



**Office of Charter Schools**

**Hoosier Academy – Indianapolis  
and Hoosier Academy – Indianapolis Virtual School**

**2015-16 CHARTER RENEWAL APPLICATION**

**October 1, 2015**

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## **INTRODUCTION**

According to Indiana law, a charter school is established to provide innovative and autonomous programs that: 1) serve the different learning styles and needs of public school students; 2) offer public school students appropriate and innovative choices; 3) provide varied opportunities for professional educators; 4) allow public schools freedom and flexibility in exchange for exceptional levels of accountability; and 5) provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system (IC 20-24-2-1). As an authorizer of charter schools, Ball State University is responsible for ensuring that its charter schools demonstrate that they are achieving academic, financial, and organizational outcomes.

Merit-based renewal decisions will be based on an analysis of a comprehensive body of objective evidence defined by the Performance Frameworks and gauged under standards developed under national principles and standards for quality authorizing. Renewals will be granted to each charter school that can demonstrate that it has achieved ongoing and continuous performance standards as stipulated in the Performance Frameworks (developed by OCS), and has been faithful to the terms of the contract and applicable laws.

The renewal process serves three purposes. First, it forms OCS' decision on whether to renew a school's contract by providing evidence of school performance in relation to the academic, financial, and organizational performance standards set out in the school's charter and in the Performance Frameworks. Second, the process through the renewal application provides the school a meaningful opportunity to present additional evidence regarding its performance. Third, it provides the school with an opportunity to outline – based on its past performance – a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring ongoing viability of the school.

## **RENEWAL TIMELINE**

Release of Renewal Application .....	May 15, 2015
Renewal Orientation: Meetings with School Leaders and Board Members.....	June-July 2015
Letter of Intent to Renew and Renewal Application Due to OCS.....	October 1, 2015
Onsite School Visits .....	June – December 2015
Renewal Decisions.....	On or before January 15, 2016

## **RENEWAL DECISION OVERVIEW**

The OCS intends to conduct a rigorous, transparent renewal decision process that leads to merit-based decisions consistent with national principles and standards for quality authorizing. In the OCS's process to make changes to its accountability framework and to align its processes with national principles and standards for quality authorizing, the Performance Frameworks and the OCS's Policy for School Assessment and Intervention will both be used to determine a school's eligibility for a charter renewal. The OCS will base its renewal decisions on the existing record of school performance including, but not limited to, the school's written response to the Renewal Narrative of the Charter Renewal Application and any additional performance data provided by the school.

The first stage of the process involves the OCS sharing with each school that is up for renewal the schools' data as evaluated through the Performance Frameworks. Additional data is gathered through site visits, desk audits, and the CSAPPHIRE database.

The second stage requires the school to prepare and submit the Charter Renewal Application. The Renewal Application provides schools an opportunity to present the school's existing record of performance and to outline plans for the school's next charter term. Within the Charter Renewal Application, schools will have an opportunity to comment on the data and provide factual corrections and/or supplement the record with information and data to explain academic results and demonstrate other academic measures that may provide evidence of the school's academic success and/or improvement (*e.g.*, individual student growth data, legacy/cohort group data, summer remediation and/or additional IREAD scores, etc.). The school's plans for the next charter term may affect the length of the renewal term/extension and may shape the development of a new charter contract.

The third stage is an evaluation of the data collected in the first stage and the second stage by the staff and contractors of OCS; and the determination by the Executive Director of OCS as to whether to extend or renew the school's charter and the duration of the renewal or extension.

## **2015-2016 CHARTER RENEWAL APPLICATION – INSTRUCTIONS AND CSAPPHIRE SUBMISSIONS**

### **INSTRUCTIONS:**

The OCS will provide a Charter Renewal Application template to each school up for renewal. A school's Charter Renewal Application will have some data charts pre-filled by the OCS with the school's data; however, the school should fill in any empty boxes, as applicable. Charter Renewal Applications must be submitted to OCS **electronically through CSAPPHIRE no later than October 1, 2015.**

### **FORMAT FOR SUBMISSIONS:**

- ☐ The Renewal Narrative should not exceed 25 pages, excluding attachments.
- ☐ Attachments to the Renewal Narrative (excluding the required CSAPPHIRE submissions and updates listed below) should not exceed 25 pages and should be **clearly** referenced in the Renewal Narrative.
- ☐ Any attachment should provide information that a) meaningfully augments the body of evidence that OCS has already collected on the school's performance, or b) illustrates or supports plans or strategies for the next charter term that would be material to the charter contract for the renewal term (*e.g.*, revised student handbook provisions, updated professional development plan, etc.).

