



Office of Charter Schools

Indiana Connections Academy

2015-16 CHARTER RENEWAL APPLICATION

October 1, 2015

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CHECKLIST FOR CSAPPHIRE SUBMISSIONS

School Documents

- ✓ Organizational Chart (updated administrative organizational chart with names)
- ✓ Staffing Matrix
- ✓ General Descriptions of Responsibilities of Teachers and Staff
- ✓ School Calendar (current school year)
- ✓ Curriculum and Instructional Methods
- ✓ Methods of Promoting Parent and Community Involvement Practices
- ✓ Supplemental Programs (Information on Current Student Clubs, Organizations, and Other Extracurricular Activities Offered (including athletic teams))
- ✓ Methods of Pupil Assessments

Current School Policies and Plans

- ✓ Staff Handbook
- ✓ Student Handbook
- ✓ Promotion/Retention Policy
- ✓ Elementary School Reading Plan
- ✓ Policy and Procedures for Special Education
- ✓ Policy and Procedures for ELL Students
- ✓ Performance Evaluation Plan for Administrators and Teachers
- ✓ Personnel Plan, including Methods of Selection, Retention and Compensation of Employees
- ✓ Teacher and Staff Compensation and Benefits Plans
- ✓ Professional Development Methods
- ✓ School Admission Policy
- ✓ Transportation Policy (if applicable)
- ✓ School Safety and Emergency Preparedness Plan
- ✓ Student Health Screening Policy
- ✓ Student Records Policy
- ✓ Medication Policy
- ✓ Discipline Policy
- ✓ Criminal Background Check Policy
- ✓ Graduation Requirements, including diploma types offered (if applicable)
- ✓ Conflict of Interest Policy
- ✓ Fundraising Policy and Guidelines
- ✓ Deposit of Funds Policy
- ✓ Social Media Policy

Corporate Documents

- ✓ Articles of Incorporation (and any Amendments thereto)
- ✓ Any Fictitious Name Registrations filed with the Indiana Secretary of State
- ✓ Board By-Laws
- ✓ Board Member List (including Current Contact Information)
- ✓ Calendar of Board Meetings
- ✓ EMO Agreement (together with all Amendments thereto, if applicable) – current and renewal management agreements are uploaded into CSAPPHIRE

Financials and Budgets

- ✓ School's Budgets for 2014-15 and 2015-2016
- ✓ School's Audit (if not conducted by Fitzgerald Isaac) for the school year ended 6/30/2015

Board – Agenda and Minutes

- ✓ Board Minutes approving School's Budgets for 2014-2015 and 2015-2016

Insurance

- ✓ Certificate of Liability Insurance
- ✓ Evidence of Property Insurance

Facility Documents

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

RENEWAL NARRATIVE

I. ENROLLMENT AND DEMOGRAPHIC OVERVIEW

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

2015-16 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	3,585	
# of Students on Waiting List	0	
Gender		
# Male	1,571	43.8
# Female	2,014	56.2
Ethnicity/Race		
# White	2,905	81
# Black	226	6.3
# Hispanic	237	6.6
# Asian	45	1.3
# Native American	10	0.3
# Other	162	4.5
Special Populations		
# Students with IEPs	531	14.8
# English Language Learners	24	0.67
# Homeless Students	1	0.03
# Eligible for Free and Reduced Lunch	1,486	41.45

B. Provide enrollment information for length of charter contract. (ADM Count)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total Student Enrollment	266	1675	2,749	3,013	3,412	3,585

C. Provide the student attendance information for the length of the charter contract.(Percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5
Grade	2010-11	2011-12	2012-13	2013-14	2014-15
K	N/A	98.1	97.1	97.8	94.3
1	98.4	97.5	97.6	98.0	95.9
2	98.7	97.9	98.1	97.9	96.1
3	98.2	98.4	98.0	96.2	96.9
4	98.6	98.5	98.2	98.6	97.2
5	99.5	97.7	98.2	95.3	94.5
6	99.5	98.2	96.7	96.0	94.9
7	97.9	94.8	96.3	92.4	90.7
8	97.8	94.5	93.9	91.4	90.1
9	N/A	90.7	86.7	85.2	83.3
10	N/A	87.6	88.9	87.4	85.6
11	N/A	86.6	86.0	87.2	86.7
12	N/A	92.5	88.4	87.4	86.7
All Grades	98.6	93.6	92.0	90.4	88.8

D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the charter contract based on the previous December 1 count.

SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY										
	Year 1		Year 2		Year 3		Year 4		Year 5	
	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	7	2.63	36	2.15	53	1.93	75	2.49	91	2.67
Blind of Low Vision	0	0.00	0	0.00	2	0.07	3	0.10	2	0.06
Cognitive Disability	0	0.00	17	1.01	20	0.73	26	0.86	30	0.88
Deaf of Hard of Hearing	0	0.00	1	0.06	7	0.25	7	0.23	6	0.18
Deaf-Blind	0	0.00	0	0.00	0	0.00	0	0.00	1	0.03
Development Delay (early childhood)	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Emotional Disability	5	1.88	42	2.51	53	1.93	43	1.43	63	1.85
Language or Speech Impairment	3	1.13	17	1.01	20	0.73	22	0.73	39	1.14
Multiple Disabilities	0	0.00	0	0.00	2	0.07	2	0.07	3	0.09
Orthopedic Impairment	0	0.00	2	0.12	2	0.07	5	0.17	7	0.21
Specific Learning Disability	9	3.38	64	3.82	119	4.33	130	4.31	159	4.66
Traumatic Brain Injury	0	0.00	0	0.00	2	0.07	2	0.07	1	0.03
Other Health Impairment	1	0.38	22	1.31	61	2.22	59	1.96	71	2.08

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

ELL STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%
8	3.00	46	2.75	76	2.76	78	2.56	105	3.08

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

HOMELESS STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%
0	0.00	0	0.00	0	0.00	11	0.37	7	0.21

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

HIGH ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%
79	29.70	24	01.43	123	04.47	167	05.54	151	04.43

II. EXECUTIVE SUMMARY

Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local partnerships, and the school's leadership and governance. The following sections will be entered into AdvancEd Assist.

II.A Description of the school (6000 character limit)

II.A. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large.

II.A.a What unique features and challenges are associated with the community/communities the school serves?

II.B School's Purpose (6000 character limit)

II.B Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

II.B.a Address why the school was founded? What educational need were the founders seeking to address in your community?

II.B.b Describe any changes to the school's mission or substantial revisions to the educational program as described in the current charter that the school proposes to make for the next charter term. Discuss any associated challenges or risks.

II.B.c Describe any substantial modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term. (Also use Additional Information section if needed)

II.C Achievements and Notable Improvements (6000 character limit)

II.C Describe the school's notable achievements and areas of improvement in the last three years.

II.C.a Describe areas for improvement that the school is striving to achieve in the next three years.

II.C.b Note: consider both student and teacher recognition or achievements (e.g. teacher of the year awards, special certifications)

II.D Additional Information (6000 character limit)

The Executive Summary was completed in AdvancED ASSIST and uploaded into CSAPPHIRE in a separate document.

III. SELF-ASSESSMENT

The following self-assessments will be completed in AdvancEd Assist.

- A. Purpose and Direction
- B. Governance and Leadership
- C. Teaching and Assessing for Learning
- D. Resources and Support System
- E. Using Results for Continuous Improvement

The self-assessment was completed in AdvancED ASSIST and uploaded into CSAPPHIRE in a separate document.

IV. ACADEMIC PERFORMANCE OVERVIEW

IV.A Data Chart

The chart below provides an overview of the school's academic performance for length of charter contract. This snapshot of academic data provides information to assist schools in the process of completing Sections II and III of the Renewal Application.

Please **verify and, if necessary, denote changes** to the below academic data.

	PL 221/A-F	Data Results Under Intervention /Assessment Policy	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2010-11	Commendable (B)		n/a	n/a	n/a	69.95%	74.30%	62.36%
SY 2011-12	D	Does not meet standards	n/a	n/a	n/a	65.44%	78.17%	59.47%
SY 2012-13	D		n/a	n/a	n/a	70.5%	81.5%	66.3%
SY 2013-14	D		n/a	n/a	n/a	72.1%	82.3%	67.5%
SY 2014-15								

IV.B Academic Performance Framework

To supplement our record of performance, we are submitting evidence of our school's performance in relation to OCS's Accountability Framework. We focus on the quality indicators for Growth, Proficiency, State Accountability, and College and Career Readiness. We refer to the specific quality indicators and measures from the Accountability Performance Frameworks to which the information applies. Additional data on performance at INCA is included to highlight an area of improvement that is not necessarily captured by those indicators in the Accountability Framework.

2.1 Student Progress Over Time (Growth)

In the Framework, growth is captured through Student Growth Percentiles reported by the IDOE as well as in-year growth on NWEA's MAP assessment. In the case of INCA, the MAP assessment was not a practical alternative for use in the initial years of the charter so the school has used a combination of the Scantron Performance Series (SPS) assessment at grades 3 and above and the Longitudinal Examination of Academic Progress (LEAP) assessment for grades K-2 for math and grade 2 for reading.

Although INCA has not "Met Standard" on growth percentile indicators in the most recent year for which data is available, an encouraging sign is that for the lowest performing students in English Language Arts (ELA), INCA was at "Met Standard" for Years 2 and 3 and just missed the "Met Standard" cutoff in Year 4. In at least some cases for both ELA and math, low growth may be associated with students who have passed the state tests across multiple years. This possibility complicates the interpretation of the Student Growth Percentiles, particularly as INCA has shown overall gains in proficiency across the years of its charter.

Other available measures paint a more positive picture of student academic growth at INCA. In an examination of student scores on the ISTEP+ over two years and the extent to which students either (a) maintained a passing level from one year to the next or (b) improved to a passing level on the ISTEP+, 74% of students showed evidence of academic growth in math and 86% of students showed evidence of academic growth for ELA. In a similar manner, INCA students have shown levels of student growth over

the course of one school year on LEAP and SPS assessments that are equivalent to a “Met Standard” value for MAP per indicator 1.1.g for each of the last five years. Taken together, these additional measures of growth suggest some success for INCA in fostering student academic growth in math and ELA. These additional measures also highlight the importance of considering multiple measure of a construct (i.e., growth) as opposed to a reliance on one statistical model of growth.

2.2 Student Achievement (Status)

INCA has had success in meeting standards with state test proficiency on the ISTEP+ assessment. For ELA, INCA has a “Met Standard” value for Indicator 1.2a for the last two years of available data. INCA has also shown a gain of approximately eight percentage points in ELA proficiency from Year 1 to Year 4. Although math performance has not met the standard of at least 80% proficiency, improvements have occurred in overall performance with a gain of approximately seven percentage points from Year 2 to Year 4. This gain suggests that INCA is on a trajectory to reach the math standard of performance within the next two years. In terms of overall performance, INCA has also met the standard for both ELA and math in educational equity (Indicators 1.2c and 1.2d). This result suggests that INCA is having success in fostering academic success among more disadvantaged populations of students.

While INCA is not part of a school district and was not assessed on Indicators 1.2g and 1.2h, a useful comparison can be made to another large virtual school in Indiana. INCA is a virtual program itself. The most direct and informative comparison for INCA’s performance is to another similar virtual program. In 2013-14, INCA consistently demonstrated higher levels of performance across all grade levels and subject areas compared to that program.

INCA’s performance for students who were enrolled for at least three years on both the ISTEP+ ELA and math assessments did not meet the standard of 80% proficiency across tests. Approximately 74% of these students did pass both tests in Year 4 however. We strongly suspect that the majority of the difference between INCA’s Year 4 value and the 80% standard can be attributed to lower passing rates for math even among this group of students. With continued gains in math in Years 5 and 6, we expect INCA to be meeting the standard for performance on this indicator within the next two years.

Student performance on the IREAD-3 was consistently high across the four years of available data. At least 82% of students passed this test each year. This result combined with the high levels of ELA performance shown by INCA at all grade levels (including high school as assessed by the End of Course assessment for English 10), suggests that, even in lower grades, INCA is providing the foundation for high levels of performance in ELA. This level of performance is maintained across all grade levels and represents a particular success story for INCA in fostering student proficiency.

2.3 State and Federal Accountability

INCA continues to work toward a higher score on Indiana’s A-F Accountability framework. Scores have remained below a “C” for the past four years. However, this rating does not represent the complete picture of INCA’s performance. While the accountability rating indicates there are areas where INCA needs to continue to improve, the rating doesn’t communicate the reality that there are also many areas where INCA is meeting or exceeding expectations. We have referenced yearly proficiency rates as well as Student Growth Percentiles herein. Additional data (which is not captured by the state’s A-F Framework) that indicates a more positive picture of INCA proficiency and growth is also provided.

INCA also has charter goals to meet. Three of these goals concern academic achievement.

- **Goal 1–Student Performance:** (mastery of concepts across all core academic subjects, measured on internal assessments, including quizzes, tests and portfolios): Students will average a 75% performance rate over the course of the school year. The performance rate, the average of all enrolled students’ weighted grade point averages, is reported each month to the INCA School Board.
- **Goal 2–Yearly Growth:** At least 60% of INCA students will demonstrate satisfactory yearly academic growth in reading and math in Year 1, increasing to 80% in reading and 75% in mathematics by Year 5.
- **Goal 3–Achievement Scores:** INCA students will perform as well as or better than those in comparable Indiana public schools on the ISTEP+. The school intends to meet the benchmarks defined by the IDOE for Adequate Yearly Progress (“AYP”) as beginning in Year 1 and will meet statewide ISTEP+ averages by Year 2. By Year 5, the school will aim to exceed statewide averages for comparable school populations on required tests.

On the first goal, INCA students have consistently maintained a high level of performance on their core academic subjects (averaging a 75% or higher average over the last five years). INCA’s second charter goal concerns student growth as measures by LEAP and SPS assessments. As noted, on those assessments INCA students have consistently shown high levels of growth within school years for both reading and math. For INCA’s third academic charter goal regarding state test proficiency, the goal was met for ELA by exceeding statewide Indiana proficiency every year since 2011-12 and by also showing improvements over that same time span in ELA proficiency. Although math proficiency has lagged behind statewide Indiana proficiency, INCA has improved their proficiency rate from 59% in 2011-12 to 64% in 2013-14. While partially met at present, the rate of performance gains for math suggests that INCA is on a trajectory to fully meet that charter goal within the next three years.

As noted, over time INCA’s proficiency has improved in both math and ELA, and students are showing encouraging signs of growth in other measures beyond what is used within the A-F Accountability Framework. This pattern suggests that the groundwork is in place for improved ratings on the A-F Framework in subsequent years.

2.4 Post-Secondary Readiness

Over time, INCA’s four-year cohort graduation rate has remained low. However, an encouraging sign is the improvement from Year 3 to Year 4 of nearly 15 percentage points in the graduation rate. This increase has occurred with a cohort that in Year 4 was nearly 150% larger than that in Year 3. The Year 5 cohort (i.e., the graduating cohort of 2014-15) was also the first cohort for INCA where students had the opportunity to stay enrolled in high school grades for all four years of that cohort at INCA (i.e., from 2011-12 to 2014-15).

INCA’s internal data on these cohorts suggest the presence of some interesting challenges that the school faces in trying to achieve a higher graduation rate. First, for the 2012-13 and 2013-14 graduating cohorts, INCA had an average of 33% of students within cohorts enrolling between the 2nd and 4th years of a graduating cohort (e.g., between 2010-11 and 2012-13 for the cohort of students graduating in 2012-13) behind in credits needed to graduate. Second, for those same cohorts, 70% of students who enrolled into the school over the 4-year time period covered by a graduating cohort withdrew from INCA. This high turnover rate (which primarily includes students who transferred to other schools or entered homeschooling) is indicative of INCA being viewed as a short-term solution for many high school

students. However, this combination of a high percentage of students needing to catch up in order to graduate on time as well as a high percentage of student withdrawals makes it challenging for a school to achieve a high graduation rate. Although comparison data is lacking at present, we feel that the data described herein present unique challenges for INCA that are not faced by the typical public school that a 4-year cohort graduation rate measure was designed around. Although challenges remain, the recent gain shown by INCA in graduation rate given the factors above is an encouraging sign for continued improvements in the graduation rate.

2.5 Mission Specific Academic Goals

In the original charter application, INCA had goals that were mission specific and included as part of the original charter. Figure 1 shows the results against those original charter goals.

INCA has consistently met or exceeded nearly all original school goals over the course of the initial charter. As we have indicated in other areas, math continues to be a focus area. Other than math performance, the school has met its mission-specific goals for the charter.

Figure 1. Goals

Mission Specific Charter Goals	2010-11	2011-12	2012-13	2013-14	2014-15	Overall Goal Met?
Goal 1: Successful student course performance rate- 75% or higher as measured by the average for all enrolled students	Met- 84%	Met -76%	Met-75%	Did not meet- 73%	Met-80%	MET- 4 of 5 years
Goal 2: Yearly Growth in LEAP/Scantron- 60% in Year 1; 80% in Reading and 75% in Math by Year 5	Met- 76% in Reading; 66% in Math	Met-74% in Reading; 66% in Math	Met: 84% in Reading; 73% in Math	Met: 79% in Reading; 70% in Math	Met- 83% in Reading; 75% in Math	MET
Goal 3: Achievement Scores- Meet statewide averages by Year 2; By Year 5, exceed statewide averages	NA	Exceeded in LA; Did Not Meet in Math	Exceeded in LA; Did Not Meet in Math	Exceeded in LA; Did Not Meet in Math	NA	Exceeded in LA; Did Not Meet in Math
Goal 4: High Quality Teaching- 4 parts: a) 90% of teachers "meet or exceed" expectations on evaluations b) 100% of teachers pass the teacher orientation with a score of 90% or better c) 100% of teachers will be HQT d) 90% of parents will be satisfied with their teacher	Met	Met	Met	Met	Met	Met
Goal 5: School Community- Quality of school events will be rated by parents as at least a 3.0 on a 4.0 scale (75% or greater on PSS survey)	NA	Met-86.1%	Met-78.6%	Met-82.1%	Met- 83.3%	MET
Goal 6: Family Satisfaction- Parent satisfaction rating of at least 3.0 out of 4.0 for overall program (75% or greater on PSS survey)	NA	Met- 93.0%	Met- 93.3%	Met- 93.9%	Met-94.8%	MET

The following information will be entered into the Student Performance Diagnostic in AdvancEd Assist.

IV.C Student Performance

IV.C.a Student Performance Data: Complete Student Performance Data document offline and upload

IV.C.b Complete Evaluation Criteria and Rubric Responses

IV.C.c Areas of Notable Improvements

IV.C.d Areas in Need of Improvement

The following items were completed in AdvancED ASSIST and uploaded into CSAPPHIRE in a separate document:

1. Student Performance Diagnostic
2. Student Performance Data Document (SPDD) with Student Achievement Plan (SAP) included

The evaluation criteria and rubric responses have been completed in AdvancED ASSIST.

V. STAKEHOLDER ASSESSMENT (OPTIONAL)

INCA has many stakeholders in addition to our most important stakeholders: the students we serve each day. We have included several documents, as attachments to this renewal narrative, which address feedback from other external stakeholders. They include:

- Attachment A: INCA parents- the results of the 2014-15 Parent Satisfaction Survey
- Attachment B: INCA school employees including all teachers- Summary of the 2015 INCA Employee Satisfaction Survey
- Attachment C: Outside accreditation- Accredited by North Central Association Commission on Accreditation and School Improvement- June 2013

In addition, many courses are also approved by the National Collegiate Athletic Association (NCAA) Eligibility Center through a rigorous, approval process designed to meet requirements for initial-eligibility for college athletes, as shown at the following URL:

http://www.connectionsacademy.com/Libraries/PDFs/NCAA_Approved_Course_List.pdf

You can also search for “Connections” on the NCAA website:

<https://web3.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool>

VI. ORGANIZATIONAL PERFORMANCE

VI.A *Organizational Related Evidence*

1. 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. Please reference appropriately the sections of the Organizational Performance Framework <http://bit.ly/162X0ru>.

The INCA School Board, INCA school leaders, and Connections' School Leadership Team work together to ensure compliance with state and federal laws, rules, regulations, and provisions of the charter agreement relating to the education requirements. Policies are documented and procedures are in place to ensure that the educational requirements are met. There are no areas of noncompliance with the Organizational Performance.

INCA adheres to the education program as defined in the charter contract as it relates to content standards and assessments. In order to provide a high quality learning environment for all students, INCA also has processes in place to ensure that special education requirements pertaining to the following: access and identification of students with disabilities, appropriate staffing, proper management and implementation of Individualized Education Plans (IEP), and that services provided to ELL students are met.

INCA complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to financial reporting requirements and compliance with Generally Accepted Accounting Principles. An independent audit is conducted annually.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to governance by the INCA School Board, oversight of school management, and relevant reporting requirements to the authorizer, state education agency, district education department, and/or federal authorities.

INCA has established policies and procedures related to the admissions process and enrollment as well as collection and protection of student information. There are also nondiscrimination and privacy policies included in the handbook and on the school website.

The school is in compliance with applicable laws, rules, regulations, and provisions of the charter agreement relating to attendance goals. Attendance and participation rates are reported each month to the INCA School Board.

INCA adheres to federal and state laws regarding treatment of individuals within the organization and compliance with laws related to the rights of students and employees, as well as operational requirements such as teacher licensing and background checks.

INCA complies with the applicable laws, rules, regulations and provisions of the charter agreement relating to the school facilities, grounds, health, and safety.

1. Education Program

1.a. Is the school implementing the essential terms of the education program as defined in the current charter agreement?

Yes, INCA has implemented the essential terms of the education program in all material respects and the current education program reflects the essential terms as defined in the charter contract, or the school has gained approval for a charter modification to the essential terms.

1.b. Is the school complying with applicable education requirements?

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 Indiana state academic standards and assessments
- Implementation of mandated programming as a result of state or federal funding

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

Consistent with the school's status and responsibilities as a Local Education Agency (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, and behavioral intervention plans
- Student Individualized Education Plans and Section 504 plans
- Access to the school's facility and program to students and parents in a lawful manner and consistent with students' abilities
- All applicable funding

The school works closely with Connections to ensure that the rights of students with disabilities are protected. The Special Education Director and INCA Leadership Team review data and reports to ensure compliance with placement for new students with IEPs, annual reviews, and reevaluations. These reports, which are available upon request, also look at delivery of special education and related services with regards to frequency and documentation of delivery.

1.d. Is the school protecting the rights of English Language Learner (ELL) students?

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 and U.S. 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 students from ELL services
- Ongoing monitoring of exited students

At INCA, ELL students have access to effective education programs that meet and exceed all content area standards while preparing students to lead productive lives in their community. ELL students receive individualized instruction without being isolated from the mainstream curriculum or their peers. The Connections curriculum provides quality language instruction, based on sound educational theories and scientific research for English language acquisition. ELL students receive instruction that allows for meaningful participation in school activities and provides access to equal educational opportunities.

ELL students participate in an English language acquisition and development program that is aligned with the Indiana Academic Standards and the World-Class Instructional Design (WIDA) Standards. In this program, ELL students develop English skills in reading, writing, listening, and speaking. Per Indiana guidelines, parents or guardians of all students complete a Home Language Survey (HLS) upon enrolling in school. If there is at least one survey response confirming the use of a language other than English, INCA continues the potential ELL identification process by administering the WIDA ACCESS Placement Test (W-APT) to determine the student's eligibility for placement in an ELL program. In accordance with Indiana guidelines, W-APT language screenings and parent notification of student eligibility take place within 30 days enrollment into the school. Parents are notified of the student's eligibility, the method of instruction used in the program, how the program meets the student's educational strengths and needs, the expected exit date from the program, and the parent's right to decline enrollment in the ELL program. An Individual Learning Plan (ILP) is developed and shared with the parents.

To meet the needs of ELL students with less English-speaking proficiency, INCA provides a comprehensive instructional approach, including adapted materials for students and parents, and special training for teachers certified to teach ELL. LiveLesson sessions are used in this effort as well. The Connections program has been designed to address the language acquisition needs of ELL students in a virtual learning environment through the integration of technology and the support of certified teachers. Services that promote language acquisition include instructional support to help ELL students attain proficiency in listening, speaking, reading, and writing. ELL services are provided through teacher consultation with Learning Coaches to guide instructional practice, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson sessions. This hybrid model of support ensures that the individual needs of ELL students are met.

The ELL Lead Teacher at INCA plays a key role in ensuring integration of students into the school community and is a highly qualified ESOL teacher. The ESOL teacher also monitors exited ELL students for academic progress using state-specific criteria for two years after program exit.

2. Financial Management and Oversight

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

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, periodic financial reports as required by Ball State, and any reporting requirements for contracting with Connections
- On-time submission and completion of the annual independent audit and corrective action plans
- All reporting requirements related to the use of public funds

All financial information is reported timely with one exception. The one exception is in regards to the audit reports which were delayed due to pending SBOA guidance for the initial year stub period audit and the subsequent accounts receivable matter described in Section 2.b. This will not be the case going forward and no delay is expected in completing the audit for FY15 by the due dates.

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

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

As presented in Note 2 to the financial statements, the Indiana Legislature passed amendments to the Indiana Charter Schools Act that resulted in the suspension of funding in the amount of \$6,859,281. INCA believes that this was not the intent of the legislation and has appealed this result with its elected officials, anticipating a resolution by 2017. INCA believes that it will ultimately be successful in restoring this income through legislative channels and continues to reflect this amount as a receivable on its statements of financial position as of June 30, 2014 and 2013. Accounting principles generally accepted in the U.S. require that a potential gain that is contingent upon a future event be recognized when the amount is realized. If INCA were to recognize this gain contingency when realized, a write down of receivables in the amount of \$3,848,885 would be required as of June 30, 2014 and 2013. The change in net assets for the year ended June 30, 2013 and unrestricted net assets as of June 30, 2014 and 2013 would be reduced by the same amount.

3. Governance and Reporting

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

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to governance by the INCA School Board, including, but not limited to:

- Board policies, including those related to oversight of Connections
- Board by-laws
- State open meeting laws
- 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 INCA School Board; and so forth)
- Compensation for attendance at meetings

3.b. Is the school holding management accountable?

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:

- Maintaining authority over Connections
- Holding Connections accountable for performance as agreed under a written performance agreement
- Requiring annual financial reports from Connections

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

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to relevant reporting requirements to Ball State, the IDOE, and/or federal authorities, including, but not limited to:

- Accountability tracking
- Attendance and enrollment reporting
- Compliance and oversight
- Additional information requested by the authorizer

4. Students and Employees

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

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 discriminatory ways 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)

There is a School Admissions Policy and Lottery policy that describes recruitment and enrollment procedures.

Connections provides regulatory compliance support to INCA. When issues of compliance arise, INCA School Leadership has a direct line of communication with the Connections' Legal Affairs department who assists in compliance, policy development, and training in partnership with the INCA School Board Counsel.

INCA has a grievance process as detailed in the school handbook. The handbook has an anti-bullying and anti-harassment policy which includes sexual harassment. There is also a nondiscrimination and privacy policy as well as language in the handbook and on the school website.

4.b. Is the school meeting attendance goals?

