BALL STATE
UNIVERSITY

Office of Charter Schools

2022-23 Charter Renewal Application

October 1, 2022

Rural Community Academy
"THE hands-on learning experience
powered by parents and community"

RENEWAL NARRATIVE
I. Enrollment Diagnostic

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

2021-22 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	87	
# of Students on Waiting List	0	
Gender		
Male	46	53%
Female	41	47%
Ethnicity/Race		
White	83	95%
Black		
Hispanic		
Asian		
Native American		
Other multi-racial	4	5%
Special Populations		
Students with IEP	27	31%
English Language Learners	0	0%
Homeless Students	0	0%
Eligible for Free and Reduced Lunch	63	72%

Provide enrollment information for length of current charter contract (ADM count).

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total Student Enrollment	177	135	95	97	118	87

Provide the student attendance information for the length of the charter contract.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grade	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
K	15	13	11	17	19	12
1	31	9	11	8	18	13
2	21	23	9	10	13	14
3	22	21	18	12	9	7
4	24	21	12	15	11	9
5	20	16	11	12	13	7
6	15	15	13	9	12	10
7	10	22	10	3	14	9
8	7	7	7	4	9	6
9						
10						
11						
12						
All Grades	177	135	95	97	118	87

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..

	Year 1 2017-18 #	%	Year 2 2018-19 #	%	Year 3 2019-20 #	%	Year 4 2020-21 #	%	Year 5 2021-22 #	%	Year 6 2022-23 #	%
Autism Spectrum Disorder	14	22%	7	13%	5	5%	4	13%	5	16%	4	5%
Blind of Low Vision												
Cognitive Disability												
Deaf or Hard of Hearing											1	1%
Deaf-Blind												
Development Delay (early childhood)					2	4%	1	3%	3	9%	3	3%
Emotional Disability	4	6%	3	4%	13	4%	2	6%	2	6%	2	2%
Language/Speech Impairment	7	11%	6	30%	8	38%	11	35%	11	34%	11	13%
Multiple Disabilities			1	1%	1	2%	1	3%				
Orthopedic Impairment												
Specific Learning Disability	21	33%	17	30%	1	21%	6	19%	7	22%	5	6%
Traumatic Brain Injury												
Intellectual Disability	2	3%	2	4%	2	4%	1	3%				
Other Health Impairment	16	25%	10	19%	5	19%	5	16%	4	13%	1	1%
Total	64	100%	45	100%	36	100%	31	100%	32	100%	27	100%
#/% of Total Enrollment	177	36%	135	33%	95	38%	97	43%	118	27%	87	31%

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

ELL STUDENT POPULATION CHART											
Year 1 2017-18		Year 2 2018-19		Year 3 2019-20		Year 4 2020-21		Year 5 2021-22		Year 6 2022-23	
#	%	#	%	#	%	#	%	#	%	#	%
1	100%	1	100%	1	100%	0	100%	0	100%	0	100%

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

HOMELESS STUDENT POPULATION											
Year 1 2017-18		Year 2 2018-19		Year 3 2019-20		Year 4 2020-21		Year 5 2021-22		Year 6 2022-23	
#	%	#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	6	5.1%	2	2.3%

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		Year 6	
2017-18		**2018-19**		**2019-20**		**2020-21**		**2021-22**		**2022-23**	
#	%	#	%	#	%	#	%	#	%	#	%
0	0	0	0	10	100%	10	100%	17	100%	5	100%
% Total Enrollment					10.5%		10.3%		14.4%		5.7%

Enrollment Projections for the next 5 years

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
2023-24	130	180	K-8
2024-25	140	180	K-8
2025-26	150	180	K-8
2026-27	160	180	K-8
	170	180	K-8
At Capacity (specify year)	180 in 6 years	180	K-8

Optional *narrative about your Enrollment Diagnostic*

There are three rural charter schools under the Ball State umbrella that have several of the same problems and yet successes. Rural Community Academy started in 2004; Cannan Community Academy and Mays Community Academy utilized Rural Community Academy's charter design with a place-based curriculum. We know, as we guided them along their charter success.

Rural charters are different than urban or suburban charters. The rural environment focuses on the student, parents and community.   All three of these rural charters were previously the community school where generations of grandparents, parents, and their children and grandchildren attended.   Rural communities are more stagnant in moving from "home".   The advantage of rural schools are they are smaller which is more conducive to working with students one-on-one.

As rural charter schools, parent choice is perceived as thinking children receive more instruction in a smaller school, especially in the elementary grades. And the parent choice for an environment where their child with an educational delay or autism could receive more attention is a small, rural charter schools.   The other choice for these parents are non-inclusive classrooms or "special education" classrooms in a large traditional school environment. In fact, we have often heard from parents that the traditional schools recommend our school for behavioral and learning disabilities.

And caring for special needs students is a passion at RCA.   Not only do we work with students one-on-one because of our small classrooms, we provide a victory for special needs students in outcomes.   Teachers work with students with delay and special learning needs to increase background knowledge and build their skills in the reading process. Math follows reading skills and computation. And for certain instruction, life skills is necessary which matches well with our place-based curriculum.

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.

As a K-8 school, we are not a geographical mecca as we border Illinois on the west and lie between Terre Haute and Vincennes. The north and south corridors on State Road 63 are townships that are even smaller than ours at 344 households. Our township is 64% farmland. The county seat is 10 miles away. The majority of our students come from Southwest School Corporation (1,820 students) and some from Northeast School Corporation (927 students). Transportation became increasingly important, and it is going very well with strategic pick up points for pockets of population. We have a charter competitor in Sullivan County located in Dugger Union, sponsored by Grace College. With a county of less than 20,000 populace, each little hamlet has a rich history. Many rural schools have died over the years with consolidation for the sake of a taxpayer dollar and those towers of educational strength and fierce sports competition have ceased to exist except in a county who normally would not have even one charter, let alone two. We predict that before it is over that the two traditional school corporations will merge, leaving two charters and one traditional corporation.
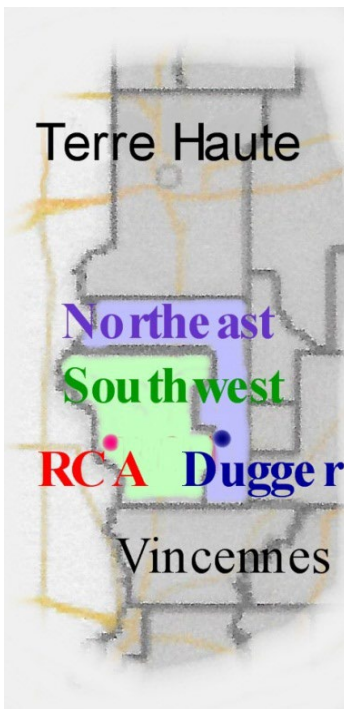
Sullivan County is no different than any other rural community. One school does not support the needs of all students. We consider ourselves as a viable choice for parents in meeting the educational needs of their child/children. School choice describes a wide array of programs aimed at giving families the opportunity to choose the school their children will attend. The school is primarily comprised of students whose parents believe in choice. We are not drawing from the small rural community where the school is located but rather we are drawing the majority of students from the traditional school corporation. The community alumni are aging and dying off which has reduced the support we see from when the Big Bang happened and the local school district decommissioned the school.

The community wants a school where our rural life is preserved. The parents want a good education for their child, which means that each child can be the best they can be. The staff cares. The boards of both the community non-profit and the school want to achieve the missions each organization has set forth.

Our basic mission is reviewed at each charter renewal and the mission has not changed in what it represents as it gets clearer with additional wording with each renewal. Our ideals and beliefs have been refined over time but still contains what the original organizers designed. It is apparent our unique mission allows us an opportunity for a "do over" in communicating to the new millennial parents that our school is different. We feel that communicating our organizational goals would also instill the recognition that our school is different. Utilizing the same communication as our mission, we feel as though we can solidify our uniqueness with a new generation of families who are different than those of 20 years ago which utilized television, radio, newspaper, and signage that we have invested in so heavily during our first years. Now it is time to reinvent to the digital age and renew the reason we are a school of choice.

Being in a small, rural community with less than 20,000 people and only 5 stop lights in the entire county has its advantages. Our county has only one newspaper and it is only published 3

days a week, and we believe some grandparents with character and values still tell their children what they should do. By utilizing our own large, recently acquired portable billboard in the center of the county seat, we are talking about placing our mission on both sides of it as well as utilizing newspaper and social media and our website to communicate our mission before our next enrollment period. Our recent marketing class has led us to discuss school-specific benefits and how to relay those benefits to millennial parents.   The revised mission statement was approved at the April 20, 2021 Board meeting.

School choice does not give preference to one form of schooling or another, but rather it manifests itself whenever a student attends school outside of the one they would have been assigned to by geographic default. We feel we give parents more control over their child's education, allowing parents to pursue the most appropriate learning environments for their child/children. We feel we give stronger discipline with consequences for actions, everyday skills relative to life, and good foundational skills.   We market the school as a School of Choice. We believe that we make a difference by educating each student based upon their needs – whether that is special needs, poverty rates and even students with average needs.

Our mission is attractive to not only parents but also to enhance education with class sizes limited to 20 students to allow educators more of an opportunity to work one-on-one with students.   Then to enhance the learning inside and outside of the classroom with people, places and things in our community, coupled with partnerships, local history and giving back to our community.

2. **Describe the school's size, community/communities, location, and changes it has experienced over the last charter term. Include demographic and socio-economic changes about the students, staff, and community at large.**

As everyone is aware, in 2017-18 we changed school leadership as our leader retired. These are the areas that have changed from that time with the new leadership:

Demographics	Leadership for 12 years	Leadership for 18 months
Students	168	95
Staff	35 (experienced)	25 (mostly inexperienced)
Special Education Count	70	53
Title I Count	59	33
Stakeholder Support	Fairly good	Divided

Time takes care of a lot of things and after a three-year stent of a disintegrating enrollment, staff changes and stakeholder support, we are at the stage of re-building.   We are slowly gaining with utilizing the RCA, power of social media.   We needed to remind parents why we are a school of choice and why that benefits their child/children. Our attempt to market in this way will drive enrollment up. Time has not been kind but we are ready to re-envision our school and marketing the way we did originally with the power of digital.

3. **Provide an overview of the key design elements and how the school implements these elements, including; primary instruction methods, assessment practices, and essential features of the model.**

The purpose of Rural Community Academy is to provide students with a top-quality educational program using a place-based curriculum. With careful attention to the social dynamics and cultural values of the rural setting, Rural Community Academy seeks to instill students with self-confidence, practical skills, pride of place, and excellent academic abilities through differentiated instruction, strong parental support, and continuous interaction with the local community.

The Board and staff support the students in an effort to be the best they can be by:

- Limiting class sizes
- Encouraging parental involvement by requesting families to donate volunteer hours
- Supplementing curriculum with "place-based" instructional activities involving the local people, places and things in our rural community, along with local history.
- Incorporating partnerships with for-profit, non-profit, benevolent, veteran, agencies, educational and fraternal organizations to benefit the school and its students
- Allowing the school and its students and staff to give back to their community

Specific strategies we use include:

- We limit our class size to 20 students in each of our K-8 single classes.
- We request families to donate 20 hours per academic year and log that activity as well as logging in community support of those who are not parents for a minimum of 400 hours per year. We require Confidentiality of Information statements as well as provide an informal training. We log activities for both family and community participation.
- We supplement curriculum with farmers, professionals, parents and community members knowledgeable about a certain topic related to the standards, with local places relevant to academic standards, and with things relevant to academic standards and measure our success by logging people, places, and things tied to instructional minutes meeting a minimum of 10%-14% of instruction. We log these activities.
- We set a standard of a minimum of 10-14 or more partnerships with organizations per year. These partnerships are logged.
- We target a minimum of 4 specific projects, programs, or events (educational, service, or performance-oriented) events and activities involving students to support and give back to our local community. We log these activities.

Currently, the majority of our teachers are veteran teachers. Some may be new to our school this year, but they are not new to teaching. Two of our middle school teachers have strong backgrounds in English as they both taught English at the collegiate level. The other two middle school teachers have been teaching for several years and there are no first year teachers at any level. We are working with all teachers to implement new MTSS protocols and a school-wide initiative to increase literacy skills. Our CAO has taken the time to put each instructional staff member under her wing to show them how to implement best practices.

Instructional methods are focused on teaching instructional staff best practices and aligning instruction to the academic standards. Every staff member takes the time to get to know each student name and 90% of the parents as well as the students know all of the adults. Assessment is addressed in detail in the following answers regarding student performance.

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.**

After understanding that our target market has changed over time due to the innovations of technology and the way people communicate, we implemented the marketing tools from the IDOE marketing course (8 weeks, 2 times per week, with homework applicable to our charter). We discovered some things that forced us to re-evaluate where we had been and how to move

forward. The school's mission, vision, and beliefs have not changed much over time because they are strong values for education and students. Our reputation suffered due to the change in school leadership, and we needed to get focused on what the school means to today's parents.

We revised our identifier from "A Public School Where Every Child Soars" to focus more on the mission; and after stakeholder input, the new identifier is "THE hands-on learning experience, powered by parents and community". We discovered that the general populace does not understand the term "place-based" but does understand "hands-on"; therefore, we are still doing place-based but not describing it in terms of "people, places and things".   The other three educational options in Sullivan County are:

- Southwest's identifier of "Educate – Explore – Excel"
- Northeast's identifier of N/A on website
- Dugger Union Charter identifier of "A 100 Year Story"
  (None of these educational competitors tell a story of what the school is or anything special about them)

We believe that due to our 20% requirement of place-based activities and instructional time that our students would benefit by the school focusing more on academic improvement rather than satisfying our commitment of a percentage of required activities and instruction to be in a certain format. Therefore, we request that we not focus so much on numbers but on activities to do our place-based activities and instructional time at approximately 10%.   With a relatively new to our school staff and some teachers within their first 3 years of teaching, we feel as though the staff needs to focus more on Indiana academic standards and build on those opportunities over the next charter period. We are certainly not abandoning our emphasis, just the amount of time we will focus on quality place-based items to improve student performance.

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).**

   - We would be remiss if we did not mention the completion of two goals that we met during our charter term.
     o Goal one was to become a model for other rural charters.   With the addition of Mays Community Academy and Canaan Community Academy who utilized our charter in its entirety when they started, we will continue to help other rural charters who contact us regarding visitation, missions, curriculum, etc. as they look to being a road to chartering their decommissioned schools.
     o Being chosen by the National Alliance for Public Charter Schools as an example of a successful rural charter school (see www.rcsi.k12.in.us/ StoryofRuralCharters) has given us reason to believe we are meeting our vision as stated of being a model for others. Our second goal was to gain more national recognition during our charter term. Our school leader at the time, Susie Pierce, was chosen by the National Alliance for Public Charter Schools to represent them before the legislature at the State of West Virginia in Charleston, WV.   Then this last charter term we were recognized by the Bill Gates Foundation's at Washington University as an example of one of the top 35 schools in the nation regarding our best practices in the area of special education. Our administrators in academics and in special education were given a free three-day trip to Washington to make a presentation.

- **Academic Improvement: This is the area of biggest focus.**
  This school year, our academic focus is on increasing math and reading skills for all
  students. A new MTSS/RTI system has been developed and is being implemented
  that will ensure that all students in grades K-8 are receiving daily interventions or
  enrichment. The type of intervention or enrichment depends on the student's needs.
  The MTSS Team meets with all teachers and works with each teacher to determine
  which tier each student falls in for both reading and math. They also determine the
  type of intervention including length and frequency as well as develop a measurable
  goal for the intervention. The MTSS meets every 4 weeks to review student progress
  and determine what steps are necessary to continue student progress.

  RCA has also implemented a school-wide push for increasing student literacy skills. All
  students work on reading fluency skills each week with the support and collaboration
  between school and home. A reading fluency passage is sent home on Monday and the
  student reads each night at home. The passage is returned on Friday and the teacher tracks
  the student's progress and provides the student with incentives. Arrangements are made to
  work with students at school if there is a reason they are unable to work on their reading
  fluency passages at home.