### **CSAPPHIRE SUBMISSIONS AND UPDATES:**

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

### **School Documents**

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

- ☐ 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**

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

- ☐ 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**

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

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

### **Financials and Budgets**

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

- ☐ School's Budgets for 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**

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

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

### **Insurance**

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

- ☐ Certificate of Liability Insurance
- ☐ Evidence of Property Insurance

### **Facility Documents**

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

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

## **RENEWAL NARRATIVE**

### **I. Enrollment and Demographic Overview**

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

##### Hoosier Academy-Indianapolis

2015-16 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	252	
# of Students on Waiting List	0	
Gender		
# Male	126	50%
# Female	126	50%
Ethnicity/Race		
# White	183	72.6%
# Black	47	18.7%
# Hispanic	5	2.0%
# Asian	2	0.8%
# Native American	0	0
# Other	15	5.9%
Special Populations		
# Students with IEPs	47	18.7%
# English Language Learners	1	0.4%
# Homeless Students	0	0
# Eligible for Free and Reduced Lunch	45	17.9%

##### Hoosier Academy-Indianapolis Virtual School

2015-16 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	3589	
# of Students on Waiting List	0	
Gender		
# Male	1655	46.1%
# Female	1934	53.9%
Ethnicity/Race		
# White	2772	77.2%
# Black	375	10.4%
# Hispanic	232	6.5%
# Asian	28	0.8
# Native American	19	0.5%
# Other	163	4.5%
Special Populations		
# Students with IEPs	471	13.1%
# English Language Learners	30	0.8%
# Homeless Students	0	0
# Eligible for Free and Reduced Lunch	851	23.7%

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

**Hoosier Academy - Indianapolis**

	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Total Student Enrollment</b>	295	425	509	366	540	456	278

**Hoosier Academy – Indianapolis Virtual School**

	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Total Student Enrollment</b>	98	204	1853	3832	4,151	3,342

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

**Hoosier Academy - Indianapolis**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
<b>Grade</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>K</b>	23	33	35	29	29	29	15
<b>1</b>	13	30	45	20	46	28	15
<b>2</b>	37	31	43	26	41	40	26
<b>3</b>	35	36	39	25	55	37	38
<b>4</b>	33	41	48	28	57	37	34
<b>5</b>	38	50	52	26	57	53	19
<b>6</b>	46	48	54	25	60	44	29
<b>7</b>	43	50	52	39	63	51	22
<b>8</b>	49	55	53	41	63	48	46
<b>9</b>	49	53	64	41	67	41	23
<b>10</b>	21	34	66	46	70	42	30
<b>11</b>	NA	6	50	71	105	81	30
<b>12</b>	NA	NA	3	15	34	30	25
<b>All Grades</b>	387	467	604	432	747	561	352

**Hoosier Academy – Indianapolis Virtual School**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Grade</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>K</b>	NA	NA	152	327	281	216
<b>1</b>	29	25	138	323	323	229
<b>2</b>	66	46	178	315	300	277
<b>3</b>	144	93	187	365	355	299
<b>4</b>	180	184	195	365	301	201
<b>5</b>	240	185	253	414	366	266
<b>6</b>	NA	270	297	569	482	364
<b>7</b>	NA	NA	356	697	645	500
<b>8</b>	NA	NA	394	875	780	627
<b>9</b>	NA	NA	447	956	806	629
<b>10</b>	NA	NA	520	1015	946	804
<b>11</b>	NA	NA	106	189	277	550
<b>12</b>	NA	NA	152	21	79	146
<b>All Grades</b>	659	803	3223	6431	5941	5108

- 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.

Hoosier Academy - Indianapolis

SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY														
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	3	12%	15	23%	16	29%	13	19%	16	17%	13	14%	14	27%
Blind or Low Vision	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%
Cognitive Disability	2	8%	5	8%	4	7%	4	6%	5	5%	5	5%	2	4%
Deaf or Hard of Hearing	0	0%	1	2%	0	0%	0	0%	1	1%	1	1%	1	2%
Deaf-Blind	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Development Delay (early childhood)	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%
Emotional Disability	6	23%	6	9%	8	14%	8	12%	15	16%	16	17%	6	12%
Language or Speech Impairment	7	27%	10	16%	10	18%	11	16%	15	16%	14	15%	9	17%
Multiple Disabilities	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Orthopaedic Impairment	0	0%	3	5%	1	2%	1	1%	2	2%	1	1%	1	2%
Specific Learning Disability	6	23%	23	36%	13	23%	20	30%	24	25%	28	30%	13	25%
Traumatic Brain Injury	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Other Health Impairment	2	8%	1	2%	4	7%	9	13%	17	18%	14	15%	6	12%

Hoosier Academy – Indianapolis Virtual School

SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY													
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		
	#	%	#	%	#	%	#	%	#	%	#	%	
Autism Spectrum Disorder	3	19%	9	28%	51	20%	96	15%	101	15%	95	19%	
Blind or Low Vision	1	6%	0	0%	2	1%	0	0%	3	0%	2	0%	
Cognitive Disability	3	19%	2	6%	18	7%	59	9%	60	9%	41	8%	
Deaf or Hard of Hearing	1	6%	0	0%	0	0%	5	1%	5	1%	1	0%	
Deaf-Blind	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Development Delay (early childhood)	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Emotional Disability	1	6%	1	3%	43	17%	97	15%	103	15%	64	13%	
Language or Speech Impairment	3	19%	4	13%	27	11%	75	11%	62	9%	40	8%	
Multiple Disabilities	0	0%	0	0%	1	0%	3	0%	3	0%	1	0%	
Orthopedic Impairment	0	0%	0	0%	2	1%	3	0%	6	1%	4	1%	
Specific Learning Disability	3	19%	9	28%	64	26%	228	35%	223	33%	162	33%	
Traumatic Brain Injury	0	0%	1	3%	3	1%	3	0%	1	0%	1	0%	
Other Health Impairment	1	6%	6	19%	38	15%	89	14%	106	16%	80	16%	

