 | 98.20% | 90.72% | 90.56% | | |
| 6 | 96.91% | 92.72% | 90.92% | | |

| | | | |
|---|---|---|---|
| 7 | 95.63% | 88.11% | 94.98% |
| 8 | 96.30% | 90.29% | 91.76% |
| 9 | 94.67% | 86.56% | n/a |
| 10 | 93.18% | 85.42% | n/a |
| 11 | 98.30% | 83.98% | n/a |
| 12 | 96.68% | 87.23% | n/a |
| All Grades | 96.35% | 90.58% | 92.07% |

*Attendance as reported by the state https://www.in.gov/doe/it/data-center-and-reports/ (-) none provided*

| | 2017-18 | 2018-19 | 2019-20 | 2020-2021 |
|---|---|---|---|---|
| **HOOSER** | 96.3% | 90.6% | 92.1% | - |
| **INSIGHT** | 87.7% | 87.0% | 90.1% | - |

Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on each school year's December 1 count. *December 1 count has not yet occurred for SY2122

| **HOOSIER** | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **2017-18** | | **2018-19** | | **2019-20** | | **2020-21** | | **2021-22** | |
| | # | % | # | % | # | % | # | % | # | % |
| Autism Spectrum Disorder | 8 | 4% | 6 | 3.2% | 4 | 3.6% | 5 | 3.5% | 2 | 2.5% |
| Blind or Low Vision | 0 | 0% | 1 | .54% | 0 | 0% | 0 | 0% | 0 | 0% |
| Cognitive Disability | 1 | .51% | 3 | 1.6% | 1 | <1% | 1 | <1% | 0 | 0% |
| Deaf of Hard of Hearing | 1 | .51% | 1 | .54% | 0 | 0% | 0 | 0 | 0 | 0% |
| Deaf-Blind | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0 | 0 | 0% |
| Development Delay (early childhood) | 0 | 0% | 0 | 0% | 0 | 0% | 1 | <1% | 0 | 0% |
| Emotional Disability | 4 | 2% | 1 | .54% | 2 | 1.8% | 1 | <1% | 1 | 1.2% |
| Language or Speech Impairment | 1 | .51% | 0 | 0% | 2 | 1.8% | 1 | <1% | 1 | 1.2% |
| Multiple Disabilities | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0 | 0 | 0% |
| Orthopedic Impairment | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0 | 1 | 1.2% |
| Specific Learning Disability | 9 | 4.5% | 6 | 3.2% | 4 | 3.6% | 5 | 3.5% | 6 | 7.5% |
| Traumatic Brain Injury | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0 | 0 | 0% |

| **INSIGHT** | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **2017-18** | | **2018-19** | | **2019-20** | | **2020-21** | | **2021-22** | |
| | # | % | # | % | # | % | # | % | # | % |
| Autism Spectrum Disorder | 11 | 1.43% | 21 | 2.64% | 22 | 2.3% | 20 | 3% | 15 | 3.1% |
| Blind or Low Vision | 0 | 0% | 0 | 0% | 0 | 0 | 0 | 0 | 0 | 0% |
| Cognitive Disability | 6 | .78% | 17 | 2.14% | 22 | 2.3% | 15 | 2.2% | 10 | 2% |
| Deaf of Hard of Hearing | 1 | .13% | 1 | .13% | 1 | 0.01% | 0 | 0 | 0 | 0% |
| Deaf-Blind | 0 | 0% | 0 | 0% | 0 | 0 | 0 | 0 | 0 | 0% |
| Development Delay (early childhood) | 0 | 0% | 0 | 0% | 0 | 0 | 0 | 0 | 0 | 0% |
| Emotional Disability | 22 | 2.87% | 26 | 3.27% | 28 | 3% | 7 | 1% | 7 | 1.4% |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Language or Speech Impairment | 15 | 1.96% | 12 | 1.51% | 0 | 0 | 0 | 0 | 0 | 0% |
| Multiple Disabilities | 0 | 0% | 0 | 0% | 0 | 0 | 0 | 0 | 0 | 0% |
| Orthopedic Impairment | 3 | .38% | 1 | .13% | 3 | 0.3% | 1 | 0.01% | 0 | 0% |
| Specific Learning Disability | 64 | 8.24% | 56 | 7.06% | 80 | 8.5% | 45 | 6.7% | 34 | 7.1% |
| Traumatic Brain Injury | 0 | 0% | 0 | 0% | 1 | 0.01% | 0 | 0 | 0 | 0% |

*Provide the number and percentage of ELL students for length of the current charter contract.  (-) not published data within the DOE site*

| ELL STUDENT POPULATION | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **2017-18** | | **2018-19** | | **2019-20** | | **2020-21** | | **2021-22** | |
| | # | % | # | % | # | % | # | % | # | % |
| **HOOSIER** | 1 | 0.5% | 2 | 1.1% | 2 | 1.6% | 1 | 0.7% | 0 | 0% |
| **INSIGHT** | 3 | .4% | 4 | .5% | 13 | 1.4% | 8 | 1.2% | 5 | 1% |

*Provide the number and percentage of homeless students for length of current charter contract.*

| HOMELESS STUDENT POPULATION | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **2017-18** | | **2018-19** | | **2019-20** | | **2020-21** | | **2021-22** | |
| | # | % | # | % | # | % | # | % | # | % |
| **HOOSIER** | 5 | 2.5% | 3 | 1.6% | 1 | .8% | - | - | 1 | 1% |
| **INSIGHT** | 11 | 1.4% | 8 | 1.0% | 9 | 1.0% | - | - | 9 | 2% |

*Provide the number and percentage of High Ability students for length of current charter contract.*

| HIGH ABILITY STUDENTS | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **2017-18** | | **2018-19** | | **2019-20** | | **2020-21** | | **2021-22** | |
| | # | % | # | % | # | % | # | % | # | % |
| **HOOSIER** | 14 | 7% | 7 | 3.8% | 0 | 0% | - | - | 2 | 2.3% |
| **INSIGHT** | 1 | 0.1% | 4 | 0.5% | * | 0.5% | - | - | 2 | 0.3% |

*Enrollment Projections for the next 5 years*

| Academic Year | Planned Number of Students | Maximum Number of Students | Grade Levels Served |
|---|---|---|---|
| 2022-23 | 1875 | 1875 | K-12 |
| 2023-24 | 2375 | 2375 | K-12 |
| 2024-25 | 2850 | 2850 | K-12 |
| 2025-26 | 3250 | 3250 | K-12 |
| 2026-27 | 3500 | 3500 | K-12 |
| At Capacity | 3500 | 3500 | K-12 |

## II. Executive Summary

### A. School and Community Overview

1. Briefly describe the community/communities the school serves and explain how the school's mission and model is meeting identified community needs. Describe the needs-based rationale for focusing on the targeted student population.

The mission of Hoosier Academy, Inc. is to engage students in a customized and accessible education by collaborating with parents and families for student success ultimately graduating successful and productive career-minded students who are prepared for life and the workforce.

Hoosier Academy, Inc. has operated two separate Indiana charter schools (districts): Hoosier Academy Indianapolis (HAIN), Corporation 9805, and Insight School of Indiana (ISIN), Corporation 9120. On September 3, 2021, the Hoosier Academy, Inc. Board, in consultation with Ball State and Stride K12, made the decision to close HAIN due to challenges exacerbated by the COVID pandemic, including a declining interest in the in-person program, declining enrollment, and staffing shortages.

HAIN served students in grades K-8 in a hybrid instructional model. Prior to the onset of COVID-19, students received face to face instruction, meeting the 51% in building attendance requirement for purposes of determining basic tuition support, and online instruction with teachers in daily live sessions.

ISIN serves students in grades 7-12. The school is open to all students but has a particular focus on supporting those who are struggling for various reasons in their education. A struggling student may be one who is or may be at-risk of falling behind or not on track to graduate, needs a flexible learning environment due to a family or student-centered circumstance, feels unsafe at school, or needs an individualized learning approach. ISIN offers school choice across the state of Indiana in 92 counties with a 100% virtual education model.

Through this renewal application and due to the recent closure of HAIN, the Hoosier Academy, Inc. Board is requesting to renew, expand, and rename ISIN (the "School"), as a grades K-12 virtual charter school with select face-to-face learning opportunities. The working name for the renewed school is **Hoosier College and Career Academy**. The final name will be determined prior to the renewed charter being finalized. The School will open in SY22-23 for continuing ISIN students and will enroll students throughout the state of Indiana in grades K-12. The Board intends to maintain the School's Learning Center and administrative offices in the same location in Indianapolis for at least the School's first year. Beginning in SY23-24, the Learning Center and administrative office may relocate or be expanded to accommodate increased enrollment.