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

INCA met the attendance rate goals for each year, averaging 90% or higher, with the exception of this last school year. In the 2014-15 school year, INCA overall attendance dipped to 88.8%, primarily due to the high school attendance rates. In 2015-16, INCA will focus on high school attendance and engagement.

Overall average participation exceeded 80% for the 2012-13 (94%), 2013-14 (94%), and 2014-15 (97%) school years.

The attendance and participation rates are reported each month to the INCA School Board.

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

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.

The Connections' compliance team updates teacher qualifications in the human resources information system, tracks expiring credentials, and inputs renewal information into the system as it is received. The Connections' compliance team also follows changes in highly qualified teacher requirements and tracks the current information in the human resources information system. The Credential Compliance Analysts work closely with INCA School Leadership and other administrators to produce useful reports to ensure compliance.

4.d. Is the school respecting employee rights?

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 (FMLA), the Americans with Disabilities Act (ADA), and employment contracts. INCA does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights. The rights of employees are of critical importance. INCA and Connections both adhere to all federal- and state-mandated regulations to the extent legally required.

INCA and Connections employ a firm Equal Employment Opportunity (EEO) policy and unlawful harassment and sexual harassment policies. The policies employed by the school are created to ensure employees have a workplace free from harassment, specifically harassment based on a federal or state protected class. Through the EEO and unlawful harassment policy, the school obeys regulations promulgated by the federal and state governments relating to discrimination. There is a comprehensive report procedure available in the employee handbook as well as on the Virtual Library, which is accessible to all employees. Further, INCA and Connections offer accommodations to those who request them to the extent legally required by the ADA. INCA does not infringe on the right of employees to bargain collectively or organize in accordance with Section 7 and 8(a) (1) of the NLRA.

The school abides by all regulations regarding Family and Medical Leave and even offers additional leave for those who require it. Further, employees may request unpaid leave if they are not eligible for FMLA, if they have exhausted FMLA, or if they are in a situation where FMLA is not applicable.

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

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 school community, where applicable).

All offers of employment are contingent on the candidate successfully passing a background check. The background check conducts county and statewide criminal checks within the last seven years, social security number verification, and sex offender check or criminal indicator search. In addition, the company verifies education credentials of the school-based employees. Employees with significant amount of pecuniary responsibilities are also subject to a credit check. In addition, volunteers and contractors are also subject to a background check. In accordance with Indiana Public School Law IC 20-26-5-10(b), all of the employees that have or are likely to have direct ongoing contact with children are fingerprinted.

5. School Environment

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

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 (though not applicable to our learning environment)

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

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

Although these items are not applicable to our virtual learning model, we maintain our policies in compliance with our charter.

5.c. Is the school handling information appropriately?

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to security, including, but not limited to:

- Security of and access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
- Access to documents maintained by the school under the state's freedom of information law and other applicable authorities
- Transfer of student records
- Proper and secure maintenance of testing materials
 - At the school level, where records are physically kept and records are housed and maintained as per state regulation, this might entail maintaining records in a separate room dedicated to files, keeping records in fireproof drawers, or assigning the role of Records Custodian to an individual whose job it is to intake, process and document requests and/or the release of student records.

Connexus is a secure and closed environment which has permissions protocol and certain privacy settings in place when processing requests for student records. Connexus also is maintained by the Connections' Management Information Systems (MIS) team which is dedicated to its security as well as the security and integrity of all records stored therein.

Parents and students alike have 24-hour access to their student records via this closed environment. If a parent or legal guardian who does not already have an account in Connexus requests student records, his or her identity and right to access the records is verified. Provided the individual has a right to the records sought, an account is opened to allow for full and equal access to the records.

Connections works to support INCA directly with requests for student records. There is an internal ticketing system within Connexus which INCA utilizes to communicate directly with the Connections' Legal Affairs team. That team, along with INCA School Board Counsel, assists INCA with vetting requests against FERPA regulations in order to determine whether the requested records are permitted to be released and to whom.

- The same internal ticketing system used for vetting student records requests is also used to process public records requests. Similarly, the process for vetting these types of requests is the same as requests for student records with full support from the Connections' Legal Affairs team in partnership with INCA School Board Counsel.

- INCA handles the transfer of student records at the school level, again with support from Connections' Legal Affairs and INCA School Board Counsel. A transfer of student records usually happens under an exception under FERPA whereby records are permitted to be released without the prior written consent of a parent or eligible student when the student is enrolling or enrolled in the school requesting the records. Also, we take great care to ensure records are transferred as securely as possible. For example, should an email contain student records or other sensitive information, it is sent using encryption technology that protects the information while in transit to the receiving party.
- An INCA State Testing Plan is in place and reviewed each school year. Proper and secure maintenance of testing materials is addressed in the plan within the Staff Training and Proctor Compliance and the Test Security sections.

6. Additional Obligations

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

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 Ball State
- Requirements by other entities to which the charter school is accountable (e.g. IDOE)

There is a process that ensures that the Principal and school staff are notified of changes in Indiana legislation and regulation that will affect INCA. New legislative bills and updates are monitored to ensure that appropriate steps are taken and requirements are fulfilled.

VI.B Compliance

2. Please respond appropriately to the following evidence of the school's alleged noncompliance with the Organizational Performance regarding the following information:
[If this section is blank, there are no organizational findings in which a response is needed.]

INCA is compliant with the Organizational Performance Frameworks and does not have any noncompliance issues.

VI.C Governance and Management

3. **Governance and Management.** Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, committee structure, and/or amendments to by-laws.

The Indiana Connections Academy, Inc. by-laws were revised and restated December 1, 2011. There are no anticipated changes to the by-laws, governance, or committee structure. The terms of the INCA School Board's composition as defined within Article II, Section II of the by-laws is also not expected to be revised. However, the INCA School Board is actively seeking a fifth Board Member to fill a current vacancy.

VI.D Transportation

4. **Transportation (if applicable).** Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

INCA serves students statewide. Students attend school virtually and do not require transportation services for regular school activities which occur primarily in their homes and immediate vicinities. The only mandatory school events that may require students to report somewhere other than their home or immediate neighborhood are: a) special orientation sessions and b) state standardized tests which students will take at proctored locations. For optional in-person activities such as field trips, teachers coordinate with parents to facilitate transportation through carpooling as much as possible.

As a statewide virtual charter school, INCA's obligation to provide transportation services is limited to those students whose IEP and/or Section 504 plan require services to be provided that are typically provided outside the home. INCA utilizes three options for providing students with access to these services.

1. INCA compensates service providers to provide services in the student's home, whenever possible.
2. For parents who prefer students to receive services outside the home, or when a service provider is not available to provide services inside the home, INCA provides mileage reimbursement to parents who are available to transport the student.
3. In all other circumstances, INCA contracts with one or more third-party transportation providers at no cost to the student or parent to transport the student to the service provider location.

VI.E Facility

4. **Facility.** Describe the current status of the school's facility. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan.

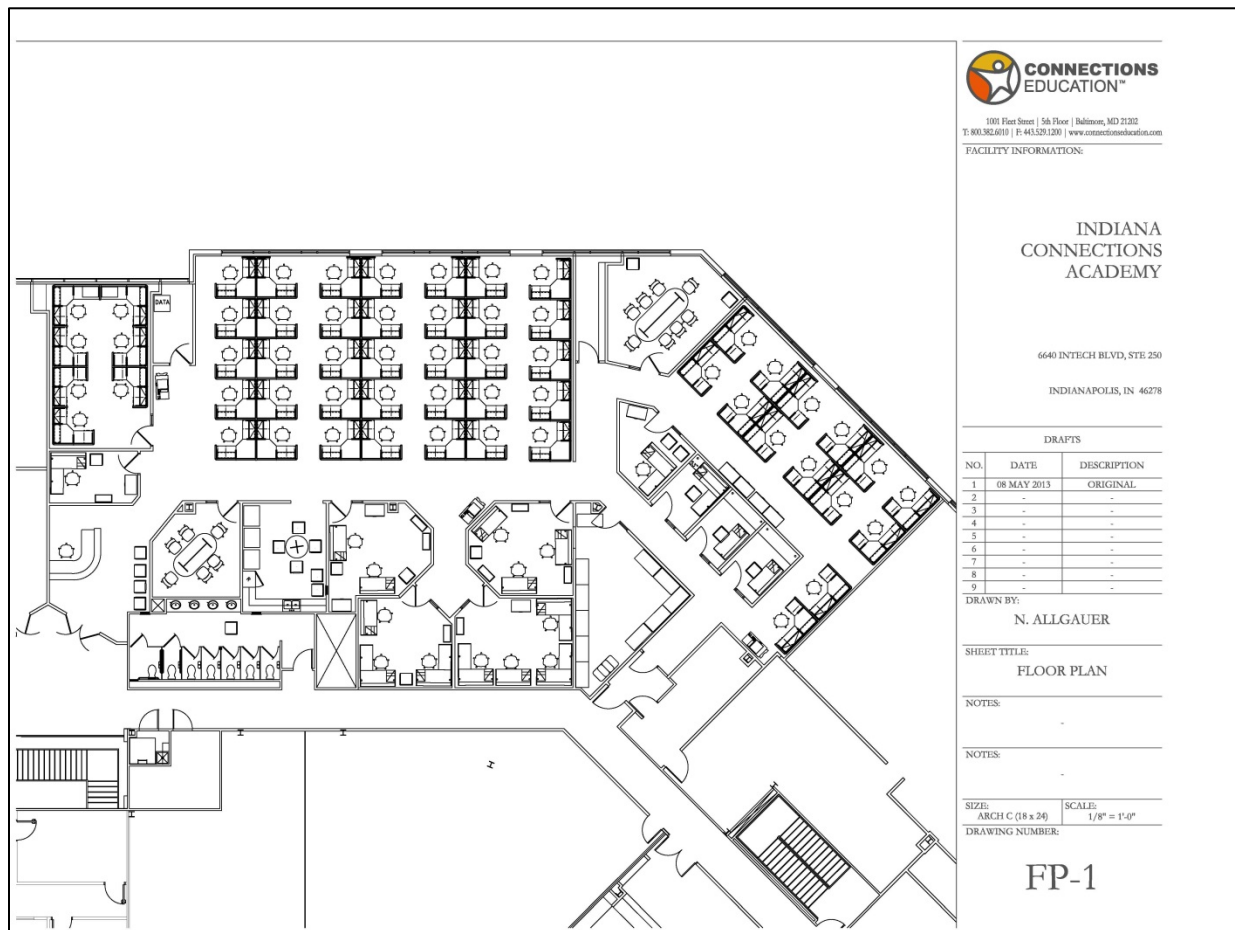
The school facility is located at 6640 Intech Boulevard, Suite 250 in Indianapolis, Indiana. The lease has an expiration of 7/31/2018. We do not anticipate any changes to the facility or the lease as we still have a few years left on the term.

The facility includes 8,235 square feet of leased space and consists of:

- A reception area
- 57 workstations
- 9 offices (some of which sit multiple school staff)
- 2 conference rooms
- An IT/MIS room

Figure 2 illustrates the floor plan of the facility.

Figure 2. Facility Floor Plan



VI.F Educational Service Providers

5. Educational Service Providers. Renewal applicants are asked to declare whether they intend to contract with an education service provider (ESP). The term “ESP” refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. After the organizing board of directors’ appropriate review of the performance of the school and the services provided by an ESP, applicants should choose the applicable statement from the choices, below, and follow the related instructions. Copy/paste the statement that is applicable and proceed as directed:

We contracted with Connections, an educational service provider, during the original term of the charter and intend to continue to contract with the same education service provider.

Discuss any material changes to the agreement from the one currently in effect. Submit a copy of the proposed management agreement for the renewal term.

In the renewed Education and Product Services Agreement with Connections Education, LLC, the Board:

- Added language to comply with new laws
- Streamlined the agreement or clarify sections of the agreement
- Added definitions

We do not believe any changes are material.

VII. FINANCIAL PERFORMANCE

With respect to Findings for Financial Performance, there will be a presumption of compliance unless the school's record includes evidence to the contrary.

1. Provide an assurance that the school is current in meeting its liabilities including, but not limited to, payroll taxes, debt service payments, and employee benefits.

The INCA School Board assures that the school is current in meeting its liabilities, including, but not limited to payroll taxes, debt service payments, and employee benefits.

2. Provide any financial performance-related evidence, supplemental data, or contextual information that may not be captured in the Office of Charter School records. Submissions may include but are not limited to document of actions taken and results achieved in response to audit findings; updated financial records; and other updates regarding previous school findings.

The INCA School Board monitors its financial performance and is engaged in regular discussion with INCA School Leadership over significant financial matters. The INCA School Board reviews a monthly re-forecasted revenue and expense statement and compares it with the approved budget at its regularly scheduled meetings. Through this process, the INCA School Board is made aware of anticipated results and takes appropriate measures to minimize the impact of any negative developments.

Additionally, the INCA School Board engages a third-party accounting firm to perform an annual audit which includes a review of internal controls and provides assurance that the financial statements are materially accurate. No material weaknesses in internal controls have been identified in any of the year-end audited financial statements.

The most recent financial audit, dated June 30, 2014, includes an exception in the auditor's report relating to INCA's accounts receivable balance from the state in the amount of \$3,848,885. Please refer to footnote 2 of the audited financial statements for further details on the balance remaining due to INCA as a result of the Indiana General Assembly's passing of HB1001 in April 2013. Legislative efforts are being made to resolve the outstanding obligations of the State. INCA believes that these funds are owed and are realizable.

INCA's financial performance indicators have been presented in Figure 22. This framework was developed in order to measure a school's ability to pay its current obligations and to gauge its financial viability. Although it appears as though INCA has not met some of the prescribed ratios, the intent of these indicators has been met and INCA's financial health remains stable.

Under INCA's arrangement with Connections, all current obligations are initially paid for by Connections and are reimbursed only when funds become available to the school. This allows the school to direct more of its resources to the educational program while minimizing any concern that current obligations will not be met. Additionally, at the end of each fiscal year, Connections reviews its fees with INCA and provides service credits by an amount that allows INCA to consistently end each fiscal year with a positive net asset balance. Based on the unique arrangement between INCA and Connections, the INCA School Board believes the objectives of the financial indicators are addressed.

The INCA School Board continues to monitor its financial position and has demonstrated its ability to use its resources in a manner that preserves the school's financial viability while maximizing the resources devoted to instruction and instructional support activities. INCA will pursue further opportunities to

identify additional resources and efficiencies with its use of existing resources to provide an excellent educational experience for students.

2-year Financial Projections. Complete a two-year projected budget for the next term at the campus and network level (if applicable). The budget detail should make clear the assumptions on which the school bases its key revenue and expenditure projections. The two year projected budget should include the Board of Directors' review and attached minutes. If there is intent to add to or change facilities, this should be included in the budget projection as well as new lease terms and/or building plans under Organizational Plans.

The INCA School Board has attached a five-year projected budget (Attachment D) consistent with the renewal term being requested by the school. Enrollment assumptions including student grade mix, demographics and special populations as well as current funding rates and school costs (fixed and variable) have been forecasted based upon the historical results the school. The five-year projected budget has been prepared using assumptions that are consistent with actual results experienced at INCA.

The INCA School Board anticipates continuing its partnership with Connections to provide instructional products and services to the school. The INCA School Board will work with Connections to maintain its current rate structure in order protect the school from economic volatility. Included in this arrangement, the INCA School Board will ensure that Connections reduces its charges by providing service credits that will ensure the school's financial viability.

The five-year projected budget demonstrates the school's continuing commitment to develop both its instructional and administrative team structure. As the school's enrollment grows, the school will add additional instructional staff that will allow for increased specialization and teacher intervention. Additionally, the school intends on building its administrative team in a manner that will further support the school's instructional model. Facility needs for the school have been considered in the development of the five-year projected budget. As a virtual school, INCA is able to balance its ability to have staff working remotely while ensuring that proper training and staff development needs are addressed. INCA's current lease term expires July 31, 2018 and it anticipates renewing that lease upon term completion. INCA has no current intent on changing facilities and plans to direct its resources on instructional related costs.

Specific documents reviewed during the renewal process will include:

1. Current Board approved budget with minutes.

The current budget, approved by the INCA School Board, for 2015-2016 and the corresponding minutes are available in CSAPPHIRE.

2. Prior year's Board approved budget with minutes.

The prior year's budget, approved by the INCA School Board, for 2014-2015 and corresponding minutes are available in CSAPPHIRE.

3. Current facility/school lease term and conditions.

The current facility/school lease terms and conditions are available in CSAPPHIRE.

4. Applicable insurance policies and their renewal.

The applicable insurance policies and their renewals are available in CSAPPHIRE.

5. Current Accrual-Based Audits

The current accrual-based audit for 2014-2015 is available in CSAPPHIRE.

6. Enrollment Plan. Describe the enrollment plan for the next charter term (*e.g.*, grade level and projected student enrollment). Please provide a brief paragraph on the school's enrollment and tuition support. Explain how enrollment impacts the budget and the school's overall financial health. Identify how the school plans to sustain its enrollment and what plan(s) the school has to continue to recruit students.

Enrollment Plan

Figure 3 provides the enrollment plan for the next charter term including grade levels and projected student enrollment.

Figure 3. Projected Student Enrollment

School Year	Grade Level	Funded Enrollment	Growth	Growth %	
2015-16	K-12	3,850	523	16%	Budgeted Figure
2016-17	K-12	4,300	450	12%	Proposed Figure
2017-18	K-12	4,700	400	9%	Proposed Figure
2018-19	K-12	5,100	400	9%	Proposed Figure
2019-20	K-12	5,550	450	10%	Proposed Figure
2020-21	K-12	6,000	450	7%	Proposed Figure

School's Enrollment and Tuition Support

INCA saw a tremendous enrollment surge when it initially opened, most likely due to the pent-up demand for virtual schooling after the school's initial approval in 2007 and then legislation not passing for several more years. Since the first two years, enrollment has been steady but controlled. Together, the INCA School Board and Connections worked with Ball State to amend the annual enrollment maximums in the current charter.

Current Indiana tuition support for virtual charter schools is inadequate and trails almost all other states on a per pupil basis. Currently, INCA only receives 90% of tuition support. This is an improvement from the 87.5% of tuition support that was in place at the beginning of the charter, but the school will continue to work with Connections to seek equal funding for virtual charter school students.

Impact of Enrollment on the Budget and the School's Overall Financial Health

The projected increase in enrollment will allow the school to increase its leverage of fixed costs and improve the overall financial health of the school. It is anticipated that any need for Connections to provide service credits would decrease on a per-student basis allowing the school to better meet its financial obligations.

Plans to Sustain Enrollment and Continuing to Recruit Students

INCA will continue to implement similar outreach programs as discussed in the School Admissions Policy. To date, these have proven effective and the school's enrollment has grown each year of the charter.

Figure 4. Financial Performance Framework – Indiana Connections Academy

FINANCIAL PERFORMANCE FRAMEWORK BALL STATE UNIVERSITY			Meets
			Does Not Meet
			Falls Far Below
1. NEAR TERM INDICATORS			
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	0.99
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	0.45
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	60
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	103%
1.e.	Default		Not in Default
2. SUSTAINABILITY INDICATORS			
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	0.02%
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	1.00
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)	274,142
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	N/A- School has no long term debt

Figure 5. Financial Performance Framework – Data Points

Financial Performance Framework – Data Points	
Current Assets	7,621,080.00
Current Liabilities	7,667,027.00
Cash	3,466,306.00
Unrestricted Cash	3,466,306.00
Total Expenses	21,098,268.00
Depreciation Expenses	12,818.00
Enrollment Projection in Charter School Board-Approved Budget	3,327.00
Actual Enrollment	3,426.00
Default	Not in Default
Net Income	863.40
Total Revenue	21,099,132.00
Aggregated Total Margin	
Total 3 Year Net Income	8,500.00
Total 3 Year Revenues	54,282,560.00
Total Liabilities	22,656,484.00
Total Assets	22,752,948.00
Year 1 Total Cash	3,192,164.00
Year 2 Total Cash	3,163,535.00
Year 3 Total Cash	3,466,306.00
Depreciation	25,314.00
Interest	
Interest Expense	-
Annual Principal, Interest, and Lease Payments	-

ATTACHMENT 1: SCHOOL DATA SUMMARY DOCUMENT

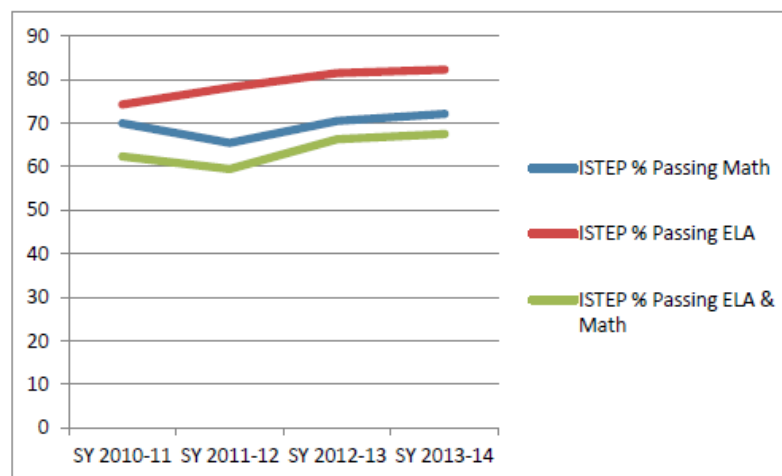


IN Connections Academy Virtual Pilot
Indianapolis, IN
In Operation since 2011 (2 Years)
Independent School
Grade Range: K-12

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Student Enrollment	266	1675	2,749	3,013	3,412

2014-2015 YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	3,412	
Ethnicity/Race		
# White	2,822	82.7
# Black	166	4.9
# Hispanic	200	5.9
# Asian	49	1.4
# Native American	3	0.1
# Other	166	4.9
Special Populations		
# Students with IEPs		
# English Language Learners		
# Eligible for Free and Reduced Lunch	1613	47.3

	AYP	PL 221	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2010-2011	No	Commendable	B	n/a	n/a	n/a	n/a	n/a	69.95%	74.30%	62.36%
SY 2011-12	n/a	n/a	D	<i>Not applicable due to IDOE policy change</i>	Does not meet standards	n/a	n/a	n/a	65.44%	78.17%	59.47%
SY 2012-13	n/a	n/a	D			n/a	n/a	n/a	70.5%	81.5%	66.3%
SY 2013-14	n/a	n/a	D			n/a	n/a	n/a	72.1%	82.3%	67.5%



Math Growth:

2011: Low growth, low achievement
 2012: Low growth, low achievement
 2013: Low growth, low achievement
 2014: Low growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2011	162	72.8	37.0
Spring 2012	762	65.5	25.0
Spring 2013	1023	70.5	30.0
Spring 2014	1065	72.1	25.0


ELA Growth:

2011: Low growth, low achievement
 2012: Low growth, low achievement
 2013: Low growth, high achievement
 2014: Low growth, high achievement

Year	# Tested	Pass %	Median Growth %
Spring 2011	160	76.3	42.0
Spring 2012	760	77.9	43.0
Spring 2013	1023	81.5	47.0
Spring 2014	1059	82.3	45.0



Graduation Rate	2011-2012		2012-2013		2013-2014	
	#	%	#	%	#	%
	36	48.6	92	33.6	200	48.2

School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch	# in Remediation	# Re-tested	# Pass Retest
2011-12	82	70	85.4	2.4	42.7			
2012-13	118	101	85.6	0.8	49.6			
2013-14	90	79	87.8	0.4	48.6			



ATTACHMENT A: INCA PARENT SATISFACTION SURVEY

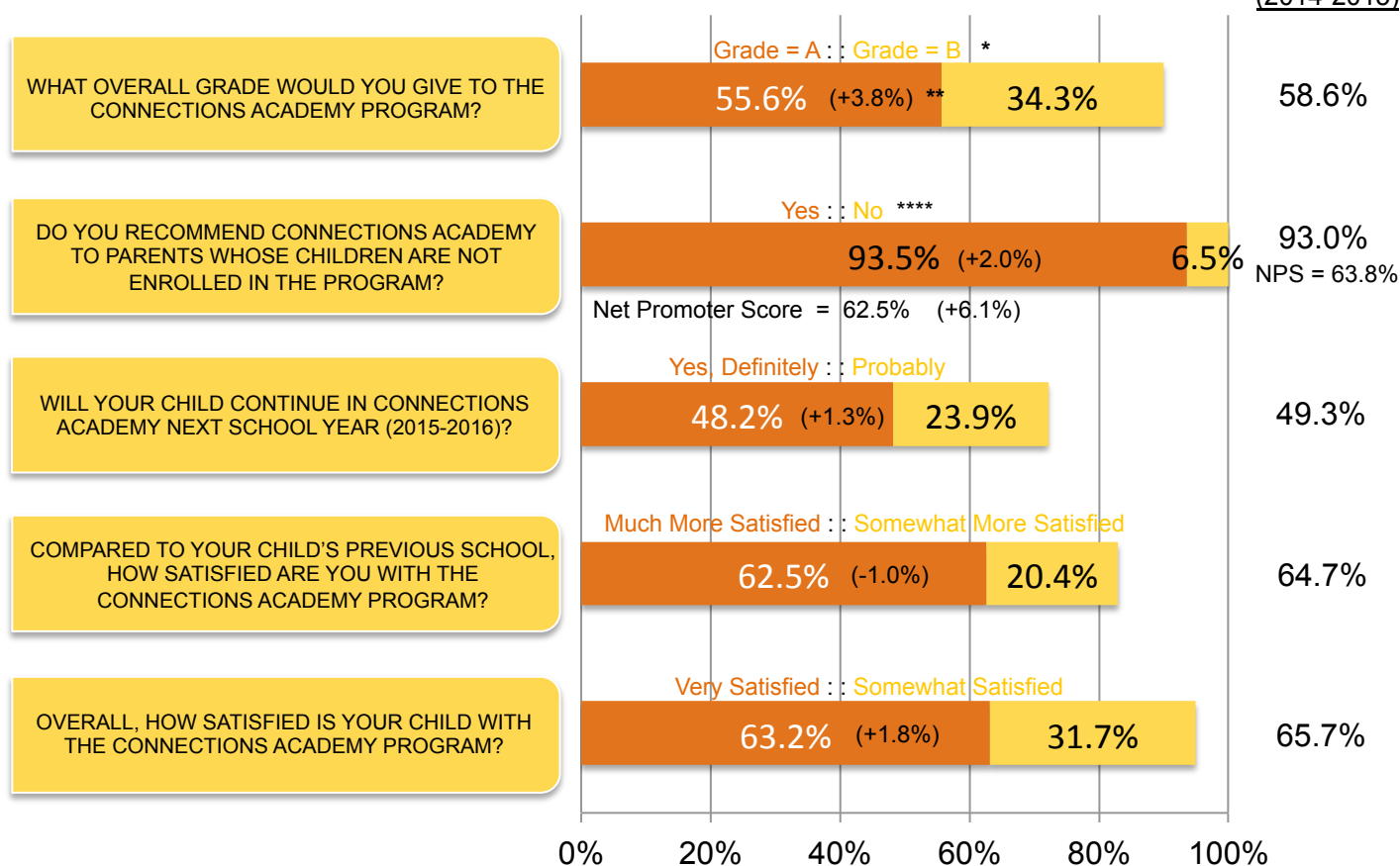
Indiana Connections Academy

Parent Satisfaction Survey 2014-2015

Executive Summary

Parents' satisfaction with Indiana Connections Academy improved from the previous year. An impressive 93.5% of parents recommend the program, and the large increase in Net Promoter Score represents enhanced parent loyalty and enthusiasm for the program.