  Areas that show a positive trend in performance are:
  - NWEA student growth in reading
  - NWEA student growth in math
  - iReady student growth in reading
  - iReady student growth in math
  - Students demonstrating grade level proficiencies in math and ELA on iLearn
  - Students in 3rd grade passing iRead3
  - Students in 2nd grade passing iRead3

  Areas that show a negative trend in performance are:
  - SpEd scores still unacceptable but we now have a full-time special education teacher
- Staff Retention: Staff retention has been a struggle since the 2018-2019 school year. There
  was an urgent need to hire staff and there were not many applicants to fill vacant teaching
  positions. The vacancies were filled with less than ideal candidates and as a result, the
  academic performance of our students plummeted. In 2019-2020 we continued to have to
  hire new teachers as we terminated many and kept only the better ones. Eighty percent of
  those teachers remained for the 2020-21 school year, but the applicant pool was very little
  for the vacancies. Again, we ended up hiring teachers that were less than ideal to fill vacant
  positions. Even with issues hiring and retaining effective teachers, we did see an increase in
  academic performance. This year, we have a solid staff with many veteran teachers. We
  hope to retain our current staff and have already focused on building their capacity through
  professional development opportunities. We are implementing best practices and aligning
  instruction to the academic standards   Please see School Personnel Listing below.
- Stem School: We would like to work towards becoming an IDOE Stem School.   Other than
  our early interest in 1:1 devices, the virtual learning that was required helped us to be ahead
  of other schools in the county and with more satisfaction from parents. The only drawback
  is that our side of the county is so rural with limited Internet access. And the only other
  good thing that has come from this last year is the comradery of the other schools allowing
  our new school leader to develop long-term relationships. Our other saving grace is our

CAO who is data driven and understands how to teach teachers. She is a valued member of our team.

- Feeder School: The additional thing we are looking at is a feeder school – a pre-school within our school so that parents and students can think of RCA first over the other schools they could choose.
- Kindergarten Readiness with Data: Working with preschools for entry to kindergarten because current students are not prepared. We have identified, visited and are working with daycares and preschools to help them identify student weaknesses so that we can prepare for supporting those students as they enter kindergarten. We are also working to develop a relationship with the families and marketing to preschool families.
- Transportation: Although transportation has been a blessing, it is still a deterrent. It has changed the communication patterns of parents who used to gather together at the beginning and the end of the day which has meant less parental involvement and less teacher interaction with parents.
- Family-Friendly School: We are working toward becoming an IDOE Family-Friendly School.
- Farm to Table School: We are implementing a true Farm to Table curriculum where all ages will work with plants of all kinds to not only learn by doing but also to provide pride of participation in providing some products for our cafeteria and perhaps even selling some product. Initially we are starting with raised beds, a flower garden and an orchard. Then we plan on expanding to a hoop house and rain catchment system to water our produce.
- Social, Emotional Learning: We are starting the 2021-22 year with a contracted licensed social worker. We are also incorporating SEL in the classrooms alongside the IDOE employability standards which highlights attractive characteristics such as growth mind set, work ethic, effective communication, initiative, problem solving and self-confidence. Lessons were formulated by surveys that teachers facilitated students to determine basic needs in that class and then final survey to see if made a difference in the SEL of the students.
- Continued Development: The board will continue working with of the CAO and COO in delving into our academic and financial areas. And, in turn, those administrators will be working with instructional and non-instructional staff in improving student performance and financial performance.
- Facility: The facility will be upgraded with air and water systems with stimulus funds.

School Personnel Licensure

Name	Certification	Teaching Area	Years	RCA	Grade Level/Subjects Taught
Derek Grant	Serve Safe Certified, Class B CDL License, & Substitute Permit	Administration	4	4	School Leader, Chief Operations Officer
Leona Davis	N/A	Administration	18	18	Chief Financial Officer & Office Manager
Jodie Akinbo	Professional Educator's License	Building Level Administrator; Director of Exceptional Needs; Elementary/Intermediate Generalist; Elementary/Primary Generalist; and Mild Intervention	14	2	Chief Academic Officer & Special Education Director

Lyndsey Grant	LMFT	Therapist	14	1	K-8/School Therapy
Makala Shew-Stockberger	Substitute Permit; awaiting license	P-12	4	4	Kindergarten
Courtney Bedrava	Emergency Permit	Elementary Generalist K-6 and Language Arts 5-9	5	2	5-8/Middle School ELA
Kristen Evans	Professional Educator's License	Elementary Generalist K-6; Mild Intervention K-6; and Social Studies 5-9	4	4	Special Education Teacher and Special Education Director
Kelsey Jewell	Professional Educator's License	Elementary Generalist K-6	4	3	3rd Grade
Lori Markle	Professional Educator's License	General Elementary 1-6 & 7/8 Non-Dept.	21	3	4th Grade
Sebastian Overman	Professional Educator's License	License: Elementary Generalist K-6; Emergency Permit: Mathematics 5-9; and Substitute Permit: P-12	2	1	5-8/MS Math & Business
Kim Overman	Professional Educator's License	Biology 5-12; Earth/Space Science 5-12; Earth/Space Science 9-12; Biology 9-12	30	1	5-8/MS Science & Health
Michael Noble	Emergency Permit	Social Studies 5-9	4	1	5-8/MS Social Studies & Career Exploration
Lynne Kennedy	Substitute Permit	P-12	7	7	K-4/Reading & Math Interventions
Tiera Vaughn	Substitute Permit	P-12	2	2	K-8/Music
Mike Gorgas	Substitute Permit	P-12	0	1	K-8/Art
Matt Cassaro	Substitute Permit	P-12	5	1	K-8/PE
Susan Harris	Substitute Permit	P-12	18	18	K-4/Reading & Math Interventions
Patti Schwindy	Substitute Permit	P-12	4	4	K-8/Instructional Assistant
Courtney Rockwood	Substitute Permit	P-12	0	1	As needed
Amber Harden	Substitute Permit	P-12	0	1	K-8/Instructional Strategist
Nicole Livingston	Substitute Permit	P-12	2	2	K-8/Special Education
Amanda Greene	Substitute Permit	P-12	0	1	As needed
Ambrena Felver	Occupational Therpay License	Occupational Therapy	6	3	K-8/OT
Alicia Cooksey	Speech Language Pathologist License & ASHA CCC-SLP	Speech Language Therapy	26	4	K-8/Speech
Verna Metcalf	Serve Safe Certified	K-8	9	9	N/A
Laura Baker	None	N/A	7	7	N/A
Bob Davis	Class B CDL	N/A	10	10	N/A
Brian Monroe	Class B CDL	N/A	12	12	N/A

Regina Edmundson	None	N/A		2	2	N/A
Bill Smith	None	N/A		9	9	N/A

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

- Improving Academic Performance:
  - o All RCA students will improve proficiency in Math and in English/Language Arts across grade levels and across the curriculum. This goal is based on data with respect to historical deficiencies in English Language Arts. We are implementing school-wide interventions daily in math and reading. We have also implemented a school wide initiative to increase reading fluency skills.
  - o During the 2021-2022 school year, we purchased a new program from Curriculum and Associates with two segments that should help improve academic performance. The two segments are "Ready" which helps teachers teach with a Teacher Toolbox with flexible, standards-based instruction and practice for reading and mathematics and "I-Ready" which is an intervention program that allows actionable assessments and engaging instruction that drive student gains in reading and mathematics.
- Not Improving Financial Performance.
  - o The past four years have been difficult with the changes in school leadership as enrollment plummeted.
  - o During the 2021-2022 school year, we utilized a digital marketing firm to target our millennial parents to increase enrollment to improve financial position. We continue to use social media platforms for marketing.
  - o There was an increase in enrollment over this last year to improve financial performance. And then there was not.
- Improving Organizational Performance.
  - o We have implemented Dr. Carpenter's improvement measures regarding Bylaws and Oversight

3. **(OPTIONAL) Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

III. Student Performance Diagnostic

    A. Academic Performance Framework

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

According to the BSU Renewal expectations from 2016, the following academic indicators have been identified as priorities for improvement:
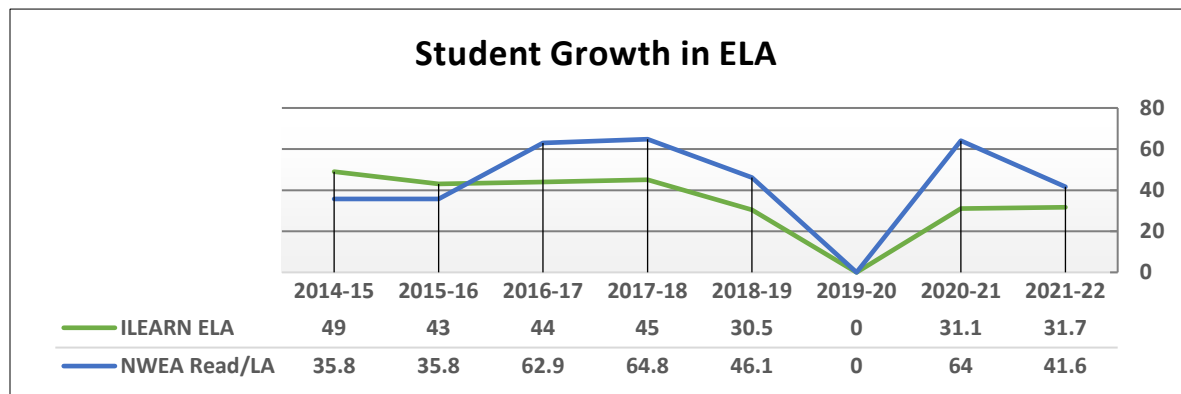- IN 1.1.g. At least 60% of students achieve or exceed target growth in Reading as measured by NWEA
- IN 1.1.h. At least 60% of students achieve or exceed target growth in Math as measured by NWEA
- IN 1.2.c. Improve educational equity in regards to student proficiency on state assessment in ELA
- IN 1.2.d. Improve educational equity in regards to student proficiency on state assessments in Math.

Areas that show a positive trend in performance are:
- NWEA student growth in reading
- NWEA student growth in math
- iReady student growth in reading
- iReady student growth in math
- Students demonstrating grade level proficiencies in math and ELA on iLearn
- Students in 3rd grade passing iRead3
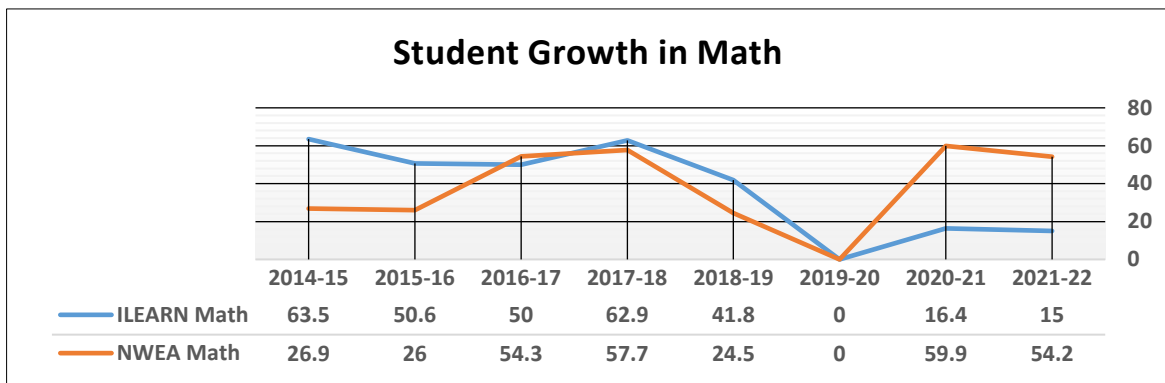- Students in 2nd grade passing iRead3

Areas that show a negative trend in performance are:
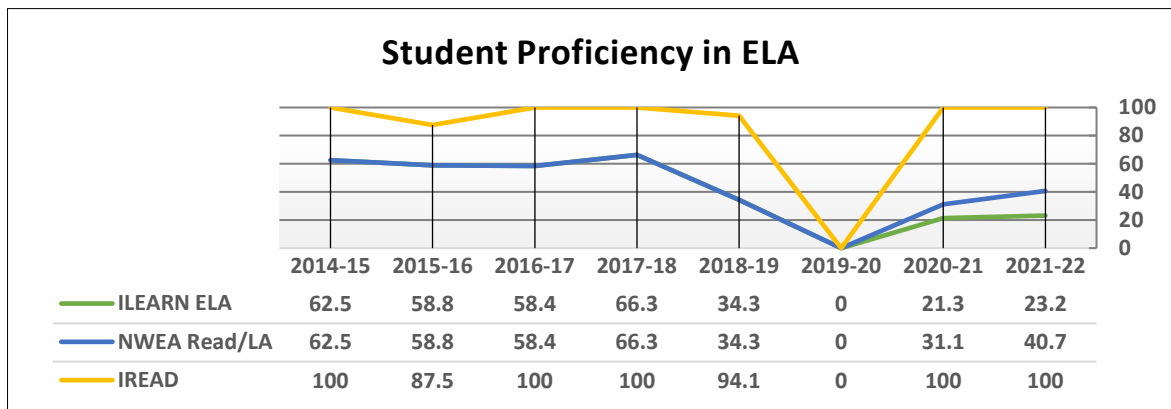- SpEd scores still unacceptable but we now have a full-time special education teacher

Student Growth in ELA

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ILEARN ELA	49	43	44	45	30.5	0	31.1	31.7
NWEA Read/LA	35.8	35.8	62.9	64.8	46.1	0	64	41.6

RCA Approaching Proficiency but not Proficient

Student growth in ELA on **ISTEP/ILEARN** fell into the Needs Improvement category from 2014-2018. In 2018-2019, the Indiana Department of Education changed its state assessment to the ILEARN from the ISTEP. Across the state, Indiana experienced a significant decline across iall grades and subjects, especially in ELA. Not only did the format change, RCA experienced its loss of 90% of staff in 2018-19. Our student growth percentage for the 2018-2019 decreased to 30.5, putting us in the *Falls Far Below* category. When we look at student growth in Reading on the **NWEA** test, RCA is currently Meeting Standard, with a significant improvement from SY2018-2019, getting our student growth rate back within the same ranges seen in 2016-2018.
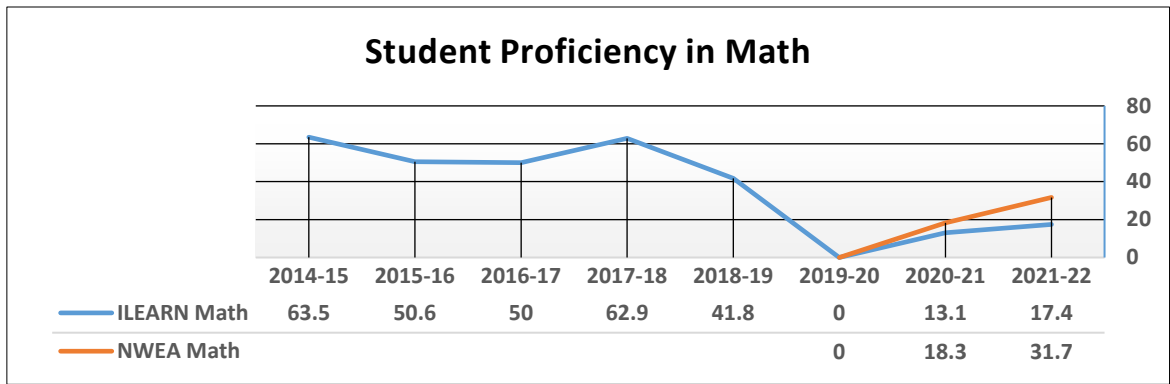
Student Growth in Math

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ILEARN Math	63.5	50.6	50	62.9	41.8	0	16.4	15
NWEA Math	26.9	26	54.3	57.7	24.5	0	59.9	54.2

RCA Approaching Proficiency but not Proficient

Student growth scores in Math on the **ISTEP/ILEARN** falls below the expected 50%. with a significant decrease in the last two years of available data. In 2018-2019, the Indiana Department of Education changed its state assessment to the ILEARN from the ISTEP. Across the state, Indiana experienced a significant decline across all grades and subjects, especially in ELA.

Student Proficiency in ELA

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ILEARN ELA	62.5	58.8	58.4	66.3	34.3	0	21.3	23.2
NWEA Read/LA	62.5	58.8	58.4	66.3	34.3	0	31.1	40.7
IREAD	100	87.5	100	100	94.1	0	100	100

Students demonstrating grade level proficiency in ELA on the **ISTEP/ILEARN** has continued to stay in the *Fall Far Below category*, with a significant decrease in the last two years of available data. In 2018-2019, the Indiana Department of Education changed its state assessment to the ILEARN from the ISTEP. Across the state, Indiana experienced a significant decline across all grades and subjects, especially in ELA. RCA experienced its loss of 90% of staff in 2018-19 as escribed in the Executive Summary. In addition, there was a significant decline in scores from this year (2020-2021) across the state due to COVID. **NWEA** scores also conclude students demonstrating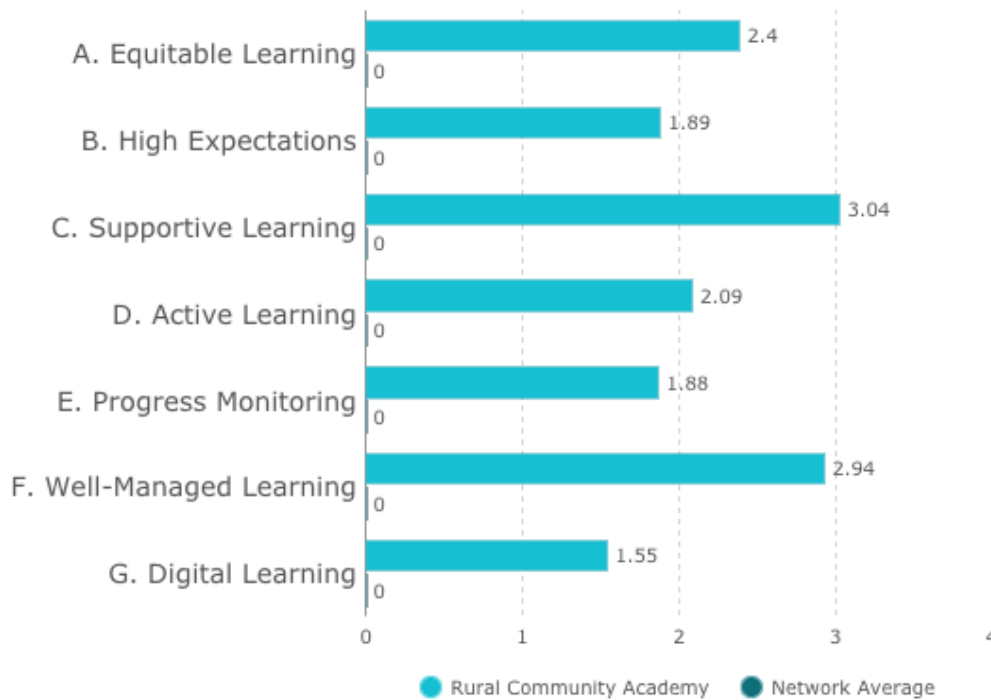 grade level proficiency in reading *Far Fall Below* expected levels of performance. Students in 3rd grade **IREAD** have exceeded standard with a 90% pass rate on the first attempt and a 100% pass rate in the summer.