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

Hoosier Academy-Indianapolis

ELL STUDENT POPULATION CHART													
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
0		0		0		5		0		9		2	

Hoosier Academy-Indianapolis Virtual School

ELL STUDENT POPULATION CHART											
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%
0		0		1		16		94		94	

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

Hoosier Academy-Indianapolis

Hoosier Academy-Indianapolis Virtual School

HOMELESS STUDENT POPULATION											
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	0	0	0	0

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

Hoosier Academy-Indianapolis

HIGH ABILITY STUDENTS													
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	0	0	0	0	0	0

Hoosier Academy-Indianapolis Virtual School

HIGH ABILITY STUDENTS											
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	0	0	0	0

## 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.

*Description of the school (6000 character limit)*

- 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.
- b. What unique features and challenges are associated with the community/communities the school serves?

***School's Purpose (6000 character limit)***

- a. 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.
- b. Address why the school was founded? What educational need were the founders seeking to address in your community?
- c. 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.
- d. Describe any substantial modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term.

***Achievements and Notable Improvements (6000 character limit)***

- a. Describe the school's notable achievements and areas of improvement in the last three years.
- b. Describe areas for improvement that the school is striving to achieve in the next three years.
- c. Note: consider both student and teacher recognition or achievements (e.g. teacher of the year awards, special certifications)

***Additional Information (6000 character limit)***

### **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

## IV. Academic Performance Overview

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.

### Hoosier Academy – Indianapolis

	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 2008-09	n/a		0.0%	0.0%	2.0%	57.00%	68.00%	51.00%
SY 2009-10 K-8	Academic Progress (C)	Meets Requirements	44.5%	35.8%	44.6%	69.48%	72.69%	65.06%
9-10			75.6%	44.2%	60.0%			
SY 2010-11 K-9	D	Does Not Meet Standard	53.0%	53.1%	56.1%	78.88%	83.20%	73.20%
9-10			69.8%	52.3%	49.2%			
SY 2011-12	B	Does Not Meet Standard	n/a	n/a	n/a	75.16%	80.63%	68.13%
SY 2012-13	C		n/a	n/a	n/a	79.1%	77.0%	70.6%
SY 2013-14	C		n/a	n/a	n/a	79.9%	72.4%	68.1%
SY 2014-15			36%*	n/a	34%*			

\*NWEA data for SY 2014-15 is combined for the two schools

### Hoosier Academy – Indianapolis Virtual School

	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 2009-10	C	n/a	n/a	n/a	n/a	70.3%	73.0%	63.0%
SY 2010-11	F	n/a	n/a	n/a	n/a	62.9%	72.8%	57.6%
SY 2011-12	F	n/a	n/a	n/a	n/a	55.0%	63.9	48.1%
SY 2012-13	F		n/a	n/a	n/a	55.1%	55.7%	44.8%
SY 2013-14	F		n/a	n/a	n/a	55.5%	55.2%	45.8%
SY 2014-15			36%*	n/a	34%*			

\*NWEA data for SY 2014-15 is combined for the two schools

This section provides schools an opportunity to supplement the record of performance by submitting evidence that informs the school's performance in relation to OCS's Accountability Framework. Responses should reference the indicators and measures from the Accountability Performance

Frameworks to which the information applies (*e.g.*, 2.1 Student Progress Over Time, 2.4 Post-Secondary Readiness).

Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on school-or mission-specific goals; and evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard. In answering this section, please refer to the School Data Summary Document attached to the renewal application.

Renewal recommendations will be based on all evidence of school performance in the record, including but not limited to the school's responses in this part. For your convenience, please reference appropriately the sections from the **Academic Performance Framework**: <http://bit.ly/162WbPx>

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

### ***Student Performance***

- a. Assessment Data
- b. Areas of Notable Improvements
  - 1) To what do you attribute these improvements?
- c. Areas in Need of Improvement
  - 1) 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?
  - 2) What progress monitoring tools do you have in place that provided this information?
  - 3) 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?

## **V. Stakeholder Assessment (optional)**

## **VI. Organizational Performance**

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

**Note:** With respect to Organizational Performance, there will be a presumption of compliance, unless the school's record includes evidence to the contrary.

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>.

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.]

3. **Governance and Management.** The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to governance by the school's board. Board members are made aware of Board by laws, open meeting laws, code of ethics and conflicts of interest. The Board is continuously looking for new members who possess the right set of skills and attributes, as well as members who can represent our statewide basis.
4. **Transportation (if applicable).** Transportation to and from school is not provided for our students. Parents are responsible for arranging transportation to and from school, community events, testing, and any additional school events such as face-to-face tutoring. However, in the case of school trips, necessary transportation is provided. The school handbook provides policies for those circumstances.
5. **Facility.** Hoosier Academies leases two building facilities. The administration for both, Hoosier Academy Indianapolis and Hoosier Academy Virtual School is located at 2855 N Franklin Road, Indianapolis, IN 46219. This location also serves as the middle/high school building for Hoosier Academy Indianapolis and the elementary building is located at 5640 Caito Drive, Indianapolis, IN 46226. There are currently no changes as well as no anticipated changes to the facilities, lease terms, and building plans.
6. **Educational Service Providers.**
  - a) (Statement) *We contracted with an educational service provider during the original term of the charter and intend to continue to contract with the same education service provider.* (Instructions) 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.** Hoosier Academy contracted with an educational service provider during the original and extended term of the Charter, and intends to continue to contract with the same education service provider. Hoosier Academy intends to operate under substantially the same form of Amended and Restated Educational, Administrative, and Technology Services Agreement ("Services Agreement") during the renewal term