Satisfaction with the Connections Academy Program



* First two response options.

** Percentage point change from 13-14 to 14-15, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.

**** Survey rating: Yes = 6 to 10; No = 0 to 5; Net Promoter Score (NPS) = (10 + 9) - (6 to 0)

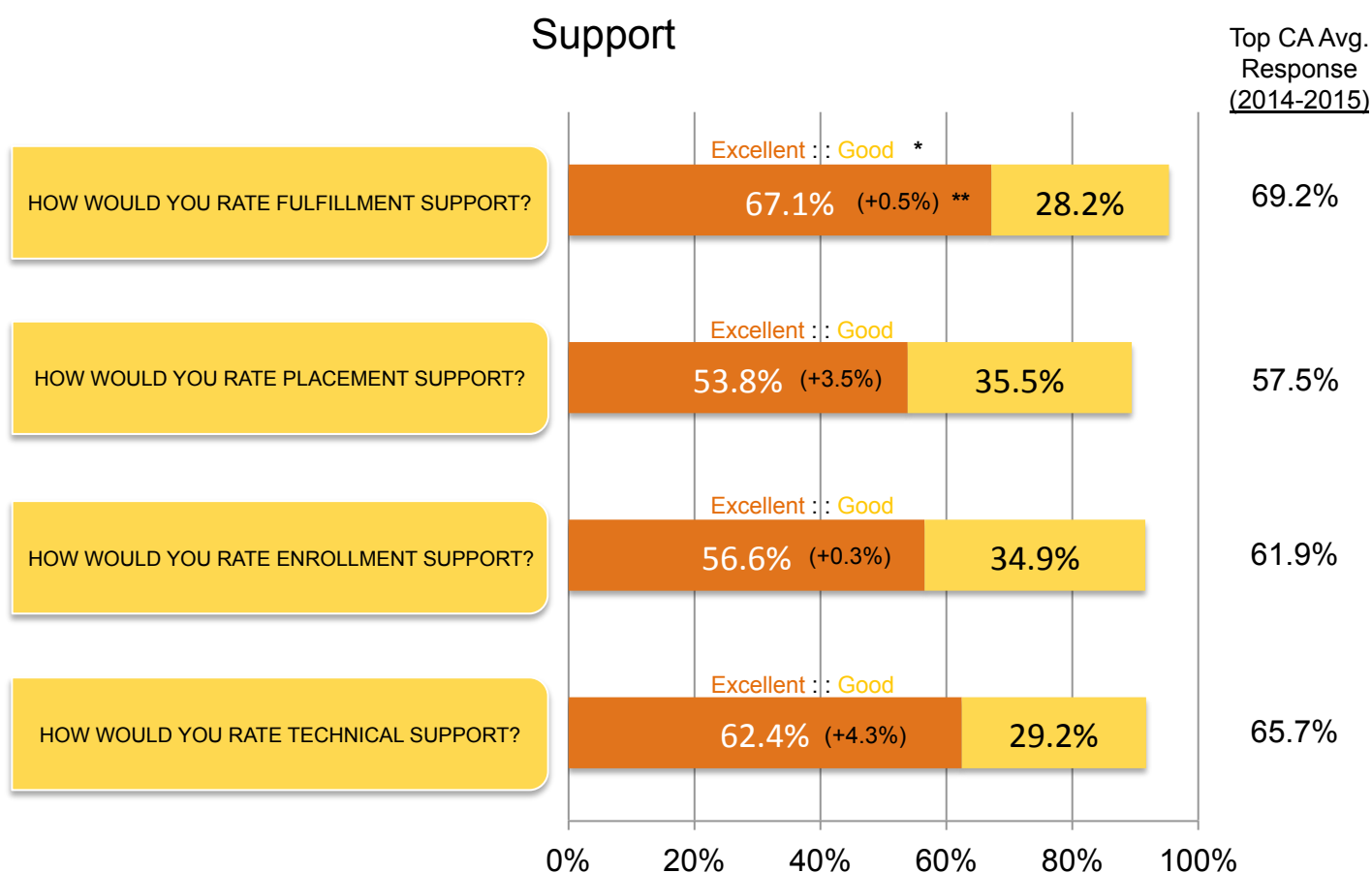


Indiana Connections Academy

Parent Satisfaction Survey 2014-2015

Executive Summary

Top-response satisfaction with operational support services improved but remains lower than the Connections Academy average. However, when the top two responses are combined the results are consistent with the all-school average. (See the addendum at the end of this section.)



* First two response options.

** Percentage point change from 13-14 to 14-15, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.



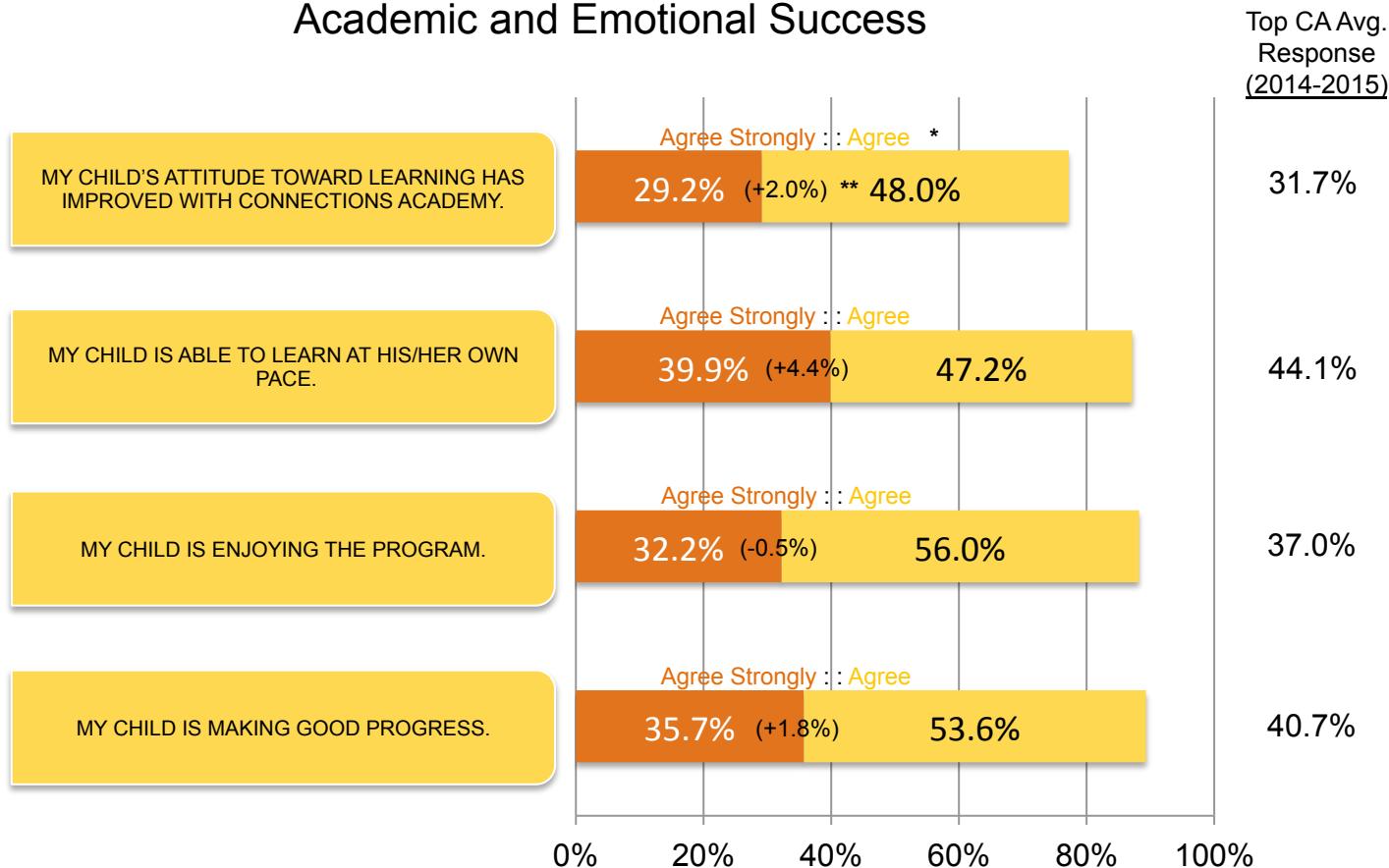
Indiana Connections Academy

Parent Satisfaction Survey 2014-2015

Executive Summary

Top-score parent satisfaction with the academic and emotional success of their children also increased but remains lower than the Connections Academy average. Again, however, satisfaction levels are comparable to the average when the top two responses are added together.

Academic and Emotional Success



* First two response options.

** Percentage point change from 13-14 to 14-15, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.



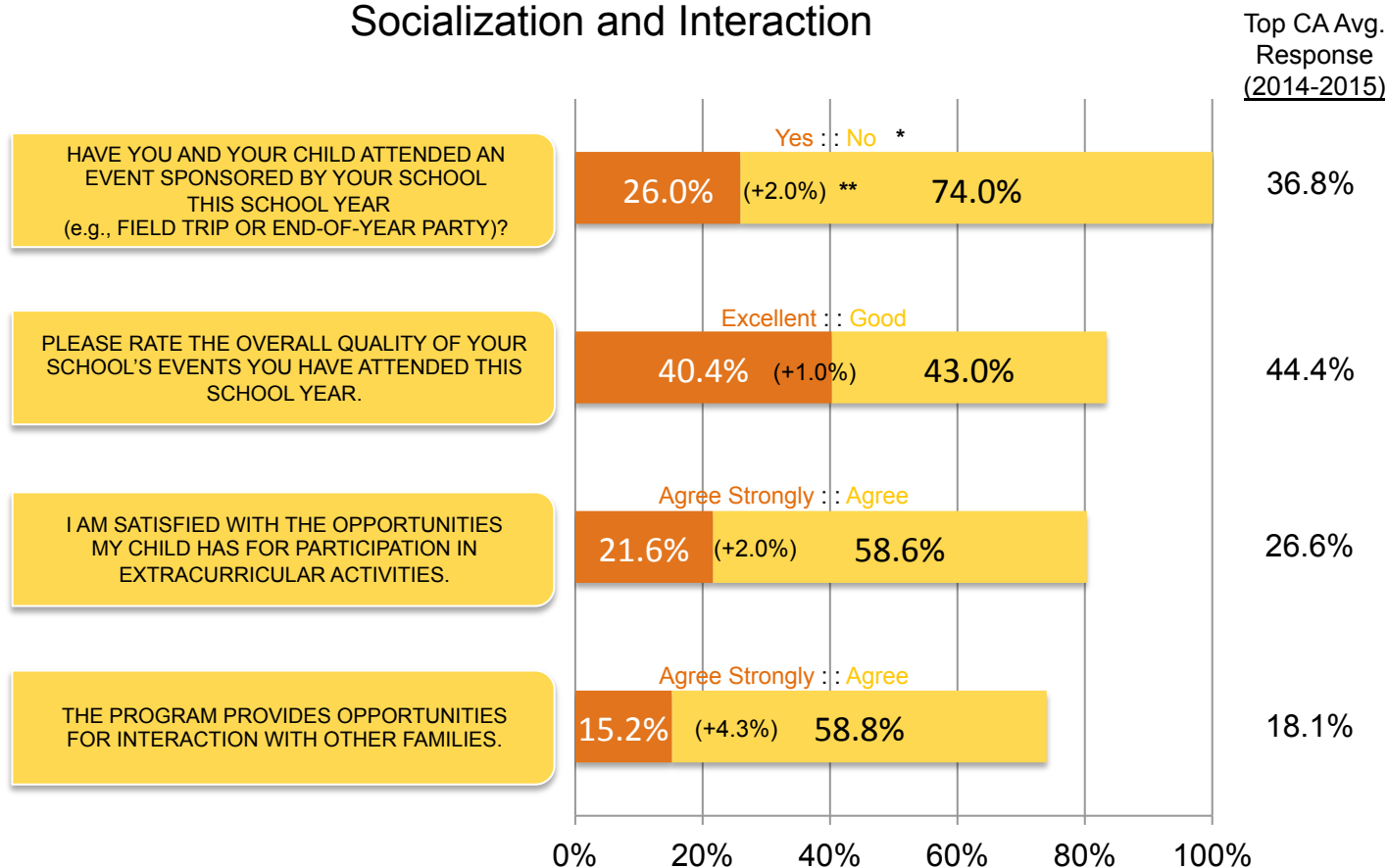
Indiana Connections Academy

Parent Satisfaction Survey 2014-2015

Executive Summary

Attendance at school-sponsored events was relatively low, as was top-response satisfaction with opportunities for socialization. However, when the top two responses are added together, satisfaction with opportunities for socialization is similar to the Connections Academy average.

Socialization and Interaction



* First two response options.

** Percentage point change from 13-14 to 14-15, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.



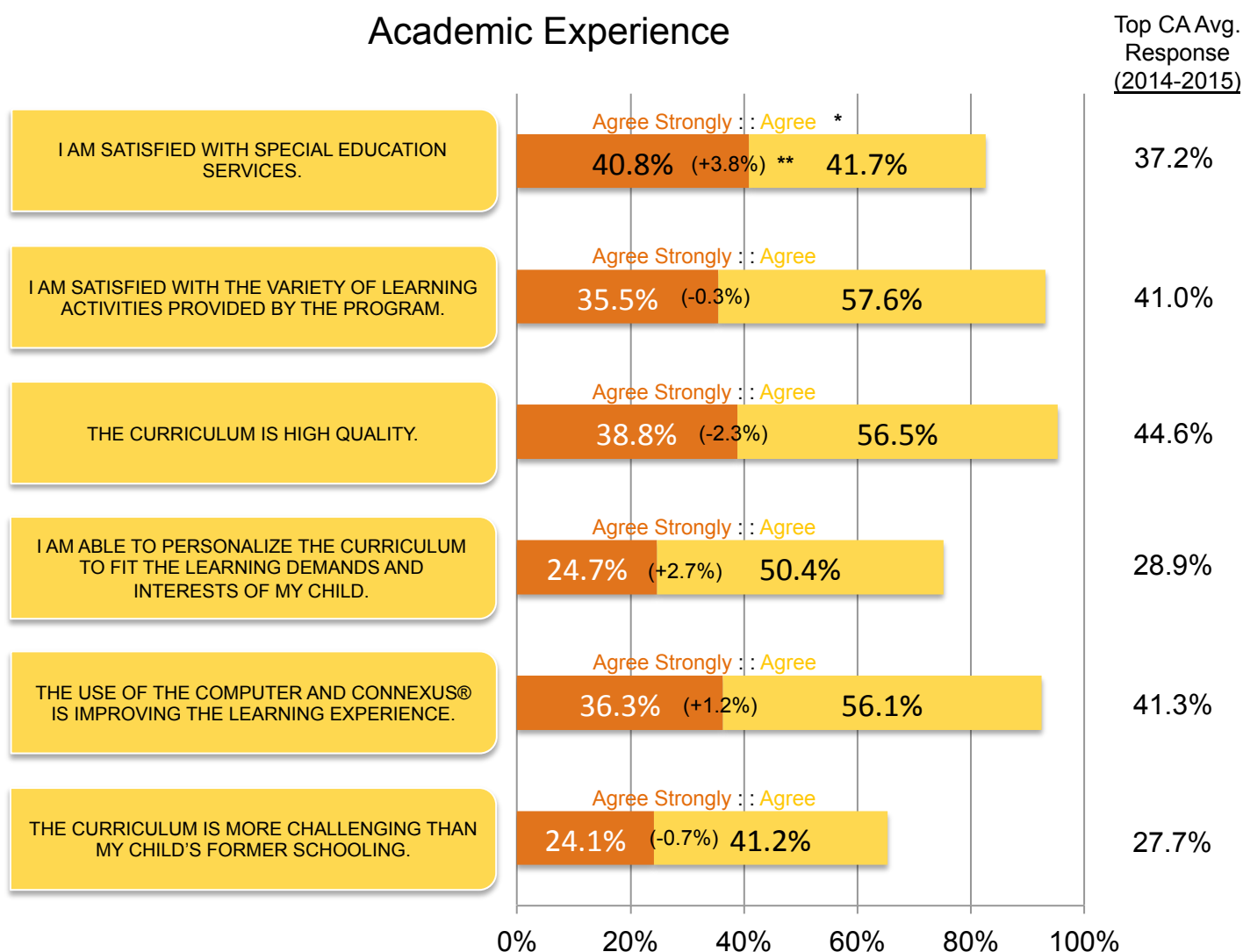
Indiana Connections Academy

Parent Satisfaction Survey 2014-2015

Executive Summary

Satisfaction with special education services improved and exceeds the average across all schools. When the top two responses are added together, parent satisfaction with the academic experience was also high, exemplified by the 95.3% of parents who agreed that the curriculum is high quality.

Academic Experience



* First two response options.

** Percentage point change from 13-14 to 14-15, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.



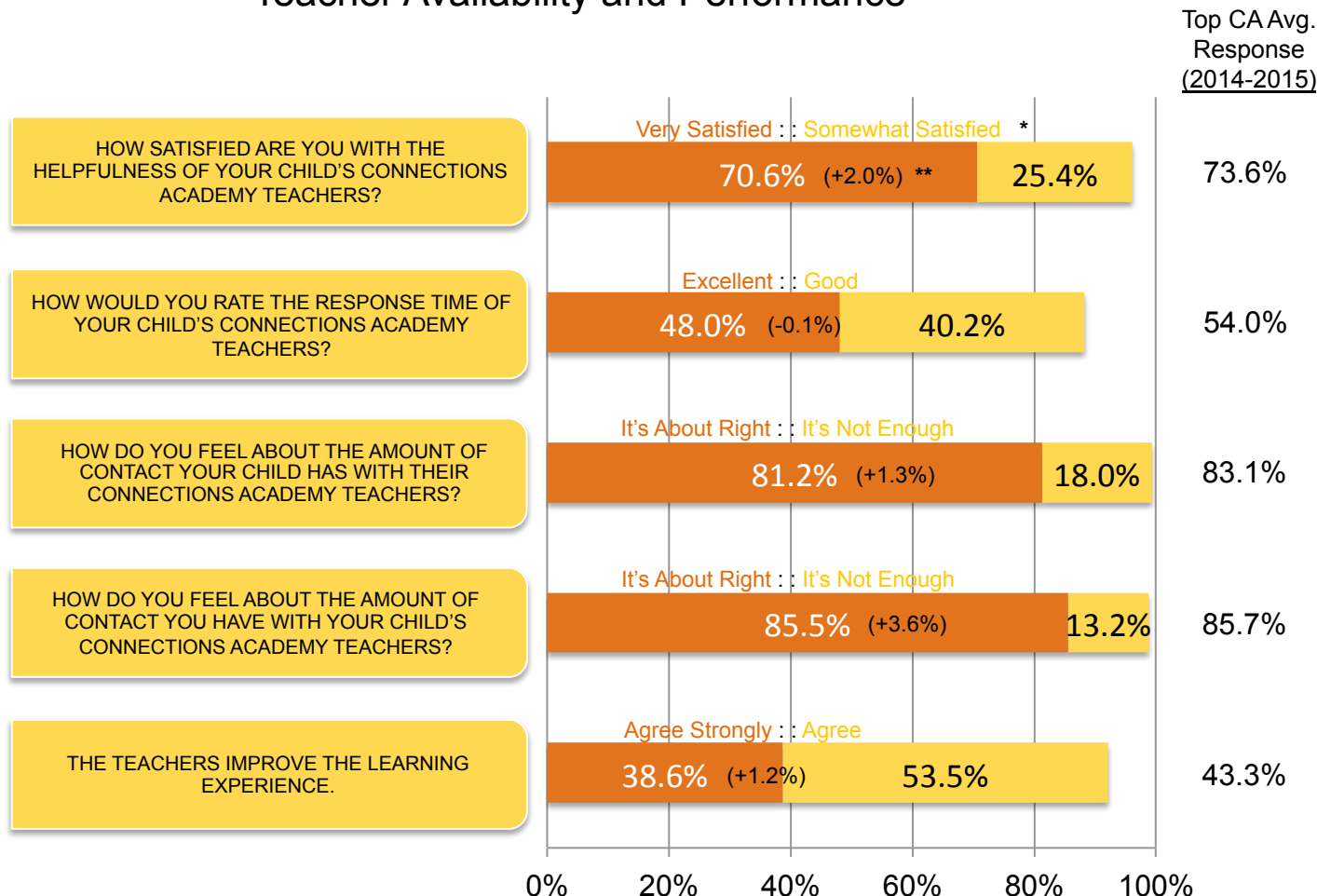
Indiana Connections Academy

Parent Satisfaction Survey 2014-2015

Executive Summary

Parents were clearly happy with the Indiana Connections Academy teachers. When the top two responses are combined, 96% of parents were satisfied with teacher helpfulness, and 92.1% agreed that the teachers improve the learning experience.

Teacher Availability and Performance



* First two response options.

** Percentage point change from 13-14 to 14-15, e.g., 20.0% to 21.5% = +1.5%.

*** White figures indicate a top score lower than the Connections Academy average.





ATTACHMENT B: INCA SCHOOL EMPLOYEE SATISFACTION SURVEY

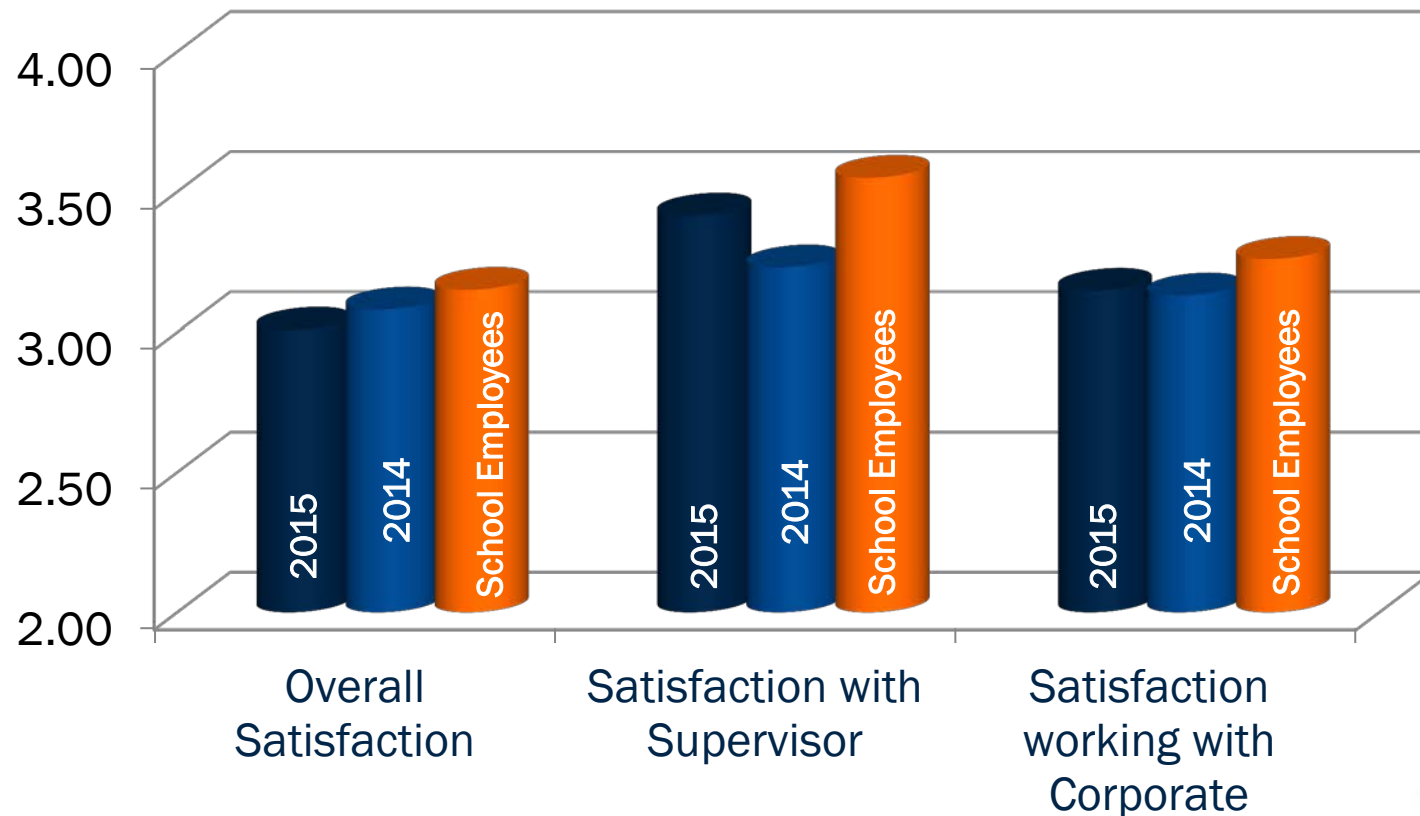


Connections Education 2015 Annual Employee Satisfaction Survey Results

Indiana Connections Academy

INCA Overall Satisfaction

The overall satisfaction is on a **4.0 scale** (GPA) with these options: A, B, C, D, and F.



Statements Indiana Scored the Highest

5.59

- My office location meets the needs of my job.

5.58

- In the last six (6) months my supervisor discussed my performance and development.

5.55

- I am prepared to perform my job now.

5.54

- My personal workspace meets the needs of my job.

5.53

- I know who to contact if I have a problem with any hardware or software required for my job.

5.46

- My School Leader presents a positive image of the school throughout the state.

**On a 6-point scale*



Statements Indiana Scored the Lowest

2.73

- My salary and incentives are competitive with the marketplace.

2.82

- My total compensation reflects my efforts.

3.93

- PLCs have made a significant impact in how I work with students.

4.06

- The workload in my department/school is distributed evenly.

4.12

- I am satisfied with the balance between my work life and personal life.

4.29

- My department/school does a good job of involving employees in decisions that affect them.

**On a 6-point scale*



Statements Indiana Scored Higher than Last Year

0.77

My School Leader clearly communicates school-wide events, and board and/or state-level regulatory and legislative activities.

0.76

My School Leader is accessible to and known by our families.

0.73

My School Leader clearly communicates new and/or revised policies and procedures.

0.64

My School Leader supports and monitors school-based efforts that align to our school goals and action plans.



Statements Indiana Scored Lower than Last Year

0.16

My salary and incentives are competitive with the marketplace.

0.13

I am satisfied with the balance between my work life and personal life.

0.07

Employees have easy access to basic technologies for communication and for their jobs.

0.05

I receive a prompt response when I report a technical problem.

**On a 6-point scale*



What concerns or suggestions do people have?

**Increase
communication
with corporate**

**Build a more
flexible workweek
schedule**

**Balance the
workload with
student ratios**

**Determine creative
retention incentives**

**Strive for continued
improvement**



What's going well?

Student-focused
environment

Collaborative, team
atmosphere
growing

Consistent
improvement

Creating local
culture

Rigorous curriculum
but flexible
schedule

Supportive
leadership



“At Connections I am allowed to work with students as they need help, catching them at the moment when learning is most possible. The structure of Connections Education promotes that moment.”