Student Proficiency in Math

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ILEARN Math	63.5	50.6	50	62.9	41.8	0	13.1	17.4
NWEA Math						0	18.3	31.7

Students demonstrating grade level proficiency in Math on the **ISTEP/ILEARN** has continued to stay in the *Fall Far Below category*, with a significant decrease in the last two years of available data. In 2018-2019, the Indiana Department of Education changed its state assessment to the ILEARN from the ISTEP. Across the state, Indiana experienced a significant decline across all grades and subjects. RCA experienced its loss of 90% of staff in 2018-19. In addition, there was a significant decline in scores from this year (2020-2021) across the state due to COVID. **NWEA** scores continue to also have been impacted.

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.**

Our academic concern is that our students aren't meeting grade level proficiencies. There has been a negative trend over the last 7 years in both ELA and Math. Even before the ISTEP changed to the ILEARN, there was a decline in student meeting proficiencies. However, we want to state that the ILEARN also changed level of complexity and difficulty of how standards are assessed. We recognize that changing tests and testing companies as well as the state's "forgiveness" of tests because of the low scores and then the Covid pandemic has not done much to allow us to bring up our scores. Then we had a problem with staffing with the new school leadership's power struggle with the board which left us with a 90% turnover of instructional staff, which crippled us by having to hire inexperienced teachers with many transitions to teaching as well as emergency licenses. All of these things held us hostage and resulted in lower test scores. We now have a staff comprised of veteran teachers, and our CAO has put a lot of emphasis on best practices and standards to help us achieve better test scores as illustrated by our ELEOT observation scores below. We are not saying that our score of 2.27 is wonderful as compared to the network average of 2.75; but as you read the 7 ELEOT environments, it clearly shows the observer and the learner working towards definitive goals.

eleot Reporting Results

All (26)   30 Days (0)   Certified Observers (0)

Category	Rural Community Academy	Network Average
A. Equitable Learning	2.4	0
B. High Expectations	1.89	0
C. Supportive Learning	3.04	0
D. Active Learning	2.09	0
E. Progress Monitoring	1.88	0
F. Well-Managed Learning	2.94	0
G. Digital Learning	1.55	0

● Rural Community Academy   ● Network Average

Overall Score: **2.27**   Network Average: **2.75** ⓘ

RCA has disaggregated the data from the iLearn assessment along with the diagnostic assessments and identified areas of skill deficits to target. In response to the data, focus has been placed on teaching rigorous standards based lessons utilizing evidence based curriculum and implementing intense, intentional tier interventions.

All students have been placed in tiers as part of the MTSS process and every student receives daily interventions in both reading and math. Tier 1 students receive additional grade level or advanced instruction via the iReady individual pathways while tier 2 and tier 3 students receive small group interventions in addition to the iReady pathways.

As an extra push to increase our student's literacy skills, every student receives additional opportunities to practice reading fluency beyond the classroom each week. Teachers are also focusing on increasing the rigor of constructed response questions across all areas of curriculum.

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

Our Title 1 program is focusing on all K-4 students utilizing AimswebPlus to assess our students with a robust set of standards-aligned measures. AimswebPlus is proven to uncover learning gaps quickly, identify at-risk students, and assess individual and classroom growth.

AimswebPlus® is an assessment, data management, and reporting system that provides national and local performance and growth norms for the screening and progress monitoring of math and reading skills. The program uses two types of measures: curriculum-based measures which are brief, timed measures of fluency on essential basic skills—and standards-based assessments, which are comprehensive measures aligned to current learning standards. By combining these two types of measures, AimswebPlus provides the data that we need for program planning and evaluation and for a tiered assessment indicating the amount of support a student needs. We frequently collect information about student performance to see the student's rate of improvement versus expected growth to determine if adequate progress is being made in Special Education toward end-of-year goals or if changes to instruction are needed to improve student growth.

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.

2016-2021 Mission Statement

"At Rural Community Academy all staff will give the students the opportunity to reach his or her greatest potential personally and academically with small class sizes in a rural setting with emphasis on Sullivan County history, with active parental involvement, supported with the people, places and things of the community, incorporating partnerships and a focus on giving back to their community."

2022-2027 Mission Statement approved by Board 04/20/2021

"To teach students the basics using county history, county people/places/and things, with small class sizes (20 max), with parents and volunteers always welcome, with local business and nonprofit partnerships, and with projects giving back to Sullivan County to allow kids to grow academically and with confidence personally."

The stakeholders and the original board of directors of Rural Community Schools, Inc., as well as the current members believe the following statements to still be true:
- The values and characteristics of the smaller, close-knit rural community provide unique resources for nurturing children in their growth and education through a place-based approach.
- In a rural setting, members of the community function as an extension of any educational institution, providing support and encouragement for students and instructors.
- Educational success occurs when parents, teachers, and community challenge students to reach beyond their natural abilities or assumed potential to their very best.
- Parental involvement is essential to the success of any educational endeavor.
- Children will more readily achieve educational success when placed in a caring environment where personal interaction with educators is maximized.

- All students should receive respect, encouragement, and a desire to grow and learn throughout their lives.
- An individualized curriculum affords each student his or her best opportunity for maximizing educational success.
- Service to one's community is essential to a well-rounded education.
- Training and appreciation in music and the arts are necessary components of a well-rounded education.
- Persons elected to manage a school should wisely invest financial, parental, and community resources to provide students with an education that is balanced, complete, and of high quality.

Anyone who cares about this school and its community knows that the most gratifying aspect is the kids. To see these kids grow physically and emotionally, to see them accomplish learning, and to eventually see them become our peers, our neighbors, our co-workers, our friends and perhaps even our relatives will be what this is all about. And it has become evident that the RCA kids have become the Salutatorians and Valedictorians of their high schools – just like the former Graysville School was before our charter.

We can do a better job of promoting our mission statement with signage in classrooms, signage on the outside of our school, and on our website and other social media accounts. And that will begin with our charter renewal. Since taking the IDOE marketing class, we hired a professional who re-vamped our website, our current social media accounts and now several more social media accounts. We are using digital as much as possible to influence our users and to remind this second generation of RCA families that we are different. We are focusing more on kids and their achievements while utilizing our stakeholders to make presentations that are informative.

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

Our assessment system is based on three specific, formal assessments.

1. All students are given the NWEA test, two times a year (fall and spring). Grades K-1 are tested in both Reading and Math, and Grades 2-8 are tested in Reading, Math, and Language. This test has been specifically chosen so that student growth and student performance on proficiencies can be tracked from fall to spring within a school year. The results from this assessment are shared with parents at parent-teacher conferences. Over the last year, results were also shared during data chats with students in various grade levels, particularly the middle school level (grades 5-8).
2. Students in grades K-4 are given the Reading Assessment from AimswebPlus, three times a year (fall, winter, and spring). This battery of tests assessed specific reading skills (letter naming, letter sounds, sight words-in grades K-1, and reading comprehension, reading fluency, and vocabulary in grades 2-4). Based on students' scores, students may be monitored every 1 or 2 months, to track growth and performance based on national percentiles. AimswebPlus is also used to test students in math areas in grades K-4. Students in grades 3-8 are given the ILEARN test, a summative accountability assessment given by the state of Indiana at the end of every school year. Students in all grades are tested in the areas of ELA and Math. Students in grades 4 and 6 are also tested in science, and students in grade 5 are also tested in social studies.

Beginning in the year 2021-2022, teachers began using classroom assessments that assess specific, grade level standards with emphasis on the level of difficulty and level of complexity

needed to master each standard. This information will be used to keep student achievement on Indiana Academic Standards a focus for instruction.

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

All students in kindergarten, first, and second grade are screened in all six subsets of the Science of Reading (phonemic awareness, alphabet knowledge, sound-symbol relationship, decoding, rapid naming, and encoding) during the academic year. Beginning in 2021-2022, if the teacher of a student in third grade or higher notices difficulty in the six screened subset, the student shall receive a universal screener. If a student is determined to be at risk or at some risk for dyslexia after a screening we administer, the level 1 screening will be given with parent permission. The information we receive from administering the universal screeners can show us the effectiveness of our phonics approach with Orton Gillingham.

Utilizing SAEBRS we are able to screen students to determine if they are considered at risk in the area of Social, Emotional, or Academic. We are able to take this information and determine which employability skills to focus on for the nine weeks. Students are provided one on one guidance to improve the areas that they are considered at-risk in. This information is also used to help guide a conduct score to determine if the student is growing in that area.

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

Continuous improvement is at the heart and soul of this school's leadership team. School Leaders define areas of focus for the year and provide opportunities for professional development in these key areas. Focus areas for the school year are created to ensure priority of time, financial allocation, and organizational support. In addition to year-long focus areas, the leadership team provides time for staff, during the school day, to gather together and review data collected during benchmark assessments and progress monitoring. This data is used to inform instructional decisions for individual students. The school leadership participates in data meetings at each level in order to keep a pulse on school-wide student growth and achievement. Classroom observations and evaluations are another way we improve student learning. Walk-through observation forms are shared with the staff the same day of the observation in order to provide immediate and actionable feedback.

During the summer of 2021, RCA contracted with two individuals from our service center who would lead professional development in the area of curriculum mapping and assessment development for teachers in grade kindergarten-8th grade. This need became apparent as we tracked student data in NWEA and ILEARN. We noticed that student growth was high, but we had a low number of students meeting proficiencies. We asked our coaches to assist with the creation of standards-based instructional calendars to ensure 1.) high priority standards were given priority within the school year and 2.) all standards were covered prior to the end of the ILEARN assessment for grades 3-8. 3.) instruction was paced or given an allotment of time for each standard in order to teach to the depth required. During these sessions, reading level expectations were also discussed so that teachers were aware of what level a student should be reading by the end of the school year. Curriculum mapping and student assessments continue to evolve based on student needs and the most up-to-date information regarding state assessments.

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

NWEA is one of our benchmark assessments given two times per school year. Three years ago, our building-wide focus was learning how to interpret NWEA scores and how to use the

information from the tests to impact instruction in the classroom. The format of the teacher evaluation was also changed from an "all or nothing" score to a rubric and included some best practices in the classroom. One practice that was added was "teaches whole group in direct instruction." Creates small groups to reinforce skill or teach at the students' level". Also included in the evaluation was "Uses data to place students in small groups and uses the learning continuum for skill instruction, and assesses performance on the skills". From there, teachers began to use small group instruction during the day to focus on specific skills as shown on diagnostic assessments. Students were made aware of their target areas and worked on improving skills over time. Based on observations and data, instructional practice in the classroom improved to meet the targeted needs of students and our overall growth score increased, showing the impact this shift made in our growth scores.

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.**

Progress monitoring of individual students is continuous and ongoing throughout the school year. Progress monitoring takes place during benchmark assessments (three times a year) in addition to utilizing the data collected on a weekly basis as part of the MTSS process. The classroom teacher, interventionist, SPED Director, and CAO convene and analyze the data for every student in each classroom after about 4 weeks (20 days) of interventions. During this time, instructional decisions are made and communicated to parents. Parents are often given specific tasks to complete with students at home to help develop a skill. Communication between interventionists also has a greater opportunity to occur organically as the location of the interventionist's classroom was moved in close proximity to the classroom teachers she serves. MTSS, Title 1, and Special Education interventions are delivered in an intentional and coordinated effort to ensure that all students are receiving daily interventions and that students in tier 2 and tier 3 are receiving small group or one-on-one instruction in areas of skill deficits.

Results of benchmark assessments are mailed to parents, but also communicated to parents during the parent teacher conferences scheduled in the fall and again in February. The Leadership team decided to have parent teacher conferences for all students in February. It was important to share the results of the benchmark assessments and compare the results with those from the fall. It gave staff another chance to educate the parents on how to read the assessment results and placed another level of accountability on the whole team (teachers, parents, and students) as parents were being kept informed of student progress during the year. The interventionist also attended parent teacher conferences in order to share her notes on students.

Students are given opportunities to participate in the high ability program based on scores from the CogAT and Torrance Test of Creative Thinking (TTCT) Figural. This program was started in 2018 and all students were tested in both areas. This ensured a baseline of student data, in order to select students who would qualify for High Ability within our student population. Since then, students in grades kindergarten, 2nd grade, and 5th grade are tested as well as new students to RCA.

2. **Explain how the school supports diverse learners.**

Rural Community Academy is committed to providing high-quality instruction and appropriate supplemental services to students with diverse learning needs. RCA's Special Education department works to develop and implement Individual Educational Plans (IEP) for students and partners with general education teachers to ensure that students are receiving the appropriate accommodations or modifications. Staff meetings are often used to teach/review various types of accommodations and modifications that can be used with students, special education law,
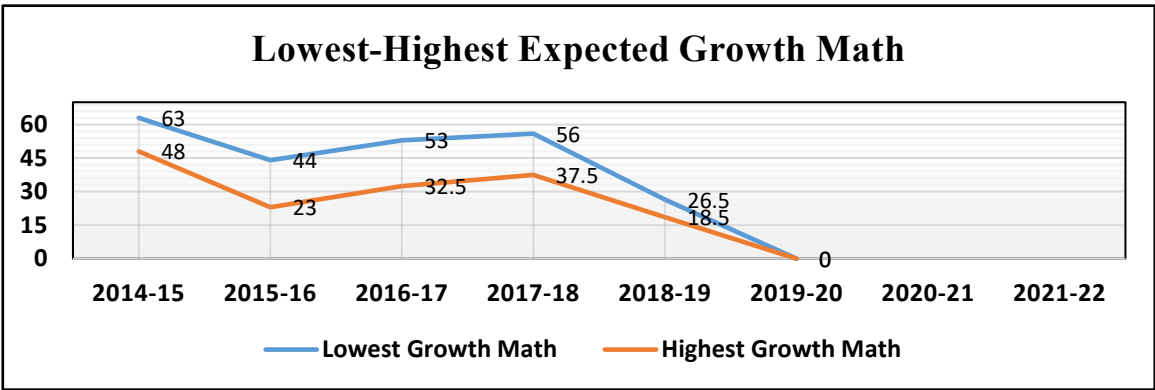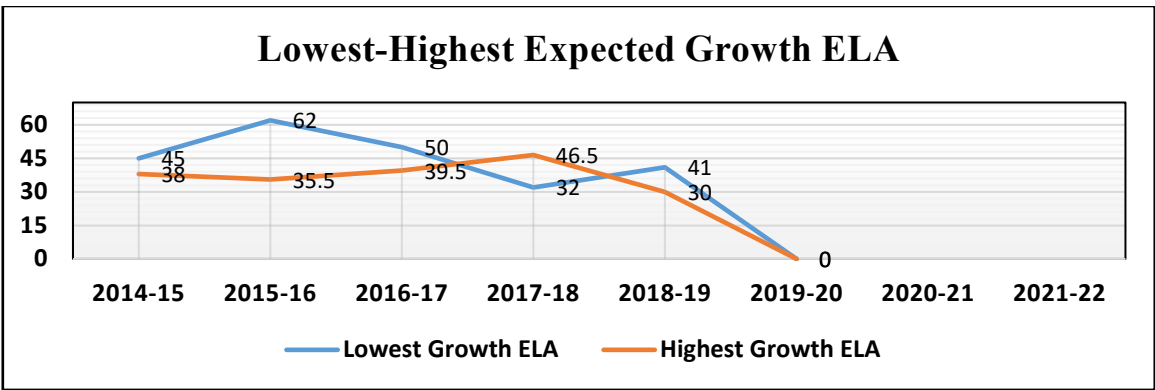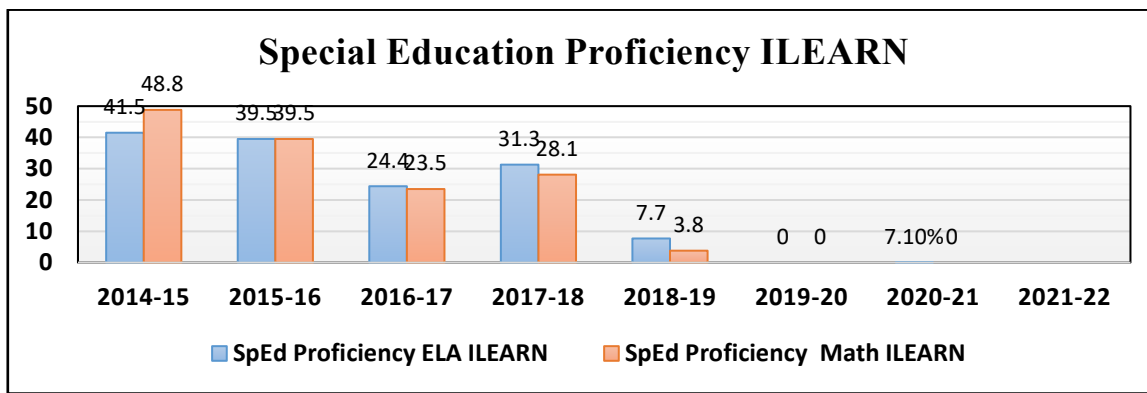
accessibility to curriculum and assessment, etc. Classroom teachers often plan with the SPED Director for the upcoming week to facilitate instructional needs of students and prepare for pull-out time if needed. The SPED Director may also co-teach in the classroom or create learning centers for students.