The School will be a blended model virtual school. It will be focused on personalized education based on a sequential program combining in-person, synchronous, and asynchronous learning through a Project Based Learning Matrix built around career learning. The career learning program design is based on the three E's: Experience (elementary level), Explore (middle school level), and Execute (high school level). The School, at all grade levels, will comply with the virtual distance learning instruction delivery requirement in **IC 20-24-7-13(a)**.

The curriculum products and materials used by the School will provide a range of content rigor, flexibility in content sequencing, and features that engage and motivate students. The Board understands that each student the School serves will be different in how they want to learn, choose to learn, and what they need to learn; therefore, the Board believes it is important that every course and every supplemental product or tool supports that individual personalized learning need. Learning will take place through the instructional program's use of technology via the Internet in both virtual settings and blended settings.

In synchronous and asynchronous virtual settings, students will access their courses and lessons, take assessments, and submit assignments and materials through the School's Learning Management System (LMS). Students and teachers will interact online in whole group, small group, and one-on-one scheduled sessions. They will also communicate via web conferencing tools, telephone, email, instant messaging, and in person. Indiana licensed teachers will be assigned to each course, trained in Project Based Learning, and will be directly responsible for the engagement, instruction, and learning of their students. To accommodate both struggling and advanced learners, teachers will be expected to modify and adjust curriculum to meet both group and individual learning needs.

Teachers will work in conjunction with Learning Coaches to ensure student success. Learning Coaches are the student's parent or another responsible adult who is dedicated to making sure their child receives a quality education. They are responsible for ensuring their student is on track with assignments and coursework as well as communicating with teachers throughout the school year. The School will help Learning Coaches succeed in their role by providing on-demand educational videos to help them get started and be successful throughout the school year.

Blended settings will include:
  o Grades K-5: Students will have opportunities to attend the School's physical facility(ies) for scheduled experiential, inquiry-based learning activities where students apply content area learning to real life in activities such as "*MicroSociety*"
  o Grades 6-8: Students will participate in a Project Based Learning model to learn in an environment similar to the business world
  o Grades 9-12: Students will have opportunities to participate in college and career preparation programs that guide students to enrollment in post-secondary education, employment, or enlistment in the military upon high school graduation. The School will offer pathways for students to earn a high school diploma that meets the Indiana Graduation Pathways requirements, industry recognized certification eventually including associate degrees, and gain relevant work experience in a growing field by participating in real-world learning experiences such as in-person or virtual internships, externships (short, practical experiences provided by employers), summer jobs, and apprenticeships, that allow them to apply the technical skills they've learned in school and develop professional skills including teamwork and critical thinking that drive long-term career success. Most real-world experiences will take place during the Schoo's students' junior and senior years or during summer breaks and industry partnerships and will be built by dedicated staff members and members of an Industry Advisory Council. Career counselors will be charged with matching students to real-world learning opportunities.

As a state-wide virtual academy, the School will serve all communities in the state of Indiana. The primary instructional model will be virtual learning. Blended, face-to-face learning opportunities will be available as described in Section 3 below. The Board intends to maintain its current offices and learning spaces in Indianapolis in 2022-23 and explore options for other spaces—including other communities around the state—as the enrollment grows.

Data from Stride K12 shows that interest in an online school in Indiana far exceeds the available capacity.  From February 2020 through September 2021, 31,296 Indiana families expressed interest in an online school through a Stride program, while only 4,387 of those families were able to enroll students often due to school caps and restrictions. Assuming just one student per family, the inquiries represent almost 3.1 percent of all K-12 students reported in the Indiana Department of Education's 2020 Indiana Corporation Enrollment Report.[1]

Based on the above data and historical conversion rates, the five-year enrollments below are projected for grades K-12:

|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2022-23 | 54 | 25 | 25 | 27 | 32 | 37 | 247 | 307 | 353 | 343 | 155 | 138 | 132 | 1875 |
| 2023-24 | 62 | 52 | 40 | 42 | 48 | 56 | 197 | 349 | 410 | 422 | 422 | 154 | 121 | 2375 |
| 2024-25 | 75 | 66 | 61 | 58 | 65 | 75 | 183 | 327 | 437 | 460 | 470 | 423 | 150 | 2850 |
| 2025-26 | 90 | 80 | 76 | 76 | 83 | 95 | 187 | 326 | 434 | 483 | 498 | 456 | 366 | 3250 |
| 2026-27 | 78 | 83 | 78 | 79 | 85 | 97 | 191 | 357 | 486 | 516 | 545 | 500 | 405 | 3500 |

The most significant cultural changes during the last charter terms of HAIN and ISIN were products of the COVID pandemic. Demand for on-site, face-to-face learning declined significantly and staffing of in-person programs became extraordinarily challenging. The updated design for the School shifts to a virtual mode for primary instruction while offering selected blended/in-person options to supplement learning.

**Core Instructional Program**
The School's instructional model will combine online technology with traditional instruction and materials. Indiana licensed teachers will provide synchronous instruction (students and teachers online together), asynchronous instruction (students working more independently off-line), and support students and Learning Coaches to ensure student success.

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[1] Indiana Department of Education. (3.29.21). *Find School and Corporation Data Reports* [Excel].  Retrieved from https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports.

### *Elementary School*

Each elementary school student will be instructed by teachers who establish healthy working relationships with the student and the Learning Coach. Learning Coaches are parents or other involved adults who oversee the virtual education of the elementary age student. It is essential that the Learning Coach is intimately involved in the student's day-to-day learning. Teachers will communicate with Learning Coaches through email, telephone, and online web meetings. Teachers and Learning Coaches share responsibility for the academic success of each individual student. Teachers engage students in the coursework and continually motivate them through frequent live interaction. Teachers also validate student attendance and course activity, are responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual strengths and weaknesses. Students learn from this feedback and then revise their efforts for future assignments. Teachers help set the pace of the course by setting due dates and supporting students using synchronous and asynchronous methods. Each elementary student will also have a homeroom teacher or advisor who addresses noncurricular questions.

### *Middle and High School*

Middle and high school students will have one subject-specific teacher for each subject studied. The teacher will be responsible for conducting online sessions and discussions, providing individualized support, validating student attendance and course activity, curricular mastery, setting and grading assignments, and providing instructional feedback. This approach will help the Learning Coach to guide her/his student toward academic excellence.

### *Instructional Cycles*

The School will implement an instructional cycle model of teaching and learning at all grade levels. This includes a predetermined cycle of time for targeted and general instruction determined by student data that allows students to be grouped by instructional need. Prior to each instructional cycle, teachers and academic leaders will collaborate to analyze student performance data in core content areas. Based on this analysis, students will be assigned to the appropriate synchronous Class Connect sessions on a web conferencing platform to include targeted instruction for all students. The frequency and duration of required synchronous instructional sessions is dependent on each student's academic needs.

Teachers will continuously monitor student progress through the Learning Management System and work actively with students and parents to advance each student's learning in all coursework. Students will be regularly assessed in all core courses to ensure they are proficient in state standards. Students in career-based courses will be graded in-part on project completion.

Formative assessments will be given throughout the instructional cycle. At the completion of an instructional cycle, teachers and academic leaders will work collaboratively to analyze data and regroup students for the next instructional cycle. The entire instructional cycle (instruction, assessment, data analysis/student grouping, and student/parent communication of requirements) generally lasts 6-8 weeks. An academic year typically includes 5-7 instructional cycles.

As part of a comprehensive instructional model, the School will establish an MTSS (Multi-Tiered System of Supports) approach to the early identification and support of student learning. The model is used to efficiently differentiate instruction for all students and incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs. Throughout the MTSS process, student progress is monitored frequently during instruction to examine student achievement and gauge the effectiveness of the instruction. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Decisions about the intensity and duration of interventions are based on individual student response to instruction and integrated as part of the instructional cycles.

Synchronous instruction is an essential component of the School's instructional model. Teachers will be able to interact and build relationships with students, assess skill-level, and provide personalized instruction to meet the academic needs of each student. Some uses of synchronous instruction include:
- Remediation for small groups based on assessment data
- Support/remediation for individual students based on assessment data
- Enrichment for accelerated learners
- Individualized instruction and drop-in tutoring
- Skill assessments
- Test taking skills and practice questions for state testing
- Classroom/community building activities
- Science experiments
- Student and/or group projects
- Book clubs
- Literature circles
- Writing workshops

### *Synchronous Instruction*
Synchronous instruction is an essential component of the School's instructional model. Teachers provide direct instruction and support in Class Connect sessions using a web-based conferencing platform such as Newrow. Students will attend Class Connect sessions by logging on to the Learning Management System, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and engage in lesson topics synchronously with teachers and fellow students.