- INCA Survey Participant





ATTACHMENT C: OUTSIDE ACCREDITATION



This is to certify that

Indiana Connections Academy

having met the requirements established by the AdvancED® Accreditation Commission
and Board of Trustees is hereby accredited by the North Central Association
Commission on Accreditation and School Improvement.

Valid through June 30, 2018

Mark A. Elgart
Mark A. Elgart, Ed.D.
President and CEO, AdvancED



ATTACHMENT D: 5-YEAR BUDGET

Indiana Connections Academy Charter Renewal

Indiana Connections Academy
5 Year Budget Projection

	16-17	17-18	18-19	19-20	20-21
Projected Student Enrollment	4,300	4,700	5,100	5,550	6,000
Revenue					
State Allotment- Tuition Support & Complexity	22,736,902	24,851,358	26,966,814	29,346,327	31,725,840
State Allotment	2,488,287	2,719,756	2,951,225	3,211,627	3,472,029
Title Grants (ADM)	1,414,700	1,546,300	1,677,900	1,825,950	1,974,000
Total Revenue	26,639,889	29,117,414	31,595,939	34,383,904	37,171,869
Expenses					
Salaries					
Administration	1,076,512	1,145,812	1,233,837	1,268,487	1,373,537
Teachers	5,347,353	5,851,362	6,391,071	6,977,703	7,478,235
	6,423,865	6,997,174	7,624,908	8,246,190	8,851,772
Benefits/Pension/Taxes					
Administration	312,188	332,285	357,813	367,861	398,326
Teachers	1,550,732	1,696,895	1,853,411	2,023,534	2,168,688
	1,862,921	2,029,180	2,211,223	2,391,395	2,567,014
Total Compensation Expenses (Pass-Through)	8,286,786	9,026,354	9,836,131	10,637,585	11,418,786
Educational Resource Center	541,800	592,200	642,600	699,300	756,000
Enrollment and Records Management	249,400	272,600	295,800	321,900	348,000
Human Resources Support	222,000	243,000	265,500	288,000	309,000
Accounting and Regulatory Reporting	215,000	235,000	255,000	277,500	300,000
Internet Subsidy Payment Processing	5,625	6,148	6,672	7,260	7,849
Technical Support & Repairs	645,000	705,000	765,000	832,500	900,000
Facility Support Services	15,000	15,000	15,000	15,000	15,000
Total Professional Services (CA)	1,893,825	2,068,948	2,245,572	2,441,460	2,635,849
School Curriculum Supplies	64,000	70,000	76,500	83,500	89,500
Student Technology Assistance - Desktop	129,375	141,410	153,445	166,984	180,523
Connexus™ Annual License (EMS)	2,580,000	2,820,000	3,060,000	3,330,000	3,600,000
Hardware/Software - Employees	88,800	97,200	106,200	115,200	123,600
Tangible and Intangible Instructional Materials	6,509,413	7,115,948	7,720,779	8,402,098	9,082,728
Curriculum Postage	205,755	224,895	244,035	265,568	287,100
Total Educational Products (CA)	9,577,343	10,469,452	11,360,959	12,363,349	13,363,451
Treasury Services	353,825	386,729	419,649	456,678	493,708
Marketing Services	235,883	257,820	279,766	304,452	329,138
Special Education Oversight and Liability	589,708	644,549	699,415	761,131	822,846
School Administration (net of service credits)	875,240	1,040,827	1,123,480	1,322,940	1,555,400
Total Management Services (CA)	2,054,655	2,329,925	2,522,311	2,845,201	3,201,092
Office supplies	34,400	37,600	40,800	44,400	48,000
Community Outreach	250,000	250,000	250,000	250,000	250,000
ISP Payment Reimbursement	34,300	37,500	40,700	44,300	47,900
Copiers/Reproduction	13,000	14,200	15,500	16,800	18,200
Office Postage	38,700	42,300	45,900	50,000	54,000
Student Testing & Assessment	320,000	340,000	370,000	410,000	440,000
Staff Recruiting	6,500	7,100	7,700	8,300	9,000
Staff Training / Prof. Development	51,600	56,400	61,200	66,600	72,000
Team Building	7,000	7,000	7,500	7,500	8,000
Travel and Conferences	94,600	103,400	112,200	122,100	132,000
Maintenance & Repair	10,000	10,000	10,000	10,000	10,000
High Speed Internet	24,700	27,000	29,300	31,900	34,500
Phone	17,200	18,800	20,400	22,200	24,000
Office Rent & Utilities	152,971	156,030	159,151	162,334	165,580
Depreciation Expense for Furniture and Equipment	15,000	15,000	15,000	15,000	15,000
Special Education - Direct Services	3,051,587	3,335,456	3,619,325	3,938,677	4,258,029
Other Special Education Related Services	25,000	27,000	29,000	32,000	35,000
Graduation Expense	12,000	13,000	14,000	15,000	17,000
Sponsor Fee	576,669	630,312	683,956	744,305	804,654
Total Pass-Through Expenses	4,735,227	5,128,098	5,531,631	5,991,415	6,442,863
Banking fees	150	150	150	150	150
Dues	5,000	5,000	5,000	5,000	5,000
Accreditation	1,000	1,000	1,000	1,000	1,000
Summer School	45,000	49,000	53,000	58,000	63,000
Independent Auditor	11,000	11,000	11,000	11,000	11,000
Board-Related Expenses	5,000	5,000	5,000	5,000	5,000
Insurance - D&O	9,000	9,000	9,000	9,000	9,000
Legal	5,000	5,000	5,000	5,000	5,000
Total Expenses Paid Directly by Board	81,150	85,150	89,150	94,150	99,150
Total Expenses	26,628,985	29,107,929	31,585,753	34,373,161	37,161,190
Excess (Deficiency) of Revenue over Expenditures	10,905	9,485	10,185	10,743	10,679



Executive Summary

Indiana Connections Academy

Ms. Melissa Brown, Principal
6640 Intech Blvd., Suite 250
Indianapolis, IN 46278

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Indiana Connections Academy (INCA) is Indiana's first statewide online school to serve students in all grades K-12. In August 2010, INCA opened as a virtual pilot school under the sponsorship of the Indiana Department of Education (IDOE) and served 280 students in grades 1-8. As a result of the pilot program's success and the demand for online schools, the Indiana Legislature passed a law allowing INCA to open as a public charter school. On December 19, 2011, INCA was approved as a public charter school by the Ball State University Office of Charter Schools. Each year, INCA has experienced enrollment growth including 1,600 students in August, 2011; 2,800 students in 2012; 3,200 students in 2013; 3,500 students in 2014; and 3,585 students in 2015.

Students choose to enroll in INCA for many reasons. They may be gifted and need a fast-paced and challenging curriculum or they may struggle academically. They may be homebound due to chronic or terminal illness or grappling with social, discipline, or emotional issues. They may be interested in a highly technical learning experience, or they may be elite athletes or performers seeking a more flexible schedule.

INCA students also have a variety of prior educational backgrounds. Based on the June 2015 Monthly School Report, about 12% of the student population was formerly homeschooled and about 6% previously attended a private school. With the exception of Kindergarteners, the remaining new students enroll from current public schools. INCA students reside in almost every county of the state, and 46% of our student population reported being eligible for Free and Reduced Meals per federal guidelines.

INCA employs a diverse staff of nearly 130 talented, highly-qualified, state-certified teachers. About 25% of those teachers, including all first-year teachers, work at the school's Learning Center on the northwest side of Indianapolis. Remaining staff members work from a home office. Intensive professional development is ongoing throughout a teacher's career, but is particularly focused for first- and second-year teachers including mentoring by experienced teachers and administrators.

INCA partners with Connections Academy of Indiana, LLC, a subsidiary of Connections Education LLC, (jointly referred throughout the application as Connections), to provide services such as human resources, state reporting, and access to a comprehensive educational management system, Connexus®. Teachers work with students and Learning Coaches to create a Personalized Learning Plan (PLP) for each student, and each student's progress is monitored through Connexus. As student strengths and weaknesses are identified, teachers modify curriculum and provide targeted instruction and/or academic support programs to meet each student's individual needs. Students access grade-appropriate, standards-based curriculum; daily lesson plans; a weekly planner; teacher-led LiveLesson sessions (real-time synchronous learning opportunities); an internal email system (WebMail); their grade book; and other resources. Learning Coaches (usually parents) help monitor instruction for students while they access their lessons, ensuring significant caretaker involvement.

Learning Coaches are provided detailed information about the program rigor and required student attendance prior to enrollment, so families have a clear understanding of expectations. INCA provides Learning Coach orientation and support sessions throughout the school year, offering suggestions for optimizing student success.

INCA also provides numerous services beyond academics. To develop a sense of community, expand educational opportunities, and provide

Executive Summary

Indiana Connections Academy

channels for students and Learning Coaches to connect, field trips and social events are held all over the state. Students can choose to participate in one or more of INCA's 27 Clubs and Activities and the school has established chapters of the National Honor Society and National Junior Honor Society. Students interact with teachers during in-person state testing activities and the traditional, graduation ceremony.

Unique Features

INCA's significant growth, while indicative of a need for an online option for students, presents certain challenges. INCA hires only highly qualified, certified teachers and finding teacher talent mid-school year can be difficult. As the rate of enrollment growth slows down, we anticipate fewer mid-year teacher hires permitting all teachers to be trained and ready at the start of the school year.

INCA has attracted many struggling students who have not been successful in prior educational settings. Teachers work diligently to differentiate instruction and provide remediation for students who arrive behind grade level, over-age, and/or credit-deficient in high school. Engaging students who are far behind can be difficult, and INCA focuses to creatively engage those students, some of whom have been chronically absent from school.

Student mobility also impacts overall school performance. Parents often intentionally choose a virtual charter school for a limited time to solve a problem (e.g. illness, bullying). Particularly at the high school level, instructional strategies require time and practice to have an impact on students. We are working to improve student orientation and engagement processes in order to lower the rate of mobility. Initial results have been positive as the school year withdrawal rate decreased 6% this past year from a withdrawal rate of 32% in 2013-14 to 26% in 2014-15.

INCA provides a rigorous college-prep curriculum; this, combined with the adjustment from the classroom setting to a fully-online school setting, can be difficult for some students. However, with increased teacher and school staff support and encouragement from other experienced Learning Coaches, families settle in to this new type of learning and embrace INCA processes. We continue to look for ways to accelerate the learning curve for new students and families.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

INCA is a pioneering K-12 public virtual charter school whose mission is to maximize academic achievement for Indiana students by engaging them in a rigorous, college and career readiness curriculum that is tailored to their learning needs. As a community, INCA embraces four core values and challenges all members of its community to "be brave; be imaginative; be accountable; and be decent."

We make the mission statement clear to all community stakeholders: it is included in the school handbook and the online training program for the teachers, parents and students. Teachers and staff are asked to consider the school's stated purpose and core values in all daily activities and service to students. The INCA Leadership Team discusses embracing our mission and core values at monthly staff meetings, at all department meetings, and in one-on-one meetings with direct reports and decisions are aligned with the mission and values. As teachers talk with students and parents, they reference the mission and core values in a way that invites the students and parents to embrace our school's purpose.

Though INCA recently carefully reviewed and then slightly revised our mission statement, there has been no change in our commitment to our core values and to our purpose. As INCA has grown, it became evident that a focus on our purpose and mission was crucial to building a positive school culture. We have increased our efforts to include our mission/core values in all critical conversations and in our discussions with community stakeholders (Board Members, parents, students, and so forth).

Founding of the School

While some Indiana students are well-served in a brick-and-mortar setting, there are others for whom only an alternative like INCA - with its individualized instruction and flexible scheduling - will satisfy their learning needs. These students include:

- Students who are far ahead of or far behind their peers in school, including students at risk of academic failure and those coping with social issues who may particularly benefit from personalized instruction
- Students in isolated rural areas who may face long bus rides to and from schools that are unable to provide for their specific curriculum and instructional needs
- Students pursuing artistic or athletic careers or career development opportunities that require a flexible schedule
- Students who are homebound due to illness or disability
- Students with special learning needs

Every year since INCA's inception, enrollment of students with special needs has increased. Most recently, 15% of INCA students were designated as having special needs.

Incoming parents are polled each year for the reasons why they enrolled their student(s) in INCA. In the most recent poll, parents gave the following reasons for needing INCA: (In order of most commonly cited)

- "We needed an alternative to our local public school."
- "Our student was struggling academically."
- "Our student has health issues."
- "Our student needs a flexible schedule."

Executive Summary

Indiana Connections Academy

- "Our student was bullied."

Changes to School's Mission and Educational Program

Our current mission statement is, "Our mission is to maximize academic achievement for Indiana students by engaging them in a rigorous, college and career readiness curriculum that is tailored to their learning needs." Our original mission statement was, "We believe that all students can learn and must learn at relatively high levels of achievement. It is our job to create an environment in our classrooms that produces high levels of performance. We are confident that, with our support and help, students can master challenging academic material and we expect them to do so. We are prepared to work collaboratively with colleagues, students and parents to achieve this shared educational purpose."

While the text of our mission statement has been revised and made more concise, our school's purpose remains the same: INCA exists to maximize academic achievement for Indiana students by engaging them in a rigorous, college and career readiness curriculum that is tailored to their learning needs. Our increased focus on college and career readiness is, in part, connected to the IDOE's shift in focus. Yet, it has always been a part of INCA's core belief that the school has an obligation to provide students with an educational opportunity that will lead to post-secondary success. Our school program has changed only in its increased focus on systematically, positively impacting student achievement and preparedness for success at the next level.

Substantial Modifications to Educational Program

Chronic absenteeism affects students in a profound way. We are working to increase our efforts to engage students who are truant or who do not make school a priority. We are considering changes to our internal truancy processes that will allow teachers, counselors, and administrators the ability to engage students (who are at risk for truancy) early and effectively. Virtual schools offer a different learning model and often attract struggling students who are seeking an educational alternative to solve a problem. For this reason, our mobility rates are higher than we would like, and we believe it is essential that we engage in discussion with both Ball State and the IDOE about alternative, virtual-school-specific accountability measures.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The greatest academic strength for INCA continues to be our English Language Arts (ELA) program. In nearly every grade, our students surpassed the state's percentage of students who met or exceeded expectations on ISTEP+ and ECA for ELA.

INCA outscores all comparable virtual schools in Indiana, scoring better in both math and ELA at every grade level.

We are committed to preparing our students for college and career as evidenced by the fact that our four graduating classes have amassed more than \$2 million in college scholarships, and our former students are attending colleges and universities all over the United States. Ball State University, Purdue University, Indiana University, Indiana State University, Butler University, IUPUI, University of Indianapolis, Trine University, Ivy Tech, and Marian University are all home to former INCA students. Our students have been accepted for admission at Rice University, Notre Dame University, Fordham University, and Northeastern University.

Our Guidance Department provides comprehensive services and was awarded the Indiana Gold Star counseling award by the IDOE. INCA was the first virtual school in Indiana to be awarded such a distinction.

INCA was also named a recipient of the Recognized ASCA Model Program Award (RAMP) by the National Association for School Counselors for exemplary performance and practice. INCA was the first virtual school in the country to receive the RAMP in June of 2015.

Since 2012, INCA has had a high school Student Council, where students have the opportunity to run for office and to facilitate communication between the student body and the staff/administration at INCA. The Student Council sponsors a variety of student activities and participates in graduation. INCA was granted membership to the National Honor Society and the National Junior Honor Society in 2012. Nearly 400 INCA students have been eligible for induction since our chapter became active.

Based on an independently conducted third-party survey, overall satisfaction with INCA continues to be remarkably high with 93.5% of current parents recommending the school. Results from the 2014-2015 parent survey include:

- 90% of parents gave INCA an overall grade of "A" or "B"
- 77% of parents agreed their child's attitude toward learning had improved with INCA
- 89% of parents stated their child was making good progress in INCA
- 96% of parents were satisfied with their INCA teachers
- 94% of parents recommend INCA to parents whose children are not enrolled in the program

Areas of Improvement

We have identified three areas for improvement: a) graduation rate; b) math proficiency in grades 3-8 as measured by ISTEP+; and c) math proficiency in high school as measured by the graduation examination.

Since many students come to the school credit deficient and/or off-cohort (32.6%), our graduation rate is not as high as we would like. Our graduation rate was 48.6% for 2011-12, 33.6% for 2012-13, and 48.2% for 2013-14. The rate at which students withdraw prior to the end of their senior year impacts our graduation rate. This is, in large part, due to students who withdraw once they turn 18 and/or students who fail

Executive Summary

Indiana Connections Academy

to identify what school they will attend next. By regulation, these students are coded as dropouts and this negatively impacts our graduation rate. Without those withdrawals, our graduation rate would have been 48.9% in 2013 and 68.6% in 2014. We work hard to keep these students engaged and will continue to reduce the rate at which students withdrawal prior to completion of their senior year. We will institute a focused credit recovery and student re-engagement program to prepare our students for post-secondary college and career options.

While we are slowly making gains, math continues to be a struggle for our students. Although the 2014-15 ISTEP+ scores have not been released, the INCA Leadership Team recognizes that math proficiency for students in grades 3-8 has been, and continues to be, an area of focused need for the coming year. Data from 2013-14 show that INCA had a 72.1% passing rate for all grades compared to 83.5% for the state. Several initiatives are planned including:

- Continuing efforts for timely and effective remediation through RTI
- Providing new credit recovery courses and a program to engage students and address their lack of confidence and deficiencies in math
- Enhancing math curriculum for Kindergarten through Algebra 2 to include the learning sciences of practice, feedback, engagement, and intervention
- Implementing the "We Love Math" culture-shifting program for teachers, Learning Coaches, and students
- Expanding professional development training for experienced teachers

Engaged students are successful students. Our teachers and administrators pursue creative solutions to engage students. One new focus area is Learning Coach support. When the teachers and Learning Coaches work together effectively, students progress academically. In partnership with Connections, we are implementing Learning Coach Central inclusive of three parts:

- Get Started - an orientation program
- Get Coaching - a support program
- Get Connected - a socialization and connectedness program

Enhancements have also been made to the teacher and administrator home pages which allow better access to critical student data.

Recognitions or Achievements

- Accredited by North Central Association Commission on Accreditation and School Improvement, June 2013
- Indiana Gold Star Award for Counseling - IDOE, 2014
- Recognized Model ASCA Program (RAMP) Award - American School Counselor's Association, 2015
- Teacher Stacy Miceli honored with National Center for Women & Information Technology Aspirations in Computing Award, 2014
- Melissa Brown selected as Principal of the Year by her peers leading virtual schools supported by Connections throughout the nation, 2015
- Chandre Sanchez selected as participant Indiana Principals Leadership Institute (IPLI), two-year cohort, Indiana State University, 2015

Additional Information

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

Connections Education Awards and Recognition

- Named "Top Workplace" by The Baltimore Sun for second consecutive year, 2014
- Middle School Science Course Wins BESSIE Award--Honored as Best Science Website, 2014
- Recognized as CODiE Award Finalist in Two Categories, 2014
- Recognized with Three EdTech Digest Awards, 2014
- Wins Four BESSIE Awards for Exemplary Educational Software, 2013
- Wins Four EDDIE Awards for Curriculum Excellence, 2013
- Wins Two 2012 Tech & Learning Awards of Excellence, 2012
- Wins Three EDDIE Awards, AEP Award, for Curriculum Excellence, 2012
- Wins Three BESSIE Awards for Exemplary Educational Software, 2012
- Wins EDDIE Award--Honored for Best High School Chemistry Site, 2011
- Wins One of the USDLA's Top Awards: the "21st Century Award for Best Practices in Distance Learning, 2011
- Earth Science Course Wins the USDLA's "Best Practices Award for Distance Learning Programming" in the PreK-12 Category, 2011
- Algebra 1 Course Wins BESSIE Award--Honored as Best Math Website, 2011
- Earth Science Course Wins EDDIE Award--Named Best High School Science Site, 2010
- Dr. Patricia Hoge, Executive Vice President of Curriculum and Instruction and Chief Academic Officer, Receives USDLA Award for Outstanding Leadership by an Individual in the Field of Distance Learning, 2015
- NCAA Approved - Many Connections core high school courses are approved by the NCAA Eligibility Center



Self Assessment for Digital Learning Schools

Indiana Connections Academy

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Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The institution maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The institution engages in a systematic, inclusive, and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment.	The institution's process for review, revision and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success in the digital learning environment.	•Student Handbooks, website	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable and adaptable digital educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	Commitment to shared values and beliefs about online teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and personnel. Challenging and adaptable educational programs and equitable learning experiences are implemented so that all students achieve digital literacy, learning, thinking and life skills necessary for success. Evidence indicates a commitment to instructional practices in the digital learning environment that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. Leadership and personnel share high expectations for professional practice of digital education.	•General Descriptions of Responsibilities of Teachers and Staff, Performance Evaluation Plan for Administrators and Teachers, Personnel Plan, Teacher and Staff Compensation & Benefits Plan, School Handbook, Staff Handbook, Promotion/Retention Policy, Parent & Community Involvement Policy, Methods of Promoting Parent and Community Involvement Practices, Staffing Matrix and Org Chart, School Safety and Emergency Preparedness Plan, Policy and Procedures for Special Ed and ELL	Level 3

Self Assessment for Digital Learning Schools

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.	Leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions in the digital environment that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the institution's purpose and direction. Personnel systematically maintain, use and communicate a profile with current and comprehensive data on student and institution performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and online instruction that are aligned with the institution's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals. Personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	•Staff Handbook, Student Handbook, Promotion/Retention Policy, Elementary School Reading Plan, Policy and Procedures for Special Education, Policy and Procedures for ELL Students, Performance Evaluation Plan for Administrators and Teachers, Methods of Pupil Assessment, Graduation Requirements, Student Achievement Plan, Professional Development Methods, Discipline Policy, School Safety and Emergency Preparedness Plan, Board Minutes approving Budgets	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The third-party student, staff, and parent surveys conducted for INCA illustrate how we engage in systematic, inclusive, and comprehensive processes to review our school purpose and communicate this to our stakeholders. We also have several avenues for communication to stakeholders, e.g. our website, monthly newsletters, and School Handbook. The StarTrack rating system allows students and Learning Coaches to rate each lesson as they engage in it, and this feedback is used to improve our curriculum and ensure we are doing everything we can to fulfill our mission. Teachers regularly contact students and Learning Coaches and discuss the purpose of the school and their role as learners or those who support learners.

INCA's mission is to maximize academic achievement for Indiana students by engaging them in a rigorous, college and career readiness curriculum that is tailored to their learning needs., and we believe that a key to achieving that mission is to expect excellence every day - from all school stakeholders. Teachers strive to reinforce this through daily communications via WebMail, phone calls, and LiveLesson sessions as well as in all interactions with students, parents, colleagues, and all other school stakeholders. Teaching, using both the mission and vision statements, keeps teachers clearly focused on student success. Teachers implement the Connections' Core Standards for Facilitating Student Learning (the essential values, vision, and protocol through which teachers and school leaders work together). Just as students are held accountable by teachers for aspiring to excellence, teachers are held accountable by the school leadership, and leadership is held accountable by the Board, the authorizer, and Connections.

The INCA Leadership Team is comprised of staff members from administration, special education, guidance, support staff, and teachers. Regular team building, through retreats and PLCs, focuses the team on embracing our shared values of being decent, being brave, being imaginative, and being accountable.

All teachers are Indiana-certified and highly qualified in their content area. Prior to the start of the students' school year, all teachers participate in staff development sessions in which they review the previous year's data including retention rates, state assessment scores, student achievement rates, and parent satisfaction surveys. Using information in these reports, the staff sets goals for the upcoming school year. Teachers collaborate with one another on strategies to increase student performance and enhance their experience with the program. Teachers and staff meet on a monthly basis to discuss current issues affecting the school and potential solutions. Grade level teachers meet on a weekly basis in subject-based Professional Learning Communities (PLCs) to discuss topics relevant to their particular subject areas. Teachers participate in weekly team meetings to target individual students who may need interventions or additional attention. All teachers take the Connections Teacher Training and Orientation course, which stays on their home page in Connexus as a resource throughout the year. Data from the Assessment Objective Performance Report (AOPR) are continually accessed by teachers to improve instruction to increase student achievement. The AOPRs provide real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. They identify the objectives students should master by the end of that grade level based upon the state standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.

Staff members participate in weekly or bi-weekly professional development meetings (based on their level of experience with online learning) with Connections School Support representatives. During this time, teachers receive training in the learning sciences. Connections provides ongoing professional development activities throughout the year. Sessions are open to all staff members. Sessions are organized by teacher experience level with a special focus on teachers who are new to Connections and online learning. New teachers benefit from the re-occurring training opportunities. For the 2015-16 school year, new training is planned specifically for experienced teachers (3+ years in online teaching) to build on their current skills as online teachers. Both Learning Coaches and students are also provided with training opportunities that begin during the initial enrollment process. In the 2014-15 school year, we created a Stop Bullying program that reached the school community via our Facebook page and WebMails to parents and students. Learning Coaches and students also are provided with Connections' trainings that help prepare them for success in the online learning environment. Each teacher is required to develop Targeted Learning Objectives (TLO). All teachers are evaluated in part on their students' performance based on the goals established in the TLOs. Each teacher tracks his or her TLOs through an Issue Aware ticket (a project management system exclusive to Connections).

Standard 2: Governance and Leadership

The institution operates under governance and leadership that promote and support student performance and institution effectiveness.