At RCA, we support the whole child. We also do not limit making accommodations for only students who receive special education services. If there are general education students who struggle with academic or behavior issues, the general education teacher will work with the special education teacher as well as the interventionists to develop appropriate ways to support the student. Examples of ways that we are able to support students would be the use of flexible seating, behavior charts, student incentives, preferential seating, etc.

Social emotional learning (SEL) helps students of all ages to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. These learned behaviors are then used to help students make positive, responsible decisions; create frameworks to achieve their goals; and build positive relationships with others. With SEL we are able to meet all students where they are, regardless of socioeconomic status, race, gender, religion, etc. The goal is to provide all students with these foundational skills to improve their academic success and overall well-being.

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

Lowest-Highest Expected Growth ELA

Lowest-Highest Expected Growth Math

Special Education Proficiency ILEARN

Chart showing SpEd Proficiency ELA ILEARN and SpEd Proficiency Math ILEARN:
- 2014-15: ELA 41.5, Math 48.8
- 2015-16: ELA 39.5, Math 39.5
- 2016-17: ELA 24.4, Math 23.5
- 2017-18: ELA 31.3, Math 28.1
- 2018-19: ELA 7.7, Math 3.8
- 2019-20: 0, 0
- 2020-21: 7.10%, 0
- 2021-22:

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

After desegregating data from the 2021-2022 school year and doing a needs assessment, Rural Community Academy recognizes that there are many student needs. In addition to the needs associated with a student population comprised of students from rural communities with low socioeconomic status and a high percentage of students with disabilities, there has been significant learning loss due to the COVID-19 pandemic.

According to Dr. Jenner at the Indiana Department of Education, the results of a study focused on the educational impact from the pandemic, there is evidence that students have experienced significant learning loss in the areas of math and reading. There is reason to believe that other academic areas have been impacted as well, but students across the state of Indiana have marked learning loss in math and reading.

Dr. Jenner recognizes that it will take multiple years to make up the learning loss and that the effort must be intentional. Rural Community Academy examined our past and present teaching practices in addition to our student data while developing a strategic plan to address learning loss and focus on student growth in the areas of reading and math.

There is a sense of urgency and it is very clear that Rural Community Academy needs to be aggressive and intentional to address the learning needs of our students. Moving forward, every student will receive targeted interventions as part of their daily school schedule focusing on increasing math and reading skills. The program chosen for the targeted interventions will be i-Ready in addition to small group or individual interventions for specific skill deficits.

The Indiana version of the i-Ready program developed by Curriculum and Associates is designed to start with obtaining a baseline to see where students' current academic performance lies and what their individual learning needs are. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom. i-Ready:

- Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need
- Enables educators to confidently determine each student's on-grade level proficiency based on state and national standards
- Delivers online lessons that provide tailored instruction and practice for each student to accelerate growth

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- Supports teachers with in-the-moment resources for remediation and reteaching at individualized, small group, and whole-class levels of instruction
- Is research-based and proven to work—students who use i-Ready Personalized Instruction make remarkable learning gains

The i-Ready Assessment suite illuminates student learning through research-backed measures of performance, including an adaptive Diagnostic, Growth Monitoring, and Standards Mastery. With i-Ready Assessment, educators can:
- Pinpoint students' strengths and what they need to work on to reach (or exceed) grade-level proficiency
- Access an easy-to-use dashboard and robust reports to monitor student growth and inform instruction
- Seamlessly connect assessment results to i-Ready Learning instructional resources

i-Ready Learning is a collection of rigorous reading and mathematics instructional resources designed to address every student's learning needs, accelerate growth, and enable all students to access grade-level learning. i-Ready Learning gives educators the ability to:
- Deliver precise instructional pathways that are guided by i-Ready Assessment data
- Engage students through motivating, personalized instruction, learning games, and other resources
- Address learning gaps, provide scaffolded supports, challenge above-level students, and prepare all students for state and national standards

In addition to the i-Ready diagnostic assessment and individualized learning paths that will be utilized to address student learning loss as well as ways to help high-ability students accelerate their learning, Rural Community Academy is utilizing the Ready Reading and Ready Math program to our curriculum.

Ready Reading's rigorous yet supportive content is proven to make today's demanding standards reachable for all students. Its complex, authentic texts engage students in opportunities to practice close reading strategies across a variety of genres and formats. Ready Reading instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles.

Ready Reading supports students and teachers with a wealth of on- and off-grade level resources. The program:
- Develops sound skills and strategies for reading comprehension
- Supports a balance of on-grade level and differentiated instruction
- Provides in-the-moment teacher support to guide teachers and help them build students' reading habits
- Connects instruction to the standards across K–8 for a coherent path within and across grades

Along with the Ready Reading program, our early learners in grades K-3 will be receiving phonics instruction daily using the Orton Gillingham approach which is in alignment with the Science of Reading. Older students who also need intense phonics instruction will receive instruction through the Orton Gillingham approach as well.

The essential curricular content and instructional practices that characterize the Orton-Gillingham Approach are derived from two sources: first from a body of time-tested knowledge and practice that has been validated over the past 80 years, and second from scientific evidence about how individuals learn to read and write; why a significant number have difficulty in doing so; how having dyslexia makes achieving literacy skills more difficult; and which instructional practices are best suited for teaching such individuals to read and write.

Students in grades 2-5 will receive additional support in writing using the Ready Writing program. Through Ready Reading and Writing, learners of all levels become active participants in their own learning, fortified by deep knowledge and reasoning skills that stay with them in the years ahead. The Ready Reading and Writing program is evidence-based and covers Indiana College and Career Readiness Standards for reading and writing. The texts that students will read incorporate non-fiction and informational texts that prepare students for the type of reading that they will encounter when they participate in Indiana standardized assessments.

The Ready program combines technology resources with printed materials and students will be exposed to a diverse population of characters that are very engaging. Rural communities are frequently inhabited by a very homogenous population, thereby restricting students' opportunities to interact with individuals from different backgrounds, races, cultures, or ethnicities. The Ready program will be a tool that will help expose the students to our multicultural world.

Rural Community Academy determined that a strong standards-based approach: Ready Indiana Mathematics will be used because it is 100 percent fully aligned to the Indiana Academic Standards for Mathematics. Significant connections between the standards across grade levels: Ready Indiana Mathematics lessons build on prior knowledge, making connections within and across all strands and across all grade levels, allowing educators to facilitate cross–grade-level discussions and make the best instructional decisions.

Ready Indiana Mathematics, helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners. Ready Indiana Mathematics, includes:
- An instructional design that allows students to take ownership of their learning
- Rigorous practice opportunities that build students' conceptual understanding and procedural fluency
- Support and resources for digital learning

Although it is extremely important for all of our students to master grade-level standards and obtain a level of proficiency on state and local assessments, this year we must focus on addressing the learning loss that has resulted from the COVID-19 pandemic and ensure that our students are demonstrating large scale growth. It is very likely that it will take multiple years for our students to close the gaps in their learning but with an aggressive, strategic approach that focuses on every student's individual needs in addition to the implementation of rigorous evidence-based instruction aligned to the Indiana Academic Standards, Rural Community Academy is confident that our students will experience significant growth and an increase in proficiency levels in both reading and math which will have a positive impact across all curricular areas.

Optional Student Demographics Performance Attachments

- ✓ Academic Performance Framework
- ✓ eleot Environments

IV. Stakeholder Diagnostic (need surveys of Students and Parents to answer)

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?**
   - o Highest
     - o 87% of parents felt the eLearning homework was just right
     - o 96% of parents felt the eLearning live lessons were just right
     - o 75% of parents were comfortable with technology
     - o 100% of parents were happy with teacher communication
     - o 82% of parents were happy with progress in reading
     - o 89% of parents were happy with progress in science
     - o 93% of parents were happy with progress in social studies
     - o 100% of parents understand the academic reports of K-4 students
     - o 71% of parents know the standardized letter grade RCA earned last year
     - o 71% of parents read the school's weekly communication letter
     - o 96% of parents like the weekly telephone calls regarding update
     - o 96% of parents understand Google Classroom

   - o Lowest
     - o 39% of parents felt SpEd or Title were not sufficient
     - o 50% of parents know their child's grade in the student management system

2. **Which of the above reported findings are consistent with findings from other sources (*e.g.* surveys, observations, anecdotal, third party reviews), please explain.**
   These findings are from surveys; we also do a lot of proactive communication with parents when things are of concern or we feel we need their input. Whenever an opportunity presents itself (such as parent picking up a child or entering the office) administration takes the time to talk with parents about how they feel regarding their child's education.

3. **What are the implications and/or challenges related to any negative stakeholder perceptions?**
   We feel every negative comment means we need to address the issue or provide training to parents to make them more comfortable such as above – talking with every parent of students receiving Title 1 interventions or special education services or offering some training on the student management system. A lot of our questions were open-ended so we follow up on their suggestions – some of which are good. Some of our surveys are not identifiable.

4. **How will survey findings inform school improvement plans? What actionable steps will be taken based on survey results?**
   We need to follow through with parent concerns or we will lose students. We also need to keep surveying our parents as well.

Optional Stakeholder Diagnostic Attachments.

V. Organizational and Financial Diagnostic

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:**

Board composition: remember that we elect members at general membership meeting with 2 parent representatives, 2 community representatives, 1 student representative	In 2016-18 good – experienced In 2018-20 not good – nepotism; several quit over term; non-attendance In 2020-23 very good – interested; involved; engaged
Board member roles	Currently, input and attendance
Member recruitment	Determined at general membership meeting
Committee structure	N/A
Amendment to by-laws	Complete according to BSU; needs approval
Changes to board policies	Social media needs changed; other policies in good shape with a few reviews

2. **Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP)1.** ☐ 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.

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?**

The building is in good shape. We are using stabilization funding to replace ceiling tiles, install new water fountains and install air ventilation systems in each classroom, office, and food services area. We have repainted selected rooms of the facility each year. Regarding the lease, our sister non-profit (community) owns the building and neither can exist without the other; therefore, the lease is general and only requires follow-thru of payment.

If any organizational 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. Please see SBOA Findings chart below.

SBOA FINDINGS 2015-16 through 2020-21

	15-16	16-17	17-18	18-19	19-20	20-21
			New Leadership			
CASH RECEIPTS AND DEPOSITS	X	X			X	
In our sample of cash receipts transactions from throughout the year, we noted instances where the payment received was not deposited timely.						
CREDIT CARD USAGE		X			X	
We noted instances in which the school failed to use state required accounts payable vouchers.						
PAYROLL COMPLIANCE			X			
None of the timecards tested contained a supervisor's signature.						
MIN INTERNAL CONTROL STDS			X			
School was not in compliance with the minimum internal control requirements. The standards were adopted, but personnel did not receive training.	Approved staff has been trained		**INTERNAL CONTROLS NOT DISCUSSED AND NOT ACCURATE**			
ADM TESTING					X	X
Enrollment documents required to be maintained by the Indiana Department of Education (IDOE) include, at a minimum, birth certificates, enrollment application, and proof of residency for each student. The School uses a third party to assist with enrollment and documents to be obtained at enrollment. The process used did not result in maintaining consistent and complete enrollment records.	New procedures now in place					
REQUIRED REPORTS				X		
We reviewed both biannual Form 9 reports with the ending cash balance per the Form 9 agreed to the ending cash balance, individual funds did not reflect actual activity in those funds during the year. Negative balances in funds that did not appear to relate to awaiting reimbursements on cost-reimbursement grants. Beg Bal not correct.	Corrected					

CAPITAL ASSETS				X		

The School did not perform an inventory of
its capital assets during fiscal year 2019.

New
admin   Corrected

CONFLICT OF INTEREST   X

COO does not have a separate business
But did perform work for school

4. **If applicable: If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.**

We started our transportation program many years ago when gas prices rose to over $4 per gallon and we were losing students.   We currently have three buses which are all over 10 years old which we have purchased from the local school corporations with the input of the owner of the company who services virtually all county buses.   We have inspections every six months and they always pass because of the mechanical upkeep performed on them.   Each year we graph the location of our students to create bus pick up and drop off locations that make sense and run two buses daily. We request staff to select their activities with at least two classes running on alternate years to utilize the bus for field experiences; we do not utilize buses for athletic events.

5. **Required: How will the school comply with the McKinney-Vento Act, which requires all public schools to transport homeless students, even if general transportation is not provided?**

Sullivan County is, fortunately, one of those rural areas where we do not have Homeless Children and Youth.   We work with the Department of Family Services, CASA of Sullivan County, Hamilton Center and others to determine if any of our students are homeless.   When you are in a small, rural community such as ours that is something that you learn about as you know your families. The new residency requirements do help to determine if there is a possibility of something awry or of concern. We do provide training to school staff including teachers, paraprofessionals and school support staff annually with the new requirements provided by our McKinney-Vento Liaison.   We recognize that rights under the Act regarding homeless student services, including transportation.

Optional Organizational Diagnostics
- ✓ Organizational Performance Framework
- ✓ Board Assessment Tool
- ✓ Board Governance Training
- ✓ Board & School Leader Responsibilities

B. *Financial*

1. **In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).**

The board and the administration of RCA are FULLY aware of the financial deficits that have faced us from the ramifications of our unfortunate change in school leadership and its impact upon the loss of students to sustain us to remain open.   And the board and administration of RCA are also FULLY aware of the financial opportunities we gained from such a devastating occurrence of a global pandemic.   We have utilized those opportunities wisely to retain staff, to update facilities to make students safe, to provide more student instructional support in the form of staff and to purchase programs to help us obtain more student academic achievement.   All funding spent is approved by the board.

VI. Financial Dashboard

Ball State University
Financial Performance Framework Dashboard

			Meets
			Does Not Meet
			Falls Far Below

1. NEAR TERM INDICATORS			
1.a.	**Current Ratio (Working Capital Ratio)**	Current Assets divided by Current Liabilities	**7.57**
1.b.	**Cash to Current Liabilities**	Cash divided by Current Liabilities	**6.59**
1.c.1	**Days Cash**	Cash divided by ((Total Expenses-Depreciation Expenses)/365)	**91 days**
1.c.2	**Unrestricted Days Cash**	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	**0**
1.d.	**Enrollment Variance**	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	**87%**
1.e.	**Default**		
2. SUSTAINABILITY INDICATORS			
2.a.	**Total Margin**	Net Income divided by Total Revenue	
		Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	**9.9**
2.b.	**Debt to Asset Ratio**	Total Liabilities divided by Total Assets	**.11**
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)	**-95,363**
2.d.	**Debt Service Coverage Ratio**	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	**28.2**

Optional Financial Diagnostics:

Financial Performance Framework – Data Points	
Current Assets	420,139
Current Liabilities	55,527
Cash	366,102
Unrestricted Cash	366,102
Total Expenses	1,488,868
Depreciation	17,914
Enrollment Projection in Charter School Board-Approved Budget	100
Actual Enrollment	87
Default	0
Net Income	320,475
Total Revenue	1,874,384
Total 3 Year Net Income	60,027
Total 3 Year Revenues	4,395,631
Total Liabilities	60,027
Total Assets	563,614
Year 1 Total Cash	461,465
Year 2 Total Cash	270,185
Year 3 Total Cash	366,102
Interest	0
Annual Principal, Interest, and Lease Payments	12,000

- ✓ Financial Performance Framework
- ✓ Balance Sheet 06.30.22
- ✓ Income Statement 07.01.21-06.30.22
- ✓ Projected Budget 2022-23

Schedule of Attachments

III. Student Performance Diagnostic
- ✓ Academic Framework
- ✓ ELEOT Environments

V. Organizational Diagnostic
- ✓ Organizational Performance Framework
- ✓ Board Assessment Tool
- ✓ Board Governance Training
- ✓ Board & School Leader Responsibilities

V. Financial Diagnostic
- ✓ Financial Performance Framework
- ✓ Balance Sheet 06.30.22
- ✓ Income Statement 07.01.20-06.30.22
- ✓ Projected Budget 2022-23

ATTACHMENT – III.   ACADEMIC PERFORMANCE FRAMEWORK

SECTION 1.   ACADEMIC QUALITY

Overview of Academic Quality Components

The Academic Quality Framework consists of six components. Within each component, there are defined **Quality Indicators** (QI) and **Informative Indicators** (IN), and associated targets. **Quality Indicators** will be the primary factors used for renewal and monitoring purposes. **Informative Indicators** provide a deeper examination of a school's programming, and enhanced context to the **Quality Indicators**. **Informative Indicators** may be used in corrective action monitoring plans.