### *Asynchronous Instruction*
Courses provided by the School's proposed ESP, Stride, Inc., meet a wide variety of student learning preferences and follow well-researched and proven instructional methods. Learning Coaches monitor student performance and progress in courses. Teachers, students, and Learning Coaches collaborate and meet to ensure the success of every student. In grades K through 5, Learning Coaches play an essential role in working with students offline on hands-on activities such as handwriting and other manipulative exercises.

In the Online Middle and High School platforms, teachers can provide asynchronous instructional and assessment materials directly inside the online course itself. Teachers have a significant level of control over the delivery of, and access to, online course activities. Teachers

can assign release conditions to course content and activities to control when, and if, a student is provided that content or activity. Release conditions can be customized to be triggered by specific student behaviors and performance in the course which provides a powerful tool for the differentiation of asynchronous instruction. Teachers can also employ audio and video to create a sense of teacher presence in courses and utilize online discussions to develop communities of learning within their courses.

Stride courses provide enhanced features to further support students and teachers. Students are automatically assigned differentiated content based on the results of a readiness assessment at the start of each semester. Built-in formative assessments allow teachers to employ data-driven instruction using enhanced Summit assessment reporting based on state standards. The result is a course that makes it easier than ever to differentiate instruction for students while increasing visibility into student readiness for high-stakes state testing.

### *Career Learning Program*
The career learning approach is more comprehensive than the vocational training of the past and much broader than what is traditionally referred to as Career Technical Education (CTE):
1. Students complete core academic subjects alongside applied learning experiences that provide the skills needed to thrive in high-growth industries.
2. Coursework is combined with real-world experience working with industry partners to provide work-based experiences and/or project-based learning opportunities conforming to state and local guidance related to COVID-19.
3. Graduates enter the next phase of their lives with more than just a diploma, whether they're off to college, entering the workforce – or both.

The School's career learning program design is based on three E's- Experience (elementary level), Explore (middle school level), and Execute (high school level).

### *Elementary CRE Program*
"Experience" is the key word for elementary school CRE.  During elementary school, students will begin to experience careers and develop professional skills (e.g., communication, organization, presentation) while they learn the basics of reading, mathematics, social studies, and science. The School's career readiness director will work with teachers to introduce students to the concepts of careers and will design lessons, activities, and field trips that provide opportunities for students to experience various careers. Career kits - similar to science kits – will be used with students and families to explore together.

Stride is also developing Elementary CRE programs with organizations such as *MicroSociety International* and *Inventors Hall of Fame* to create unique blended learning experiences for K-5 students at the School. Student responsibilities and activities occur within strands intentionally designed to connect societal activity and real-world endeavors to standards-correlated academic content while making school relevant to kids' lives. The Strands – Technology, Economy, Academy, Citizenship and Government, Humanities, and the Arts– are based on the professions and create a practical relationship between knowledge and experience. These programs will allow the School's youngest students to begin to explore career options by developing virtual facsimiles of modern society—complete with a government center, entrepreneurial hub, non-

profit organizations, consumer marketplace, universities, and community gathering spaces. Students may use avatars and virtual learning spaces to create and manage these interactive communities with their teachers and community mentors. This approach offers learning at the highest end of Bloom's Taxonomy learning objectives – application, synthesis, analysis, and creativity.

The School's elementary program will:
- **Adjust use of time** by adapting the schedule to include opportunities for hands-on learning and for students to learn virtually within a physical environment. Creating this hybrid model allows students to participate in their learning as the world is today.
- **Redesign the learning space** by adapting for the virtual learning environment.
- **Make classroom instruction relevant** and interdisciplinary by expanding the depth and breadth of curriculum and connecting it to real world endeavors.
- **Create authentic learning opportunities** so that children connect school to life and their futures, practicing critical thinking, creative problem solving, and collaborative learning.
- **Transform power structures** by having teachers serve as managers of instruction and facilitators of deeper thinking while expanding the roles and responsibilities of students to be producers, creators, contributors, and decision makers.
- **Personalize learning** by overlaying each child's academic knowledge and skills with activities so that young people discover their passions and practice them every day.

Families of students in grades K-5 will be encouraged to attend in-person sessions at the School's Learning Center, if possible. Initially, the School will have a Learning Center in the Indianapolis area. As the school grows, the Board will revisit this decision to determine the next best steps to support the students.

### *Middle School CRE Program*
"Exploration" is the key word for middle school CRE. A two-semester course introduces 6th or 7th graders to opportunities across the sixteen National Career Clusters™. After completing this survey course, students in $7^{th}$ and $8^{th}$ grades may choose from one-semester cluster exploration courses that align with the School's high school clusters. The School will initially offer approximately four clusters and intends to expand to additional clusters as the School grows. The purpose of cluster exploration courses is to increase the student's awareness of their interests and the careers that are available. The courses cover basic concepts related to each career cluster and its pathways. Students learn how to choose a satisfying career by identifying strengths, interests, skills, abilities, and areas for growth.

Explorations courses utilize a Project-Based Learning (PBL) format in which students engage in authentic projects to achieve learning goals. All PBL courses include 3-4 projects that contain the following features: alignment with standards (state, national, and/or industry), real-world work scenarios, student collaboration, professional communication skills (including writing and speaking), engaging multifaceted challenges, and cycles of revision and reflection. Each project is designed to create the "need to know" for students to learn the targeted content of the course. Students take on professional roles to develop their project, and in-demand career skills take center stage. Activities in Explorations courses teach leadership, critical thinking, communication, and problem-solving skills that are essential to project success. Each course

prompts students to begin career planning. Students will work with teachers and counselors to develop an academic plan, identify courses that meet career goals, understand education and certification demands in a field, and collect artifacts for a portfolio.

PBL is used because it organizes student learning and activities in the same way adult workdays are organized. Much curriculum and instruction will be presented through cross-curricular projects and students will present their findings as if to a group of industry experts at the end of each project cycle. Student work teams will be reorganized after every project to allow for diversity within groups and to allow students to deal with different personalities and work styles just as adults do in their work environments.

Teachers will align projects to state learning standards to ensure students are prepared for state assessments. Teachers focus on being facilitators of knowledge and experiences while equipping students with the skills needed to succeed in today's workplace and academic environments.

Teachers will establish virtual workspaces for students to engage in teamwork and collaboration. Students will all have personalized learning plans and will be trained in holding student-driven conferences with their parents and teachers. The new environment will allow students to be successful in the work, college, and school environments they are in and will be entering.

### *High School CRE Program*
"Execute" is the key word for high school CRE. Throughout high school, students will be part of a cohesive career readiness experience blending PBL courses, career exploration tools; Career Technical Student Organizations (CTSOs), career counselors, National Career Readiness Certificate/Test Prep, work-based experience, industry partnerships, college credit, dedicated and licensed staff, and a statewide Industry Advisory Council. Upon graduation, students will be prepared to pursue a specific career and/or postsecondary education. All of this will be grounded in a sound foundational education utilizing research-based curriculum. Students and teachers will interact online in whole group, small groups, and one-on-one scheduled sessions utilizing a web-conferencing tool (e.g., Newrow). They will also communicate via telephone, email, Zoom, instant messaging, and in person.

Indiana's economic growth relies on the state's ability to provide a literate, skilled workforce to meet demand in key sectors. The Board along with the School's CRE Industry Advisory Council will work with Stride to identify workforce development needs based on available data from a variety of sources including the US Chamber of Commerce, US Bureau of Labor Statistics, Indiana Department of Workforce Development, and the Governor's Workforce Cabinet, to determine the initial clusters and pathways offered when the School opens in SY2022-2023 and additional clusters and pathways as the School grows and becomes more mature. The School will begin with a subset of the Clusters and associated Pathways listed below and will expand as School's high school enrollment grows and demand for pathways widens.

| CLUSTER | PATHWAYS |
|---|---|
| TECHNOLOGY | Programming<br>Game Design<br>Network Systems<br>Cybersecurity |
| HEALTH & HUMAN SERVICES | Therapeutics<br>Health Informatics<br>Diagnostics<br>Support Services |
| BUSINESS ADMINISTRATION | General Management<br>Administrative Support<br>Business Finance<br>Entrepreneurship<br>Marketing<br>Hospitality: Food & Beverage |
| ADVANCED MANUFACTURING AND THE TRADES | Engineer/Technology<br>Advanced Manufacturing<br>Heavy Machine Operations PA |
| AGRICULTURE, FOOD & NATURAL RESOURCES | Technical Systems<br>Agribusiness<br>Food Production |
| ARTS, AV TECH & COMMUNICATIONS | Web & Digital Communication<br>Digital Design<br>Digital Journalism |
| LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY | *Law Enforcement*<br>*Legal Services*<br>*Security & Protective Services* |
| EDUCATION & TRAINING | *Teaching/Training*<br>*Professional Support* |
| *Italics indicates under discussion to further develop offering* | |

The School intends to offer a model that emphasizes individualized pathways to completion, workplace experiences, mentorship, in-depth PBL based on learning and real-world experiences. Eventually, the goal is to offer all students the opportunity to graduate from high school with industry certification(s) and/or an associate degree in a career pathway.