as is currently in place between Hoosier Academies and K12 Classroom, LLC. Other than changes addressing the new renewal term dates, the effective date of the agreement and terms related to the agreement renewal, Hoosier Academy does not anticipate any material changes to the Services Agreement currently in place. The parties are currently working on the amended draft Services Agreement. Hoosier Academy respectfully submits that such agreement will be submitted promptly to Ball State University Office of Charter Schools, prior to the agreement becoming effective, and in accordance with the Ball State University Office of Charter Schools Policies on Contracting with Educational Services Providers (as revised November 30, 2012).

## VII. Financial Performance

The OCS will review and verify the financial documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates). It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Financial Performance. Please reference appropriately the sections of the Financial Performance Framework <http://bit.ly/10uUv98>.

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.

**Hoosier Academy has been and will continue to be current in meeting their outstanding liabilities as a through their Educational, Administrative, and Technology Services Agreement with K12 LLC. There are specific provisions within this agreement that help provide Hoosier Academy the resources to meet their obligations:**

1. **Advances** – In the event that the available cash receipts of Hoosier Academy are insufficient to cover payment of their non-K12 expenses, K12 LLC will provide a cash advance to the school to allow payment of those non-K12 expenses in a timely manner. Outstanding advances at year-end will be repaid to K12 LLC when the school has a surplus and at an amount that still leaves the school sufficient working capital.
  2. **Deficit Credits** – To ensure that Hoosier Academy does not end a fiscal year in a financial deficit, K12 LLC will issue an appropriate credit to amounts owed by the school to K12 LLC. Repayment of such Deficit Credits will not be recorded as a debt to the school, but may be partially repaid in future years if the school is able to generate a surplus of unrestricted funds.
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.

**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. Specific documents reviewed during the renewal process will include:

1. Current Board approved budget with minutes.
2. Prior year's Board approved budget with minutes.
3. Current facility/school lease term and conditions.
4. Applicable insurance policies and their renewal.
5. Current Accrual-Based Audits
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.

FINANCIAL PERFORMANCE FRAMEWORK BALL STATE UNIVERSITY			Meets
			Does Not Meet
			Falls Far Below
1. NEAR TERM INDICATORS			
1.a.	<b>Current Ratio (Working Capital Ratio)</b>	Current Assets divided by Current Liabilities	0.665
1.b.	<b>Cash to Current Liabilities</b>	Cash divided by Current Liabilities	0.125

<b>1.c.</b>	<b>Unrestricted Days Cash</b>	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	31.1
<b>1.d.</b>	<b>Enrollment Variance</b>	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	75.6% 94.0%
<b>1.e.</b>	<b>Default</b>		
<b>2. SUSTAINABILITY INDICATORS</b>			
<b>2.a.</b>	<b>Total Margin</b>	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	FY 13 R: \$18.1M FY14 R:
<b>2.b.</b>	<b>Debt to Asset Ratio</b>	Total Liabilities divided by Total Assets	1.48

2.c.	Cash Flow	<p>Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)</p>	<p>Multi-Year: \$1.10</p> <p>One- Year: \$1.78</p>
2.d.	Debt Service Coverage Ratio	<p>(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p>	NA

Financial Performance Framework – Data Points	
Current Assets	6,894,177.29
Current Liabilities	10,373,476.31
Cash	1,292,913.02
Unrestricted Cash	2,050,694.71
Total Expenses	24,178,800.82
Depreciation Expenses	74,000.00
Enrollment Projection in Charter School Board-Approved Budget	3,013.60
Actual Enrollment	3,987.50
Default	
Net Income	-
Total Revenue	19,633,230.14
Aggregated Total Margin	-
Total 3 Year Net Income	-
Total 3 Year Revenues	61,504,865.06
Total Liabilities	10,376,184.65
Total Assets	7,005,407.36
Year 1 Total Cash	2,390,756.52
Year 2 Total Cash	10,463,729.17
Year 3 Total Cash	1,292,913.02
Depreciation	85,745.01
Interest	92,999.92
Interest Expense	-
Annual Principal, Interest, and Lease Payments	415,447.65

# **School Data Summary Document**

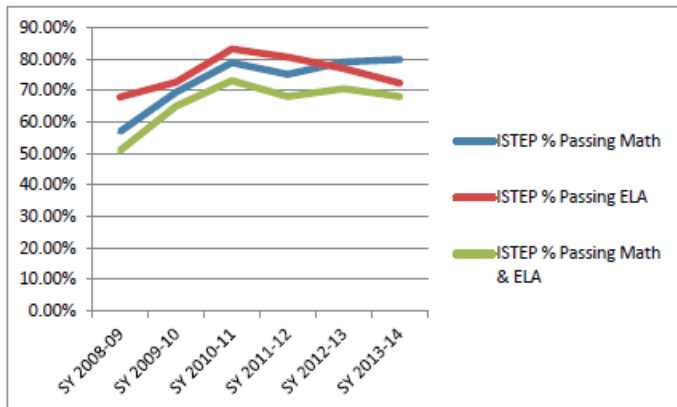
**Hoosier Academy – Indianapolis**  
**Indianapolis, IN**  
**In Operation since 2008 (5 years)**  
**EMO: K-12**  
**Grade Range: K-12**