1.1 Student Progress Over Time (Growth)	1.2 Student Achievement (Proficiency)	1.3 State Accountability
1.4 College & Career Readiness	**1.5 Student Success Factors**	**1.6 Mission-Specific Academic Goals**

Summary of Quality Indicators		2018-19 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)	*Falls Far Below*
	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)	*Falls Far Below*
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?	*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?	*No consistent tracking*
	QI 1.2.l. Are students achieving proficiency on IREAD-3 assessment? (Grade 3 only, Spring Test)	*Exceeds Standard*
State Accountability	QI 1.3.a. Is the school meeting acceptable standards according to the A-F Accountability Label?	*Needs Improvement*
College & Career Readiness	QI 1.4.f. Are students graduating from high school?	Not Applicable

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1.1 STUDENT PROGRESS OVER TIME (GROWTH)

QI 1.1.a. Are students making expected growth based on the school's median student growth percentile (MGP) in ELA? (Grades 4-8 only)

Exceeds Standard:
○ The median SGP of the school is at least 66.

Meets Standard:
○ The median SGP of the school is at least 50 and less than 66.

Needs Improvement:
○ The median SGP of the school is at least 35 and less than 50.

Falls Far Below Standard:
○ The median SGP of the school is less than or equal to 34.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
43	44	45	30.5	0	31.1	31.7

RCA Approaching Proficiency but not Proficient

QI 1.1.b. Are students making expected growth based on the school's median student growth percentile (MGP) in Math? (Grades 4-8 only)

Exceeds Standard:
○ The median SGP of the school is at least 66.

Meets Standard:
○ The median SGP of the school is at least 50 and less than 66.

Needs Improvement:
○ The median SGP of the school is at least 35 and less than 50.

Falls Far Below Standard:
○ The median SGP of the school is less than or equal to 34.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
26	37	45	20.5	0	16.4	15.0

RCA Approaching Proficiency but not Proficient

QI 1.1.c. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (MGP) of the lowest quartile of students in ELA? (Grades 4-8 only)

Exceeds Standard:
○ The median SGP of the lowest 25 percent of students in the school is at least 66.

Meets Standard:
○ The median SGP of the lowest 25 percent of students in the school is at least 50 and less than 66.

Needs Improvement:
○ The median SGP of the lowest 25 percent of students in the school is at least 35 and less than 50.

Falls Far Below Standard:
○ The median SGP of the lowest 25 percent of students in the school is less than or equal to 34.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
62	50	32	41	0	12.5	30.8

*5-8 scores

2

QI 1.1.d. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (MGP) of the lowest quartile of students in Math? (Grades 4-8 only)

Exceeds Standard:
○ The median SGP of the lowest 25 percent of students in the school is at least 66.

Meets Standard:
○ The median SGP of the lowest 25 percent of students in the school is at least 50 and less than 66.

Needs Improvement:
○ The median SGP of the lowest 25 percent of students in the school is at least 35 and less than 50.

Falls Far Below Standard:
○ The median SGP of the lowest 25 percent of students in the school is less than or equal to 34.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022
44	53	56	26.5	0	0 *	7.7

*5-8 scores

IN 1.1.e. Are the school's top performing 75% makes expected annual growth in ELA, as measured by Indiana's Growth Model and reported through Student Growth Percentiles (MGP)?

Exceeds Standard:
○ The median SGP of the top performing students in the school is at least 66.

Meets Standard:
○ The median SGP of the top performing students in the school is at least 50 and less than 66.

Needs Improvement:
○ The median SGP of the top performing students in the school is at least 35 and less than 50.

Falls Far Below Standard:
○ The median SGP of the top performing students in the school is less than or equal to 34.

2015-16	2016-17	2017-18	2018-2019	2019-20	2019-20	2020-21
35.5	39.5	46.5	30	0	16.7 *	31.9

*5-8 scores

IN 1.1.f. Are the school's top performing 75% makes expected annual growth in Math, as measured by Indiana's Growth Model and reported through Student Growth Percentiles (MGP)?

Exceeds Standard:
○ The median SGP of the top performing students in the school is at least 66.

Meets Standard:
○ The median SGP of the top performing students in the school is at least 50 and less than 66.

Needs Improvement:
○ The median SGP of the top performing students in the school is at least 35 and less than 50.
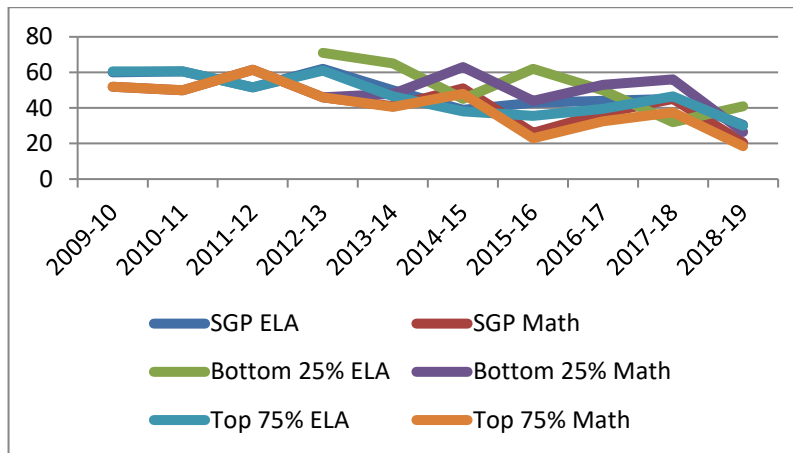
Falls Far Below Standard:
○ The median SGP of the top performing students in the school is less than or equal to 34.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
23	32.5	37.5	18.5	0	4.2 *	17.0

*5-8 scores

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ISTEP Growth Summary Chart:

IN 1.1.g. Are students achieving or exceeding target growth in Reading as measured by NWEA?
Exceeds Standard:
○ More than 90% of students are achieving or exceeding target growth in Reading as measured by NWEA
Meets Standard:
○ More than 60% and less than 90% of students are achieving or exceeding target growth in Reading as measured by NWEA
Needs Improvement:
○ More than 40% and less than 60% of students are achieving or exceeding target growth in Reading as measured by NWEA
Falls Far Below Standard:
○ Less than 40% of students are achieving or exceeding target growth in Reading as measured by NWEA

2015-16	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*	*2020-21*
35.8	*62.9*	*64.8*	*46.1*	*0*	*64*	*41.6*

IN 1.1.h. Are students achieving or exceeding target growth in Math as measured by NWEA?
Exceeds Standard:
○ More than 90% of students are achieving or exceeding target growth in Math as measured by NWEA
Meets Standard:
○ More than 60% and less than 90% of students are achieving or exceeding target growth in Math as measured by NWEA
Needs Improvement:
○ More than 40% and less than 60% of students are achieving or exceeding target growth in Math as measured by NWEA
Falls Far Below Standard:
○ Less than 40% of students are achieving or exceeding target growth in Math as measured by NWEA

2015-16	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*	*2021-22*
26	*54.3*	*57.7*	*24.5*	*0*	*59.9*	*54.2*

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1.2 STUDENT ACHIEVEMENT (PROFICIENCY)

QI 1.2.a. Are students in grades 3-8 achieving proficiency on state assessments in ELA?

Exceeds Standard:
○ At least 90 percent of students met proficiency on ISTEP ELA.

Meets Standard:
○ At least 80 percent and less than 90 percent of students met proficiency on ISTEP ELA.

Needs Improvement:
○ At least 70 percent and less than 80 percent of students met proficiency on ISTEP ELA.

Falls Far Below Standard:
○ Less than 70 percent of students met proficiency on ISTEP ELA.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-201	2021-22
58.8	58.4	66.3	34.3	0	21.3	23.2

QI 1.2.b. Are students in grades 3-8 achieving proficiency on state assessments in Math?

Exceeds Standard:
○ At least 90 percent of students met proficiency on ISTEP Math.

Meets Standard:
○ At least 80 percent and less than 90 percent of students met proficiency on ISTEP Math.

Needs Improvement:
○ At least 70 percent and less than 80 percent of students met proficiency on ISTEP Math.

Falls Far Below Standard:
○ Less than 70 percent of students met proficiency in math and ELA.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
50.6	50	62.9	41.8	0	13.1	17.4

IN 1.2.c. Is the school achieving educational equity in regards to student proficiency on ISTEP ELA? *Applies only to schools with 60% or more of all students passing*

Exceeds Standard:
○ School has no more than 5% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups

Meets Standard:
○ School has no more than 10% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups

Needs Improvement:
○ School has no more than 15% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups

Falls Far Below Standard:
○ School has more than 15% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Narrative Analysis:

Comparison groups for this indicator were Free/Reduced Lunch and Paid Lunch students.

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IN 1.2.d. Is the school achieving educational equity in regards to student proficiency on ISTEP Math? *Applies only to schools with 60% or more of all students passing*

Exceeds Standard:
○ School has no more than 5% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups.

Meets Standard:
○ School has no more than 10% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups.

Needs Improvement:
○ School has no more than 15% difference in the percent of students passing standardized tests amongst racial and socioeconomic groups.

Falls Far Below Standard:
○ School has more than 15% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Narrative Analysis:

Comparison groups for this indicator were Free/Reduced Lunch and Paid Lunch students.

IN 1.2.e. Are Special Education students in grades 3-8 achieving proficiency on state assessments in ELA?

Exceeds Standard:
○ At least 90 percent of students met proficiency on ISTEP ELA.

Meets Standard:
○ At least 80 percent and less than 90 percent of students met proficiency on ISTEP ELA.

Needs Improvement:
○ At least 70 percent and less than 80 percent of students met proficiency on ISTEP ELA.

Falls Far Below Standard:
○ Less than 70 percent of students met proficiency on ISTEP ELA.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
39.5	24.4	31.3	7.7	0	7.1	3.4

IN 1.2.f. Are Special Education students in grades 3-8 achieving proficiency on state assessments in Math?

Exceeds Standard:
○ At least 90 percent of students met proficiency on ISTEP Math.

Meets Standard:
○ At least 80 percent and less than 90 percent of students met proficiency on ISTEP Math.

Needs Improvement:
○ At least 70 percent and less than 80 percent of students met proficiency on ISTEP Math.

Falls Far Below Standard:
○ Less than 70 percent of students met proficiency on ISTEP Math.

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
39.5	23.5	28.1	3.8	0	0	2.5

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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?

Exceeds Standard:
○ School's average percent proficient on ELA exceeds the average performance of students in the home district by at least 15 percentage points.

Meets Standard:
○ School's average percent proficient on ELA meets or exceeds the average performance of students in the home district by less than 15 percentage points.

Needs Improvement:
○ School's average percent proficient on ELA is below the average performance of students in the home district by less than 15 percentage points.

Falls Far Below Standard:
○ School's average percent proficient on ELA is below the average performance of students in the home district by 15 percentage points or more.

2015-16	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*	*2021-22*
-9	*-12.6*	*-2.4*	*-16*	*0*	*-14.8*	*-7.6*

of ELA 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?

Exceeds Standard:
○ School's average percent proficient on Math exceeds the average performance of students in the home district by at least 15 percentage points.

Meets Standard:
○ School's average percent proficient on Math meets or exceeds the average performance of students in the home district by less than 15 percentage points.

Needs Improvement:
○ School's average percent proficient on Math is below the average performance of students in the home district by less than 15 percentage points.

Falls Far Below Standard:
○ School's average percent proficient on Math is below the average performance of students in the home district by 15 percentage points or more.

2015-16	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*	*2021-22*
-12.1	*-17.3*	*+0.3*	*-10.8*	*0*	*-25.1*	*-12.8*

of Math Proficiency

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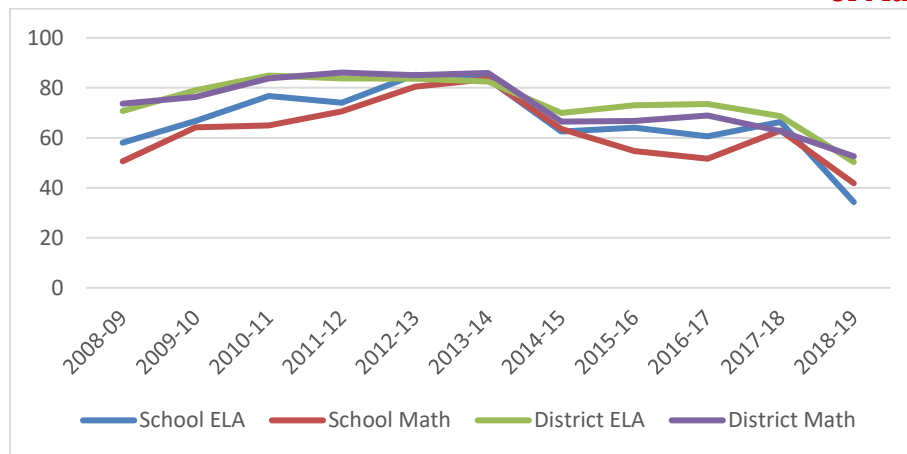
QI 1.2.i. Are students in grades 3-8, who have been enrolled at the school for at least 3 years, achieving proficiency on state assessments in <u>both</u> ELA and math?
Note: Not applicable for schools without three years of data in tested grades

Exceeds Standard:
○ At least 90 percent of students met proficiency on ISTEP ELA and math.

Meets Standard:
○ At least 80 percent and less than 90 percent of students met proficiency on ISTEP ELA and math.

Needs Improvement:
○ At least 70 percent and less than 80 percent of students met proficiency on ISTEP ELA and math.

Falls Far Below Standard:
○ Less than 70 percent of students met proficiency on ISTEP ELA and math.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	% of All Test Takers who were Enrolled 3 or more years						

QI 1.2.l. Are students achieving proficiency on IREAD-3 assessment? (Grade 3 only, Spring Test)

Exceeds Standard:
○ More than 90% of non-exempt students passed IREAD assessment on first attempt.

Meets Standard:
○ Between 75% and 90% of non-exempt students passed IREAD assessment on first attempt.

Needs Improvement:
○ Between 60% and 74% of non-exempt students passed IREAD assessment on first attempt.

Falls Far Below Standard:
○ 59% or less of non-exempt students passed IREAD assessment on first attempt.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	87.5	*100*	*100*	*94.1*	*0*	*100*	*100*

IN 1.2.m. Are students demonstrating grade-level proficiency in Reading by the end of the year, as measured by NWEA, or another approved measure?

Exceeds Standard:
○ More than 80% of students are at or above the norm grade RIT score.

Meets Standard:
○ More than 50% and less than 80% of students are at or above the norm grade RIT score.

Needs Improvement:
○ More than 40% and less than 50% of students are at or above the norm grade RIT score.

Falls Far Below Standard:
○ Less than 40% of students are performing at or above the norm grade RIT score.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
						29.5	*40.7*

IN 1.2.n. Are students demonstrating grade-level proficiency in Math by the end of the year, as measured by NWEA, or another approved measure?

Exceeds Standard:
○ More than 80% of students are at or above the norm grade RIT score.

Meets Standard:
○ More than 50% and less than 80% of students are at or above the norm grade RIT score.

Needs Improvement:
○ More than 40% and less than 50% of students are at or above the norm grade RIT score.

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Falls Far Below Standard:
○ Less than 40% of students are performing at or above the norm grade RIT score.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
						18.3	31.7

1.3 STATE ACCOUNTABILITY

QI 1.3.a. Is the school meeting acceptable standards according to the A-F Accountability Label?

Exceeds Standard:
○ School received an "A" according to the state grading system.