Overall Rating: 3.38

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing authority establishes policies and supports practices that ensure effective administration of the institution.	Policies and practices support the institution's purpose and direction and the institution's effective operation within the digital learning environment. The institution has a comprehensive process and clearly defined criteria for the review and approval of contracts and agreements with external course, instruction and/or service providers. Policies and practices promote effective online instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth that include professional practice of digital education for all personnel. The institution has policies and practices for maintaining safe and secure digital and onsite environments and has shared these expectations with stakeholder groups. Policies and practices provide requirements, direction for and oversight of fiscal management.	•Staff Handbook, Student Handbook, Board By-Laws, Board Member List, EMO Agreement, Calendar of Board Meetings, Conflict of Interest Policy, Articles of Incorporation, Organizational Chart, Staffing Matrix, General Description or Responsibilities of Teachers and Staff, Methods of Promoting Parent and Community Involvement Practices, Liability Insurance, Property Insurance, Board Minutes approving School Budgets, Lease Agreement(s) or Deed(s) for all Occupants, Certificate of Occupancy	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing authority operates responsibly and functions effectively.	The governing authority has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and free of conflict of interest. Governing authority member(s) are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing authority and member(s) and professional practice of digital education. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation and fiscal responsibility. The governing authority complies with all policies, procedures, laws and regulations and functions for the benefit of the institution.	•Board By-Laws, Board Member List, EMO Agreement, Calendar of Board Meetings, Conflict of Interest Policy, Articles of Incorporation, Parent and Student Satisfaction Surveys, School's Audit for school year ended 6/30/2015, General Description or Responsibilities of Teachers and Staff, Performance Evaluation Plan for Administrators and Teachers, School Calendar	Level 4

Self Assessment for Digital Learning Schools

Indiana Connections Academy

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing authority ensures that the leadership has the autonomy to meet goals for achievement and online instruction and to manage the continuous, digital operations effectively.	The governing authority consistently protects, supports and respects the autonomy of leadership to accomplish goals for achievement and online instruction and to manage the continuous, digital operations of the institution. The governing authority maintains a clear distinction between its roles and responsibilities and those of leadership.	•Organizational Chart, Staffing Matrix, General Descriptions of Responsibilities of Teachers and Staff, EMO Agreement, Calendar of Board Meetings, Board By-Laws, Articles of Incorporation, Performance Evaluation Plan for Administrators and Teachers	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and personnel foster a culture consistent with professional practice of digital education and the institution's purpose and direction.	Leaders and personnel deliberately and consistently align their decisions and actions with professional practices of digital education and toward continuous improvement to achieve the institution's purpose. They encourage, support and expect all students to be held to high standards in all courses of study and in digital literacy. All stakeholders are collectively accountable for the student experience, student engagement and learning in the digital environment. Leaders actively and consistently support and encourage innovation, collaboration, shared leadership and rigorous professional growth. The culture is characterized by collaboration and a sense of community within the digital learning environment among all stakeholders.	•Staff Handbook, Student Handbook, Curriculum and Instructional Methods, General Descriptions of Responsibilities of Teachers and Staff, Performance Evaluation Plan for Administrators and Teachers, Methods of Pupil Assessments, Supplemental Programs, Professional Development Methods, Teacher and Staff Compensation and Benefits Plan, Criminal Background Check Policy	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the institution's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups consistent with professional practice of digital education. Leaders provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on continuous improvement efforts and provide and support meaningful leadership roles for stakeholders. Leaders' efforts result in measurable, active stakeholder participation; engagement in the digital learning environment; a sense of community; and ownership.	•Staff Handbook, Student Handbook, School Admission Policy, Calendar of Board Meetings, Parent and Staff Satisfaction Surveys, Methods of Promoting Parent and Community Involvement Practices, Supplemental Programs, Social Media Policy - Employees, Social Media Policy - Board	Level 3

Self Assessment for Digital Learning Schools

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and personnel supervision and evaluation processes result in improved professional practice of digital education and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Organizational Chart, Staffing Matrix, General Descriptions of Responsibilities of Teachers and Staff, Performance Evaluation Plan for Administrators and Teachers, Personnel Plan, Teacher and Staff Compensation and Benefits Plans, Professional Development Methods	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.7	The governing authority establishes and assesses policies and procedures for validating the authenticity of student performance, defining expectations for student engagement and course completion, awarding course credits and grades, and governing graduation requirements if issuing a diploma.	The institution implements established policies and procedures through multiple, documented methods to verify authenticity of student work on key assessments per course. The institution collects, monitors and evaluates data on student engagement that includes the frequency of student logins, time spent on coursework, student achievement of course requirements and course completion results. The institution has evidence that the criteria for awarding grades, credits and/or the diploma are research-based and comparable to state or national norms. The institution has evidence that policies, procedures and criteria are reviewed and updated.	•Staff Handbook, Student Handbook, Methods of Pupil Assessments, Promotion/Retention Policy, Curriculum and Instructional Methods, Professional Development Methods, Student Records Policy, Graduation Requirements	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.8	The institution promotes, markets and operates with truthful and ethical practices in fulfillment of its purpose.	All operating procedures of the institution are supported by truthful and ethical practices. Communications to stakeholder groups provide truthful, accurate, clear, timely and relevant information.	•School Admission Policy, Staff Handbook, Student Handbook, Promotion/Retention Policy, Policy and Procedures for Special Education, Policy and Procedures for ELL Students, Performance Evaluation Plan for Administrators and Teachers, Personnel Plan, Teacher and Staff Compensation and Benefits Plans, Professional Development Methods, Social Media Policy - Board, Social Media Policy - Employees, EMO Agreement, Conflict of Interest	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Self Assessment for Digital Learning Schools

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INCA's authorizer, the Ball State University Office of Charter Schools, encourages INCA School Leadership to work closely with the INCA School Board, which is responsible for governance, oversight, support, and guidance. Currently, there are four members on the INCA School Board including education professionals, parents of INCA students, an attorney, and an accountant. There are plans to expand the INCA School Board to seven members by January 2016, to align with Ball State's preferences for board size. The INCA School Board has been in place for five years. In that time, INCA School Board has been dedicated to becoming strong, informed, and effective board. In February 2012, all new Board Members attended an intense, two-day training in Indianapolis about how to function as a Board Member and work well as a team. In addition, some Board Members attended Connections' "Board Academy" in Baltimore. Two Board Members have attended the National Alliance for Public Charter Schools' annual conference. Members have received training on financial budgeting and oversight, board ethics and conflicts of interest, public records, sunshine laws, full-time virtual school best practices, charter school law, reporting and audits, and parliamentary procedure.

The INCA School Board has established a school leadership team that supports effective administration. The Lead Principal oversees the entire leadership team, consisting of:

- 1 High School Principal
- 1 K-8 Principal
- 4 Assistant Principals
- 1 Manager of Special Education
- 1 Assistant Manager of Special Education
- 1 Manager of School Counseling
- 1 Operations Manager

This team meets weekly to monitor student performance data and school goals, discuss behavioral/discipline issues, examine compliance data, review status of implementing the strategic plan, discuss personnel issues, manage projects, and develop a structure for operating that is in direct alignment with the school's mission and purpose. In the past five years, INCA has created and implemented school processes, policies, and procedures that are solid and reviewed frequently by various stakeholders for any needed changes. INCA administration is supported by the Connections teams in the areas of payroll, human resources, technical support, curriculum and instruction, finance, compliance, and executive leadership. These groups support INCA from a distance, and have been instrumental to our success as an efficiently operating organization.

At monthly meetings, INCA Board Members establish policy and make decisions about operational and strategic matters in support of the school's mission, vision, and strategic plan. Annually, the INCA School Board reviews and approves the school-specific handbook that includes all major policies for the school's operations including academic integrity expectations, discipline, graduation/diploma requirements, grading policies, stakeholder roles and responsibilities, etc. The Board approves revisions to the employee handbook. The INCA School Board also regularly reviews school level data. For example, INCA Board Members review Monthly School Reports on enrollment, student performance, and attendance. INCA Board Members also receive and review quarterly school operations reports sharing data on INCA student engagement, course completion rates, and teacher participation in PLCs, as compared to similar virtual schools supported by Connections in other states.

The INCA School Board empowers the school's administration to make key operational decisions. The INCA administrative team has worked diligently to develop a positive rapport and create a level of confidence that allows the INCA School Board to feel comfortable with the school-level decision-making. INCA administrators also continually help educate the INCA School Board about online learning instructional best practices and to keep them well-informed of specific processes, procedures, and key issues that affect our day-to-day operations. The established trust between the administrative team and the INCA School Board allows the school to make swift, but informed, decisions on a

daily basis.

The INCA School Board works collaboratively with school leadership to establish and approve annual goals that guide the school annually. These goals focus primarily on student achievement, student retention, and parent satisfaction. The goal-setting process encourages important discussions between INCA and the INCA School Board about operations, practice, and vision. Frequent, intense scrutiny of school-level data in a variety of meetings and settings drives the overall school improvement planning and implementation. Key stakeholders have a tremendous amount of input. School administrators hold regular meetings to discuss student data as well as gain feedback from various stakeholders such as:

- Teacher course liaisons (teachers who volunteer their time to work as a liaison between the teaching staff and those who develop the curriculum)
- Teachers, Learning Coaches, and students via the StarTrack system
- Site Council
- Feedback Link
- Annual parent, student, and staff satisfaction surveys

The feedback provides a wealth of information about stakeholder needs. Stakeholders keep school administration focused on providing equitable learning opportunities and support throughout our school community. Faculty and staff have significant input in shaping school decisions through weekly staff meetings, establishing school improvement goals, and individual interaction with administration. The INCA Leadership Team is extremely responsive to the needs of all stakeholders. INCA has consistently received high ratings on the parent satisfaction survey since it opened in 2010. Also since 2010, INCA's staff satisfaction rates have steadily increased. As areas of improvement are identified each year, the INCA Leadership Team responds with specific action items. Each year, these focus areas show marked improvement in the survey data in response to actions taken by the INCA Leadership Team.

Connections provides legal, human resource, strategic planning, education/curriculum services, and policy manuals to ensure INCA is able to meet all legal and regulatory issues. The INCA School Board hires its own legal counsel to ensure full independence from Connections as needed on legal issues. Through the human resources department of Connections, school administration has access to effective and equitable staff evaluation instruments and practices which are implemented according to policy. However, within the support structure of Connections, INCA exercises a great deal of autonomy. The school administration has access to all teacher curriculum, grade books, student and parent logs in which staff/parent/student interactions are recorded, and recorded instructional time with students. This provides for accountability and openness in the instructional process.

Professional Development for all staff members is one of the most significant support systems within our structure. Weekly professional development opportunities are designed to help our online teachers become as effective as possible in their teaching realm with the ultimate goal of supporting student achievement. Data is used to plan and develop teacher training sessions and to determine what training workshops our faculty attends.

As a result of conscientious planning, INCA has a very safe environment. All employees participate in Internet safety training, preventing workplace harassment, and ways to recognize and respond to students who might be exhibiting signs of unhealthy behaviors, depression, and/or abuse. Students and parents participate in training regarding the safe use of the Internet, how to protect privacy online, and how to prevent and recognize bullying and harassment.

INCA has solid practices in place for authenticating student work. Curriculum Based Assessments (CBAs) are designed to ensure students are doing their own work. The assessments in order, randomized assessments, and timed assessments functions in Connexus help enforce

academic integrity. Additionally, students and teachers can use CheckMyWork to ensure that the Honor Code is being upheld.

CheckMyWork is a plagiarism-prevention tool based on similar programs such as Turnitin (<http://turnitin.com/>) that helps teachers and students identify and correct inappropriate re-use of content. Following established guidelines, students are required to run their essays and other authentic assessment documents through CheckMyWork before submitting these assignments to the teacher, as well as attaching the CheckMyWork report URL to their submissions. This gives students an opportunity to correct any unintentional plagiarism and allows teachers to see at a glance where academic integrity issues may exist.

Our handbook clearly defines the consequences for academic dishonesty. Nevertheless, academic integrity violations occasionally occur. We have discussed how we can better utilize CBAs to validate student work and have made suggestions to Connections for enhancements that could be made to curricular assessments to decrease the likelihood of academic dishonesty.

The INCA website accurately details the requirements of the program and shows course offerings. The enrollment process is tracked through Connexus and the stages of enrollment can be managed through Connexus. Phone calls from the Enrollment team inform families of program expectations. Placement calls are steered toward discussion of course offerings, transcript review, and long-term goals for the student. Report cards and transcripts determine grade placement for a student. If a student need is identified during enrollment, appropriate RTI and/or child welfare procedures are initiated. Learning Coaches are provided an orientation course and students are enrolled in a Getting Started course; these courses help familiarize families with the online setting. Each student receives a welcome call in which specific items are addressed to confirm student strengths, weaknesses, academic history, and future goals for success.

Standard 3: Teaching and Assessing for Learning

The institution's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is some evidence to indicate curriculum and real-life learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> Curriculum and Instructional Methods, General Description or Responsibilities of Teachers and Staff, Methods of Pupil Assessments, Supplemental Programs, Staff Handbook, Elementary School Reading Plan, Policy and Procedures for Special Education and ELL, Professional Development Methods, Graduation Requirements, Board Minutes approving School Budgets for 2015-2016 Program guide on website	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction and assessments are designed, monitored and revised systematically in response to data from multiple assessments of student learning and an examination of professional practice of digital education.	Using data from student assessments and an examination of professional practice, personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution's goals for achievement and instruction and statement of purpose. There is a process in place that requires the use of multiple measures, including formative assessments, to assess that student mastery and demonstration of learning is consistent with course objectives, inform the ongoing modification of instruction and provide data for possible curriculum revision. There is also a process in place that ensures alignment each time curriculum, instruction and/or assessments are reviewed or revised.	<ul style="list-style-type: none"> Parent and Staff Satisfaction Surveys, School Handbook, Student Handbook, Board Minutes approving School Budgets, Curriculum and Instructional Methods, Professional Development Methods, Methods of Pupil Assessments, Performance Evaluation Plan for Administrators and Teachers, Board Minutes for Approving School Budgets 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through online delivery and instructional strategies that ensure teacher effectiveness and student achievement of learning expectations.	All teachers use online delivery and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers plan and use online delivery and instructional strategies that require self-reflection, development of critical thinking skills and the integration of content and skills with other disciplines. Student collaboration is evident throughout the instructional program and is incorporated in most courses or curricular areas. Teachers monitor student progress, provide feedback that is specific and immediate and provide instructional strategies and interventions that address student learning needs.	•General Descriptions of Responsibilities of Teachers and Staff, Performance Evaluation Plan for Administrators and Teachers, Professional Development Methods, Staff Handbook, Student Handbook, School Handbook, Policy and Procedures for Special Education and ELL, Promotion/Retention Policy, Graduation Requirements	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	Leaders formally and consistently monitor teachers' instructional practices through supervision and evaluation procedures to ensure that they are aligned with the institution's values and beliefs about online teaching and learning, are teaching the approved curriculum, are directly engaged with all students in the oversight of their learning, use content-specific standards, and use professional practice of digital education. Leaders use data about instructional effectiveness and student learning as part of the supervision and evaluation process.	•Performance Evaluation Plan for Administrators and Teachers, Personnel Plan including Methods of Selection Retention and Compensation of Employees, Teacher and Staff Compensation and Benefits Plans, Staff Handbook	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.	Peer accountability ignites commitment to professional learning. All professional and support personnel participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across curricular departments and/or levels. The professional and support personnel implement a formal process that promotes productive discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching are a part of the daily routine of personnel. Personnel can clearly link collaboration to improvement results in online delivery, instructional practice and student performance.	•Professional Development Methods, Staff Satisfaction Survey, Staff Handbook	Level 4

Self Assessment for Digital Learning Schools

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Students work in a digital learning environment that supports success in learning expectations.	The content management system (i.e., learning management, student management or course management system) drives the comprehensive instructional program, connects students with multiple digital resources and tools and supports students in achieving learning expectations. Course navigation is logical and coherent. Exemplars are provided to guide and inform students. The institution assesses the effectiveness and measures the reliability of the digital content management system. Personnel use data results to make certain that the management system is responsive to student learning needs.	•Parent and Staff Satisfaction Surveys, Student Handbook, Curriculum and Instructional Methods, EMO Agreement, School's Budget for 2015-2016	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning.	Personnel are engaged in mentoring, coaching and induction programs that are consistent with the institution's values and beliefs about teaching, learning and the conditions that support learning in the digital learning environment. Induction programs include expectations, online teaching and learning methodologies and the use of specified technology systems. Mentors, coaches and trainers have expertise in the professional practice of digital education. These programs set expectations for all personnel and include measures of performance.	•Performance Evaluation Plan for Administrators and Teachers, Personnel Plan including Methods of Selection, Retention and Compensation of Employees, Teacher and Staff Compensation and Benefits Plans, Professional Development Methods, Curriculum and Instructional Methods, Staff Handbook, School Budgets for 2014-2015 and 2015-2016	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The institution engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. In the case of adult students, the students are informed of their learning progress rather than the family.	Programs that engage families in meaningful ways in their children's education are designed and implemented. Processes are in place to encourage families to contact teachers, administrators and personnel members in support of their children's learning. Personnel regularly inform families of their children's learning progress through timely progress reports and ongoing communication. For adult students, the process provides the students with specific and timely feedback about their learning.	•General Description or Responsibilities of Teachers and Staff, Curriculum and Instructional Methods, Methods of Promoting Parent and Community Involvement Practices, Supplemental Programs, Methods of Pupil Assessments, Staff Handbook, Student Handbook	Level 3

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Indiana Connections Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The institution has a formal structure whereby each student is well-known by at least one adult advocate who supports that student's digital educational experience.	Personnel participate in a structure that gives them consistent interaction with individual students, allowing them to build strong relationships throughout the student's educational experience. All students may participate in the structure. The structure allows personnel to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, life skills and safety within the digital learning environment.	•Student Handbook, Staff Handbook, Curriculum and Instructional Methods, General Description or Responsibilities of Teachers and Staff, Supplemental Programs, Methods of Pupil Assessments, Methods of Promoting Parent and Community Involvement Practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined policies that represent the attainment of content knowledge and skills and are consistent across curricular departments, levels and courses.	Teachers use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented consistently across departments, levels and courses. Stakeholder groups are informed of the policies, processes and procedures. The policies, processes and procedures are regularly evaluated.	•Survey results •Curriculum and Instructional Methods, Methods of Pupil Assessments, Staff Handbook, Student Handbook, Performance Evaluation Plan for Administrators and Teachers, General Description or Responsibilities of Teachers and Staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	Professional and support personnel participate in a continuous program of professional learning.	All professional and support personnel participate in a continuous program of professional learning that is aligned with the institution's purpose and direction. Professional development is based on an assessment of needs of the institution and supports professional practices in digital education, including student engagement, cyber bullying and academic integrity. The program builds capacity among all professional and support personnel. The program is systematically evaluated for effectiveness in improving online delivery and instruction, student learning and the conditions that support learning in the digital environment.	•Personnel Plan, Professional Development Methods, School's Budgets for 2014-2015 and 2015-2016, Staff and Parent Satisfaction Surveys	Level 3

Self Assessment for Digital Learning Schools

Indiana Connections Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The institution provides and coordinates learning support services to meet the unique learning needs of students.	Personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). Personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences and personality type indicators) and provide or coordinate related learning support services (such as tutoring, digital resources and online success strategies) to all students.	•Curriculum and Instructional Methods, Student Handbook, Staff Handbook, Promotion/Retention Policy, Elementary School Reading Plan, Policy and Procedures for Special Education, Policy and Procedures for ELL Students, Student Health Screening Policy, School Admission Policy, Medication Policy, Discipline Policy, Graduation Requirements, Supplemental Programs, Professional Development Methods	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

INCA provides a comprehensive set of courses, including Gifted and Talented, Honors, Advanced Placement®, electives, and supplemental programs, ensuring all students have the curriculum and support programs needed to fulfill their academic potential. Clubs & Activities, National Honor Society, National Junior Honor Society, field trips, and career/counseling services help students develop the critical thinking, independent learning, and social skills necessary to succeed in school and beyond.

Connections provides equitable and challenging learning experiences for students by aligning to national standards such as iNACOL quality standards, the Next Generation Science Standards (NGSS), and also aligns to the Indiana State Standards. The curriculum includes sophisticated 21st century instructional tools such as Teachlets®, Lab Investigator: Chemical Reactor, Lemonade Stand, Lab Investigator: Rock Kit, and meStudying: Frog Dissection, and Connexus provides students with access to Khan Academy, EBSCO Host, Grolier, and other online resources. The variety of materials and instructional delivery methods built into the curriculum address a wide range of learning styles and preferences. Each course offers students equitable learning opportunities through a common, scaffolded curriculum. Learning objectives are embedded in daily lessons in Connexus and are also provided by teachers in LiveLesson sessions. In addition to portfolio assessments, the curriculum incorporates many formative assessments for which students receive immediate feedback. While the curriculum is fully revised on a six-year cycle, revisions and updates are made as needed within that cycle in response to feedback, changes in requirements, etc.

Teachers conduct Curriculum-Based Assessment calls to gauge student mastery of material, and incorporate poll pods, chats, and question-and-answer pods to solicit student responses and engagement during LiveLesson sessions. Using data from Longitudinal Evaluation of Academic Performance (LEAP) and Scantron Performance Series® testing given three times per year; ISTEP+, ECA, and IREAD; and the student grade books, teachers monitor student progress and adjust curriculum and interventions to provide effective instruction.

Connections provides professional development for all teachers to ensure the teaching staff understands the school year cycle events, instructional best practices, technology resources, data analysis, and organizational and time management practices. New teachers work

Self Assessment for Digital Learning Schools

Indiana Connections Academy

with a mentor or supervisor for hands-on training. All trainings are recorded and available in the Virtual Library. Annually, Connections solicits feedback on the effectiveness and timeliness of the training program and for ways to improve and makes annual changes based on this feedback.

All teachers work within teams or PLCs by grade level and collaborate with the special education department. Core subject teachers also participate in PLCs that meet multiple times each month to review data to determine remediation plans and how to best foster student success. Monthly department meetings across grade levels focus on best practices in using data to drive instruction, improving student learning, and identifying students and families who need additional support. Teachers provide additional support to students based on the decisions made in these meetings. Through up-to-the-minute reports such as the Condensed Accountability Report and AOPR, teachers have access to significant, timely data for analysis of student progress. All teachers follow guidelines/rubrics when grading assessments. School policies ensure timely feedback to students and parents. Reports allow administration to see if any teachers are not grading in a timely manner so corrective action can be taken.

INCA engages Learning Coaches in a variety of ways and provides extensive information on student progress. Parent orientation sessions help parents become familiar with the Connexus system and with the virtual school environment. We are rolling out an expanded support program called Learning Coach Central inclusive of three parts:

- Get Started - an orientation program
- Get Coaching - a support program
- Get Connected - a socialization and connectedness program

Learning Coach Central will provide a central hub of resources and support for parents. Parents have direct access to all courses their children are taking, and the online grade book allows them to see an overview of courses, units of study, individual lessons, assessments, course grades, and teacher feedback. Teachers have contact with students and their Learning Coaches every two weeks at a minimum to build rapport with the family, discuss student progress, give suggestions for improvement, and listen to families for suggestions. Phone, WebMail message, and LiveLesson sessions are key communication tools at INCA. Message Boards facilitate discussions on a variety of topics. When a student falls behind in participation, attendance, completion of assessments, or contacts with teachers, the teacher and the Learning Coach are alerted through the Escalation System.

We have organized our students into homerooms, where students with an identified need have been placed under the care of a teacher who specializes in that area. These homerooms increase the opportunity for meaningful support for the student. Beginning with the welcome call, the teacher develops a relationship with the student that lasts throughout the year. All teachers have homeroom students that they are specifically responsible for monitoring and supporting throughout the school year, ensuring that all students are known well by at least one teacher at INCA. We want to increase the level at which that teacher serves as true advocates for that student. Therefore, we have also begun to use Academic Coaches (licensed teachers who are assigned to work with struggling students) to engage those students who are new to online learning or who have had a hard time engaging in this learning environment.

INCA's teacher evaluation system has been approved by the IDOE. School leaders and Career Ladder teachers observe teachers in and outside of the LiveLesson session classrooms throughout the year. Providing timely feedback and using a multi-leveled rubric supports teacher alignment of instructions with the school's vision and with state standards. Teachers focus instruction and collection of data on student achievement by writing targeted student learning objectives.

As a school, we know we need to focus on several key areas: 1) managing staffing so that we continue to be able to fulfill our mission; 2) providing programs and training that help teachers be effective virtual teachers; 3) continuing to strengthen our PLCs and collaborative focus,

4) and providing comprehensive training of learning support services to all faculty and staff.

Standard 4: Resources and Support Systems

The institution has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support personnel are sufficient in number to fulfill their roles and responsibilities necessary to support the institution's purpose and direction and student success in the digital learning environment.	Policies, processes and procedures ensure that leaders have access to, hire, place and retain qualified professional and support personnel. Roles and responsibilities are clearly defined and documented to support effective delivery of quality education. Leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the institution's purpose, educational programs, delivery of online instruction and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the institution.	•Organizational Chart, Staffing Matrix, Personnel Plan including Methods of Selection, Retention and Compensation of Employees, General Description or Responsibilities of Teachers and Staff, Teacher and Staff Compensation and Benefits Plans, Performance Evaluation Plan for Administrators and Teachers, School's Budgets for 2014-2015 and 2015-2016	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Technology system resources, instructional resources, student support resources and fiscal resources are sufficient to support the purpose and direction of the institution and student success in the digital learning environment.	Technology, instructional, student support and fiscal resources are focused on supporting the purpose and direction of the institution and student success in the digital learning environment. Requirements for student engagement and course completion are protected in policy and practice. Leaders work to secure student support resources and fiscal resources to meet the needs of all students. Leaders demonstrate that technology support systems, instructional resources, student support resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of online delivery and instruction and digital operations include achieving the institution's purpose and direction and student success.	•School's Budgets for 2014-2015 and 2015-2016, Board By-Laws, EMO Agreement, Fundraising Policy and Guidelines, Deposit of Funds Policy, Personnel Plan, Teacher and Staff Compensation and Benefits Plans, General Description or Responsibilities of Teachers and Staff	Level 3

Self Assessment for Digital Learning Schools

Indiana Connections Academy

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The institution provides support services to meet the learning and safety needs of the student population being served within the digital learning environment.	Personnel implement a comprehensive process to assess the learning and safety needs of students. The institution has a documented plan to address the learning needs of students who are not demonstrating success in the digital learning environment. The institution has procedures for monitoring internet safety and safeguarding students from cyber bullying. Measures of effectiveness of support service programs are in place. Personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students	•School Safety and Emergency Preparedness Plan, Student Health Screening Policy, Medication Policy, Discipline Policy, Criminal Background Check Policy, Staff Handbook, Student Handbook, Policy and Procedures for Special Education and ELL, Methods of Pupil Assessments, Seclusion and Restraint Policy, Transportation Policy	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and personnel use a range of information, media and technology to support the educational programs.	Students and personnel have access to information, media and technology resources necessary to achieve the educational programs. Documented evidence shows that students and personnel make judgments about the quality of information and media accessed online. The institution has systematic procedures for reviewing, monitoring and approving internet-based sites and resources that support the educational programs. Qualified personnel are available to assist students with information retrieval and in the use of media and technology.	•Student Handbook, School's Budgets for 2014-2015 and 2015-2016, EMO Agreement, Social Media Policies	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure enables student success in learning expectations and the digital environment, supports innovation in curricular design and delivery of instruction and supports the operational conditions of the institution.	The technology infrastructure meets the instructional, learning and operational needs of all stakeholders. Personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to support innovation in curricular design and delivery of instruction, technology services and infrastructure.	•School's Budgets for 2014-2015 and 2015-2016, School Handbook, EMO Agreement, Staff and Parent Satisfaction Surveys	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	Upon enrollment, the institution provides students with support systems to enable learning success in the digital environment.	The institution has a clearly defined admissions process. A systematic induction program is available to all students. Information from the induction program informs student placement in courses and/or academic programs for all students. The institution provides all students with an orientation of the technology and digital literacy requirements, learning resources and strategies for successful online learning.	•Student Handbook, School Admission Policy, General Description or Responsibilities of Teachers and Staff	Level 3

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Indiana Connections Academy

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	The institution has processes and procedures to identify the counseling, assessment, referral, educational and career planning needs of all students. Personnel provide programs for monitoring, advising and planning for student success in the digital learning environment. The institution fosters partnerships and utilizes resources to support student learning needs. Measures of program effectiveness are in place, and personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of all students.	•School Handbook, Supplemental Programs, Elementary School Reading Plan, Policy and Procedures for Special Education and ELL, Social Media Policy, General Description or Responsibilities of Teachers and Staff, Curriculum and Instructional Methods, Professional Development Methods, Staff and Parent Satisfaction Surveys	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

With INCA's enrollment growth in its first five years, many new support staff, teachers, and administrators have been hired and trained. Nevertheless, in our five-year history, teacher and leader retention has remained above 90% throughout our school's history.