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Total Student Enrollment</b>	295	425	509	366	540	456	278

<b>2014-2015 ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b>		
	#	%
Total Enrollment	278	
<b>Ethnicity/Race</b>		
# White	210	75.5
# Black	38	13.7
# Hispanic	8	2.9
# Asian	6	2.2
# Native American	2	0.7
# Multiracial	14	5.0
# Other		
<b>Special Populations</b>		
# Students with IEPs		
# English Language Learners		
# Eligible for Free and Reduced Lunch	53	19.0



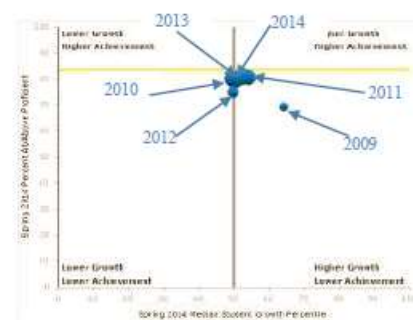
	AYP	PL 221	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2008-09	n/a	n/a	n/a	n/a	n/a	0.0%	0.0%	2.0%	57.00%	68.00%	51.00%
SY 2009-10 K-8	No	Acad Progress	C	Meets requirements	n/a	44.5%	35.8%	44.6%	69.48%	72.69%	65.06%
9-10						75.6%	44.2%	60.0%			
SY 2010-11	No	n/a	D	Meets requirements	Does not meet Standard	53.0%	53.1%	56.1%	78.88%	83.20%	73.20%
9-10						69.8%	52.3%	49.2%			
SY 2011-12	n/a	n/a	D	Not applicable due to IDOE policy change	Does not meet Standard	n/a	n/a	n/a	75.16%	80.63%	68.13%
SY 2012-13			B						79.1%	77.0%	70.6%
SY 2013-14			C						79.9%	72.4%	68.1%



#### Math Growth:

2009: High growth, low achievement  
 2010: Low growth, high achievement  
 2011: High growth, high achievement  
 2012: High growth, low achievement  
 2013: High growth, low achievement  
 2014: High growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2009	136	69.1	64.5
Spring 2010	186	80.1	49.0
Spring 2011	216	80.6	54.0
Spring 2012	162	74.7	50.0
Spring 2013	249	79.9	50.0
Spring 2014	189	79.9	52.0



#### ELA Growth:

2009: High growth, low achievement  
 2010: High growth, high achievement  
 2011: High growth, high achievement  
 2012: High growth, high achievement  
 2013: Low growth, low achievement  
 2014: Low growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2009	132	74.2	68.5
Spring 2010	185	81.6	54.0
Spring 2011	215	87.0	53.0
Spring 2012	160	80.6	52.5
Spring 2013	248	77.0	40.5
Spring 2014	185	72.4	42.5



Graduation Rate	2011-12		2012-13		2013-14	
	#	%	#	%	#	%
	14	35.9%	24	37.5%	14	28.6%

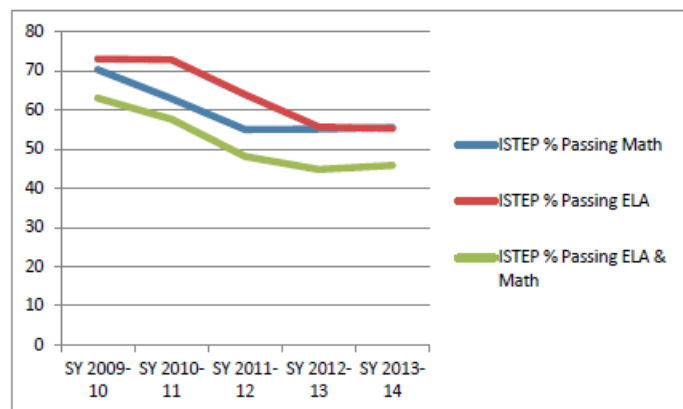
School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch	# in Remediation	# Re-tested	# Pass Retest
2011-12	25	21	84.0	0.0	24.0			
2012-13	44	36	81.8	1.1	22.2			
2013-14	35	27	77.1	1.1	23.0			

**Hoosier Academy – Indianapolis – Virtual School**  
**Indianapolis, IN**  
**In Operation since 2008 (6 years)**  
**EMO: K-12**  
**Grade Range: K-12**

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Total Student Enrollment</b>	98	204	1853	3832	4,151	3,342

<b>2014-15 ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b>		
	#	%
Total Enrollment	3,342	
Ethnicity/Race		
# White	2,639	79.0
# Black	330	9.9
# Hispanic	175	5.2
# Asian	28	0.8
# Native American	18	0.5
# Multiracial	151	4.5
# Other		
Special Populations		
# Students with IEPs		
# English Language Learners		
# Eligible for Free and Reduced Lunch	569	17.0