Meets Standard:
○ School received a "B" according to the state grading system.

Needs Improvement:
○ School received a "C" according to the state grading system.

Falls Far Below Standard:
○ School received a "D" or "F" according to the state grading system.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
C	C	C	C	N/A	N/A	N/A

1.4 COLLEGE AND CAREER READINESS

IN 1.4.a. Are student NWEA reading scores in grades 8, 10 and 11 indicative of college readiness in Reading? A*s measured by student Spring Normative Percentile Ranks. Targets: 8th: 70; 10th: 73; 11th: 77*

Exceeds Standard:
○ At least 90 percent of students meet or the NWEA exceed Normative Percentile Rank targets for college readiness in Reading

Meets Standard:
○ At least 70 percent and less than 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Reading

Needs Improvement:
○ At least 50 percent and less than 70 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Reading

Falls Far Below Standard:
○ Less than 50 percent of students percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Reading

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
			Not Applicable			

IN 1.4.b. Are student NWEA reading scores in grades 8, 10 and 11 indicative of college readiness in English? *As measured by student Spring Normative Percentile Ranks. Targets: 8th: 44; 10th: 58; 11th: 68)*

Exceeds Standard:
○ At least 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in English

Meets Standard:
○ At least 70 percent and less than 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in English

Needs Improvement:

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○ At least 50 percent and less than 70 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in English

Falls Far Below Standard:
○ Less than 50 percent of students percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in English

2014-15	*2015-16*	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*
			Not Applicable			

IN 1.4.c. Are student NWEA reading scores in grades 8, 10 and 11 indicative of college readiness in Math? *As measured by student Spring Normative Percentile Ranks. Targets: 8th: 72; 10th: 77; 11th: 83)*

Exceeds Standard:
○ At least 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Math.

Meets Standard:
○ At least 70 percent and less than 90 meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Math.

Needs Improvement:
○ At least 50 percent and less than 70 meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Math.

Falls Far Below Standard:
○ Less than 50 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Math.

2014-15	*2015-16*	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*
			Not Applicable			

IN 1.4.d. Are students participating in ACT or SAT?

Exceeds Standard:
○ At least 90 percent of students participated in the ACT or SAT.

Meets Standard:
○ At least 70 percent and less than 90 percent of students participated in the ACT or SAT.

Needs Improvement:
○ At least 50 percent and less than 70 percent of students participated in the ACT or SAT.

Falls Far Below Standard:
○ Less than 50 percent of students participated in the ACT or SAT.

2014-15	*2015-16*	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*
			Not Applicable			

IN 1.4.e. Does students' performance on the ACT or SAT reflect college readiness?
Applies only to schools where at least 70% of students take the ACT or SAT

Exceeds Standard:
○ At least 60 percent of students score a composite ACT score of 21 <u>or</u> combined SAT score of 1550.

Meets Standard:
○ At least 40 percent and less than 60 percent of students score a composite ACT score of 21 <u>or</u> combined SAT score of 1550.

Needs Improvement:

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○ At least 20 percent and less than 40 percent of students score a composite ACT score of 21 <u>or</u> combined SAT score of 1550.	

Falls Far Below Standard:
○ Less than 20 percent of students score a composite ACT score of 21 <u>or</u> combined SAT score of 1550.

	2014-15	*2015-16*	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*
				Not Applicable			

QI 1.4.f. Are students graduating from high school?

Exceeds Standard:
○ At least 95 percent of students graduated from high school in four years, **<u>or</u>** an approved alternative school increased its 4-year to 5-year graduation rate by 15% or more

Meets Standard:
○ At least 90 percent and less than 95 percent of students graduated from high school in four years, **<u>or</u>** an approved alternative school increased its 4-year to 5-year graduation rate by between 10-15%

Needs Improvement:
○ At least 85 percent and less than 90 percent of students graduated from high school in the current school year, **<u>or</u>** an approved alternative school increased its 4-year to 5-year graduation rate by between 5-10%

Falls Far Below Standard:
○ Less than 85 percent of students graduated from high school in the current school year, **<u>or</u>** an approved alternative school increased its 4-year to 5-year graduation rate by less than 5%

	Year 1 *4YR/5YR*	*Year 2* *4YR/5YR*	*Year 3* *4YR/5YR*	*Year 4* *4YR/5YR*	*Year 5* *4YR/5YR*
			Not Applicable		

IN 1.4.g Diploma Quality: Are students earning a diploma that reflects college/career readiness?

Exceeds Standard:
○ At least 95 percent of graduates earned a Honors, Core 40 or General Diploma with an Industry Certification.

Meets Standard:
○ At least 90 percent and less than 95 percent of graduates earned a Honors, Core 40 or General Diploma with an Industry Certification.

Needs Improvement:
○ At least 85 percent and less than 90 percent of graduates earned a Honors, Core 40 or General Diploma with an Industry Certification.

Falls Far Below Standard:
○ Less than 85 percent of graduates earned a Honors, Core 40 or General Diploma with an Industry Certification.

	2014-15	*2015-16*	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*
				Not Applicable			

IN 1.4.h. Are high school graduates enrolled in degree-granting post-secondary institutions in the fall following graduation? *2013 State Average was 65%*

Exceeds Standard:
○ At least 75 percent of high school graduates were enrolled in post-secondary institutions in the fall following graduation.

Meets Standard:
○ At least 65 percent and less than 75 percent of high school graduates were enrolled in post-secondary institutions in the fall following graduation.

Needs Improvement:

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U N I V E R S I T Y.

○ At least 55 percent and less than 65 percent of high school graduates were enrolled in post-secondary institutions in the fall following graduation.

Falls Far Below Standard:
○ Less than 55 percent of high school graduates were enrolled in post-secondary institutions in the fall following graduation.

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Not Applicable						

The following College Success indicators are intended for INTERNAL school improvement purposes only. Note that these indicators relate **ONLY** to those students who enroll in an Indiana Public College or University. Data for students enrolling in private schools or out of state is unavailable.

IN 1.4.i. Are a school's prior-year graduates prepared for post-secondary coursework, as measured by remediation rates? *2013 State Average was 23% of students required remediation.*

Exceeds Standard:
○ Less than 20% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.

Meets Standard:
○ Between 20% and 30% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.

Needs Improvement:
○ Between 30% and 40% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.

Falls Far Below Standard:
○ More than 40% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Not Applicable						

IN 1.4.j. Among students who enrolled in Indiana public colleges/universities, are a school's prior-year graduates earning a sufficient number of credits during Freshman year to remain on track to graduate on time from a 2 or 4-year program? *2013 State Average was 21.50*

Exceeds Standard:
○ At least 90% of school's prior-year graduates earned 20 or more credits during Freshman year.

Meets Standard:
○ At least 70% and less than 90% of school's prior-year graduates earned 20 credits or more during Freshman year.

Needs Improvement:
○ At least 50% and less than 70% of school's prior-year graduates earned 20 credits or more during Freshman year.

Falls Far Below Standard:
○ Less than 50% of school's prior-year graduates earned 20 credits or more during Freshman year.

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Not Applicable						

IN 1.4.k. Among students who enrolled in Indiana public colleges/universities, are a school's prior-year graduates earning a Freshman year GPA of 2.7 or higher? *2013 State Average was 2.6*

Exceeds Standard:
○ At least 90% of school's prior-year graduates earn a GPA of 2.7 or above during Freshman year.

Meets Standard:
○ At least 70% and less than 90% of school's prior-year graduates earn a GPA of 2.7 or above during Freshman year.

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Needs Improvement:

○ At least 50% and less than 70% of school's prior-year graduates earn a GPA of 2.7 or above during Freshman year.

Falls Far Below Standard:

○ Less than 50% of school's prior-year graduates earn a GPA of 2.7 or above during Freshman year.

2014-15	*2015-16*	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*
			Not Applicable			

IN 1.4.l. Among students who enrolled in Indiana public colleges/universities, are a school's previous graduates persisting to their sophomore year in college? *State average in 2012 was 76%.*

Exceeds Standard:

○ At least 90% of school's prior-year graduates are persisting to their sophomore year in college

Meets Standard:

○ At least 70% and less than 90% of school's prior-year graduates are persisting to their sophomore year in college

Needs Improvement:

○ At least 50% and less than 70% of school's prior-year graduates are persisting to their sophomore year in college

Falls Far Below Standard:

○ Less than 50% of school's prior-year graduates are persisting to their sophomore year in college

2014-15	*2015-16*	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*
			Not Applicable			

IN 1.4.m. Optional: School Defined College Readiness Measures

Examples might include:

- *% of students receiving scholarships/non-loan school financing*
- *% of students who complete their FAFSA on-time*
- *% of students who earn dual-credits*

% of students who submit two or more post-secondary applications

Exceeds Standard:

○ School surpassed its college-readiness goals.

Meets Standard:

○ School met its college-readiness goals.

Needs Improvement:

○ School met at least 50 percent of its college-readiness goals.

Falls Far Below Standard:

○ School met less than 50 percent of its college-readiness goals.

○ Not Applicable

2014-15	*2015-16*	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*

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1.5 STUDENT SUCCESS FACTORS

IN 1.5.a. Does the school have a strong attendance rate?

Exceeds Standard:
○ School's attendance rate is at or above 97%

Meets Standard:
○ School's attendance rate is less than 97% and above 95%

Needs Improvement:
○ School's attendance rate is less than 95% and above 90%

Falls Far Below Standard:
○ School's attendance rate is below 90%

	2014-15	*2015-16*	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*
	96.2	*96.9*	*99*	*96*	*96.9*	*0*	*96.8*

IN 1.5.b. Does the school have low chronic absenteeism?
Defined as % of students missing 10% or more of school.

Exceeds Standard:
○ Less than 5% of students are considered chronically absent

Meets Standard:
○ Between 5% and 7% of students are considered chronically absent

Needs Improvement:
○ Between 7% and 10% of students are considered chronically absent

Falls Far Below Standard:
○ More than 10% of students are considered chronically absent

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	7.3	*No Data*	*No Data*	*4*	*No Data*	*0*	*0*

IN 1.5.c. Does the school have low chronic disciplinary problems?
Defined as % of student population that has been suspended.

Exceeds Standard:
○ Less than 5% of students have been suspended

Meets Standard:
○ Between 5% and 7% of students have been suspended

Needs Improvement:
○ Between 7% and 10% of students have been suspended

Falls Far Below Standard:
○ More than 10% of students have been suspended

	2014-15	*2015-16*	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*
	4	*7.3*	*4.1*	*2.8*	*3.7*	*0*	*4.1*

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IN 1.5.d. Optional: Is the school achieving school-defined student support goals?
Examples might include:
- **% of students enrolled in 21st Century Scholars**
- **% of students utilizing tutoring or enrichment programming**

% of students demonstrating gains in social-emotional skills, based on research-based programs/assessments

Exceeds Standard:
○ School surpassed its student-support goals.

Meets Standard:
○ School met its student-support goals.

Needs Improvement:
○ School met at least 50 percent of its student-support goals.

Falls Far Below Standard:
○ School met less than 50 percent of its student-support goals.

○ **Not Applicable**

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Exceeds	Exceeds	Exceeds	No Data	No Data	Covid	Covid

1.6 MISSION-SPECIFIC GOALS

The framework allows for the inclusion of school-specific measures of academic outcomes that are agreed upon by individual schools and BSU-OCS. These measures should be applied only if the goals are *valid, reliable, measurable, and quantifiable* and are not otherwise captured in the Performance Framework. This is optional, rather than mandatory, on a school-by-school basis. Schools with unique missions not captured by traditional measures (e.g., dual language, performing arts) should develop mission-specific goals.

IN 1.6 .a. Optional: Is the school meeting mission-specific academic goals?

Exceeds Standard:
○ School surpassed its mission-specific goals.

Meets Standard:
○ School met its mission-specific goals.

Needs Improvement:
○ School met at least 50 percent of its mission-specific goals.

Falls Far Below Standard:
○ School met less than 50 percent of its mission-specific goals.

○ **Not Applicable**

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Covid	Covid

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Rural Community Academy
Attachment – III.
eleot RCA

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26 Completed Observation(s), Average Score: 2.27
Reporting on 1 institution(s)

Category	Score
A. Equitable Learning	2.40
B. High Expectations	1.89
C. Supportive Learning	3.04
D. Active Learning	2.09
E. Progress Monitoring	1.88
F. Well-Managed Learning	2.94
G. Digital Learning	1.55
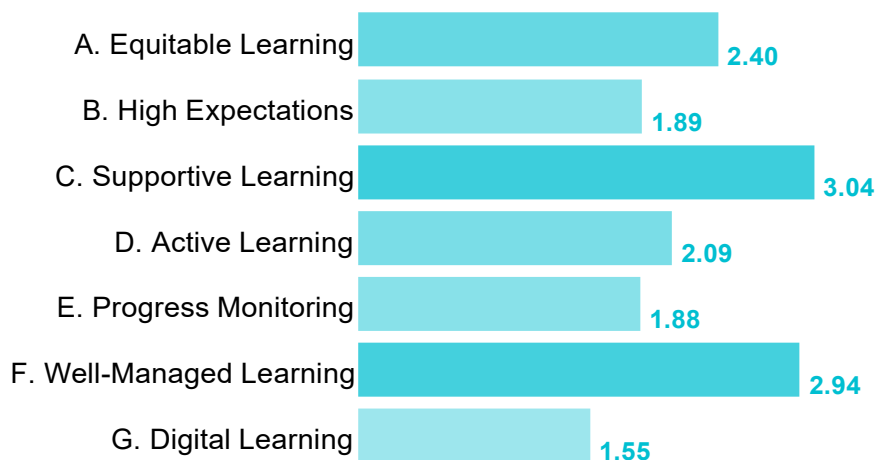
A. Equitable Learning — 2.40

1. Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.92
2. Learners have equal access to classroom discussions, activities, resources, technology, and support	3.12
3. Learners are treated in a fair, clear and consistent manner	3.12
4. Learners demonstrate and/or have opportunities to develop empathy/respect/ appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.46

B. High Expectations — 1.89

1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	1.92
2. Learners engage in activities and learning that are challenging but attainable	2.35
3. Learners demonstrate and/or are able to describe high quality work	1.62
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	1.65
5. Learners take responsibility for and are self-directed in their learning	1.92

C. Supportive Learning — 3.04

1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.08

2. Learners take risks in learning (without fear of negative feedback)	2.85
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.00
4. Learners demonstrate a congenial and supportive relationship with their teacher	3.23

D. Active Learning — 2.09

1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.58
2. Learners make connections from content to real-life experiences	1.50
3. Learners are actively engaged in the learning activities	2.54
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	1.73

E. Progress Monitoring — 1.88

1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	1.38
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.19
3. Learners demonstrate and/or verbalize understanding of the lesson/content	2.42
4. Learners understand and/or are able to explain how their work is assessed	1.54

F. Well-Managed Learning — 2.94

1. Learners speak and interact respectfully with teacher(s) and each other	3.04
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.08
3. Learners transition smoothly and efficiently from one activity to another	2.58
4. Learners use class time purposefully with minimal wasted time or disruptions	3.08

G. Digital Learning — 1.55

1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.73
2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.50
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.42

1. EDUCATION PROGRAM

1.a. Is the school implementing the essential terms of the education program as defined in the current charter agreement?
Meets Standard: The school implemented the essential terms of the education program in all material respects and the education program in operation reflects the essential terms as defined in the charter contract, or the school has gained approval for a charter modification to the essential terms.
Does Not Meet Standard: The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.
Falls Far Below Standard: The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.
1.b. Is the school complying with applicable education requirements?
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to education requirements, including but not limited to: • Instructional days or minutes requirements   • Graduation and promotion requirements   • Content standards, including Common Core   • State assessments   • Implementation of mandated programming as a result of state or federal funding
Does Not Meet Standard: The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.
Falls Far Below Standard: The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

1.c. Is the school protecting the rights of students with disabilities?

Meets Standard:
Consistent with the school's status and responsibilities as either a Local Education Agency (LEA) or school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:
• Identification and referral
• Operational compliance including the academic program, assessments, and all other aspects of the school's program and responsibilities
   ✓ Discipline, including due process protections, manifestation determinations, andbehavioral intervention plans
   ✓ Appropriately carrying out student Individualized Education Plans and Section 504plans
   ✓ Access to the school's facility and program to students and parents in a lawful manner and consistent with students' abilities
   ✓ Securing of all applicable funding

Does Not Meet Standard: The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.
Falls Far Below Standard: The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.
1.d. Is the school protecting the rights of English Language Learner (ELL) students?
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement (including Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities) relating to English Language Learner requirements, including but not limited to: • Required policies related to the service of ELL students • Proper steps for identification of students in need of ELL services • Appropriate and equitable delivery of services to identified students • Appropriate accommodations on assessments • Exiting of students from ELL services • Ongoing monitoring of exited students
Does Not Meet Standard: The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.
Falls Far Below Standard: The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

2. FINANCIAL MANAGEMENT AND OVERSIGHT

2.a. Is the school meeting financial reporting and compliance requirements?