Connections supports INCA in the hiring and training of our staff through talent acquisition and centrally processed orientation protocols. Additionally, INCA utilizes the Overall Level of Effort (OLE) system to help match staffing to enrollment and overall school needs and ensure the school's resource allocation decisions are made with student needs as the primary focus and that staffing is at levels that allow the school to fulfill its mission and values. Budgets are developed annually by the INCA administrative staff, Connections finance, and the INCA School Board to ensure the school has the necessary resources to provide adequate staffing, appropriate facilities, and the required technology and support systems for the school to operate. Enrollment projections are reviewed weekly and discussed at a weekly staffing meeting. If enrollment supports additional staffing, discussion focuses on identification of staffing needs and consequent hiring.

Collecting and using data is key to our online program. Numerous materials and resources provide positive direction for our school. With the tremendous growth, INCA met the demand to maintain facilities, services, and equipment to high standards and provide quality services to all students and staff.

In a virtual school, the Education Management System's functionality is critical. INCA's Connexus is available 24/7/365 from anywhere with an internet connection, which allows our families to access everything in one place, including the grade-book, daily lessons and assessments, WebMail communications, attendance, etc. The network employs a modular and scalable design that provides multiple levels of security, redundancy, and failover. Multiple infrastructure security components ensure protection from viruses and hackers, translating to a user experience that is virtually seamless. Connections' technology department offers technology support to students, parents, and teachers twelve hours a day, five days a week, and online help is always available. Students and Learning Coaches are trained on the school's technology via orientation courses, handbooks, and orientation programs.

Connections maintains and prioritizes a list of Connexus revisions and updates requested by schools in order to provide the most up-to-date and useful system possible. Connexus improvements are also informed by a rating system (StarTrack) available to all stakeholders. Staff, student, and parent surveys are completed every year and provide feedback to all departments, including those involved in updating Connexus. The newly released teacher and administration home pages are examples of teacher-driven updates to Connexus.

To ensure a safe and supportive environment, crisis and emergency trainings and plans are in place for all staff. All INCA staff members are trained each school year in the Crisis Prevention Institute so that each member of our school is well-equipped to support all students when a crisis arises, and as noted earlier, school staff and families participate in appropriate safety trainings (Internet safety, anti-bullying, etc.). INCA's Leadership Team also expects that all teacher and staff interactions with students and families focus on creating a welcoming environment of trust and support and that all interactions follow the core values and the guidelines set forth in the Core Standards Facilitating Student Learning.

The curriculum is fully revised on a six-year schedule with interim revisions made throughout this cycle as needed. The curriculum goes beyond the state requirements to include a wide range of electives and Gifted & Talented, Honors, and Advanced Placement® courses. The Connections curricular assessments are continuously verified as reliable and bias-free using the Curriculum Development and Revision process. The Connections Curriculum Team uses the Assessment Analysis Report, feedback from Teacher Course Liaisons and Teacher Curriculum Reviewers, and feedback from course teachers, parents, and students submitted via the StarTrack rating system, in order to make adjustments to lessons and assessments. They employ timed assessments, randomized assessments, and standardized grading rubrics as academic integrity measures that help ensure the originality of student work and subsequent student data. Students and staff use the CheckMyWork plagiarism checking tool to verify the authenticity of student work.

Student Council, National Honor Society, National Junior Honor Society, Clubs & Activities, field trips, and college and career counseling support each student's social and emotional needs as well as academic needs.

Students in grades 8-12 receive college and career planning services primarily through Individual Graduation Plan meetings with their counselors, in which students' individual goals are discussed and appropriate course-work and post-secondary plans are created. Student transcripts and progression plans are constantly reviewed by counseling and administrative staff to ensure they align with each student's goals. A number of systems are used to track college and career related tasks, such as College Admissions Data View, Credit and Final Grade Report, and daily student performance data. Our counseling team organizes and hosts many visits to two- and four-year colleges and universities across the state.

INCA has implemented effective processes which help the school identify students who are at-risk or in need of assistance. Teachers modify the curriculum and have processes to provide applicable interventions as needed for individual students. The special education team collaborates with general education teachers to develop procedures and manuals for evaluation and IEP processes, which allow the special education department to efficiently manage caseloads and provide support to students. The counseling staff and academic coaches (licensed teachers who work to engage struggling students) maintain open communication with students and provide meaningful, relevant information regarding academic and personal growth subject matter as well as college and career planning resources to students and families. INCA's counseling team provides support services and assists teachers with home visits to students who are at risk for truancy.

During the last two years, INCA has addressed key areas. Our high retention rate for leaders and staff has provided the ability to establish and effectively implement sound processes and procedures, as well as better match teachers with courses that allow for strength in instruction. While student-to-teacher ratios are still a closely watched factor, we have implemented support systems for at-risk students that provide classroom teachers with additional support in engaging these students. We are hopeful that future policy changes for increased virtual school funding will enable us to decrease student-to-teacher ratios.

Standard 5: Using Results for Continuous Improvement

The institution implements a comprehensive assessment system that generates a range of data about student learning and institution effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The institution establishes and maintains a clearly defined and comprehensive student assessment system.	Personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and institution performance. The system ensures consistent measurement across digital classrooms, curricular departments and/or levels and courses. Most assessments, especially those related to student learning, are proven reliable and bias-free. The system is regularly evaluated for reliability and effectiveness in improving online delivery and instruction, student learning, the organizational conditions of the institution and the digital environment that supports student learning.	•School Handbook, Methods of Pupil Assessments, Curriculum and Instructional Methods, General Descriptions of Responsibilities of Teachers and Staff, Performance Evaluation Plan for Administrators and Teachers, Professional Development Methods, Parent and Staff Satisfaction Surveys	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement.	Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are used consistently by professional and support personnel. Data sources include comparison and trend data that provide a complete picture of student learning, online delivery and instruction, the effectiveness of programs and the digital learning environment that supports the student experience. Personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, online delivery and instruction, the effectiveness of programs, the organizational conditions of the institution and the digital learning environment.	•School Handbook, Methods of Pupil Assessments, Curriculum and Instructional Methods, General Descriptions of Responsibilities of Teachers and Staff, Performance Evaluation Plan for Administrators and Teachers, Professional Development Methods, Parent and Staff Satisfaction Surveys	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support personnel are trained in the evaluation, interpretation and use of data.	All professional and support personnel are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data.	•Staff Handbook, Performance Evaluation Plan for Administrators and Teachers, Professional Development Methods, Methods of Pupil Assessments, General Description or Responsibilities of Teachers and Staff, Curriculum and Instructional Methods	Level 3

Self Assessment for Digital Learning Schools

Indiana Connections Academy

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and personnel consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•General Descriptions of Responsibilities of Teachers and Staff, Curriculum and Instructional Methods, Student Handbook, Promotion/Retention Policy, Graduation Requirements, Elementary School Reading Plan, Policy and Procedures for Special Education and ELL, Professional Development Methods	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates to stakeholders comprehensive information about student learning, the organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals.	Leaders monitor comprehensive information about student learning, organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Board Minutes approving School's Budgets for 2014-2015 and 2015-2016, Parent and Staff Satisfaction Surveys, Methods of Promoting Parent and Community involvement Practices, Student Handbook	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Connexus, our powerful Education Management System, tracks teacher-student-parent interactions, monitors student goals, manages student information, delivers curriculum, assesses student learning, tracks performance data, and analyzes and reports on student performance. It also provides staff with immediate access to information about teachers, students, families, courses, enrollment, special education, state test participation rates, and pre- and post-test completion rates. The system allows for the monitoring of a student's participation in the program which includes attendance, completed assignments, and grades for every type of testing. Access to student information is managed by a roles and permissions system to ensure compliance with FERPA.

Through Connexus, INCA collects and uses data from assessments from multiple sources including: within the curriculum (including portfolios), Scantron, DIBELS, Curriculum Based Assessments (CBAs), LEAP (a Connections developed formative assessment), custom assessments, ISTEP+, IREAD, and End of Course Assessments (ECA). Data are continually available to stakeholders and used to inform and support decisions about student learning, classroom practices, and school-wide processes and programs. The student's Personalized Learning Plan (PLP) is the repository for all data about that student. Teachers discuss student data and make decisions that support student learning during their departmental PLC meetings.

Connexus tracks attendance and performance through multiple methods including lesson, assessment, and portfolio completion;

communication with the teacher; LiveLesson session participation; and demonstration of mastery of concepts by internal assessments.

Teachers, students, and parents have continuous access to an electronic grade book that tracks all assessment results and provides real-time grades for parents and students to continually monitor student progress. Student improvement is supported using resources such as Study Island, Skill Tutor, PACE, MimioSprout, Raz-Kids, Math-Whizz, and SuccessMaker.

Connections' instructional model, SSTAIR (Skills, Standards, Assessment, Intervention, and Response) is designed to systematically inform instruction. SSTAIR is used when data show that a student needs more intensive intervention and progress monitoring. Teachers regularly review the Assessment Objective Performance Report (AOPR) to inform decisions regarding interventions and additional support and learning strategies. Supplemental instructional support programs allow for differentiated instruction to meet the needs of students.

Students in grades K-10 are administered either the LEAP or the Scantron Performance Series assessments as pre-, mid-, and post-tests. Individual results are reported to students and Learning Coaches, and aggregate data are reported to staff. Reports show sub-skills tested. Priority areas are identified for remediation and enrichment. ISTEP+ measures student achievement in English Language Arts and math in grades 3-8 and 10, science in grades 4 and 6, and social studies in grades 5 and 7. Students must successfully pass the Indiana Graduation Exam in order to earn a high school diploma. Test results are used to gauge student yearly progress and inform decisions about interventions and curricular modifications for each student.

The curriculum is updated regularly based on a rigorous analysis of student performance and stakeholder feedback. The StarTrack rating tool is used to gather user feedback, which is then delivered to the curriculum team. Teachers also make modifications to lessons in order to better meet the needs of individual students and to clarify content and expectations. Annual parent, student, and staff satisfaction surveys are used to identify what is working well within the school and where improvements are needed.

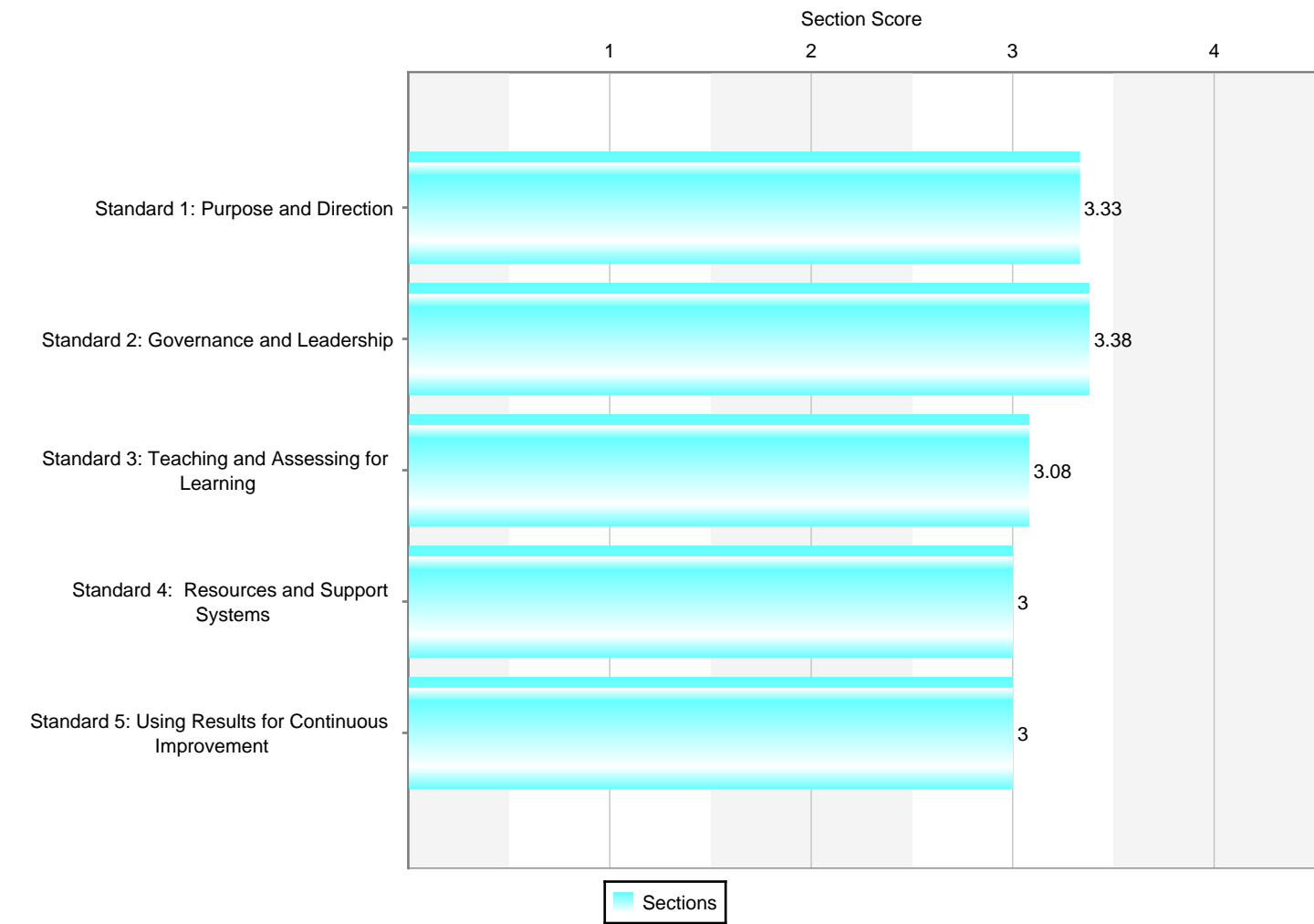
Numerous professional development programs are offered throughout the year to all educators to continuously inform best practices. Teachers submit reflections and other artifacts in response to the trainings they receive. Teachers develop targeted learning goals each semester to monitor students in need of additional academic support. Achievement of these goals is included in the teacher's evaluation process. INCA has developed a Teacher Effectiveness Rubric that includes core competencies in planning, instruction, leadership, and professionalism.

We use data to drive our decision making processes to improve instruction, student achievement, and the satisfaction of our students and families. Administrators and teachers meet regularly to improve student learning outcomes. Recurring meetings are held to discuss classroom performance. Teachers meet with their direct supervisors at least twice a month to discuss crucial data points and to engage in discussion about improving processes and performance.

The INCA Leadership Team has developed procedures to monitor instructional and organizational systems to evaluate their success in raising student achievement.

Report Summary

Scores By Section





Student Performance Diagnostic

Indiana Connections Academy

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Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	No	Not uploading to ASSIST since the document must be submitted offline.	

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

INCA students outperformed statewide Indiana performance for middle school ELA on the ISTEP+ as well as the English 10 ECA. INCA students also showed higher levels of performance on the grades 4 and 6 ISTEP+ science tests.

Describe the area(s) that show a positive trend in performance.

Across all tested levels, INCA showed improved performance from 2011-12 to 2013-14 on state test results for math, ELA, science, and social studies. In math, gains were shown for 6 out of 7 tested grade levels. ELA showed evidence of performance gains in middle school and on the English 10 ECA. Science proficiency improved for grade 6 and the Biology ECA. Social Studies proficiency improved across both tested grade levels.

Which area(s) indicate the overall highest performance?

Performance was generally strongest for ELA and science than other subjects. A similar finding was also present for SPS assessments in reading compared to math.

Which subgroup(s) show a trend toward increasing performance?

From 2011-12 to 2013-14, Low Income students showed improved levels of state test proficiency in all tested areas. IEP students showed improvements in ELA, science, and social studies. Hispanic/Latino students and students in the Multiple Races subgroup showed three-year improvement trends in math, ELA, and science. African American students showed three-years gains in ELA and science.

Between which subgroups is the achievement gap closing?

From 2011-12 to 2013-14, performance gaps declined for the Low Income, Hispanic/Latino, and Multiple Races subgroups in math. Over the same three-year period, performance gaps declined for Hispanic/Latino, African American, and Multiple Races subgroups in ELA and for the Hispanic/Latino subgroup in science.

Which of the above reported findings are consistent with findings from other data sources?

Results from multiple sources of assessment data (state tests, LEAP, and SPS assessments) provided converging evidence for the conclusion that performance was higher for ELA and reading than for math.

INCA ATTRIBUTES THESE IMPROVEMENT IN PART TO THE FOLLOWING:

Students engaged in virtual learning rely heavily on reading skills to navigate coursework. While teachers guide/facilitate and Learning Coaches help set schedules for study, students engage in independent reading with nearly every lesson they encounter, practicing the skills that result in a positive impact on student achievement in ELA.

Increased focus on math remediation/intervention has resulted in improved, though gradual, performance gains. At every grade level, students who struggle with math are identified and assigned specific interventions to target their area of deficiency. For example, at the middle school level, those who struggle in math are assigned "mini-lessons" that are tied to specific math standards so that a student may better understand the concept. At the high school, every effort is made to identify students who need support and remediation begins within the first 30 days of the start of school. We have increased the opportunity for tutoring and face-to-face instruction specifically for math courses as this seems to have a positive impact on students who take advantage of these offerings.

The data suggest that we are steadily closing the achievement gap for low income students. Surprisingly, access to technology has not been a barrier to enrollment (our program allows for a very small number of tech hardship allotments that are exhausted prior to the start of every school year). Our environment allows for student focus on academics rather than on other outside factors that affect daily performance. Unless a student chooses to disclose his/her status, that information doesn't factor in for fellow students or teachers, thus leveling the playing field for those students.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

INCA math performance lags behind statewide performance. A modest deficit was present in ELA performance for INCA relative to statewide Indiana performance in some grades. Biology ECA proficiency trailed that of Indiana statewide as did social studies proficiency at both tested grade levels.

Describe the area(s) that show a negative trend in performance.

Although some grade levels exhibited performance declines from 2012-13 to 2013-14, for the most part three-year declines in performance were not present with the exceptions of grade 4 science (offset somewhat by an improvement from 2012-13 to 2013-14) and a minor decline in performance for grade 4 ELA. Across tested levels, INCA did not show any evidence of overall declines in performance from 2011-12 to 2013-14 in any tested areas.

Which area(s) indicate the overall lowest performance?

Performance was generally weakest for math and to a lesser extent for social studies. The math result occurred for both state tests and SPS assessments taken by INCA students.

Which subgroup(s) show a trend toward decreasing performance?

IEP students showed evidence of a three-year performance decline in math. Although only two years of comparison data was present, African American students showed a decline in math proficiency from 2012-13 to 2013-14. Several other cases of two-year declines were offset by overall three-year gains in performance.

Between which subgroups is the achievement gap becoming greater?

Gaps have increased in math for IEP and Black/African American students. The Multiple Races subgroup showed increased performance gaps in science and IEP students also showed an increased performance gap in social studies.

Which of the above reported findings are consistent with findings from other data sources?

Results from multiple sources of assessment data (state tests and SPS for both post-test performance and growth) provided converging evidence for the conclusion that performance deficits are highest for math.

Next Steps for Improving Academic Indicators (Including Progress Monitoring Tools):

The INCA Leadership Team develops a comprehensive school improvement plan (SIP) for each school year. As part of this SIP, action items are created, implemented, assigned, and tracked in order to measure the impact on student achievement. Specifically, our SIP includes action items around academic achievement in math, graduation rate improvement, parent satisfaction, and student retention.

Our teams have developed measurable plans that we monitor all year for effectiveness. For example, all secondary students have an individualized high school progression plan that reflects his/her current and post-secondary goals. The counseling team monitors that plan (with the student) throughout the school year and ensures that the student's academic achievement and attendance is in line with what has been identified in the progression plan.

For academic growth in math, our teams are using an internal project management tool (Issue Aware) to create and follow Escalation Action Plans for students who are struggling. This is in addition to the student's PLP and ensures that students are attending and engaged. In addition, students in grades 2-8 are enrolled in a math intervention program and high school students are enrolled in Math XL if it is determined that a student was not successful in math during the prior school year. Teachers track student progress through these interventions and work more closely with students who are not engaged in the intervention.

After five years of successful operation, our operational systems are solid, though we will continue to refine our practices as our culture demands. Improving our existing teacher evaluation process will allow us to dig more deeply into the data that drives teacher performance, culminating in better results with students.

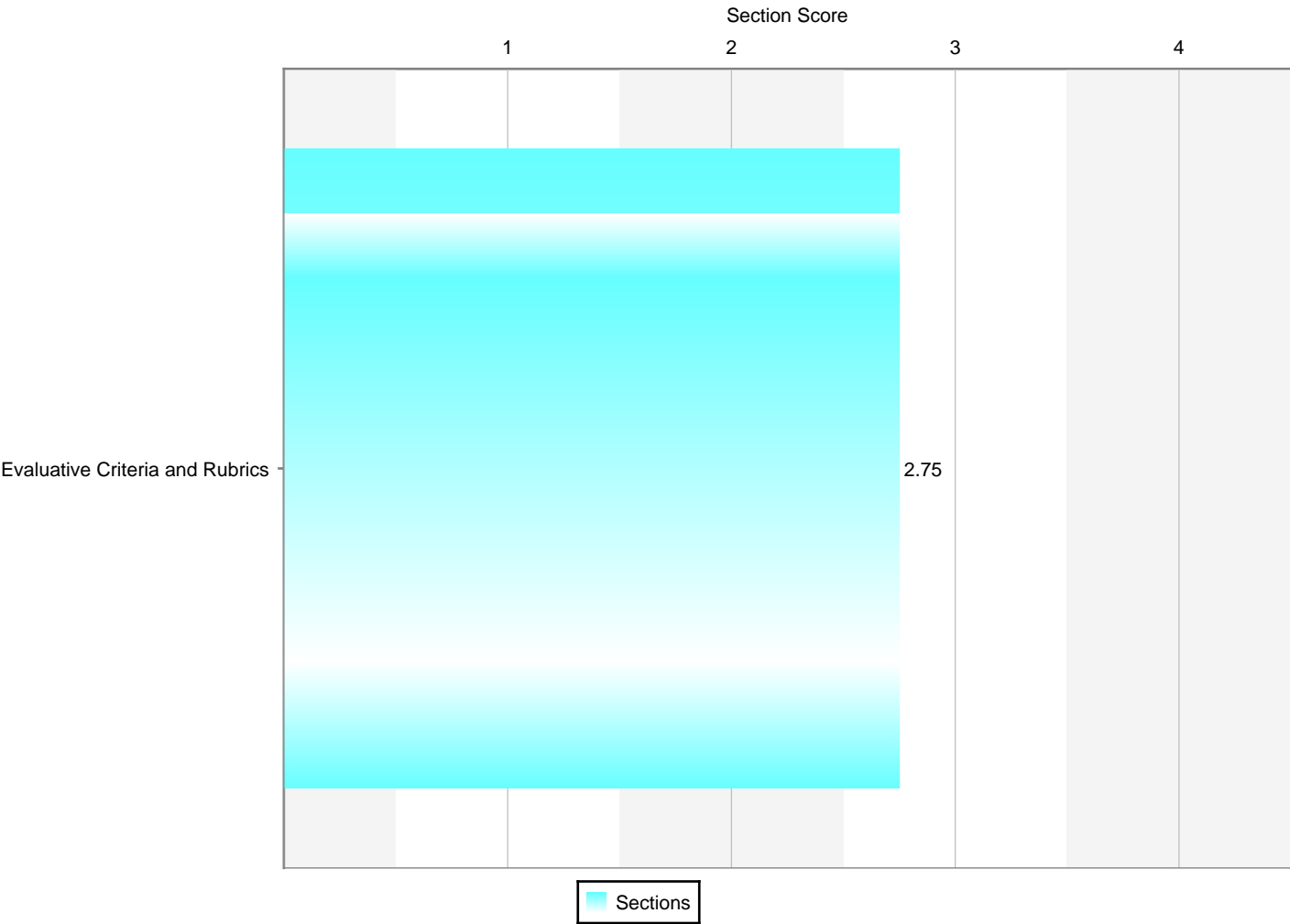
We are committed to building a positive school culture and have begun implementing practices that support that goal. As a Leadership Team, we have begun our study of the book, *Leadership and Teams: The Missing Piece of the Educational Puzzle* (Lyle Kirtman, 2013) and refer to this as we continue to develop into a highly-functioning leadership team. We have also used *The 5 Languages of Appreciation in the Workplace* (Gary Chapman and Paul White) as a guide for expressing appreciation to all staff members in a way that is meaningful to each individual.

Our efforts to improve student math scores are ongoing and aggressive. Identification of students who struggle will occur earlier in the school year. Our remediation efforts include placing students in credit recovery coursework as well as face-to-face tutoring sessions and courses designed specifically to re-engage students who are chronically absent or not participating. Specifically, teachers are using GradPoint for credit recovery and the FINISH LINE workbook, in addition to others.

As a school, we are also attempting to change the math mindset for all stakeholders with our "We Love Math" initiative. Teachers and administrators seek to do this through small but deliberate actions and comments related to how we think about, approach, use, need, and celebrate math at INCA. Students will be provided recognition for improved performance in math, and teachers will be afforded professional development opportunities to explore math practice with which they are uncomfortable or unfamiliar. We will also offer coaching opportunities for Learning Coaches so that they know how to encourage their child in their pursuit of math achievement.

Report Summary

Scores By Section





Student Performance Data Document

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Evaluative Criterion 1: Quality of INCA Assessments

Level 3: The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.

INCA uses four main categories of assessment to determine student performance levels:

1. State Testing Assessments
2. Scantron® Performance Series™
3. Longitudinal Evaluation of Academic Progress® (LEAP)
4. Assessments within the Curriculum

INCA has selected these assessments so that they align well with one another to provide a wide range of data and valuable information about students individually and in aggregate. The school uses these data to improve student performance. Documentation supporting our overall Assessment Quality rating is provided below, by assessment type.

a. State Testing (grades 3-8 and 10 – Mathematics, English Language Arts, Science, Social Studies)

Indiana's state assessments are the *Indiana Statewide Assessments for Educational Progress –Plus* (ISTEP+). The purpose of the ISTEP+ program is to measure student achievement in the subject areas of English/language arts, mathematics, science, and social studies. In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards that were adopted by the Indiana State Board of Education. The ISTEP+ assessment is criterion-referenced and is designed to measure students' mastery of the standards. Student performance on ISTEP+ is part of school accountability. ISTEP+ encompasses three sets of tests, Indiana Reading Evaluation and Diagnostic – 3 (IREAD-3), Grades 3-8 and 10, and the End-of-Course Assessments (ECA).

The purpose of the IREAD-3 assessment is to measure foundational reading skills for students in grade three as compared to Indiana standards. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with Indiana HEA 1367 (also known as PL 109 from 2010) which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four." The IREAD-3 is given to all third grade students during the spring semester to assess reading levels.

Students in grades 3-8 and 10 are assessed in mathematics and English language arts. The grade 10 tests are new for the 2015-2016 school year. In addition to math and English language arts, science is assessed at grades 4, 6 and 10, and social studies is assessed at grades 5 and 7.