*Dual Credit*
If this school model is approved, the Board via their ESP, Stride, Inc. will engage with eligible Indiana colleges and universities to partner in the School's Early College high school program offering dual credit or concurrent enrollment courses in accordance with **IC 21-43**. Students enrolled in these courses will have the opportunity to earn high school and college credits simultaneously.

Potential dual enrollment credit partners include Ball State University, Indiana University (ACP), and Ivy Tech. Many of these institutions' associate programs align well with the clusters and pathways the School intends to provide its students. Dual credit courses offer the opportunity for students to meet the Indiana Graduation Pathways' Postsecondary Ready

Competencies' requirements and expand on their education after high school graduation. The multiple campuses of these colleges throughout Indiana provide access to the School's statewide student population, including rural communities, for both on-site and virtual learning experiences.

The Board expects the development of dual enrollment partnerships to be fluid based on the demands of the School's students, their geographic locations, the pathways the School is providing, and the progression of those pathways into postsecondary institutions. The Board believes that building partnerships based on students' needs will be the approach to best serve the students and support the School's mission.

> 4. Describe any anticipated changes to the essential terms of the school's educational program, program as described in the current charter. Essential terms are those included, either directly or by incorporation, in the school's existing charter contract that relate to its educational program, including but not limited to the school's mission, course of study, instructional program, grade levels served, and, if applicable, any mission-specific goals. Discuss any associated challenges or risks to these changes.

As described above, there are several new essential elements in the school design for the School. These new elements may require changes to the terms of the School's education program as described in the current charter. The following is a list of items that may require charter updates:

School Name:
The School's name will be updated. The working name is *Hoosier College and Career Academy*.

Grade Levels Served:
Grade levels will be updated per the chart above.

Enrollment Cap:
Enrollment caps will be updated per the chart above.

Schedule 2: Mission and Purpose of Charter School
The Mission may be updated to reflect the new mission and purpose of the School.

Schedule 6: Management Structure
The Management Structure will be updated with the new program, grade ranges, and enrollment.

Schedule 8: Curriculum and Instructional Methods
The Curriculum and Instructional Methods section will be updated with the elements above.

Schedule 13: Supplemental Programs
The Supplemental Programs section will be updated to include the programs described above

Schedule 23: Lease
The School's Lease term will expire on August 31, 2022. As noted previously, the Board anticipates that operations will continue in the same facilities for at least the 2022-2023 school year. Accordingly, the Board will work toward an extension of the current Lease.

*Risks and Challenges*
The greatest challenge associated with expanding the school and transitioning the instructional program will be to recruit, hire, train, and retain highly qualified school leaders (including a Head of School) and a teaching staff that can drive sustained improvements in student engagement and achievement. The development of ISIN and HAIN have hindered by turnover of key school leaders. The School's Educational Service Provider, Stride K12, has deep capacity nationally to recruit and train educators. With sufficient time, this challenge can be overcome by thoughtful planning and coordination among Stride K12 and school leadership.

**B. Goals and Plans**

1. State and provide an overview of the charter school's future goals. Summarize the plans for accomplishing these goals (*e.g.* academic benchmarks, organizational changes, facility improvements, financial stability).

Implement New School Design
A comprehensive implementation plan will be developed under the leadership of the Head of School and supported by Stride K12 and the School's leadership team. This implementation plan will be finalized by early 2022 to inform decisions for recruiting, hiring, and training of staff for school opening in Fall 2022.

Improve Organizational Stability
HAIN and ISIN have a recent history of frequent leadership turnover that has contributed to organizational instability. The Board and its management partner, Stride K12, will establish a more stable leadership team by hiring against an upgraded set of leadership characteristics that place additional emphasis on executive leadership.

Improve Academic Growth and Achievement Measures
Academic achievement will be measured by students achieving at least one year's growth each academic year. The assessment data analyzed from multiple sources (NWEA, Mindplay, Ascend, and content level tests and exit tickets) will drive personalized instruction to meet students where they are through targeted instructional sessions. Teachers and Administrators review the Mastery of Standards Tracker to ensure fidelity, evaluate results and identify academic or additional actions. This tracker is populated with the standards students have mastered based on their NWEA beginning of year assessment. Teachers continue to review and update the tracker bi-weekly as standards are covered and mastered through in-class instruction. The tracker is populated again after the middle of year assessment, where teachers can compare what was covered in class with what was assessed. This allows accurate student grouping to improve instruction. In addition to the tracker reviews, data meetings are held on a bi-weekly basis in teams and as individuals with administration.

It is expected that growth will exceed a median growth percentile of 50 in both math and ELA. It is expected that college and career credentials earned will exceed the state average.

Improving Student Retention

Student retention has been an ongoing challenge for HAIN and ISIN. Factors that impact retention include student engagement within the classroom, connection to the school community and its members, and socialization opportunities. The School team will implement an enhanced set of activities to address these issues including small group targeted instruction for all students in core content courses, increased differentiation as identified through the Instructional Coaching plan, and expanded face-to-face socialization opportunities throughout the state of Indiana.

> 2. Summarize plans for addressing any past academic, organizational, or financial deficits.

Academic
Although the State Accountability Report Card released for the SY 2017-2018 demonstrated growth per the letter grade (C), due to the hold harmless for state accountability in SY18-19 school year, and COVID-19 in SY19-20 and SY20-21, the school letter grade has remained static and not shown indications of growth as would be expected. The benchmark data indicate that proficiency in both ELA and mathematics continue to be areas of need. Keeping to the Board's goal of academic achievement by students achieving one year's growth, the School's leadership will update the assessment plan and instructional strategies based on the observed data.

Overall, the School's new focus on college and career preparation will remediate the low percentages of students completing certifications that bear on the school's accountability. Additionally, student pass rates, student engagement, and student retention all show improvement in schools where college and career preparation become central to the school's mission for student learning. Simply put, this development, in conjunction with a clear focus on student growth, will be the most powerful levers in successfully improving academic results.

Organizational
HAIN and ISIN have experienced frequent changes in academic roles and staffing as they have adapted to demographic changes and student needs. The Hoosier Academy, Inc. Board has set higher expectations for School leadership going forward. They have indicated to Stride K12 that they want a Head of School with significant experience and executive skills to manage the transition of the School. With the change in leadership, the new Head of School will complete a comprehensive assessment of the School's community and culture and make additional recommendations for organizational improvements. The assessment will identify the areas of strength and opportunity, which will drive the creation of a School culture plan for SY22-23 and beyond.

Financial
Fiscally, HAIN and ISIN functioned as deficit schools due to the annual funding shortfalls reflected in the schools' financial reports. The school will be managed by Stride K12, and as such, any annual financial deficits will be offset from Stride's fees resulting in a balanced budget. Stride will ensure that the School meets all financial compliance obligations.

**III. Student Performance Diagnostic**

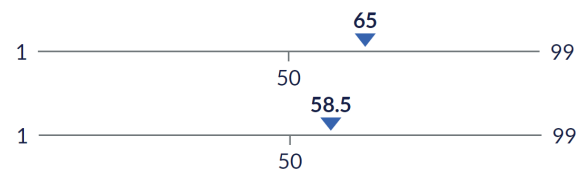> **A. Academic Performance Framework**

> 1. Describe indicators that show a positive and negative trend in performance.

*Hoosier Academy*

The most recent issue of spring test data showed growth within HAIN above average growth percentile in ELA and math with median growth percentiles of 65 and 58.5, respectively.