Meets Standard:
The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial reporting requirements, including but not limited to:
- Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- All reporting requirements related to the use of public funds

Does Not Meet Standard:
The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

2.b. Is the school following Generally Accepted Accounting Principles?

Meets Standard:
The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:
- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

Does Not Meet Standard:
The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

3. GOVERNANCE AND REPORTING

3.a. Is the school complying with governance requirements?

Meets Standard:
The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to governance by its board including but not limited to:
- ✓ Board policies, including those related to oversight of an education service provider, if applicable
- Board by laws
- State open meetings law
- Code of ethics
- Conflicts of interest
- Board composition and/or membership rules (*e.g.* requisite number of qualified teachers; ban on employees or contractors serving on the board, etc.)
- Compensation for attendance at meetings

Does Not Meet Standard:
The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

3.b. Is the school holding management accountable?

Meets Standard:
The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to oversight of school management, including but not limited to:
- (For Education Service Providers) maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the education service provider
- ✓ (For Others) oversight of management that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement

Does Not Meet Standard:
The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

3.c. Is the school complying with reporting requirements?

Meets Standard:
The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to relevant reporting requirements to the school's authorizer, state education agency, district education department, and/or federal authorities, including but not limited to:
- Accountability tracking
- Attendance and enrollment reporting
- Compliance and oversight
- Additional information requested by the authorizer

Does Not Meet Standard:
The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

4. STUDENTS AND EMPLOYEES

4.a. Is the school protecting the rights of all students?

Meets Standard:
The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to the rights of students, including but not limited to:
- ✓ Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment,and enrollment (including rights to enroll or maintain enrollment)
- ✓ The collection and protection of student information (that could be used in discriminatoryways or otherwise contrary to law)
- ✓ Due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
- ✓ Conduct of discipline (discipline hearings and suspension and expulsion policies and practices. Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1.c)

Does Not Meet Standard:
The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

4.b.   Is the school meeting attendance goals?

Meets Standard:
The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to attendance goals.

Does Not Meet Standard:
The school failed to meet the school wide attendance goals in the manner described above.

Falls Far Below Standard:
The school failed to meet the school wide attendance goals in the manner described above and its attendance rates were more than 10 percentage points below the state's attendance rates.

4.c. Is the school meeting teacher and other staff credentialing requirements?

Meets Standard:
The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA) relating to state certification requirements.

Does Not Meet Standard:
The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

4.d. Is the school respecting employee rights?

Meets Standard:
The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act and employment contracts. The school does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights.

Does Not Meet Standard:
The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

4.e. Is the school completing required background checks?

Meets Standard:
The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable).

Does Not Meet Standard:
The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

5. SCHOOL ENVIRONMENT

5.a. Is the school complying with facilities and transportation requirements?

Meets Standard:
The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to the school facilities, grounds, and transportation, including but not limited to:
- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

Does Not Meet Standard:
The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

5.b. Is the school complying with health and safety requirements?

Meets Standard:
The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to safety and the provision of health related services, including but not limited to:
- Appropriate nursing services and dispensing of pharmaceuticals
- Food services requirements
- Other district resources, if applicable

Does Not Meet Standard:
The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

5.c. Is the school handling information appropriately?

Meets Standard:
 The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to security, including but not limited to:
    ✓ Maintain the security of and provide access to student records under the Family EducationalRights and Privacy Act and other applicable authorities
    ✓ Access to documents maintained by the school under the state's freedom of information lawand other applicable authorities
    • Transfer of student records
    • Proper and secure maintenance of testing materials

Does Not Meet Standard: The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.
Falls Far Below Standard: The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

6. ADDITIONAL OBLIGATIONS

6.a. Is the school complying with all other obligations?

Meets Standard:
 The school materially complies with all other legal, statutory, regulatory, or contractual requirements contained in its charter agreement that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:
    • Revisions to state charter law
    • Consent decrees
    • Intervention requirements by the authorizer
    • Requirements by other entities to which the charter school is accountable (e.g. state education agency)

Does Not Meet Standard: The school has failed to implement the program in the manner described above; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.
Falls Far Below Standard: The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

ASSESSMENT TOOL FOR CHARTER SCHOOL BOARDS AND THEIR GOVERNANCE EFFECTIVENESS

LEADERSHIP ROLES	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	There is a written statement of Board Member responsibilities and commitment expected which is consistent with by-laws and has been adopted by Board. Board Members demonstrate awareness of their responsibilities through appropriate actions.	There is a written statement of Board Member responsibilities and commitment expected which is consistent with by-laws and has been adopted by Board.	The responsibilities of the Board Members have not been addressed by the Board.
	There is a good working relationship with clear understanding of responsibilities between School Leader and Board Chair where communication is open, honest, and regular.	There is a good working relationship between School Leader and Board Chair.	There is confusion/tension about the responsibilities of Board Members in relation to School management.

COMPOSITION	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	9-21 Members	7-8 or 22-25	Less than 7 Members **Per Bylaws**
	No more than 25%staff/*Interested persons* **????????????????????**	No more than 33% staff/*Interested persons*	More than 40% are staff/*Interested persons*
	There is a Target Profile of expertise and perspective needed on Board which sets current and future recruitment priorities	Current board recruitment priorities have been determined, but there isn't an overall Target Profile – or a process for determining priorities in the future	Board recruitment is a random process **Per Bylaws**
	Expertise in key fields *[e.g. Attorney, Accountant, Educator]* is currently on the Board (See attached board composition matrix)	Board has expertise in most fields-needs to recruit additional members with specific qualifications	Significant gaps in expertise
	Board has diversity relevant to community & school population **Per Bylaws**	More community perspective on the Board would be beneficial on the Board	Little or no community representation on the Board
	Defined terms & Board Election Process is open and transparent resulting in diverse, independent candidates, with appropriate skill sets	Defined terms - Board Election Process controlled by leadership	No established procedures for Board recruitment or election
	Defined orientation process	Informal orientation	No specific orientation

ASSESSMENT TOOL FOR CHARTER SCHOOL BOARDS AND THEIR GOVERNANCE EFFECTIVENESS

COMMITTEES	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	Has functioning committees focused on key issues: Finance, Academic Achievement, Resource Development, Human Resources, Community Relations and Board Development. The existence and role of an Executive Committee and the specific configuration of the committees may vary-depending on size and expertise of the board. **All 5 contacted and voice of 3 count; then approved at public meetin**g	Has committee structure-but only some of committees are functioning well **No need with only 5 members and all work toward areas** Need to clarify the role of the committees in relation to the Board	No committee structure Executive Committee makes all major decisions
	Staff responsibilities in relation to each committee are clearly defined and practically implemented **We consult all stakeholders, including staff**	Staff responsibilities in relation to each committee are defined	No designated staff liaison

MEETINGS	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	At least 10 meetings with schedule planned in advance; additional meetings scheduled when required	Average of 10 meetings-with dates determined periodically	Meeting schedule irregular, less than 10 meetings
	Public given advance notice of meeting schedule in a regular and accessible manner	Public given advance notice before each meeting	Public given "last minute" or less than 72 hour notice
	Meetings held in location convenient to public	Some, but not all meetings held in location convenient to public	Meetings located for Board Members' rather than public convenience
	Agenda & relevant background information provided at least 5 days in advance of meetings	Some information may not be given to Board until meeting **but agenda, minutes other important stuff sent 4 days in advance**	No advance distribution of materials
	Meetings average 90 minutes-but no longer than 2 hours	Meetings average between 2-3 hours	Meetings average 3 or more hours
	Agenda focused on issues to be addressed by board-not just reporting sessions; Board is appropriately deliberative Over 50% of board meeting time is focused on school performance	Tendency for agenda to consist of staff reports with Executive Committee pre-approval Up to 50% of meetings focused on school performance	Mostly reporting or Board trying to micro-manage Insufficient time/attention focused on school performance
	Minutes and record of attendance are maintained for all meetings, major debates, and clearly record motions and votes	Minutes and record of attendance are maintained for all meetings	Recording of minutes and records of attendance are spotty or incomplete

ASSESSMENT TOOL FOR CHARTER SCHOOL BOARDS AND THEIR GOVERNANCE EFFECTIVENESS

	Board Members utilize and understand an appropriate system of procedural rules (i.e Robert's Rules of Order) which facilitate deliberation and the taking of appropriate actions	The Board has an informal set of meeting norms and is able to deliberate and take appropriate actions; norms are not necessarily transparent	Procedural rules are unclear or inconsistent, limited open deliberative process

GOVERNANCE EFFECTIVENESS	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	All Board Members have read and fully understand the critical components of the Charter	All Board Members have a general knowledge of critical components of the Charter	Only some of the Board Members are knowledgeable about critical components of the Charter
	Board sets policies to achieve mission & standards in Charter with input from stakeholders	Board reviews and approves policies recommended by staff to achieve mission & standards	The School Leader/Founder makes key decisions, with Board in "rubber stamp" mode
	There is a clear evaluation process with benchmarks and performance measures for School Leader, process is implemented	There is an evaluation process—but clearer benchmarks are needed	No regular evaluation
	There is a formal evaluation process to evaluate partner's (mgt organization/educational partner) performance **Not applicable**	Board reviews relationship with partner on an annual basis, assessing the value added by the agreement and its major terms	Board has little understanding of partner agreement and provides little actual oversight or evaluation of its effectiveness
	Board determines personnel policies which include grievance procedures and whistleblower policy	Board reviews personnel polices, which include grievance procedures & whistleblower policy	Personnel policies have not been reviewed or approved by Board
	Board pays attention to test results and considers action to improve when necessary	Board pays attention to test results—but leaves decisions for improvement to staff	Only some Board Members focus on test results
	Board members adhere to the by-laws, which are in accordance with Charter School standards. There is a schedule for the regular review of the by-Laws	Board members adhere to the by-laws, which are in accordance with Charter School standards. There is no scheduled time for review of the by-laws	Board Members are not knowledgeable about the by-laws
	The Board has an annual strategic planning process and is prepared to address critical changes, such as new location or change in student population	The Board engages in strategic planning periodically, but there is no on-going schedule for strategic planning	Board does not focus on strategic planning

ASSESSMENT TOOL FOR CHARTER SCHOOL BOARDS AND THEIR GOVERNANCE EFFECTIVENESS

The Board fully understands its oversight responsibilities, and has procedures and scorecard for accomplishing it	Board understands its oversight responsibilities, but the process tends to be ad hoc	Board does not exercise proper oversight
Board has adopted a comprehensive set of policies, is aware of their content, and implements them consistently	Board has adopted a comprehensive set of policies, but is generally unaware of their contents	Board has not adopted a comprehensive set of policies or policies are implemented haphazardly
Board has an appropriate dispute resolution policy that addresses and resolves most disputes with a minimum level of rancor ?????????????????????? **There is**	Board has an appropriate adopted policy, it is consistently implemented **no dispute – majority rules**	Dispute resolution policy poorly conceived or implemented, disputes not resolved appropriately

	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
FUND RAISING	There is a clear statement of the support expected from Board Members	There is a general expectation that Board Members will contribute	Role of Board in giving or getting funds has not been addressed
	All Board Members make personal contribution	Most Board Members give or get resources for the School	A few Board Members are the sole providers of funds for the School
	The Board Resource Development Committee works efficiently with staff in planning fundraising strategy	The Board has a Resource Development Committee	All fund raising activities are planned by staff
	All Board Members participate in Fund Raising activities	Most Board Members participate in fund raising activities	Board Members do not consider fund raising to be part of their responsibilities

Board Governance Training for Rural Community Academy	Source
Administrative Calendar	Susie Pierce
Audit Review and Results	Susie Pierce
Bylaws Amended	RCSI
Charter Contract with BSU 2016-2021 with Amendments	BSU
Charter Proposal 2004-2021 with Amendments	RCSI
Charter Renewal Proposal 2021-2026	RCSI
Compliance Issues from BSU letter dated 04/19/16 and 11.18.19	BSU
Financial Statements	Susie Pierce
Master Calendar of Reporting Requirements	BSU
Mastering Board Fundments by Brian Carpenter	Brian Carpenter
Organizational Chart	RCSI
Policy Board Backgroud Checks	RCSI
Policy on Board Governance	BSU
Policy on Conflict of Interest	RCSI
Policy Reviews and Amendments	RCSI
Procedure Communication and Grievance Procedures	RCSI
Procedure Confidentiality Statement	RCSI
Procedure Responsibilities of Board versus School Leader	Susie Pierce

* This training is also to benefit new administrators

** Documents are introduced in the previous month and discussed on the Projected Date

QUALIFICATIONS

Susie Pierce:

	RCSI Board President	2005-Feb2006
	School Leader	Feb2006-June 2017
	RCSI Board President	2020-present

Susie Pierce's BSU Training:

Board Governance with Lynn Black	2004
Mediation with Lynn Black	2005
Strategic Planning with Lynn Black	2006
BSU presenter Strategic Planning/Accountability/Financial	2008
BSU presenter Indiana Rural Summit	2010
Board Governance with Brian Carpenter	2015

Responsibility	Board of Directors	School Leader
Legal	Exercises fiduciary role to ensure that the school is properly managed; should have a mechanism to validate information from the administrator	Provides information to the board to demonstrate that the school is well managed
	Maintains legal status of nonprofit; insures the proper paperwork is submitted to governmental agencies	Compiles and submits information for non-profit filing requirements
	Reviews financial and business dealings and exercises proper judgment to avoid conflicts of interest	Presents financial information as requested by the board Reports conflicts of interest to the board
	Hires and communicates with legal counsel	Facilitates in communication with legal counsel; copies board in on all communication with legal counsel
	Approves operational contracts	Manages board operational contracts
	Oversees issues regarding Indiana Code and Public Policy	Assists in all issues regarding Indiana Code and Public Policy; notifies board immediately if student or staff incident requires potential liability to board; notifies board immediately as to action taken to resolve issue; notifies board if any outside agency is contacted regarding student or staff
Finance/Accounting	Approves annual budget and projected budget	Prepares/oversees annual budget and projected budgets with input from staff and board; educates the board in the annual budget process; administers the budget
	Reviews and approves periodic financial reports; approves financial information to the accountant for preparation of taxes	Prepares/oversees preparation of periodic financial reports; prepares/oversees financial information for accountant; maintains official copies of financial reports
	Ensures that proper internal controls are in place	Implements proper financial controls; maintains a fixed asset and inventory management system
	Responsible for assuring long-range commitments of resources; establishes a fund development plan	Assists in fund development efforts for commitment of resources
	Reviews and approves all major grant proposals; finds grant writer(s)	Finds and develops grants and other funding applications (or works with grant writer); plans fundraising events
	Reviews and approves reports to DOE and BSU and SBOA	Prepares/oversees/submits periodic reports to DOE, BSU, and SBOA

Responsibility	Board of Directors	School Leader
Planning	Establishes mission and program direction for the school and establishes goals and objectives	Participates in establishing mission and program direction for the school as well as goals and objectives; contributes to vision of the school
	Prepares and reviews strategic plan and progress	Participates in development of and progress of strategic plan
	Assesses compliance and progress in achieving educational and other objectives agreed to in the charter contract	Develops/oversees preparation of reports to demonstrate program progress; presents reports to board
	Assesses program evaluation plan including implementation of place-based curriculum	Implements program evaluation plan and oversees implementation of place-based curriculum including overseeing lesson plans; prepares/oversees reports to demonstrate quantitative implementation of place-based curriculum; maintains a list of community volunteers; oversees any tutoring program; reports all to the board
	Develops the agenda for meetings; prepares and approves the official secretary minutes	Assists in the development of the agenda; prepares the material for distribution; attends board meetings; maintains original copies of official secretary minutes and electronic copies
Policy	Develops and adopts written policies; periodically reviews policies	Identifies need for new policies and recommendations to changes in policies; maintains up-to-date policy manual including original and electronic copiesl; develops procedures; assures implementation of policies and assists the board in analyzing policy options;
	Develops and assures the integrity of the lottery process	Oversees the lottery process; reports results to board and parents
	Assures compliance of established policy regarding testing	Oversees the testing process; reports and reviews test results to board
	Develops and approves changes in nonprofit status and in charter	Assists in necessary changes in nonprofit status and prepares and submits changes in the charter to Ball State; distributes updates to board
	Approves measurable goals for Ball State accountability reports; participates in board self-assessment	Prepares measurable goals and other documentation for Ball State accountability reports; assists in the constituent surveys needed for the accountability reports