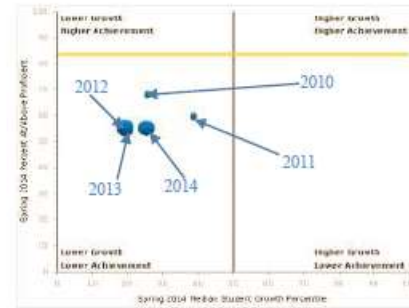
	AYP	PL 221	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2009-10 K-8	n/a	n/a	C	n/a	n/a	n/a	n/a	n/a	70.3%	73.0%	63.0%
SY 2010-11	n/a	n/a	F	n/a	n/a	n/a	n/a	n/a	62.9%	72.8%	57.6%
SY 2011-12	n/a	n/a	F	n/a	n/a	n/a	n/a	n/a	55.0%	63.9	48.1%
SY 2012-13			F						55.1%	55.7%	44.8%
SY 2013-14			F						55.5%	55.2%	45.8%



**Math Growth:**

2010: Low growth, low achievement  
 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 2010	62	67.7	26.9
Spring 2011	113	59.3	39.0
Spring 2012	970	55.2	18.5
Spring 2013	1755	55.4	19.0
Spring 2014	1615	55.5	25.0

**ELA Growth:**

2010: Low growth, low achievement  
 2011: High growth, low achievement  
 2012: Low growth, low achievement  
 2013: Low growth, low achievement  
 2014: Low growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2010	62	71.0	29.5
Spring 2011	113	73.5	53.0
Spring 2012	958	63.9	29.0
Spring 2013	1726	55.7	18.0
Spring 2014	1600	55.3	26.0



Graduation Rate	2012-13		2013-14	
	#	%	#	%
	14	26.4	39	17.2

School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch	# in Remediation	# Re-tested	# Pass Retest
2011-12	105	83	79.0	0.4	25.7			
2012-13	218	176	80.7	0.8	28.4			
2013-14	200	150	75.0	0.9	34.4			



## **Executive Summary**

### **Hoosier Academies-Indianapolis**

Dr. Byron Ernest, Superintendent  
2855 N Franklin Rd  
Indianapolis, IN 46219-1347

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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.

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## **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?**

Hoosier Academy, Inc. operates two separate Indiana school corporations (districts): Hoosier Academy Indianapolis, Corporation 9805 and Hoosier Virtual Academy, Corporation 9865. Both school systems, operated by Hoosier Academy, Inc. and referred to as Hoosier Academies, serve students in grades kindergarten through 12th grade. We request the renewal of Hoosier Academy Indianapolis, Corporation 9805 and Hoosier Virtual Academy, Corporation 9865. We wish to continue these two models (hybrid/blended and fully virtual, respectively) to provide a unique, visionary learning opportunity for Indiana's children.

Hoosier Academy Indianapolis has existed for eight years and is a public charter school that delivers instruction using a blended model. Students attend 51% of their academic time in a brick and mortar classroom with the balance of instructional time occurring in a virtual setting. The Hoosier Virtual Academy has existed for six years and offers 100% virtual learning. By leveraging a blended model's capabilities, Hoosier Academy Indianapolis enables the continuum of flexible learning options that exist between the blended model and the virtual world in order to support optimal student achievement. Hoosier Virtual Academy has expanded its presence by offering a school choice throughout Indiana by now having students in all 92 counties. Hoosier Academy Indianapolis has a current enrollment of 252 students including 17.9% eligible for free and reduced lunch and 18.7% of students with IEPs. Hoosier Virtual Academy has a current enrollment of 3589 students including 23.7% of students eligible for free and reduced lunch and 13.1% of students with IEPs.

A distinct challenge for Hoosier Academies is our 67% mobility rate. We must embrace the fact that in many cases we are a short term solution to many of our students. This mobility may be because of health issues, bullying, differentiated learning needs, or students who have special circumstances. Another challenge is how credit deficient students come to us. The percentage of students, by grade, who come to us deficient in three credits or more is as follows: ninth grade, 75%; tenth grade, 73%; eleventh grade, 68%; and twelfth grade, 55%. In order to address many of our challenges, we developed the Family Academic Support Team (FAST) with the objective of reducing the number of students who withdraw or become disengaged and providing a more comprehensive support system for all of Hoosier Academies. The goal of the FAST team is to provide support to teachers, students and families to improve retention, attendance and compliance. We have also established face-to-face learning centers in five locations. Gary, South Bend, Fort Wayne, Indianapolis, and Evansville have been identified as the highest areas of student population. In these locations we have implemented our Students Working for Academic Growth (SWAG) program. The goal of the SWAG program is to provide students in grades K-12 with face-to-face interaction and focused support to better prepare for standardized testing and success. The SWAG program also provides Learning Coaches with resources and support in testing and curriculum to further foster their child's success at Hoosier Academies.