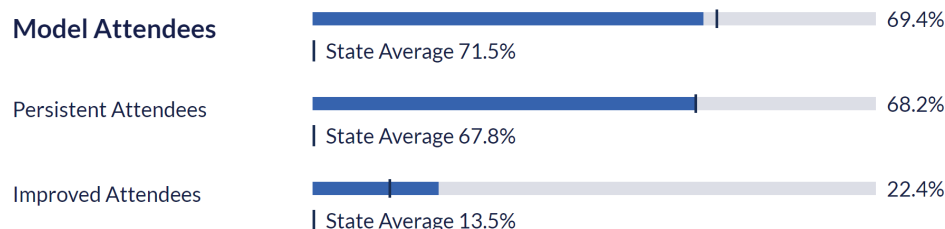**English/Language Arts Median Growth Percentile Grades 3-8**

65
1 ——————————————▼—————— 99
50

**Mathematics Median Growth Percentile Grades 3-8**

58.5
1 ——————————————▼—————— 99
50

In accordance with Ball State's Quality Indicators from the 2018-2019 Academic Performance Framework, Student Progress Over Time (Growth) has been noted as "Meeting Standard" for grades 4-8 in achieving expected SPG in ELA and math. "Exceeds Standard" has been noted for achieving expected SGP growth for students in the lowest quartile.

| 2018-19 Summary of Quality Indicators | | Rating |
|---|---|---|
| **Student Progress Over Time (Growth)** | QI 1.1.a. Are students making expected growth based on the school's median student growth percentile (SGP) in ELA? (Grades 4-8 only) | *Meets Standard* |
| | QI 1.1.b. Are students making expected growth based on the school's median student growth percentile (SGP) in Math? (Grades 4-8 only) | *Meets Standard* |
| | QI 1.1.c. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (SGP) of the lowest quartile of students in ELA? (Grades 4-8 only) | *Exceeds Standard* |
| | QI 1.1.d. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (SGP) of the lowest quartile of students in Math? (Grades 4-8 only) | *Exceeds Standard* |

Absenteeism has been near the state average with improved attendance noted for measurable subgroups (Black/African American, White, Economically Disadvantaged):

**Model Attendees** ████████████ 69.4%
| State Average 71.5%

Persistent Attendees ████████████ 68.2%
| State Average 67.8%

Improved Attendees ███ 22.4%
| State Average 13.5%

While considering that growth outcomes were above average, proficiencies were below average in ELA and math grades 3-8 at 35.7 percent for both ELA and math.

**English/Language Arts Proficiency**

Grades 3-8 ████████ 35.7%
| State Average 47.9%
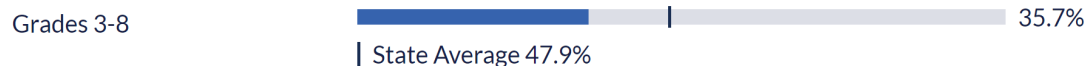
## Mathematics Proficiency
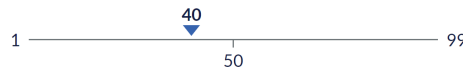
Grades 3-8        35.7%

| State Average 47.8%

Student Achievement (Proficiency) has been noted as "Falls Far Below" in ELA and math proficiency for grades 3-8.  "Needs improvement" has been noted for ELA and math in comparison to other schools in the district on ISTEP, and 3$^{rd}$ grade reading has been noted as "Falls Far Below" per Ball State's Quality Indicators from the 2018-2019 Academic Performance Framework in evaluation of IREAD 3$^{rd}$ grade assessment.

| | | |
|---|---|---|
| | QI 1.2.a Are students in grades 3-8 achieving proficiency on state assessments in ELA? | *Falls Far Below* |
| | QI 1.2.b. Are students in grades 3-8 achieving proficiency on state assessments in Math? | *Falls Far Below* |
| | QI 1.2.g. Are students performing well on state assessments in ELA in comparison to other schools in the district, as measured by ISTEP? | *Needs Improvement* |
| **Student Achievement (Proficiency)** | QI 1.2.h. Are students performing well on state assessments in Math in comparison to other schools in the district, as measured by ISTEP? | *Needs Improvement* |
| | QI 1.2.k.  Are students in grades 3-8, who have been enrolled at the school for at least 3 years, achieving proficiency on state assessments in both math and ELA? | *Not Available* |
| | QI 1.2.l. Are students achieving proficiency on IREAD-3 assessment? (Grade 3 only, Spring Test) | *Falls Far Below* |

*Insight School of Indiana*
The most recent issue of spring test data showed growth within ISIN performing below the average growth percentile in ELA grades 7-8 and grade 10 at an average SGP or 40 and 35, respectively.  Similarly, math growth percentiles were below average at 29 and 37.5 in grades 7-8 and grade 10, respectively.
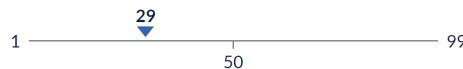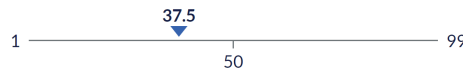
**English/Language Arts Median Growth Percentile Grades 3-8**    1 —— 40 ▼ 50 —— 99

**English/Language Arts Median Growth Percentile Grade 10**    1 —— 35 ▼ 50 —— 99
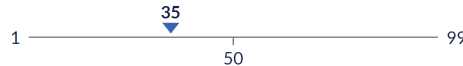
**Mathematics Median Growth Percentile Grades 3-8**    1 —— 29 ▼ 50 —— 99

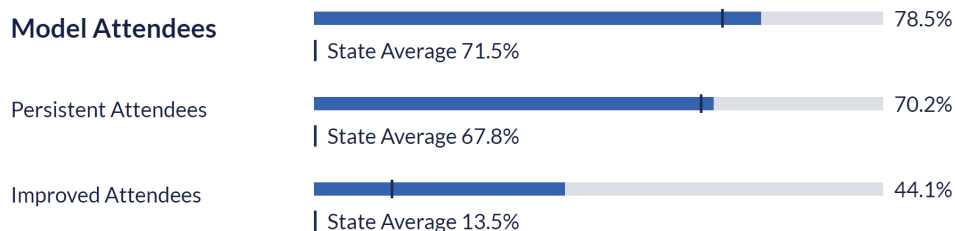**Mathematics Median Growth Percentile Grade 10**    1 —— 37.5 ▼ 50 —— 99

In accordance with Ball State's Quality Indicators from the 2018-2019 Academic Performance Framework, Student Progress Over Time (Growth) has been noted as "Needs Improvement" and "Falls Far Below" for grades 7-8 in achieving expected SPG in ELA and math, respectively.

"Needs Improvement" has been noted for achieving expected SGP growth for students in the lowest quartile in ELA and math.

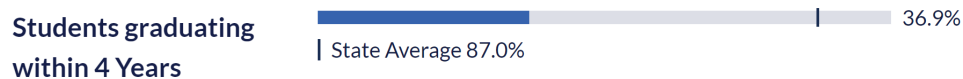| | | |
|---|---|---|
| **Student Progress Over Time (Growth)** | QI 1.1.a. Are students making expected growth based on the school's median student growth percentile (SGP) in ELA? (Grades 4-8 only) | *Needs Improvement* |
| | QI 1.1.b. Are students making expected growth based on the school's median student growth percentile (SGP) in Math? (Grades 4-8 only) | *Falls Far Below* |
| | QI 1.1.c. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (SGP) of the lowest quartile of students in ELA? (Grades 4-8 only) | *Needs Improvement* |
| | QI 1.1.d. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (SGP) of the lowest quartile of students in Math? (Grades 4-8 only) | *Needs Improvement* |

Attendance has exceeded the state average with attendance noted for measurable subgroups (Black/African American, Hispanic, Multi-Racial, White, Economically Disadvantaged, and Students with Disabilities)

**Model Attendees** — 78.5%
State Average 71.5%

Persistent Attendees — 70.2%
State Average 67.8%

Improved Attendees — 44.1%
State Average 13.5%

Student Achievement (Proficiency) has been noted as "Falls Far Below" in ELA and math proficiency for grades 7-8. "Falls Far Below" has been noted for ELA and math in comparison to other schools in the district on ISTEP per Ball State's Quality Indicators from the 2018-2019 Academic Performance Framework.

| | | |
|---|---|---|
| **Student Achievement (Proficiency)** | QI 1.2.a Are students in grades 3-8 achieving proficiency on state assessments in ELA? | *Falls Far Below* |
| | QI 1.2.b. Are students in grades 3-8 achieving proficiency on state assessments in Math? | *Falls Far Below* |
| | QI 1.2.g. Are students performing well on state assessments in ELA in comparison to other schools in the district, as measured by ISTEP? | *Falls Far Below* |
| | QI 1.2.h. Are students performing well on state assessments in Math in comparison to other schools in the district, as measured by ISTEP? | *Falls Far Below* |
| | QI 1.2.i. Are students in grades 3-8, who have been enrolled at the school for at least 3 years, achieving proficiency on state assessments in both math and ELA? | *Not Applicable* |
| | QI 1.2.j. Are students achieving proficiency on IREAD-3 assessment? (Grade 3 only, Spring Test) | *Not Applicable* |

Graduation rates have been particularly low at 36.9% in 2019.

**Students graduating within 4 Years**  36.9%

State Average 87.0%

**Diploma Strength**  32.0%

State Average 79.1%
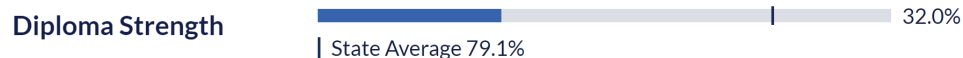
Graduates earning a college or career credential has been particularly low at 5.6%.