Responsibility	Board of Directors	School Leader
	Develops, reviews and approves personnel policies	Implements personnel policies; makes recommendations to changes in personnel policy
Personnel	Hires/renews/reassigns School Leader, Chief Operations Officer and Chief Academics Officer and Chief Financial Officer and makes final approval on hiring/renewal/reassignment of other personnel	Makes recommendations to board to hire/renew/reassign all other personnel including reserve staff; oversees recruiting and interviewing process with board member participating; assures proper documentation of certified and non-certified files
	Evaluates administrator based upon charter performance evaluation process	Evaluates all other personnel based upon charter performance evaluation process; presents evaluation and supporting instruments to board
	Evaluates and approves professional development plans	Prepares/oversees/implements professional development plans; assures compliance with with all training required by state
	Approves Independent Contracts	Prepares and makes recommendations to board to hire independent contractors
	Promotes professional relationship with all staff - see Parent/Staff/Board Grievance Procedures as to how a board member interacts with staff and parent concerns	Informs board of social and professional opportunities available to mix with staff; informs board of serious staff concerns; presents staff meeting reports to board
Communication	Establishes and communicates clear expectations of new board directors	Facilitates training and informational exchange for new board directors
	Assures effective participation of board directors	Facilitates effective communication among board directors
	Establishes relationship with Ball State on issues pertaining to board matters	Establishes relationship with Ball State on issues pertaining to school matters; reports any communication with Ball State, whether written or oral to the board
	Defines and communicates the role of board and administrator in making decisions according to Indiana Code	Makes action decisions within parameters set by the board
	Approves membership in trade associations	Makes recommendations regarding trade association affiliation; notifies board of opportunities to take advantage of services offered by association affiliation
	Approves membership in nonprofit organization; secretary to solicit membership	Maintains records of membership; communicates with entire membership at direction of board

Responsibility	Board of Directors	School Leader
Marketing	Promotes the school to all stakeholders; approves overall marketing plan; periodically conducts focus groups, re-educating all stakeholders and hearing satisfaction or concerns	Interprets the mission of the school to the community through direct involvement; prepares and implements overall marketing plan including student recruitment, program literature, overall promotion of the school to the membership; prepares regular communication with parents and the community; works with the media; assures maintenance of the website
	Promotes cooperative action with other charter schools as well as local public schools; maintains legislative contacts	Contacts other charter schools and local public schools when necessary to promote cooperate action; establishes legislative contacts
	Approves affiliations with other organizations as part of the charter	Contacts and maintains relationships with other community organizations as per the charter

| Rural Community Academy	as of 6/30/2017	as of 6/30/2018	as of 6/30/2019	as of 6/30/2020	as of 6/30/2021	as of 6/30/2022
Ball State University Financial Performance Framework Dashboard	Meets	Meets	Meets	Meets	Meets	Meets
	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below

	1. NEAR TERM INDICATORS						
1.a.	**Current Ratio (Working Capital Ratio)** Curr Assets/by Curr Liab	8.36	10.18	8.71	5.25	5.76	7.57
1.b.	**Cash to Current Liabilities** Cash/Curr Liab	8.12	9.19	8.52	4.20	5.66	6.59
1.c.1	**Days Cash** Cash / ((Total Exp -Depr Exp) / 365)	106 days	102 days	108 days	121 days	127 days	91 days
1.c.2	**Unrestricted Days Cash** Unrestr Cash / ((Total Exp - Depr Exp) / 365)	$0.34	$0.00	$0.00	$0.00	$0.00	$0.00
1.d.	**Enrollment Variance** Actual Enroll / Enroll Proj in Board-Approved Budget	1.13	1.14	81.25%	0.95	118%	87%
1.e.	**Default**	No	No	No	No	No	No

	2. SUSTAINABILITY INDICATORS						
2.a.	**Total Margin** Net Inc / Total Rev and Aggregated Total Margin: Total 3 Year Net Inc / Total 3 Year Revenues	2.9	-1.7	-9.9	-9.9	-9.9	-9.9
2.b.	**Debt to Asset Ratio** Total Liabil / Total Assets	0.08	0.07	0.08	0.12	0.17	0.11
2.c.	**Cash Flow** Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total	$167,925	$121,957	-$96,783	-$409,772	-$191,446	-$95,363
2.d.	**Debt Service Coverage Ratio** (Net Inc + Deprec + Interest Exp) / (Annual Principal, Interest, and Lease Payments)	9.88	13.20	-16.00	-29.83	13.86	28.20

Current Assets	$574,512	$699,670	$471,325	$277,067	$275,334	$420,139
Current Liabilities	$68,757	$68,755	$54,131	$52,794	$47,768	$55,527
Cash	$558,248	$631,631	$461,465	$221,859	$270,185	$366,102
Unrestricted Cash	$558,248	$631,631	$461,465	$221,859	$270,185	$366,102
Total Expenses	$1,628,546	$1,685,732	$1,590,486	$1,424,535	$1,348,003	$1,488,868
Depreciation	$49,690	$43,626	$37,057	$32,532	$27,164	$17,914
Enrollment Projection in Charter School Board-Approved Budget	147	155	160	100	100	100
Actual Enrollment	166	176	130	95	118	87
Default	No	No	No	No	No	No
Net Income	$68,899	$114,796	-$229,101	-$390,468	$139,178	$320,475
Total Revenue	$1,697,445	$1,800,528	$1,361,385	$1,034,067	$1,487,180	$1,874,384
Aggregated Total Margin	20.3	19.7	-6.4	-48.2	-45.2	-11.3
Total 3 Year Net Income	$302,439	$323,835	-$45,406	-$504,773	-$480,391	$69,185
Total 3 Year Revenues	$4,557,265	$5,006,431	$4,859,358	$4,195,980	$3,882,632	$4,395,631
Total Liabilities	$68,757	$68,755	$54,131	$52,704	$47,768	$60,027
Total Assets	$810,956	$925,770	$682,025	$452,720	$275,334	$563,614
Year 1 Total Cash	$390,323	$509,674	$558,248	$631,631	$461,631	$461,465
Year 2 Total Cash	$509,674	$558,248	$631,631	$461,465	$221,859	$270,185
Year 3 Total Cash	$558,248	$631,631	$461,465	$221,859	$270,185	$366,102
Interest	$0	$0	$0	$0	$0	$0
Annual Principal, Interest, and Lease Payments	$12,000	$12,000	$12,000	$12,000	$12,000	$12,000

Year	Net Income	Revenue	Margin
2021-22	$320,475	$1,874,384	17.1
2020-21	$139,178	$1,487,180	9.4
2019-20	-$390,468	$1,034,067	-37.8
2018-19	-$229,101	$1,361,385	-16.8
2017-18	$114,796	$1,800,528	6.4
2016-17	$68,899	$1,697,445	4.1
2015-16	$140,140	$1,508,458	9.3
2014-15	$93,400	$1,351,362	6.9
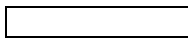
	30-Jun-22

ASSETS

Current Assets	
First Financial	366,102
Grants Receivable	54,037
Total Current Assets	420,139
Fixed Assets	
Accumulated Depreciation	-456,188
Building Improvement	173,197
Equipment	347,036
Textbooks and Library Books	79,430
Total Fixed Assets	143,475
TOTAL ASSETS	563,614

LIABILITIES & EQUITY
Liabilities

Current Liabilities	
20000 · Accounts Payable (Unpaid or unapplied vendor bills or credits)	4,500
Total Accounts Payable	4,500
Other Current Liabilities	
Accounts Pay/Accrued Expenses	
Payroll Liability	51,761
PERF/TRF Liability	3,766
Total Accounts Pay/Accrued Expenses	55,527
Total Liabilities	60,027

Equity

3900 · Retained Earnings	183,112
Net Income	320,475
Total Equity	503,587
TOTAL LIABILITIES & EQUITY	563,614

Jul '21 - Jun 22

Income

General

0101.1991 Refund Insurance	14,390
0101.1994 Reim/Overpay/Rebates	4,550
0101.1999 Other Rcpts Local	73
2000.1920 Gifts/Donat/Bequests	95,250
3000.3111 Basic State Tuition	1,015,983
Total General	1,130,247

Grants

3028.3198 Formative AssessGrant	1,648
3750.3293 Teacher Appreciation	4,403
3769.3230 High Ability Grant	15,420
3780.3217 School Tech E-rate	900
3951.3118 Charter Innov Grant	118,000
4100.4514 Title I	32,471
5249.4223 Special Ed	29,436
5850.4550 Title IV Student Sup	10,000
6840.4592 Title IIA Teacher	9,835
6860.4990 REAP	9,981
7931.4990 ESSER II	124,517
7932.4990 ESSER III	77,799
7943.4990 PPP	176,100
WVCF Grant	5,500
Total Grants	616,009

Lunches 0800

1611 Student Lunch Fees	21,994
1612 Student Breakfast Fees	2,041
4291 School Lunch RB	48,619
4292 School Brkf RB	21,378
4299 State Match	1,242
Lunches 0800 - Other	521
Total Lunches 0800	95,796

Memberships 1700.1920	142

Textbooks 0900

1942 Textbook Rental Fees	-510
3910 Textbook Reimburs	5,755
Total Textbooks 0900	5,245

Transfers In

1760 Xtra-Curricular	36
T · 5200 Fund to Fund	3,588
Total Transfers In	3,624

Xtra Curr Inc 2300.1760	23,322
Total Income	1,874,384

Expense

Admin

24100.441 Land/Building Rentals	12,000
24100.443 Equipment Rentals	12,346
24100.520 Ins Contents	27,376
24100.525 Bonds, Student Insur	4,960
24100.530 Postage	491
24100.530 Telephone	4,299
24100.580 Travel	1,276
24100.611 Supplies	6,198
24100.614 Food	282
24100.730 Admin Office Equipmen	-16,843
24100.810 Dues & Fees	4,236
24100.875 Awards, Incentives	254
25195.871 Bank SC	276
Total Admin	57,151
Depreciation Expense	17,914

Food

31400.431 Repairs/Maint Kitchen	252
31400.611 Supplies for Kitchen	5,332
31400.614 Purchases for Kitchen	51,869
Total Food	57,454

Instr

11100.530 Erate, Communication	29,212
11100.611 Supplies	4,062
11100.630 TxBks/Wkbks + Digital	23,011
11100.650 Periodicals	1,911
11100.655 Tech Eqmt & Tech Supp	32,497
11100.656 Software	4,181
11100.875 Awards Incentives	67
16200.312 Remed Prev	2,310
Total Instr	97,251

Library

22220.611 Supplies	425
Total Library	425

Maint

26200.431 Property	29,224
26200.611 Supplies	11,118
Total Maint	40,342

Prof

11465.540 Marketing	65,876
22370.319 Technology Support	1,100
23190.319 BSU	24,101
25150.319 Payroll Services	3,997
25160.319 Fin Acct Tax/Prof	2,677
Total Prof	97,751

Prof Dev

22130.312 Curr/Instr	9,491
22130.314 Staff Ser	1,882
22130.319 Prof & Tech	1,155
22130.580 Travel	201
22130.614 Food	1,124
Total Prof Dev	13,853

Refund

25191.876 Other Rev	15,926
Total Refund	15,926

SpEd

21420.313 Psych	8,500
21520.313 SH	28,073
21620.313 OT	22,800
Total SpEd	59,373

Transfers Out

60100.910 Fund to Fund	3,588
60115.910 Xtra-Curricular	46
Total Transfers Out	3,634

Transp

27100.510 Other	1,538
27100.612 Tires/Repairs	11,506
27100.613 Gasoline	16,548
27400.734 Pur School Bus	0
Total Transp	29,592

Util

26200.411 Water	2,463
26200.412 Trash	1,440
26200.621 Electric	24,205
26200.623 Fuel Oil	10,411
Total Util	38,519
Void	0

Wages

11100.110 Cert	273,853
11100.120 Non-Cert	241,857
11100.130 Subs Temps	4,908
11100.211 SS Non-Cert	23,715
11100.212 SS Cert	21,385
11100.214 PERF	46,934
11100.216 TRF	12,915
11100.222 Group Health/Life Ins	31,285
11100.225 WC Insurance	4,722
11100.230 State Unemploy	2,730
12320.110 SpEd Teacher	34,665
21110.135 Social Worker	47,000
21220.110 School Counseling	0

24100.120 Admin Non-Cert	220,989
24100.211 SS Non-Cert	17,065
Total Wages	984,024
Xtra Curr Exp 25199.313	40,701
Total Expense	1,553,909
Net Income	320,475

Description	Description (where requested in Column A)	2022-23 Projected based on student count
Student Count		87
I. CASH IN (INCOME):		
Donations/Gifts (Please Describe)		500
Other (Corp input)	Chromosome 18 Donation, Awards Dinner Donations, Corn Festival Donations	
Facility Rental		
EC Revenue		12,000
Interest Payment		150
Textbook Reimb.		4,500
TAG Grant		3,400
Early Intervention Grant		559
High Ability Grant		13,000
Title I		43,044
Title IV		10,000
Charter Grant		108,750
Title II A		11,229
School Tech E-rate		900
SPED Grant		35,588
Formative Assessment Grant		1,600
REAP		9,981
Wabash Valley Community Grant		-
ESSER II		15,438
ESSER III		108,598
State Tuition Support		686,922
CEP Reimbursements		60,000
Lunch Fees		2,000
Field Trip Fees		
State Match		1,242
Reimbursements/Refunds		
Refunds Insurance		

TOTAL CASH IN (INCOME):		**1,129,399**
II. EXPENDITURES:		
A. Employee Salaries		
Administration (COO, CAO, CFO, Social Worker, Sped Director, Director of Technology	COO, CAO, CFO, Director of Tech, SPED Director, Social Worker	237,185
Instructional Non Certified	Non Cert Teachers, Aides, Librarian	146,598
Hourly Non-Certified	Cafeteria, Custodian, Maintenance	44,865
Bus Drivers		30,240
Substitute Teachers		10,000
Instructional Certified		352,750
Retention Bonus (Included Emp Fees)		-
TAG Grant Expense		4,403
Total Employee Salaries		**826,041**
B. Employee Benefits		
Group Dental Insurance		4,100
Group Health Insurance		32,000
Public Employee Retirement		33,592
Social Security & Medicare		66,250
Teacher Retirement		34,358
Unemployment Compensation		3,000
Workmans Comp		
Other Employee Benefits	Life, SD, LD, AD&D	8,400
Employee Insurance Portion		-
Employee Retirement Portion		(18,000)
Total Employee Benefits		**163,700**
C. Rental of Facilities & Utilities		
Electricity		28,000
Gas, Oil, or Steam Heat		18,000
Grass and Tree Services		3,000

Internet Access		1,450
Rent		12,000
Repair & Maintenance Services		15,000
Telephone Long Distance		4,400
Trash Removal		1,440
Water & Sewer		2,494
Total Rent and Utilities		**85,784**
D. Insurance		
Target Market Policy, Incl Auto		22,000
Education Institution Pillar		5,376
Board Errors and Omissions		
General Liability Insurance		**included in line 75**
Terrorism		**included in line 75**
Property & Casualty Insurance		**included in line 75**
Property & Inland Marine		
Crime		2,672
Treasurer Bonds		1,722
Umbrella/excess Liability		
Vehicle Insurance		**included in line 75**
Worker's Compensation Insurance		4,454
Other Insurance Expense (Please Describe)	Student Accident, Chromebook/ipad insurance	2,100
Total Insurance		**38,324**
E. Service Contracts		
Accounting & Payroll Services	ADP Fees and Greggs and Reid	4,800
Consulting Services		
Speech		28,000
OT		22,000
Equipment Rental & Lease	copier	12,000
Legal Services		

Professional & Technical Services	Joink Tech Support	18,000
Security Services	Koorsen	1,200
Staff Development		12,000
Pest Control		900
Other Service Contracts (Please describe)	ITI (Bus Driver Testing/Records) Psych Evals	9,000
Total Service Contracts		**107,900**
F. Supplies & Materials		
Advertising		1,000
Public Relations		300
Computer Software		1,300
Custodial Supplies		3,000
Awards/Incentives		250
Instructional Supplies		20,000
Counselling Supplies		
Library Books		
Office Supplies & Expense		6,000
Postage		300
Printing		300
Periodicals		1,300
Testing & Evaluation Supplies		4,000
Food Service Food		50,000
Food Service Supplies		3,000
Food Service Equipment	Purchase and Repairs	5,000
Textbooks		5,000
Other Supplies & Materials		3,000
Total Supplies & Materials		**103,750**
G. Capital Outlay		
Computer Hardware		
Computer Software		
Office Furniture & Equipment		

Instructional Furniture & Equipment		1,000
Vehicles		5,000
Improvements & Alterations		
Other Capital Outlay		
Total Capital Outlay		**6,000**
H. Other Expenditures		
Audit Expense		250
Dues & Fees		3,000
Bus Fuel		25,000
Bus Repairs		15,000
Travel Expense/Mileage		2,000
Reimbursement		2,000
Food		1,000
Extra Curricular Expenses		12,000
Field Trips		500
BSU Administrative Fee		20,608
Bad Check		
GEER Grant Expenses		
Covid Expenses		
Total Other Expenditures		**81,358**
TOTAL EXPENDITURES		**1,412,857**
Beginning Cash Balance		**366,000**
Net Income/Loss		**(283,457)**
REMAINING CASH BALANCE (DEFICIT)		**82,543**