The ISTEP+ ECAs are criterion-referenced assessments developed specifically as graduation examinations for students currently enrolled in grade 10, 11, or 12. The 2015-16 school year is the last school year in which the Algebra I and English 10 ECAs will serve as Graduation Examinations. The ISTEP+ Grade 10 Math

and English Language Arts assessments will serve as the Graduation Examinations beginning with the 2016-17 school year.

For each ISTEP+ test, results are reported in three performance levels and performance by standard. Three performance levels are used to reflect the continuum of knowledge and skills exhibited by students. The ISTEP+ performance levels are as follows:

- **Pass+** - The student demonstrated advanced understanding of grade level standards.
- **Pass** - The student demonstrated proficient understanding of grade level standards.
- **Did Not Pass** - The student demonstrated limited understanding of grade level standards.

Federal law (IDEA 2008) and state law require that all students participate in Indiana's assessment system. For most students with special needs, this law requires participation in ISTEP+ assessments, with or without accommodations. For students with significant cognitive disabilities, however, the Case Conference Committee may determine that the *Indiana Standards Tool for Alternate Reporting (ISTAR)* is the most appropriate assessment. ISTAR is the only alternate assessment that is recognized in Indiana for the purpose of statewide accountability.

In accordance with Title I of the No Child Left Behind Act of 2001, all states are required to 1) identify the languages other than English present in their student population, 2) assess the language proficiency of students in order to place them in the appropriate language development program, and 3) administer an annual assessment of English proficiency which includes measuring a student's oral language, reading, and writing skills in English. The purpose of the English Language Proficiency assessments is to determine a student's level of English proficiency. WIDA (World-Class Instructional Design and Assessments) is the English Language Proficiency assessment administered in Indiana. The WIDA ACCESS Placement Test (W-APT) is administered, upon a student's arrival in the United States, to determine which English Learner (EL) services are appropriate for the student. The annual assessment, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs), is administered in January and February to determine a student's current level of English proficiency. The annual assessment is also used for accountability purposes.

b. Scantron Performance Series (SPS)

In 2011-12, INCA began using the Scantron Performance Series (SPS) for pre-, mid-, and post testing for students. The school selected the SPS as a valid, reliable, current test that measures student proficiency in reading and mathematics, and provides a scaled score that can be used to measure academic growth, and therefore serves as a useful tool in assessing student curricular needs. More information on the test can be found at <http://www.scantron.com/software/districtwide-assessmentperformance-series/overview>.

This online test is a computer-adaptive assessment which automatically adjusts to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly. It provides a valid and reliable scale score in math and reading so that student learning growth can be tracked over time. Other scores include Standards Item Pool Score, National Percentile Ranking, and a Normal Curve Equivalent Score. More information about SPS norming procedures can be found in the Technical Manual.

c. Longitudinal Evaluation of Academic Progress (LEAP)

LEAP stands for “Longitudinal Evaluation of Academic Progress®.” LEAP is the diagnostic tool Connections Education schools use to help assess students’ academic strengths and weaknesses. Assessment results are used to help individualize a student’s academic program to his or her individual needs. There are separate criterion-referenced Reading and Mathematics assessments. All students in Grades K–8 take the LEAP Math Assessment and in Grades 2-8 take the LEAP Reading Assessment through Connexus®.

d. INCA Curricular Assessments

INCA uses Connections Education’s standards-aligned curriculum, which provides ubiquitous embedded formative and summative assessments designed to facilitate both granular tracking of student performance and highly personalized differentiation of instruction. Specifically:

- In 2011, Connections tagged all lesson objectives to assessment for mathematics and Language Arts to ensure strong alignment of assessments and curriculum. Now as new courses are built, lessons and objectives are tagged in the same way. This tagging not only ensures assessments align with curriculum and instruction, but has also allowed for the creation of a very powerful report, the Assessment Objective Performance Report (AOPR), that shows how each student has done on each question in the assessment(s) related to each lesson objective in the curriculum. Teachers can see this data for a single student via the gradebook, or run this report by section as often as needed to review data disaggregated by individual student, or aggregated data for a group of students. (More information and a snapshot of the AOPR are provided below)
- Connections’ course development follows a Backward Design Model. This begins with the standards alignment and the identification of the “big ideas” or enduring knowledge present in the standards. Identification and development of assessment frameworks follow to ensure that key concepts are measured in appropriate, un-biased, and varied ways. Moving “backwards” from the assessments is the development of instructional components (i.e., units, lessons, activities, and multimedia) that will support student learning and ultimately lead the students to demonstrate and apply their learning.
- Once courses are developed, a final alignment document is provided to the school to document alignment to each state’s specific standards. If there are any gaps or areas where additional support can be provided at the teacher level, Connections’ curriculum team examines each gap and provides suggestions to the school on how the standard could be covered via direct instruction such as LiveLesson sessions. If there are significant gaps (more than 5-10% of standards not covered), or a key standard is not assessed, the Connections curriculum team modifies the course content to support the state standards and updates the alignments accordingly.
- Connections’ powerful Education Management System, known as Connexus, provides teachers and school administration with a wealth of tools and data reports that can be used to understand each student’s strengths and weaknesses, and to focus instruction on improving student outcomes.
- The Personalized Learning Plan (PLP) is a place for all of a student’s teachers to continuously monitor student learning, document subject-specific progress notes that are visible to families, and track interventions when needed. There are four curricular areas: **math, English language arts & reading (ELAR), science, and social studies**, and a **Behavior** area in the PLP Data View where

teachers can efficiently and effectively manage the complete picture of student progress. This allows all teachers to stay informed and share observations with one another about each student in one place. The PLP also contains information on the student's learning style, academic and career goals, academic strengths and areas of need, and test data, along with other relevant information that helps teachers understand each student's individual needs.

Making Assessment Data Actionable

Basing instruction on “high priority curricular needs” is critical to fulfilling INCA’s mission, to maximize academic achievement for Indiana students by engaging them in a rigorous, college and career readiness curriculum that is tailored to their learning needs. As a community, INCA embraces four core values and challenges all members of its community to “be brave; be imaginative; be accountable; and be decent.

Teachers and school administration have many tools to ensure that curricular needs are identified and addressed.

- The Intervention Indicator, released for the 2013-14 school year and located in the My Students area of the Teacher Home Page, uses student performance on state tests and diagnostic assessments to predict the likelihood of learning success during the school year. Codes are displayed to facilitate teachers' ability to identify which of their students may be in need of additional support. A visual of the Intervention Indicator is provided in Figure 1, along with an explanation of codes in Figure 2.

Figure 1. Intervention Indicators

My Students										
ID	Name	Tools	Days Enr.	Grade	Attendance	Overall Score	Alerts	Intervention		
856185	Connections_AJ		39	4	On Track	71%	1	M:02/R:02		
189733	Connections_Beth		39	4	On Track	86%	0	M:02/R:02		
856187	Connections_Jillian		39	4	On Track	84%	1	M:02/R:02		
265992	Demo_Amanda		36	4	Alarm	84%	2	M:02/R:02		
216090	Demo_Anderson		36	4	On Track	88%	1	M:02/R:02		
146122	Demo_Chelsea		36	4	Alarm	71%	2	M:02/R:02		
228507	Demo_Claire		36	4	Alarm	66%	1	M:02/R:02		
128788	Demo_Dee		36	4	Alarm	84%	0	M:02/R:02		
960103	Demo_Steve		36	4	Alarm	84%	2	M:02/R:02		
216091	Demo_Jackson		36	4	On Track	80%	2	M:02/R:02		

The codes listed in the Intervention column indicate the following information:

Math and Reading Levels of Need		Math and Reading: Current Interventions	
	Based on math and/or reading scores on formative and/or state tests, student is not likely to be at-risk or in need of additional support.	-	The student's teacher(s) has not checked a box in the PLP Data View indicating the student is progressing, nor assigned any tiered interventions.
	Based on math and/or reading scores on formative and/or state tests, student is likely in need of attention.	0	A teacher has indicated the "Student is progressing in Tier I without an intervention" in the PLP (or RTI/SST) Data View.
	Based on math and/or reading scores on formative or state tests, student is in need of additional support.	1	A teacher has indicated "Tier I Intervention Assigned" in the PLP (or RTI/SST) Data View and has selected the appropriate intervention boxes based on current student performance and
*M: -/R: -	Student has no formative or state test scores. Review all available data to determine whether additional support is needed.	2	A teacher has indicated "Tier II Math/ELAR Intervention Assigned" in the RTI/SST (or PLP) Data View and has selected the appropriate intervention boxes based on current student performance and need.
N/A	Student is in a Connections Learning™ program.	3	A teacher has indicated "Tier III Math/ELAR Intervention Assigned" in the RTI/SST (or PLP) Data View and has selected the appropriate intervention boxes based on current student performance and need.
		3*	The student has an active IEP and is receiving services for Math/ELAR (as documented in the Special Education Data View). "Student is on an active IEP" will automatically populate in the PLP and RTI/SST Data Views.

*If M: -/R: - is displayed for a student who has no pretest, midtest, posttest, state scores, teachers will see Not Eligible for Determination in the student's PLP Data View (Performance & Intervention Data Staff Only area).

NOTE: If either state or formative assessment data is missing, the face code will only reflect the available data.

When are math and reading Intervention Indicators updated?

When state test scores are imported** and as students submit

each formative pretest, midtest, and/or posttest, math and

reading face codes update according to the following schedule:

- At the start of the school year, face codes for returning students are based on the previous school year's formative posttest assessment data.

- After students complete formative pretests (mid-September–mid-January), face codes will be updated to reflect the pretest scores AND the prior year's state testing proficiency level (if available).

- After students complete formative midtests (mid-January–mid-April), face codes will be updated to reflect the midtest scores AND the state testing proficiency level (if available).

** State test scores identify students as Advanced, Proficient, Proficient-Borderline, Basic Proficiency, and Below Basic Proficiency.

No state test scores will be available for students from Idaho, Kansas, and California for the 2014–2015 school year.













Refer to the [Formative Assessment Posttest Proficiency Bands 1314](#), [Formative Assessment Pretest Proficiency Bands 1415](#) and

[Formative Assessment Midtest Proficiency Bands 1415](#) for specific proficiency scores and the associated face code colors.



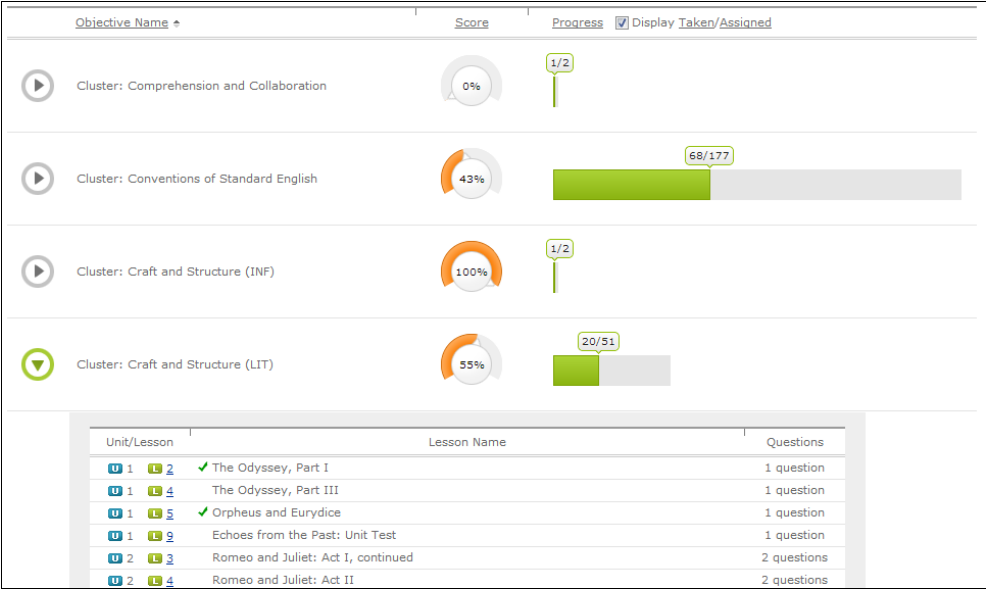
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Figure 2. Explanation of Codes

State Testing Results	Formative Assessment Performance Predictor	Intervention Indicator
Not taken	Unlikely to be Proficient	
	May be Proficient	
	Likely to be Proficient	
Not Proficient (Basic Proficiency and Below Basic Proficiency)	Unlikely to be Proficient	
	May be Proficient	
	Likely to be Proficient	
Partially Proficient (Proficient—Borderline)	Unlikely to be Proficient	
	May be Proficient	
	Likely to be Proficient	
Proficient (Proficient or Advanced)	Unlikely to be Proficient	
	May be Proficient	
	Likely to be Proficient	

- Objectives for instruction are identified based on granular data captured by Connexus as students work through their courses each day. The *Assessment Objective Performance Report (AOPR)* provides real-time student performance on each of the essential skills and standards based upon individual assessment items. It measures the objectives students should master by the end of that course. Data can be sorted to identify students who have mastered or not mastered specific objectives. The AOPR is a report that teachers can use in identifying the skills that need additional reinforcement during Course Support sessions. Teachers may use AOPR in developing LiveLesson sessions, targeted lessons, interventions, etc. A sample of the AOPR is in Figure 3.

Figure 3. AOPR



- Alerts are another tool on the Teacher home page in Connexus that help teachers quickly identify students who may have non-academic factors affecting their path to success. A visual summary of the Alerts column updates and related professional development is provided below.
- Connections offers a wide range of professional development opportunities, including a regular schedule of topics relevant to best practices in online learning, and also creates “on demand” professional development on topics requested by the school.
- Each student’s grade book provides teachers, students, parents, and other stakeholders with up to the minute information on the student’s academic course work and grades, including what percentage of the course lessons the student has completed, which teachers also use to identify where students may need additional support or more challenging coursework.

Evaluative Criterion 2: Assessment Administration

INCA takes test administration extremely seriously, and administers all tests in accordance with all applicable state rules and regulations as well as school and Connections expectations. Detailed information related to assessment administration, supporting our rating, is found below.

Students take all ISTEP+ assessments under proctored conditions that are consistent with the IDOE requirements for administering those tests. We rate our administration of those tests as a Level 4. Students do take the LEAP and SPS tests at home. While this leaves open the possibility that those tests may not be taken with complete fidelity by all students, our student results over a number of years suggest that on the whole students do approach these examinations appropriately. Student performance is neither “on the floor or the ceiling” with the exception of younger grades (i.e., grades K-2 for LEAP). Taken as a whole across all assessments then, we feel a Level 3 is appropriate.

Level 3: Most of the assessments used by the institution to determine students’ performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students’ statuses with respect to most of the institution’s targeted curricular outcomes.

INCA administers all tests ***outside the curriculum*** in accordance with all applicable state rules and regulations as well as school and Connections expectations:

- All staff involved in standardized testing must be trained in state testing procedures and policies. Training is provided yearly, with specific trainings for each individual assessment. These required trainings are provided in-person.
- Testing teams are formed to ensure logistical consistency, safety, and test security at each testing site. Each site also has a testing team lead. Administrators are available to travel to testing sites to address any issues or concerns. Additionally, our school testing coordinator is available to provide immediate assistance should questions or concerns arise during test administration.
- All staff members involved in standardized testing are required by the school and Connections to sign the State Test Compliance Data View, an internal form that states that the staff member has been trained on and understands the necessity of adhering to state testing regulations, and is fully aware of and accepts the ramifications of any violations of policies or procedures.
- INCA develops and maintains a detailed state testing plan. The school’s state testing plan is a collation of critical information *specific to the school* that is required for successful, compliant test implementation. The state test plan is meant to *supplement*, not replace, test administration and accountability manuals provided by the state or other standardized test providers. The plan includes communications strategies and timelines for reaching families to ensure they participate in all required testing, and for keeping tests secure at all times (a critical part of testing for virtual schools). This plan is developed by INCA’s state testing team, is revised annually, and is approved by the school leader and the Connections Director of Schools.

- INCA's School Handbook and Handbook Supplement provide important information for families regarding expectations for participation in state and other standardized testing programs.
- INCA's Employee Handbook provides clear and comprehensive policies and expectations for employee conduct and professionalism.
- INCA's state test coordinator is responsible for overall implementation of testing, and the fidelity with which testing is implemented is one of the criteria on which this individual is evaluated.
- INCA requires all students to test, so that the students tested are accurately representative of students served at the school and the school has test data for every student.
- INCA administers all standardized tests in accordance with applicable regulations and procedures for students eligible for special accommodations.

INCA and Connections also take academic integrity and fidelity of implementation for ***assessments within the curriculum*** very seriously:

- Randomized assessments for unit tests in middle school and unit tests and final exams for high school language arts courses and mathematics courses were introduced for the 2013-14 school year to minimize students' ability to cheat on exams. Connections will continue to build additional randomized assessments into more courses over the next several years.
- Timed assessments in high school science and social studies courses were introduced for the 2013-14 school year to minimize students' ability to cheat on exams. Connections will continue to add timed assessments to more courses over the next several years.
- Additionally, Connections is developing a "Next Generation" Assessment engine that will introduce pagination (each question will appear on its own page), progress bar, summary of assessment questions and other functionality that mimics state and next generation assessments. This functionality will serve a dual purpose, as it will minimize students' ability to cheat as well as prepare them for high stakes assessments.
- Teachers use Curriculum-Based Assessments (CBAs) to verify student learning. These are brief but highly effective verbal assessments – informal conversations between student and teacher on a recently completed assessment – used to gather formative information on students' understanding of concepts.
- Students are *required* to have, at minimum, bi-monthly synchronous contact with their teachers. This regular contact helps teachers get to know each student individually, and to know each student's academic level. Teachers are therefore able to quickly recognize class work or assessments that may differ radically from the student's usual work, and to address these discrepancies as appropriate, including differentiating instruction.
- The Personalized Learning Plan for each student contains detailed information on the student's academic strengths and weaknesses, including assessment data.
- Tools to support academic integrity, such as CheckMyWork, are available to all students and teachers. Students in high school are expected to use this plagiarism-checking software themselves

prior to turning in written portfolio assignments, and teachers also use this to check students' work.

- The Student and Learning Coach orientations describe the school's and Connections' expectations regarding academic integrity.
- The School Handbook: General Portion and School-Specific Handbook Supplement provide students and families with policies related to academic integrity, including cheating and plagiarism. The documents provide clear information on the consequences of breaches of academic integrity, and the school follows up with all suspected or confirmed breaches of academic integrity in a timely manner.
- All students are required to sign an Honor Code, agreeing to uphold the principles of academic integrity. Before each assessment, students are reminded of the honor code principles and by selecting "start my assessment" reaffirm that they will not receive assistance on the assessment.

INCA and Connections also take academic integrity and fidelity of implementation for ***pre-testing, mid-testing, and post-testing*** very seriously.

LEAP testing is administered via Connexus, through the Assessment Manager. **Scantron** is accessed through Connexus and students log-in to their online systems. Students are required to acknowledge the Honor Code prior to completing these assessments.

Evaluative Criteria 3: Quality of Student Learning

The analysis herein for INCA is reasonable given both the available performance data and the unique characteristics that a virtual statewide K-12 program possesses. INCA performance does lag relative to statewide performance in math and at particular grade levels in reading and social studies. In comparison to another large virtual charter school in Indiana, Hoosier Academies Virtual School, INCA consistently demonstrated higher levels of performance across all levels and subject areas.

Level 3: Evidence of student learning promoted by the institution is analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' statuses, improvement and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.

Assessments Summary

In examining student performance at INCA, we focus on the following:

- Indiana State Tests: the Indiana Statewide Testing for Education Progress--Plus (ISTEP+) administered in grades 3-8 for math and ELA, grades 4 and 6 for Science, and grades 5 and 7 for Social Studies as well as End of Course Assessments (ECA) in Algebra 1, English 10, and Biology.
- Connections' LEAP test administered in grades K-1 for math and grade 2 for reading in 2013-14 and Global Scholar's SPS administered in grades 3-10 for math and reading in 2013-14.

a. State Test Data Summary – INCA Performance on Indiana State Tests

The analysis for state test results focuses on INCA's performance in 2013-14 at individual grade levels and tests on the ISTEP+ and ECA. We compare results on those tests to the results from all public schools within Indiana (i.e., "Indiana statewide"). We also consider changes in INCA's state test results from 2011-12 to 2013-14 and an examination of subgroup performance differences in 2013-14. Results are reported for all tested students which is the population used by the IDOE in reporting school performance on these assessments.

INCA enrolls students from across Indiana, so in comparing public schools, the best comparison is not a particular school or district, but the aggregate performance of all public schools as a whole. At the same time, a direct comparison against another large virtual charter programs is critical given the unique nature of virtual programs. This comparison can be done with another large virtual statewide program (Hoosier Academy Virtual School).

Math/Algebra 1

Figure 4. Math Comparison – Grades 3-8 and Algebra 1

INCA			Statewide		Hoosier Academy		
	N Tested	% Proficient Math		% Proficient Math		N Tested	% Proficient Math
3	83	65.1%	3	80.8%	3	192	52.6%
4	102	71.6%	4	83.0%	4	175	56.6%
5	153	79.1%	5	89.3%	5	209	57.9%
6	172	82.0%	6	85.8%	6	262	56.1%
7	238	69.3%	7	80.5%	7	355	58.3%
8	317	67.5%	8	81.9%	8	423	52.7%
Algebra 1	360	41.9%	Algebra 1	73.3%	Algebra 1	282	23.0%

Although INCA students trailed statewide Indiana performance at all levels, student performance in grades 5 and 6 did approach 2013-14 levels of statewide math proficiency. INCA students exceeded the performance of Hoosier Academies' students at all levels.

Figure 5. Increases in Math Proficiency for INCA students

	2011-12		2012-13		2013-14	
	N Tested	% Proficient	N Tested	% Proficient	N Tested	% Proficient
3	81	64.2%	111	72.1%	83	65.1%
4	90	64.8%	110	70.0%	102	71.6%
5	109	69.7%	119	82.4%	153	79.1%
6	129	65.9%	188	73.9%	172	82.0%
7	163	65.6%	226	65.9%	238	69.3%
8	191	63.4%	169	66.2%	317	67.5%
Algebra 1	227	34.4%	349	36.4%	360	41.9%

Across the three years represented in Figure 5, increases in math proficiency were consistently observed at all grade levels with the possible exception of grade 3, which exhibited a modest improvement. Declines in performance from 2012-13 to 2013-14 were evident for grades 3 and 5; 2013-14 grade 5 performance still exceeded 2011-12 grade 5 performance.

English/Language Arts

Figure 6. English Language Arts Comparison – Grades 3-8 and English 10

INCA			Statewide		Hoosier Academy		
	N Tested	% Proficient ELA		% Proficient ELA		N Tested	% Proficient ELA
3	82	81.0%	3	83.6%	3	189	51.9%
4	99	84.8%	4	86.5%	4	172	65.7%
5	143	81.7%	5	81.5%	5	203	57.6%
6	171	83.0%	6	78.7%	6	257	54.9%
7	238	83.6%	7	77.8%	7	353	54.1%
8	316	81.0%	8	76.4%	8	423	52.5%
English 10	350	90.9%	English 10	78.2%	English 10	384	69.0%

INCA exceeded statewide levels of performance at grades 6-8 as well as for the English 10 ECA. Levels of performance equivalent or nearly equivalent to statewide performance occurred at grades 4 and 5. Grade 3 performance was within three percentage points of statewide performance (i.e., a modest deficit relative to Indiana statewide). As with math proficiency, INCA students outperformed students from Hoosier Academies at all levels.

Figure 7. Increases in English Language Arts Proficiency for INCA students

	2011-12		2012-13		2013-14	
	N Tested	% Proficient	N Tested	% Proficient	N Tested	% Proficient
3	79	81.0%	110	80.0%	82	81.0%
4	87	86.2%	109	86.2%	99	84.8%
5	111	75.7%	119	86.6%	143	81.7%
6	128	81.3%	188	80.3%	171	83.0%
7	163	73.6%	227	81.5%	238	83.6%
8	291	75.9%	169	78.8%	316	81.0%
English 10	218	87.2%	373	80.7%	350	90.9%

INCA showed evidence of performance gains from 2011-12 to 2013-14 at grades 6-8 and on the English 10 ECA. In grade 5, performance declined from 2012-13 to 2013-14 but, 2013-14 performance was still higher than that shown in 2011-12. Grade 4 displayed a modest decline in performance over the three-year span. Grade 3 performance remained relatively steady across three years (but remained relatively high at 80%-81% proficiency).

Science Proficiency

Figure 8. Science Comparison – Grades 4 and 6 and Biology

INCA			Statewide			Hoosier Academy	
	N Tested	% Proficient Science		% Proficient Science		N Tested	% Proficient Science
4	101	76.2%	4	74.9%	4	173	58.4%
6	171	74.9%	6	68.9%	6	260	39.6%
Biology	334	41.9%	Biology	48.7%	Biology	188	23.4%

In comparison to statewide Indiana performance, INCA exceeded that performance for grade 6 and was slightly ahead of statewide performance for grade 4. INCA students exceeded performance of Hoosier Academies at all tested levels.

Figure 9. Increases in Science Proficiency for INCA students

	2011-12		2012-13		2013-14	
	N Tested	% Proficient	N Tested	% Proficient	N Tested	% Proficient
4	88	79.5%	109	70.6%	101	76.2%
6	129	57.4%	189	66.7%	171	74.9%
Biology	253	24.5%	345	33.3%	334	41.9%

Performance improved for grade 6 and for the Biology ECA from 2011-12 to 2013-14. Although grade 4 science performance exhibited a 3.3 percentage point decline from 2011-12 to 2013-14, 2013-14 grade 4 proficiency was significantly higher than in 2012-13.

Social Studies Proficiency

Figure 10. Social Studies Comparison – Grades 5 and 7

INCA			Statewide			Hoosier Academy	
	N Tested	% Proficient Social Studies		% Proficient Social Studies		N Tested	% Proficient Social Studies
5	154	65.6%	5	71.4%	5	200	48.0%
7	239	67.8%	7	73.2%	7	358	44.4%

For social studies, INCA slightly trailed statewide Indiana performance, but again exceeded the performance of Hoosier Academies.

Figure 11. Increases in Social Studies Proficiency for INCA students

	2011-12		2012-13		2013-14	
	N Tested	% Proficient	N Tested	% Proficient	N Tested	% Proficient
5	111	61.3%	119	70.6%	154	65.6%
7	163	58.3%	227	63.9%	239	67.8%

Performance improved for grade 7 from 2011-12 to 2013-14. In grade 5, although performance declined from 2012-13 to 2013-14, it remained higher in 2013-14 compared to 2011-12.

Subgroup Performance Trends (2011-12 – 2013-14)

In considering subgroup performance trends, we examined performance combined across ISTEP+ and ECA results for a given year for subgroups that had measureable amount of data (i.e., at least 20 students with results) in 2013-14.