**Graduates earning a college or career credential**  5.6%

State Average 68.1%
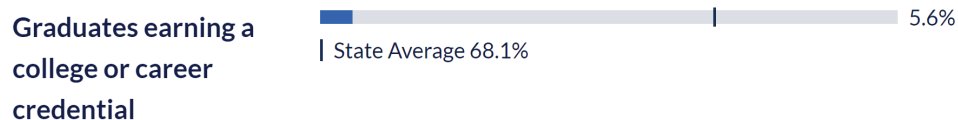
College and Career Readiness has been noted as "Falls Far Below" per Ball State's Quality Indicators from the 2018-2019 Academic Performance Framework.

| College & Career Readiness | QI 1.4.f. Are students graduating from high school? | *Falls Far Below* |
|---|---|---|

> 2. If academic performance has resulted in a rating of 'Falls Far Below' on any Quality indicator in the Ball State Academic Framework during the charter term, please provide the school's assessment of those results and describe changes being made to address any deficiencies.

Indicators noted as "Falls Far Below" included:
- HAIN Student Achievement (Proficiency) - grades 3-8 ELA
- HAIN Student Achievement (Proficiency) - grades 3-8 math
- HAIN Student Achievement (Proficiency) - IREAD grade 3 assessment
- ISIN Student Progress Over Time (Growth) - grades 7-8 SGP math
- ISIN Student Achievement (Proficiency) - grades 7-8 ELA
- ISIN Student Achievement (Proficiency) - grades 7-8 math
- ISIN Student Achievement (Proficiency) - comparison to districts ELA
- ISIN Student Achievement (Proficiency) - comparison to districts math
- ISIN College & Career Readiness

*Student Proficiency and Growth*
To address student mastery of standards in pursuit of grade-level standards proficiency, a Mastery of Standards Tracker (MOST) has been deployed to keep tracking of students and their mastery of the content standards. The data is initially pulled from NWEA benchmark testing then teachers update the tracker every other week as students make progress within the class and demonstrate standards mastery.

In conjunction with standards mastery tracking and in the context of low observed proficiencies, growth from the beginning of year benchmark is critical and the only means to which grade-level standards may be achieved when working from below grade level to gap closure. HAIN and ISIN both achieved 95% tested in NWEA internal assessment. Ongoing training has been

provided to faculty in order to ensure teachers' understanding of skills remediation detail provided via NWEA.

3. Provide any academic performance-related evidence, supplemental data, or contextual information that may not be captured in academic framework.

The passing rate for Stride Career Prep courses at ISIN was 83%for 2020-21. This is substantively higher than the passing rate for other courses. This suggests an enhanced career focus of the School will promote higher interest and engagement among students and produce better academic outcomes overall

### B. Continuous Improvement Practices

1. Does the school engage in a systematic, inclusive and comprehensive process to review, revise and communicate the school's mission and design? Please describe this process, and when it last occurred, or is planned.

The Hoosier Academy, Inc. Board engaged in a comprehensive review of its mission and design as part of this charter renewal process. The Board established an Ad Hoc Committee in early 2021 and specifically assigned it the task of considering the future of the School. The Ad Hoc Committee engaged with Stride/K12's regional and national leadership to explore options for modifying the school design to better address the needs of the Indiana community (particularly with respect to career readiness) while improving academic performance and increasing interest in the School. The Committee met frequently to explore and review potential school design elements. In July 2021, the Committee presented its report to the full Hoosier Academy, Inc. Board, which approved moving forward with the new school design described in this renewal application.

The Office of Charter Schools' renewal of the ISIN Charter for the prior term applicable to the 2019-20 school year included certain conditions, several of which involved ongoing efforts related to accountability and improvement. An update on the status of those efforts was provided to the Office of Charter Schools in June 2021.

2. Describe the school's assessment system and how it is used to improve instructional decision-making, support student learning and implement professional development.

Student performance will be evaluated continuously throughout the school year in several ways and is designed to inform and evaluate the teaching and learning cycle. The assessments will include (subject to state law and regulations as well as the charter contract):
- A **Readiness Normed-Referenced Growth Measure,** NWEA MAP, used to determine a student's academic strengths and weaknesses. This assessment is administered three times a year to measure growth with the initial test taking place before the beginning of the school year or upon enrollment approval.
- A variety of **Formative Interim assessments** administered during each instructional cycle (which is approximately one quarter of the school year) to assess student mastery of

the state standards and objectives taught throughout the instructional cycle for English Language Arts, math, and any other courses tested by the state.

- **Content-specific assessments** are also built into every lesson and unit to guide and tailor the pace of progress to each student's needs.
- A **Summative assessment** is used to measure student learning at culminating points in a student's academic career, such as at the end of a semester or the end of the school year.
- **State required assessments** will be administered in all required subjects in the applicable grade levels on a schedule established by the IDOE.

3. Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

Data is updated daily via Power BI for key leading and lagging indicators. The Power BI updates include passing rates; progress within the online school; student attendance to targeted sessions; current withdrawal metrics; internal testing completion rates; internal growth measures; student and family satisfaction rates; engagement metrics; percentage of withdrawal documentation received and fully reconciled; and graduation plan completion. Student-level, course-level and teacher-level metrics are provided where applicable specific to the metrics listed. Qualitative measures specific to stakeholder satisfaction are gathered and reviewed on an ongoing basis.

Administrators hold bi-weekly meetings with teachers to review pertinent data, and professional learning communities (PLC) are established to review data as a team and to work collaboratively as a result of the data for specific learning purposes. Observations of synchronous instruction take place on a bi-weekly basis and two formal observations take place annually. Heads of school meet with academic leadership to review academic data on a weekly or bi-weekly basis. On a monthly basis, academic leadership teams meet with regional teams to review progress against milestones set in progression toward achieving the listed leading, lagging indicators and observation metrics to ensure that teachers are being observed and receiving feedback at least two times per month.

4. Describe how the school leadership implements a continuous improvement process that provides clear direction for improving student learning.

The cadence of review expressed in the prior narrative is an important part of the continuous improvement process. The School's continuous improvement process is based on a data, action, and outcome model where milestones are set against the leading and lagging indicators. This model has become a primary means of self-evaluation in the 2021-2022 school year, and the milestone setting toward the leading and lagging indicators listed previously has become a part of the school progress review in the current school year.

Within the school, a continuous improvement process is incorporated into the needs assessment and federal grants development process. Data informs academic priorities which are elevated as the result of a triangulation of academic data, needs assessment, and stakeholder input.

The School will incorporate the Stride Career Prep Continuum Rubric as a systemic means of gathering, analyzing, and applying information from measured outcomes to continuously improve program implementation and student outcomes and experiences. This tool allows school teams to reflect on the current status of their Career Learning program development and highlight areas of opportunity. Program implementation results provide a roadmap for areas of support and focus, which is supported by the Stride Career Prep implementation manager and regional director team.

> 5. Describe how leadership and staff supervision and evaluation processes have resulted in improved professional practice and student success.

During the 2021- 2022 school year, the School began the implementation of a common evaluation database called Standards for Success. For the first time, the School will have a fully transparent view of teacher performance and the most common and greatest needs across the School's teaching staff. This solution will enhance the School's ability to support the school via targeted professional development based on the common needs observed.

The Board and the School leaders believe that students must demonstrate learning through the achievement measures that the School provides internally and via state assessment. These are the benchmarks and measures through which the School must create a successful continuity. It has been demonstrated that students are often functioning below grade level, and this heightens the requisite that skills remediation must be taking place through a measurable, ongoing process.

Additionally, staff positions have been added to Stride K12's regional teams that focus on teacher training and professional development. These positions provide additional support in the areas of: classroom culture; new teacher onboarding; engagement strategies; use of Newrow; project-based learning for CRE courses; data-driven practices; tools and features within the Online School (OLS) and Online Middle and High School (OMHS); and implementation of social and emotional learning models.

In summary, the School has points of immediate leverage that will enable it to set priorities for targeted professional development. The points that will have greatest impact include: the transparency provided via Standard for Success to provide professional development to individuals and to address group needs, increasing capacity for use of skills remediation reports via NWEA, and the teacher training positions that have been provided to support the current needs described and identified needs within schools throughout the region.

### C. Needs of Learners

> 1. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists, classroom teachers and parents regarding the needs of individual students.

The School's Student Support Team is designed to proactively support students identified as needing engagement-type intervention as well as to reactively support students and Learning Coaches when they reach out for support. The Student Support Team works closely with a Student Attendance Specialist to identify students struggling with excessive absenteeism and

truancy.  The School will use a Guided Outreach Engagement Strategy that begins with an assessment of student success based on two related dimensions—Academics and Engagement—and then sets out specific supports for that student.

Additional supports include a Single Point of Contact model. This program supports students and families who are grouped regionally to build school community. It guides students through the new student onboarding process and completing monthly enduring connection calls. It is a component of the Guided Outreach Engagement Strategy and implements individualized targeted support plans.  The model has been positively associated with in-year retention when used in selected schools that Stride, Inc. serves.