Hoosier Academies leverages community settings such as libraries, youth centers and other appropriate sites to provide for our teachers to meet face-to-face with students and Learning Coaches to provide academic and family support. Hoosier Academies has a wide range of community and local partnerships which benefit students and families alike. Organizations such as the Indiana Pacers, local town libraries, Barnes and Noble Book Stores, Salvation Army locations, and Boys and Girls Clubs open their facilities for family activities, tutoring sessions, and meetings. Academic partnerships include DeVry, eCollege, and College Board. A partnership with The Smithsonian Institution was developed as a part of our first annual Washington D.C. trip for middle school students. Through its contract with K12, Inc. Hoosier Academies is supported by a national team of experts in fields including curriculum development, instructional training, business management, school law, special programs and technology. Administrators, staff, students, and learning coaches have the privilege of

## Executive Summary

Hoosier Academies-Indianapolis

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collaborating with other K12 Inc. schools, students, staff, and families across the nation. General oversight for carrying out the statutory, contractual, and fiduciary roles and obligations of the schools is the responsibility of the Board of Directors of Hoosier Academy, Inc.. Additionally, the Board monitors and holds school leaders responsible for high levels of achievement, client satisfaction, and impeccable operations. Currently, local key administrative positions include the head of schools, three academic administrators (k-12 blended, 9-12 virtual, and k-8 virtual), a special education coordinator, a grants coordinator, and an operations manager. Hoosier Academies also has three Instructional Coaches who provide leadership, coaching, professional development, data mining, and data analysis assistance to the teaching corps and ensure effective instruction and high levels of student achievement.

One of our school's most significant challenges stems from leading an online and blended school corporation where teachers still matter a great deal and perhaps more in a full-time virtual school where student motivation is critical and distractions are undoubtedly plentiful. Ratios of students to certified teachers are approximately 50 - 70 students per teacher in grades K-6, including blended and virtual students and 150 - 300 students per teacher in the content areas in middle school and high school, also including blended and virtual students. We continue to have large numbers of families embracing the flexibility and vision of personalized learning opportunities afforded by Hoosier Academies for their children.

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## **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.**

### **VISION**

Hoosier Academies is a high-performance public charter school that combines traditional learning with technology to connect students, parents, and teachers in a 21st century learning community focused on results. The Hoosier Academy team of hard working, highly qualified staff, in partnership with parents, strives for student mastery of a rigorous, research-based K-12 curriculum aligned to Indiana academic standards. The personalized blend of virtual and face to face instruction puts public school accountability, teacher competence, and parent/adult involvement at the center of student learning.

### **MISSION**

The mission of The Hoosier Academy is to embrace a partnership with parents that drives continued growth in student learning and builds a compelling foundation of family satisfaction, student achievement, and social enrichment. We embrace our culturally diverse school community and believe school accountability, teacher competence, and parent involvement must be at the center of student learning and achievement.

### **BELIEF STATEMENT**

Hoosier Academies believes in serving Indiana public school students through virtual means, seeking high caliber and individualized educational achievement. While serving the general student population, Hoosier Academy is designed to attract special populations such as gifted and talented, those who struggle academically, students with behavioral needs, and students and families who wish to enhance their students' education through personalization and international interaction via engaging, effective use of technology. Additionally, Hoosier Academies believes in preparing today's learner to engage in life-long learning in an era of rapid technological innovation and change.

The original vision of Hoosier Academies was intended to shape the learning apparatus to fit the student versus shaping the student to fit the learning process. The unique instructional delivery systems developed by Hoosier Academies support students and families as they individualize a learning program that best fits the needs of the learner. Each student enrolled in Hoosier Academies has a learning coach, generally a parent or guardian. This learning coach receives extensive training to support academic progress as well as how to communicate effectively with the teacher to assure coordination of the student's learning. In collaboration with the family, a highly qualified Indiana teacher helps create an Individualized Learning Plan (ILP) for the student. All Hoosier Academies students utilize the challenging K12 curriculum. This curriculum meets or exceeds all quality metrics established through No Child Left Behind (NCLB), Title I, Individuals with Disabilities Education Act (IDEA) and aligns with Indiana's nationally recognized learning standards. Students may elect to accelerate through curricular areas of high ability or opt for additional enrichment opportunities. Those learners who benefit from extended instruction have access to high quality, high interest intervention materials. Families who qualify for the National Free or Reduced Lunch Program can receive at no cost all computer equipment, classroom materials and reimbursement of some Internet expenses. Hoosier Academies students perform in school musicals, talent shows, art exhibitions, and poetry performances and participate in state competitions. Utilizing the international network of schools supported by K12, Inc., students at Hoosier Academies also have access to an expanse of over 100 clubs whose membership include students throughout the United States. Hoosier Academies students can even participate in 4-H through the club organization. Family engagement is a critical part of life at Hoosier Academies. Parents are considered learning coaches and receive intensive training on effective instructional collaboration and monitoring of student progress, but family fun is also emphasized. Throughout the state, Hoosier Academies families participate in many community connection events. These events are all activities that reinforce the Hoosier Academies