Figure 12. Subgroup Performance Trends

	Math		Reading		Science		Social Studies	
	N Tested	% Proficient	N Tested	% Proficient	N Tested	% Proficient	N Tested	% Proficient
All Students 2013-14	1425	64.4%	1399	84.5%	606	56.9%	393	66.9%
All Students 2012-13	1272	61.5%	1295	81.3%	643	49.4%	346	66.2%
All Students 2011-12	990	58.3%	1077	79.7%	470	43.8%	274	59.5%
Low Income 2013-14	736	61.0%	707	81.3%	280	51.4%	217	60.8%
Low Income 2012-13	612	56.7%	645	76.1%	298	41.6%	168	59.5%
Low Income 2011-12	446	50.6%	442	77.2%	225	36.9%	121	52.9%
IEP 2013-14	155	48.4%	147	65.3%	61	47.5%	52	50.0%
IEP 2012-13	160	49.4%	160	60.7%	95	36.8%	42	45.2%
IEP 2011-12	105	50.5%	103	53.4%	51	21.6%	33	45.5%
Hispanic/Latino 2013-14	71	59.2%	68	85.3%	28	50.0%	N < 20	NA
Hispanic/Latino 2012-13	69	66.7%	70	81.4%	37	54.1%	N < 20	NA
Hispanic/Latino 2011-12	53	49.1%	52	78.8%	24	25.0%	N < 20	NA

	Math		Reading		Science		Social Studies	
	N Tested	% Proficient	N Tested	% Proficient	N Tested	% Proficient	N Tested	% Proficient
Black/African American 2013-14	104	48.1%	98	79.6%	42	42.8%	22	40.9%
Black/African American 2012-13	72	51.4%	75	65.3%	29	20.7%	22	40.9%
Black/African American 2011-12	NA*	NA*	NA*	NA*	21	28.6%	N < 20	NA
Multiple Races 2013-14	61	65.6%	59	83.1%	23	43.5%	20	60.0%
Multiple Races 2012-13	60	46.7%	70	77.2%	23	65.2%	N < 20	NA
Multiple Races 2011-12	NA*	NA*	NA*	NA*	25	40.0%	N < 20	NA
White/Caucasian 2013-14	1161	65.8%	1154	84.6%	499	58.9%	326	69.6%
White/Caucasian 2012-13	1132	62.6%	1141	82.3%	547	49.9%	269	69.1%
White/Caucasian 2011-12	827	60.7%	812	81.9%	395	45.6%	221	64.7%

*Although ISTEP+ data was available for these subgroups, ECA data was suppressed.

Across all subjects and students, INCA has shown gains for every subject area from 2012-13 to 2013-14.

- The Low Income subgroup also showed gains in every subject area over that same period of time.
- The IEP subgroup showed a decline in math proficiency from 2011-12 to 2013-14, but did show three-year gains in performance in ELA, science, and social studies.

- The Hispanic/Latino subgroup showed three-year performance gains in ELA and science; for math, they also showed evidence of a three-year gain from 2011-12 to 2013-14, although performance declined from 2012-13 to 2013-14.
- The Black/African American subgroup showed a modest decline in math performance, and no gains in social studies, but did show improvement in ELA and science.
- The Multiple Races subgroup showed gains in math and ELA; for science, a three-year improvement in performance was present, although performance declined from 2012-13 to 2013-14.

b. 2013-14 LEAP and Scantron Performance Series (SPS) Performance

Performance on the LEAP post-test can be used as a measure of student achievement at the end of the school year. In this case, we used the standard of “if a student has at least 75% of the questions on the LEAP post-test correctly answered, then they are showing a level of performance indicating proficiency at their grade level on math or reading.” In a similar manner, performance on the SPS post-test is compared to normative post-test data from Global Scholar; if a student’s post-test scale score falls within one of the two upper normative interquartile ranges for post-test performance we also draw the conclusion that the student is “showing a level of performance indicating proficiency at their grade level on math or reading.”

The LEAP assessment is a proprietary assessment that is only used at schools supported by Connections. While SPS is used by a number of schools and school districts nationwide, SPS results are not systematically reported by those programs or compiled by Global Scholar.

Figure 13. LEAP Scores for Math Performance of Students at INCA

INCA--Math		
Grade Level	LEAP N	% Students LEAP Score > 75%
K	63	98.4%
1	89	84.3%
2	70	75.7%

Figure 14. LEAP Scores of Reading Performance of Students at INCA

INCA--Reading		
Grade Level	LEAP N	% Students LEAP Score > 75%
2	70	75.7%

Figure 15. Scantron Performance Series Math Performance of Students at INCA

INCA--Math		
Grade Level	SPS N	% Students High SPS Score
3	87	74.7%
4	118	65.3%
5	116	70.7%
6	143	71.3%
7	179	72.6%
8	202	65.4%
9	271	62.4%
10	241	60.6%

Figure 16. Scantron Performance Series Reading Performance of Students at INCA

INCA--Reading		
Grade Level	SPS N	% Students High SPS Score
3	86	80.5%
4	115	80.0%
5	112	80.4%
6	137	82.5%
7	169	84.6%
8	196	81.1%
9	264	80.3%
10	233	79.4%

LEAP and SPS Growth

Growth on the LEAP test is defined by Connections as either (a) showing at least a 10 percentage point gain in score from pre-test to post-test or (b) scoring a 75% or higher on the LEAP post-test. The results in Figures 15 and 16 are presented only for students who had both a LEAP pre- and a LEAP post-test score during a given year. Growth on SPS is shown by a post-test scale score falls within one of the two upper normative interquartile ranges for post-test performance or an improvement of at least one normative interquartile range from pre-test score to post-test score.

Figure 17. Student Growth on LEAP Performance - Math

INCA--Math		
Grade Level	LEAP N	% Students with Growth on LEAP
K	51	100.0%
1	70	87.1%
2	56	91.1%

Figure 18. Student Growth on LEAP Performance - Reading

INCA--Reading		
Grade Level	LEAP N	% Students with Growth on LEAP
2	52	84.6%

Figure 19. Student Growth on Scantron Performance - Math

INCA--Math		
Grade Level	SPS N	% Students Growth on SPS
3	68	77.9%
4	84	69.0%
5	82	76.8%
6	116	77.6%
7	137	82.5%
8	155	69.0%
9	175	75.4%
10	153	70.6%

Figure 20. Student Growth on Scantron Performance - Reading

INCA--Reading		
Grade Level	SPS N	% Students Growth on SPS
3	67	79.1%
4	80	78.8%
5	80	78.8%
6	110	80.0%
7	131	88.5%
8	155	81.9%
9	168	81.5%
10	154	81.2%

LEAP and SPS Subgroup Performance

As with the subgroups analysis for state test results, we examined subgroup gaps only for subgroups that had at least 20 students with either post-test scores or pre- and post-test scores at INCA.

Figure 21. Student Subgroup Performance on LEAP and Scantron

	LEAP Math		LEAP Reading		SPS Math		SPS Reading	
	LEAP N	% Students LEAP Score > 75%	LEAP N	% Students LEAP Score > 75%	SPS N	% Students High SPS Score	SPS N	% Students High SPS Score
All Students	222	85.6%	70	75.7%	1357	66.5%	1308	81.1%
Low Income	129	80.6%	37	67.6%	608	62.0%	609	77.7%
IEP	36	77.8%	N<20	NA	214	47.7%	199	61.8%
Asian	N<20	NA	N<20	NA	25	68.0%	27	66.7%
Hispanic/ Latino	N<20	NA	N<20	NA	93	57.0%	97	76.3%
Black/ African American	N<20	NA	N<20	NA	66	50.0%	69	78.3%
Multiple Races	N<20	NA	N<20	NA	64	56.3%	61	82.0%
White/ Caucasian	184	87.0%	54	74.1%	1112	68.8%	1097	79.7%

In examining post-test performance, subgroup deficits were evident for Low Income and IEP students across tests and subject areas. A similar pattern was present for Hispanic/Latino, African American, and students from the Multiple Races subgroup for math for SPS. The Hispanic/Latino subgroup also showed

evidence of a deficit for SPS reading. However, deficits were not present on SPS reading for the Multiple Races subgroup and only a modest deficit was present for the African American subgroup (<3 percentage points).

Figure 22. Student Subgroup Growth on LEAP and Scantron

	LEAP Math		LEAP Reading		SPS Math		SPS Reading	
	LEAP N	% Students LEAP Growth	LEAP N	% Students LEAP Growth	SPS N	% Students SPS Growth	SPS N	% Students SPS Growth
All Students	177	92.1%	52	84.6%	970	74.5%	945	81.7%
Low Income	98	88.8%	29	79.3%	416	70.0%	402	80.3%
IEP	26	88.5%	N<20	NA	145	58.6%	132	65.9%
Asian	N<20	NA	N<20	NA	23	69.6%	24	70.8%
Hispanic/Latino	N<20	NA	N<20	NA	56	69.6%	56	82.1%
Black/African American	N<20	NA	N<20	NA	44	68.2%	44	81.8%
Multiple Races	N<20	NA	N<20	NA	37	75.7%	32	90.6%
White/Caucasian	151	92.7%	44	86.4%	809	73.7%	788	81.6%

For growth, Low Income students showed evidence of deficits for LEAP reading (i.e., grade 2) and SPS math but only a modest deficit in growth on SPS reading and LEAP math (< 2 and 4 percentage points, respectively). IEP students also showed a similar modest growth deficit for LEAP math (i.e., grades K-2), but did show a deficit for growth on both SPS math and reading. On SPS math, the African American and the Hispanic/Latino subgroup showed evidence of a deficit in growth. In contrast, for SPS reading, neither subgroup showed evidence of a growth deficit, highlighting some success by INCA in eliminating subgroup gaps in performance during 2014-15. The Multiple Races subgroup likewise showed no evidence of a deficit in growth on either SPS math or reading.

Evaluative Criterion 4: Equity of Learning

INCA's 2013-14 state test performance showed evidence of multiple performance gaps across subgroups and areas. Gains were shown over time for the Low Income subgroup in all areas; the IEP subgroup in reading, science, and social studies; Hispanic/Latino students in math, reading, and science; and African American students in reading and science. The gains indicate that INCA is making progress in improving student performance for these populations. A gap analysis is complicated somewhat by the overall gains in

proficiency that INCA showed across subject areas from 2011-12 to 2013-14. Put differently, a subgroup starting a lower level of performance in 2011-12 and typically considered “disadvantaged” would need to show greater gains than the school as a whole to eliminate achievement gaps. Nevertheless, some performance gaps did close for math (Low Income, Hispanic/Latino, and Multiple Races), ELA (Hispanic/Latino, African American, and Multiple Races), and science (Hispanic/Latino).

More recent evidence from LEAP and SPS assessments in 2014-15 indicates that for both math and reading, performance gaps were evident on the post-test. However, for reading and math, all subgroups had at least 55% of their students show growth during the year. This finding also suggests that INCA is making progress in math and reading at reducing subgroup gaps in performance.

Level 2: Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.

Student Performance Diagnostic

Areas of Notable Achievement

1. Which area(s) are above the expected levels of performance?

INCA students outperformed statewide Indiana performance for middle school ELA on the ISTEP+ as well as the English 10 ECA. INCA students also showed higher levels of performance on the grades 4 and 6 ISTEP+ science tests.

2. Describe the area(s) that show a positive trend in performance.

Across all tested levels, INCA showed improved performance from 2011-12 to 2013-14 on state test results for math, ELA, science, and social studies. In math, gains were shown for 6 out of 7 tested grade levels. ELA showed evidence of performance gains in middle school and on the English 10 ECA. Science proficiency improved for grade 6 and the Biology ECA. Social Studies proficiency improved across both tested grade levels.

3. Which area(s) indicate the overall highest performance?

Performance was generally strongest for ELA and science than other subjects. A similar finding was also present for SPS assessments in reading compared to math.

4. Which subgroup(s) show a trend toward increasing performance?

From 2011-12 to 2013-14, Low Income students showed improved levels of state test proficiency in all tested areas. IEP students showed improvements in ELA, science, and social studies. Hispanic/Latino students and students in the Multiple Races subgroup showed three-year improvement trends in math, ELA, and science. African American students showed three-years gains in ELA and science.

5. Between which subgroup is the achievement gap closing?

From 2011-12 to 2013-14, performance gaps declined for the Low Income, Hispanic/Latino, and Multiple Races subgroups in math. Over the same three-year period, performance gaps declined for Hispanic/Latino, African American, and Multiple Races subgroups in ELA and for the Hispanic/Latino subgroup in science.

6. Which of the above reported findings are consistent with findings from other data sources?

Results from multiple sources of assessment data (state tests, LEAP, and SPS assessments) provided converging evidence for the conclusion that performance was higher for ELA and reading than for math.

7. To what do you attribute these improvements?

Students engaged in virtual learning rely heavily on reading skills to navigate coursework. While teachers guide/facilitate and Learning Coaches help set schedules for study, students engage in independent reading with nearly every lesson they encounter, practicing the skills that result in a positive impact on student achievement in ELA.

Increased focus on math remediation/intervention has resulted in improved, though gradual, performance gains. At every grade level, students who struggle with math are identified and assigned specific interventions to target their area of deficiency. For example, at the middle school level, those who struggle in math are assigned “mini-lessons” that are tied to specific math standards so that a student may better understand the concept. At the high school, every effort is made to identify students who need support and remediation begins within the first 30 days of the start of school. We have increased the opportunity for tutoring and face-to-face instruction specifically for math courses as this seems to have a positive impact on students who take advantage of these offerings.

The data suggest that we are steadily closing the achievement gap for low income students. Surprisingly, access to technology has not been a barrier to enrollment (our program allows for a very small number of tech hardship allotments that are exhausted prior to the start of every school year). Our environment allows for student focus on academics rather than on other outside factors that affect daily performance. Unless a student chooses to disclose his/her status, that information doesn’t factor in for fellow students or teachers, thus leveling the playing field for those students.

Areas in Need of Improvement**1. Which area(s) are below the expected levels of performance?**

INCA math performance lags behind statewide performance. A modest deficit was present in ELA performance for INCA relative to statewide Indiana performance in some grades. Biology ECA proficiency trailed that of Indiana statewide as did social studies proficiency at both tested grade levels.

2. Describe the area(s) that show a negative trend in performance.

Although some grade levels exhibited performance declines from 2012-13 to 2013-14, for the most part three-year declines in performance were not present with the exceptions of grade 4 science (offset somewhat by an improvement from 2012-13 to 2013-14) and a minor decline in

performance for grade 4 ELA. Across tested levels, INCA did not show any evidence of overall declines in performance from 2011-12 to 2013-14 in any tested areas.

3. Which area(s) indicate the overall lowest performance?

Performance was generally weakest for math and to a lesser extent for social studies. The math result occurred for both state tests and SPS assessments taken by INCA students.

4. Which subgroup(s) show a trend toward decreasing performance?

IEP students showed evidence of a three-year performance decline in math. Although only two years of comparison data was present, African American students showed a decline in math proficiency from 2012-13 to 2013-14. Several other cases of two-year declines were offset by overall three-year gains in performance.

5. Between which subgroup is the achievement gap becoming greater?

Gaps have increased in math for IEP and Black/African American students. The Multiple Races subgroup showed increased performance gaps in science and IEP students also showed an increased performance gap in social studies.

6. Which of the above reported findings are consistent with findings from other data sources?

Results from multiple sources of assessment data (state tests and SPS for both post-test performance and growth) provided converging evidence for the conclusion that performance deficits are highest for math.

Next Steps for Improving Academic Indicators

Based on the analysis of the academic data, what are the school's next steps for improving academic indicators based on the Academic Performance Framework, and what are the strategies the school will employ to achieve the "Meets Standards" rating?

The INCA Leadership Team develops a comprehensive school improvement plan (SIP) for each school year. As part of this SIP, action items are created, implemented, assigned, and tracked in order to measure the impact on student achievement. Specifically, our SIP includes action items around academic achievement in math, graduation rate improvement, parent satisfaction, and student retention.

Our teams have developed measurable plans that we monitor all year for effectiveness. For example, all secondary students have an individualized high school progression plan that reflects his/her current and post-secondary goals. The counseling team monitors that plan (with the student) throughout the school year and ensures that the student's academic achievement and attendance is in line with what has been identified in the progression plan.

For academic growth in math, our teams are using an internal project management tool (Issue Aware) to create and follow Escalation Action Plans for students who are struggling. This is in addition to the student's Personalized Learning Plan and ensures that students are attending and engaged. In addition, students in grades 2-8 are enrolled in a math intervention program and high school students are enrolled in Math XL if it is determined that a student was not successful in math during the prior school year.

Teachers track student progress through these interventions and work more closely with students who are not engaged in the intervention.

After five years of successful operation, our operational systems are solid, though we will continue to refine our practices as our culture demands. Improving our existing teacher evaluation process will allow us to dig more deeply into the data that drives teacher performance, culminating in better results with students.

We are committed to building a positive school culture and have begun implementing practices that support that goal. As a Leadership Team, we have begun our study of the book, *Leadership and Teams: The Missing Piece of the Educational Puzzle* (Lyle Kirtman, 2013) and refer to this as we continue to develop into a highly-functioning leadership team. We have also used *The 5 Languages of Appreciation in the Workplace* (Gary Chapman and Paul White) as a guide for expressing appreciation to all staff members in a way that is meaningful to each individual.

Our efforts to improve student math scores are ongoing and aggressive. Identification of students who struggle will occur earlier in the school year. Our remediation efforts include placing students in credit recovery coursework as well as face-to-face tutoring sessions and courses designed specifically to re-engage students who are chronically absent or not participating. Specifically, teachers are using GradPoint for credit recovery and the FINISH LINE workbook, in addition to others.

As a school, we are also attempting to change the math mindset for all stakeholders with our “We Love Math” initiative. Teachers and administrators seek to do this through small but deliberate actions and comments related to how we think about, approach, use, need, and celebrate math at INCA. Students will be provided recognition for improved performance in math, and teachers will be afforded professional development opportunities to explore math practice with which they are uncomfortable or unfamiliar. We will also offer coaching opportunities for Learning Coaches so that they know how to encourage their child in their pursuit of math achievement.

Do the areas of weakness affect many or few students? Is it a particular subgroup of students? Is there a trend in one content area or across all content areas?

Math performance is an area of need for all students. However with our focused effort on math instructions, gains are beginning to be made.



Student Achievement Plan

(2015-2016)

School Name: Indiana Connections Academy Corporation: Indiana Connections Academy

Root Cause Analysis Priority Area for Improvement – PAI # 1

*Using the provided 2013-2014 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).*

I. PAI Focus	<p><i>(Select One)</i></p> <p><input type="checkbox"/> Student Proficiency (Pass Rate)</p> <p><input checked="" type="checkbox"/> Student Growth</p> <p><input type="checkbox"/> Graduation Rate</p> <p><input type="checkbox"/> College and Career Readiness</p>
II. Subject	<p><i>(Select One)</i></p> <p><input checked="" type="checkbox"/> Math</p> <p><input type="checkbox"/> English/Language Arts</p> <p><input type="checkbox"/> English 10</p> <p><input type="checkbox"/> Algebra I</p>
III. Grade(s)	Grades 4 - 8
IV. Subgroup or Improvement Focus	<p><i>(Select One)</i></p> <p><input type="checkbox"/> Bottom 25% (Elementary and Middle School only)</p> <p><input checked="" type="checkbox"/> Top 75% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Improvement from 8th to 10th Grade (High School only)</p> <p><input type="checkbox"/> Improvement from 10th to 12th Grade (High School only)</p>
V. Description of PAI – What Do We Notice as THE PROBLEM?	<p>Data show our weakest areas are in the performance standards of computation, measurement, and problem solving for 3-8th students taking the ISTEP. Students lack basic math skills in computation. Students struggle to determine important information and solve word problems. Teachers will need to help build computation skills and teach problem solving strategies. To increase student performance in these areas, overall low growth for the top 75% of testers would need to be decreased by 15%.</p>
VI. Root Cause of PAI – The Most Important WHY?	<p>Our school is provided curriculum from Connections Education. This curriculum is aligned to national standards and serves schools across the country. Teachers have minimal flexibility in the content being provided to students. The curriculum is not flexible when related to the order in which students' complete lessons. Content is not introduced at the appropriate time in reference to Indiana state testing.</p> <p>Many learning coaches report low confidence in completing math work with his/her student. Learning coaches will often share these feelings with his/her student. Students struggle to demonstrate problem-solving skills and teachers are not given the opportunity to provide daily direct instruction.</p>

	Student retention is a contributing factor for showing student growth. Out of the 1,382 students who took the ISTEP tests during the 2013-2014 school year, 197 will be taking it again with INCA during the 2014-2015 school year. Our students are highly transient making it difficult to track and control instruction and intervention.
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STUDENT PERFORMANCE DATA

Data from our 2013-2014 school report card show that we need to improve in math performance.

ISTEP+ Math						
	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	564	31	61	303	224	839
Denominator	766	136	403	539	225	843
Percent	73.6%	22.8%	15.1%	56.2%	99.6%	99.5%
Grade Points	2	0	0	-1	0	0

High School Math				
	Performance	Improvement 8th to 10th Grade		ECA Improvement 10th Grade to Graduation
		8th Grade	10th Grade	
Numerator	131	133	107	
Denominator	248	176	176	
Percent	52.8%	75.6%	60.8%	0.0%
Grade Points	0	-0.5		0.00**

Academic Achievement Goal

By May 2016, Indiana Connections Academy will decrease overall low growth for the top 75% of testers by 15%.

TURNAROUND PRINCIPLE #3: EFFECTIVE INSTRUCTION

Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards. As part of meeting the turnaround principle regarding strengthening the school's instructional program based on student needs, and LEA may choose to improve the school's kindergarten or preschool program so that it is research-based, rigorous, and aligned with State Standards.

Strategies must be included for the following:

- a. Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
- b. Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
- c. Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
- d. Teachers demonstrate necessary content knowledge.
- e. Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
- f. Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

	PAI Addressed	Driver
	1	Name/Title
	Description Students use Skills Tutor math fluency program to memorize grade level math facts. Students take Skills Tutor tests in order to show mastery of the math facts.	
	Evidence Skills Tutor assessment tracking data	
Skills Tutor Math Facts	Indicators a. Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum. c. Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	

INCA Student Performance Data Document

	<p>e. Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.</p> <p>f. Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.</p>	
Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Assign placement tests by grade levels.	9/1/15	Completed
Assign fact levels.	9/1/15	Ongoing
Monitor program data.	Bi-monthly	Ongoing

Math Mini-Lessons	PAI Addressed 1	Driver Name/Title	
	<u>Description</u> Math teachers in grades 6-8 provide a daily video recording (5-10 minutes in length) on the concept of the day embedded in each lesson via the lesson modification tool. These videos include practice problems and often are problems that students are asked to do within each lesson (textbook or “Practice” problems).		
	<u>Evidence</u> Quiz/Test grade tracking Curriculum based assessment information		
	<u>Indicators</u> b. Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs. d. Teachers demonstrate necessary content knowledge.		
	Action Steps – Provide specific action steps to implement the intervention		Target Date
Embed within curriculum for each student upon enrollment.		9/2015	Ongoing
Monitor course progress		8/2015 – 5/2016	Ongoing
Communicate progress towards goals to the staff		Quarterly	Ongoing

Relearning Opportunities	PAI Addressed 1	Driver Name/Title	
	<u>Description</u> The following are Relearning Opportunities: <ul style="list-style-type: none">Some Math teachers require students to submit a Relearning Log form (correcting missed Test questions). Students receive half credit for each problem that is corrected. (Relearning Logs are typically collected within a two day period after grading.)Other teachers offer test resets instead in the place of Relearning Logs, giving students an opportunity to review the material again. (Tests are randomized at the middle school level.)		
	<u>Evidence</u> <ul style="list-style-type: none">Student will complete and submit the Relearning Log form. After grading the Relearning Log form, teachers will adjust students’ test grade. Half credit is awarded for each problem that has been corrected with all work shown. Teachers are also tracking initial grade and updated grade (after Relearning Log), which is evidence of growth.Teachers who reset tests are tracking initial and new test score.Curriculum based assessments over learned concepts.		
	<u>Indicators</u> b. Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs. c. Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction. f. Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.		
Action Steps – Provide specific action steps to implement the intervention		Target Date	Status
Identify students with non-mastery scores and distribute relearning log.		Daily	Ongoing
Collect relearning log.		Daily	Ongoing

TURNAROUND PRINCIPLE #4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM

Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready standards.

Strategies must be included for the following:

- The district or school curriculum is aligned with the Common Core Ready State Standards (CCRSS).
- Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCRSS curriculum is the “taught” curriculum.
- The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.
- Instructional materials and resources are aligned to the standards-based curriculum documents.
- An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.

Math Interventionist	PAI Addressed 1	Driver Name/Title
	<u>Description</u> Holds weekly live lessons for students who have been identified as needing specialized intervention in math. The interventionist monitors student work in SuccessMaker, keeping progress monitoring notes.	
	<u>Evidence</u> Data reports from SuccessMaker Log notes kept by interventionist Student grades	
	<u>Indicators</u> d. Instructional materials and resources are aligned to the standards-based curriculum documents. e. An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.	

INCA Student Performance Data Document

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Students are identified as needing intervention.	10/1/15	Ongoing
Students are placed in intervention program.	10/15/15	Ongoing
Teacher provides targeted intervention and instruction	10/15/15	Ongoing
Progress monitor and review data	Bi-monthly	Ongoing

TURNAROUND PRINCIPLE #8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT

Increase academically focused family and community engagement. An LEA might conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA might choose to establish organized parent groups, hold public meetings involving parents and community members to review school performance and help develop school improvement plans, use surveys to gauge parent and community satisfaction and support, implement complaint procedures for families, coordinate with local social and health service providers to help meet student and family needs, provide wraparound services for students, or provide parent education classes (including GED, adult literacy, and EL programs).

Strategies must be included for the following:

- a. Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.
- b. Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

Learning Coach Onboarding Sessions	PAI Addressed 1	Driver Name/Title	
	<u>Description</u> Parent resource sessions to help parents support their children so they can be successful in this school environment..		
	<u>Evidence</u> LiveLesson attendance and recorded LiveLessons Parent satisfaction survey		
	<u>Indicator</u> a. Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students’ progress in order to increase student learning for all students.		
	Action Steps – Provide specific action steps to implement the intervention		Target Date
Invite identified families to participate in sessions.		8/31/15	Ongoing
Prepare objectives for sessions and identify session dates.		8/31/15	Ongoing
Provide recording for all invited participants.		Post-session	Ongoing
Review attendance data.		Post-session	Ongoing

Student Achievement Plan**SCHOOL: Indiana Connections Academy****DISTRICT: Indiana Connections Academy****Leadership Team Assignments****2015-2016****DATE: August 31, 2015****Student Achievement Plan (SAP)**

8 TURNAROUND PRINCIPLES	TEAM MEMBERS ASSIGNED TO MONITOR PRINCIPLE
#1: SCHOOL LEADERSHIP	
#2: SCHOOL CLIMATE AND CULTURE	
#3: EFFECTIVE INSTRUCTION	Teresa O'Mara
#4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM	Cindy Miller
#5: EFFECTIVE STAFFING PRACTICES	
#6: ENABLING THE EFFECTIVE USE OF DATA	
#7: EFFECTIVE USE OF TIME	
#8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT	Cindy Miller

Team members will represent each of the 8 Turnaround Principles listed above.

At each Leadership Team meeting, 2 groups will provide progress updates and next steps for their assigned Turnaround Principle. As tasks are accomplished, they should be checked off in the "status" column of the Student Achievement Plan.

GOAL: Review the entire document each month – 2 Turnaround Principles at a time.