2. Explain how the school supports diverse learners.

The School will customize the learning experience for all students by addressing each student's unique strengths, weaknesses, and aptitudes by developing the following plans that allow for student choice, flexible learning environments, and enriching classroom experiences:
- A communication plan conforming to **IC 20-24-5-4.5** to inform students and their families about the required elements of the instructional program as they apply to personalizing learning for students:
  - Welcome call to each Learning Coach within the first two weeks of enrollment
  - Online orientation with each student and Learning Coach within the first two weeks of enrollment to learn about synchronous instruction via Class Connect sessions, the grades K-12 learning management systems, how to navigate the curriculum, requesting help, first week school activities (including readiness assessments), school specific requirements
  - Testing requirements (readiness, formative, and/or summative)
  - Synchronous and asynchronous instructional cycle requirements which are individualized based on student academic needs
- Development of a graduation plan for each student in grades 8-12 which complies with state requirements including:
  - a 4-year high school course plan
  - credit and graduation requirement checks
  - post-secondary planning
  - prior test score data

While all students needing support will receive it including but not limited to those supports described above, students meeting the Indiana Habitual Truancy qualification will be withdrawn from the School pursuant to **IC 20-24-5-4.5(e).**

3. Which subgroup(s) show a trend toward increasing performance, and which toward decreasing performance? Please support with data.

In 2019, measurable subgroups at HAIN were Black or African American, Economically Disadvantaged, and White students. Measurable subgroups at ISIN were Economically Disadvantaged and White students.  Understanding that the latest data set available, as a matter of accountability, predates the prior school year (2020-2021).  Having this in mind, expressing

current trends as a matter of this data set presents a certain challenge in terms of the validity of the current data set available.

At HAIN, in 2019, ELA achievement in grades 3-8, within the Black or African American and Economically Disadvantaged subgroups, was lower than overall achievement at proficiency rates of 14.3 percent and 23.5 percent, respectively. This is compared to an overall proficiency rate of 35.7 percent in ELA in grades 3-8. Math achievement in grades 3-8 within the Black or African American and Economically Disadvantaged subgroups was lower than overall achievement at proficiency rates of 23.8 percent and 23.5 percent, respectively. This is compared to an overall proficiency rate of 37.5 percent in math in grades 3-8. Reading proficiency rates in grade 3 were 63.6 percent for Black or African American students and 66.7 percent for Economically Disadvantaged students compared to all students at 77.8 percent.

At ISIN, in 2019, ELA achievement rates in grades 7-8, within the Economically Disadvantaged and White subgroups, were 25.9 percent and 22.4 percent, respectively. This is compared to an overall proficiency rate of 27.4 percent. The ELA proficiency rates in grade 10, within the Economically Disadvantaged and White subgroups, were 32.3 percent and 28.2 percent, respectively. This is compared to an overall ELA proficiency rate of 32 percent in grade 10.

At ISIN, in 2019, math achievement rates in grades 7-8, within the Economically Disadvantaged and White subgroups, were 8.6 percent and 6.1 percent, respectively. This is compared to an overall proficiency rate of 6.5 percent. The math proficiency rates in grade 10, within the Economically Disadvantaged and White subgroups, were 6.5 percent and 3.8 percent, respectively. This is compared to an overall proficiency rate of 4.1 percent in grade 10.

4. Describe persistent or closing achievement gaps between demographic groups, and strategies being used to address those needs. Please support with data.

See analysis above in Section III.A.1.

Recommended surveys to complete this diagnostic: Climate and Culture Surveys for Students and Parents, with option of customized questions

1. Which area(s) indicate the overall highest and lowest levels of satisfaction?

During the 2020-21 school year, the climate and culture of ISIN were measured through a series of surveys administered by Stride K12. Student and parent satisfaction was measured seven times throughout the year utilizing the Students First Check In. Teacher satisfaction was measured four times via Teacher Pulse Check Surveys.

The end-of-year Students First Check reported an increase in overall satisfaction year-over-year of 9% (SY19-20 68%; SY20-21 77%). In the final survey for SY2020-2021, parents identified the following factors as top reasons associated with the intent to re-register the following year: collaboration with other students, responsiveness of staff, availability of live sessions with teachers, school policies on student progress, learning from home, course offerings, Special Education services.

Specific program strengths noted in the surveys included the ability to check grades and student progress and supporting the student as a learning coach. The top weakness was feeling connected to school community.

Teacher satisfaction, as measured by the Teacher Pulse Check surveys, improved dramatically in 2020-21. While still lower than desirable, overall satisfaction improved to 60% in the final survey of S20-21 compared to 19% in SY19-20. The extremely low ratings in SY19-20 were due to uncertainty about the future of the school and instability in school leadership.

2. Which of the above reported findings are consistent with findings from other sources (*e.g.* surveys, observations, anecdotal, third-party reviews), please explain.

The reported findings are consistent with internal audits conducted by the school leadership team and Stride K12's Compliance team. Stride K12 schools participate in a five-year compliance audit cycle. The compliance audit cycle ensure schools are maintaining solid adherence to state standards and charter agreement statutes, prepares the school for state audits or accreditation visits, establishing best practices for virtual schools, and measure the school's current operational health. During this cycle, schools participate in a Stride facilitated site visit, update any policies and procedures identified as at-risk, complete self-evaluations monitoring new compliance, attendance and truancy, and operational guidelines, as well as audit student records.

ISIN and HAIN completed the Stride compliance audit during the school year 2019-2020. The school continues to implement and systemize procedures which provide for student safety and success as well as operational compliance with Stride K12, state, and authorizer requirements. Specific examples of excellence in compliance were found during this review, including the following: Board policies, meeting agendas, and meeting minutes are readily available to the public on the school website. Communication of student accommodation needs are followed through and defined. The School developed an initial three-year strategic plan and an annual review of the plan is made with input from a committee of persons interested in the school,

including administrators, teachers, parents, and community. Stride K12 ensures that fiscal year reports are prepared, verified, and filed with the state examiner annually and not later than sixty (60) days after the close of each fiscal year.  Areas identified for reexamination or remediation were shared with the school.

3.  What are the implications and/or challenges related to any negative stakeholder perceptions?

The survey results reflect the challenges faced by the school in the last two years. There was a period of significant uncertainty about the future of the school during the last charter renewal. This uncertainty was compounded by leadership instability at the school. When teachers are not satisfied in any way with the school leadership, support being provided, or experienced lack of communication between the team, the students can potentially be impacted within the classroom. Negative perceptions of the parents/families could lead to less referrals which may result in lower enrollment.

4.  How will survey findings inform school improvement plans? What actionable steps will be taken based on survey results?

The ISIN leadership team takes stakeholder perceptions seriously. The team reviews each set of survey results as they are released to better understand what aspects of the program are having a positive impact and to identify areas of need. The team develops action plans to address the identified areas of need and takes immediate action steps to address critical areas.

The school leadership team will continue to utilize survey information to follow up on areas of concern including improving communication with families from their student's teacher via email or by phone, enhanced communication regarding school activities, events, policy changes, and other information through the monthly newsletter.

Based on the outcomes from the last Teacher Pulse Check Survey, the following steps and activities have been implemented to continue to reinforce and develop the identified strengths and refine identified areas in need of improvement: increased opportunities for teachers to be participants in programmatic changes, improved training opportunities, and additional sharing sessions for teacher to celebrate successes and seek input from colleagues to ongoing challenges.

*A. Organizational*

The OCS will review and verify the organizational documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates).  It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Organizational Performance.

Along with the required CSAPPHIRE submissions, provide any organizational related evidence, supplemental data, or contextual information. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to previous school findings.

1. Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to:

   o board composition,
   o board member roles
   o member recruitment,
   o committee structure
   o amendments to by-laws.
   o expected or amended changes to board policies, including but not limited policies to deal with board conflicts of interest and grievances by stakeholders.

The Hoosier Academy, Inc. Board of Directors currently has five active members whose areas of expertise include marketing, communications, education, operations, and finance. In December 2020, the Board elected a new President, Jayme Short-DeLeon. At its August regular meeting, the Board accepted the resignation of Michelle Study-Campbell, who served as the Board's President from 2019-2020. Accordingly, the Board is beginning the process of recruiting a new member to replace Ms. Study-Campbell. The organization's By-Laws provide that the Board shall consist of between five and nine members.

During the past charter term, the Board has continued to utilize its Finance Committee, which meets monthly and is chaired by Gary Meyer, Treasurer. The Finance Committee reviews items like the annual budget and monthly financial reports, monitors deviations between actual and budgeted revenue and expenses, and collaborates with Stride's Financial Representatives to create reports for presentation at the Board's regular meetings. The members of the Finance Committee also participate in the annual independent external audit entrance and exit meetings.

Additionally, in 2021, the Board President convened an Ad Hoc Committee charged with studying Stride's proposal to consolidate the schools operated by Hoosier Academy, Inc. into a College and Career Academy to begin operations in the 2022-2023 school year. The Stride proposal, as described in detail above, contemplates a blended hybrid and virtual curriculum focused on career learning and Project Based Learning. After a thorough and thoughtful study process, the Ad Hoc Committee recommended that the Board pursue the proposal for redevelopment of the Hoosier Academy, Inc. schools.

The Board does not expect the proposed changes to the educational model to necessitate amendments to the corporation's By-Laws or to Board policies pertaining to conflicts of interest

or stakeholder grievances. However, the Board and its legal counsel regularly monitor and evaluate these areas and will promptly address any needs that arise.

2. Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP). ⊠ YES ☐ NO

   o (OPTIONAL) If Yes, describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board holds the operator accountable for specific academic, operational or financial outcomes from the agreed upon contract.

   o (OPTIONAL) If Yes, please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible.

Hoosier Academy, Inc. has contracted with K12 Classroom, LLC, now known as Stride K12, Inc., to serve as its ESP for the ISIN since the original charter term. In accordance with those contracts, the Hoosier Academy, Inc. Board of Directors has served as the Governing Authority responsible for the overall governance of the Charter School Corporation and its Charter Schools while K12 has been responsible for the administration, management, and operations of the Charter Schools. As the Governing Authority, the Board retains responsibility for adopting policies and for overseeing K12's implementation of procedures consistent with those policies. K12 representatives actively and consistently engage with members of the Hoosier Academy Board, Inc. and attend the Board's monthly public meetings.

The term of the current educational services agreement will expire on June 30, 2022. The Board and Stride are engaged in collaborative discussion regarding the renewal of the agreement with terms tailored to the proposed School.

3. Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

ISIN is a virtual school with leased administrative offices located at 5650 Caito Dr, Indianapolis, IN 46226. Currently, the leased space includes the administrative offices and the space in which the HAIN hybrid school operated. The Board intends to utilize the same space for blended or hybrid instruction for the School during the 2022-2023 school year and may explore options for new or expanded space in subsequent years.

The Board works with its legal counsel and the Stride administrative team to understand the needs for facilities and to negotiate lease terms and agreements.

In February 2020, the Office of Charter Schools renewed the ISIN Charter for an additional two-year term, expiring June 30, 2022, with certain conditions and limitations on enrollment, including a freeze. On July 28, 2021, the Office of Charter Schools lifted the freeze on enrollment and authorized ISIN to enroll students up to the 800-student cap specified in the Charter.

Additionally, the Office of Charter Schools' renewal of the ISIN Charter for the prior term applicable to the 2019-20 school year included certain conditions, several of which involved ongoing efforts related to accountability and improvement. An update on the status of those efforts was provided to the Office of Charter Schools in June 2021.

Not applicable.

All of ISIN's instruction, clubs, and informational sessions are conducted virtually. Parents are, however, responsible for providing transportation to mandatory state testing sites, which are located within a 50-mile radius of the student's permanent residence. If the parent or guardian of a student covered by the McKinney-Vento Act notifies the School of an inability to furnish transportation to state testing, the School will make arrangements to accommodate the family. Similarly, School administrators will work with families covered by the McKinney-Vento Act to facilitate attendance at blended learning opportunities to be provided by the School.

### B. Financial

Stride K12's financial administrative staff facilitates an annual planning and budgeting process with the Board commencing each February. As part of that process, Stride K12's Finance Manager incorporates input from the Board and school administration for preliminary assumptions, initiatives, and expectations for the coming school year. Each annual budget is compiled to meet the objectives of the Board and meet the needs of the School's educational mission for the subsequent school year and its long-term initiatives.

Consistent with the School's mission of improving student achievement, closing academic gaps, and implementing new and innovative programs to increase student engagement and achievement, the School allocates expenditures towards student and teacher resources including student curriculum, materials, computers, Internet access and teacher salaries, benefits, computers, and professional development.

School allocations are dependent on the General Education Funding per pupil per diem and restricted funding sources. Currently, ISIN has an enrollment of 455 students. The 2020-2021 total allocation for ISIN from both restricted and general funds was $4.58 million, based on the 571-student average enrollment for FY21. Current, anticipated 2021-22 total funding is $3.1 million. This funding allocation allows the School to maintain consistent staffing and programming. Out of the total operational funding, the largest allocation is for personnel with all positions being backfilled when resignations occur in order to appropriately support academics.

ISIN has maintained consistent overhead costs, with non- operational funding remaining static. As a Title I school, ISIN has utilized Title I funds towards Interventionists' salaries to help support the academic needs of students. Funding allows employment of two full-time Interventionists for the 2021-2022 school year. These positions provide a multi-tiered system of support (MTSS) for identified students. ISIN also provides a teacher-led English/language arts and mathematics classes for high school students to receive remediation if they did not pass state assessments (ISTEP/ILEARN). Federal IDEA funding has been allocated to fund administrative support positions which include School Psychologist, Related Services Coordinator, and Case Conference Coordinator. These positions are vital for the identification, service delivery, and support of the special education population. State funding, generated by December 1st special education student count, is directed to Special Education instructional staff.

2. If any financial deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

The following findings from financial audits from 2017 to 2020 were addressed and resolved:

*2017    Cash Receipts and Deposits*
The School revised its cash receipts and deposit procedure in FY2017 after completion of the audit. All deposits are made according to the Compliance Guidelines on a timely basis. A detailed deposit slip is be prepared and maintained for each deposit. This is attached to the receipt from the bank for supporting documentation. The original receipts are maintained in the School to support all accounting guidelines.

*2018    Vendor Disbursements (Sales Tax)*
The School management rectified the sale tax finding with the phone provider after the audit.

*2019    Required Reports*
School management acted and corrected the findings in the Title I balance matching the Form 9 during the 2020 school year and ensured compliance with the SBOA regulations going forward.

*2020    Vendor Disbursements Testing (Sales Tax)*

School management acted and corrected the findings to avoid future instances of paying sales tax and ensure the compliance with Uniform Guidelines for Charter Schools. Invoices are double-checked by Head of School and Finance Manager to ensure the timely and correct payment of invoices without sales tax.

*2020    ADM Testing and Enrollment Documentation*

School management corrected the findings for the ADM testing and enrollment documentation. To comply with the Indiana Department of Education management ensures that all required enrollment documents will be available before school starts.

**VI. Financial Dashboard**

**Ball State University**
**Financial Performance Framework Dashboard**

| | | Color Key |
|---|---|---|
| | | Meets |
| | | Does Not Meet |
| | | Falls Far Below |

| 1. NEAR TERM INDICATORS | | | HOOSIER | INSIGHT |
|---|---|---|---|---|
| 1.a. | **Current Ratio (Working Capital Ratio)** | Current Assets divided by Current Liabilities | 2.7 | 1.6 |
| 1.b. | **Cash to Current Liabilities** | Cash divided by Current Liabilities | 2.7 | 0.69 |
| 1.c. | **Unrestricted Days Cash** | Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365) | 157 | 23 |
| 1.d. | **Enrollment Variance** | Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget | 0.62 | 0.83 |
| 1.e. | **Default** | | 0 | 0 |
| **2. SUSTAINABILITY INDICATORS** | | | | |
| 2.a. | **Total Margin** | Net Income divided by Total Revenue | 5 | |
| | | Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues | | |
| 2.b. | **Debt to Asset Ratio** | Total Liabilities divided by Total Assets | 1 | 0.63 |
| 2.c. | **Cash Flow** | Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash) | | |
| 2.d. | **Debt Service Coverage Ratio** | (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) | 0.35 | n/a |

| Financial Performance Framework - Data Points | HOOSIER | INSIGHT |
|---|---|---|
| Current Assets | $469,496 | $668,596 |
| Current Liabilities | $176,915 | $421,715 |
| Cash | $469,788 | $288,943 |
| Unrestricted Cash | $469,788 | $288,943 |
| Total Expenses | $1,150,726 | $4,589,537 |
| Depreciation | $55,800 | $0 |
| Enrollment Projection in Charter School Board-Approved Budget | 209 | 687 |
| Actual Enrollment | 127 | 571 |
| Default | No | No |
| Net Income | $0 | $0 |
| Total Revenue | $1,133,232 | $4,589,537 |
| Total 3 Year Net Income | $0 | $0 |
| Total 3 Year Revenues | $3,862,712 | $16,480,383 |
| Total Liabilities | $176,915 | $421,715 |
| Total Assets | $469,496 | $668,596 |
| Year 1 Total Cash | $367,106 | $493,914 |
| Year 2 Total Cash | $323,671 | $542,922 |
| Year 3 Total Cash | $469,788 | $288,943 |
| Interest | $0 | $0 |
| Annual Principal, Interest, and Lease Payments | $158,800 | $0.00 |