## Executive Summary

Hoosier Academies-Indianapolis

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commitment to families. Instructional staff travel throughout the state of Indiana to host these activities. In addition to having students in all 92 Indiana counties, what makes us distinct and also poses challenges and risks is that we have a 67% mobility rate. We must embrace the fact that in many cases we are a short-term solution to many of our students. It must also be understood that mobility at the individual student level is not necessarily a bad or good thing. We must understand the reason(s) for the mobility of the student at the individual level. In many cases Hoosier Academies was selected as a short-term solution. This mobility may also result from health issues, bullying, differentiated learning needs, academic deficiencies, credit deficiencies, or students with other special circumstances. For many students we are the only available choice in a state that embraces school choice. The following link highlights several Hoosier Academies students and why they attend our school: <http://tinyurl.com/nw6cphu>. We have begun to answer the question of what makes us different and really owning it. This realization results from asking and listening to the students and parents of the students we serve what we should strive to accomplish for them. As pioneers and trailblazers in online and blended education, we are learning how best to navigate the innovative ways of delivering content and facilitating engaging learning for students. Furthermore, we have taken and continue to take a turnaround approach to improving the core systems and operations of our school. This approach includes a data-driven academic plan, increased professional development, individualized learning plans for all students, strengthened parent and stakeholder engagement, and a targeted credit recovery program.

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## **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.**

Hoosier Academies has taken a turnaround approach to improving our core systems and operations of our school. This approach includes a hiring a Head of Schools with successful turnaround experience, hiring a new elementary/middle school academic administrator, data-driven academic plan, increased professional development, individualized learning plans for all students, strengthened parent and stakeholder engagement, and a targeted credit recovery program. We are particularly proud of this past year's Priority Monitoring Visits performed by the Indiana Department of Education. These visits resulted from our priority school status. In our report the department marked Hoosier Academies showing 100% evidence of effective practice for all eight turnaround principles. Two of the powerful practices we were cited as using were "Communication of High Expectations for Staff, Students, and Families" and "Student Ownership of Data and Learning Progress." The IDOE Outreach staff member stated she was impressed that everyone was talking the same language and working toward the same vision and mission. This comes from our development of a rigorous Academic Plan that meets the requirements of both Ball State University and the IDOE. Our stakeholders, students, parents, teachers, school board, community partners, and teachers were involved in the development of this plan and are all working in concert toward continued successful execution. In the past three years the following interventions have been enlisted in grades kindergarten through 12th for improvement in student achievement:

### Data-Driven Instruction

- Utilizing NWEA, DIBELS, USA Test Prep, and Study Island (focused on Indiana State Standards) data to create actionable steps to aid in the success of each student.
- Data Team Meetings to analyze student performance and inform instruction
- Homeroom/Grade Level Team Approach

### Supplemental Programs

- Supplemental Title I Math and Reading support utilizing a combination of small group and individual instruction coupled with research-based programs such as iReady, My Virtual Reading Coach, and Learn Bop.
- Students Working for Academic Growth (SWAG) Focused Tutoring program to support students in grades kindergarten through 12th with face-to-face interaction to better prepare students for standardized testing and success.

### Professional Development

- Instructional coaching lesson preparation, classroom instruction, and data analysis

### Individualized/Small Group Instruction

- Individualized Learning Plans (ILP) for all students
- Rtl for students not performing at grade level in NWEA, OLS, USA Test Prep, and DIBELS
- Virtual student schedule to provide dedicated times for small group class sessions and Subject Area Targeted Interventions
- Built in support system to students within grade level teams (builds relationships, progress monitoring, and weekly team checks to monitor student performance)
- English and Math Labs for students needing to pass ECAs
- Saturday interventions focusing on different standards each week for Algebra and English 10

Credit Recovery is an integral part of our high school plan. We embrace that we are home to a large population of transient families. The credit recovery program enables us to provide a path for them to get caught up quickly on credit requirements. After seeing success during SY 13/14, we decided it was in our school's best interest to dramatically expand the program and course offerings for SY 14/15. We saw an

## Executive Summary

Hoosier Academies-Indianapolis

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amazing 1,470% increase from the previous year. Our students earned 487 credits through this program during SY 14/15. We are expanding the credit recovery program again this year.

The following steps have been taken to improve our College and Career Readiness program for our students:

- Offer more AP courses- 38 students enrolled in AP courses
- Subsidized Dual Credit opportunities with Ivy Tech
- Provide opportunities for students to participate in extracurricular and community events
- Provide opportunities for campus visits and college and career fairs
- VIRTUAL college fairs
- Counselor-led, virtual college website tour
- Counselors facilitate recorded informational sessions with college representatives and post recordings on website
- Topics addressed in College & Career course
- Monthly Guidance Department lessons led by Grade Level Counselor
- Promote and encourage greater participation in PSAT, SAT, ACT, and career inventories

We also established a NJHS and NHS for our students. Our NJHS students had the opportunity to join the society, and to serve our school and community last year. In addition to helping host school-sponsored events, such as field day, our students also complete a minimum of 5 hours of community service per semester, and they all complete a service project with our chapter. More information on NJHS and our community service can be found on our website here: <http://hoosieracademiesnjhs.weebly.com/service-projects-and-service-forms.html>

Hoosier Academies has established and strengthened our Family Academic Support Team (FAST) program. The goal of the FAST program is to provide support to teachers, students and families to improve retention, attendance and compliance. As part of our turnaround effort we adjusted the school calendar with intentionality to start two weeks later (August 17th) than most schools. We provided families, on a voluntary basis, the opportunity to complete all onboarding and orientation the week before school started. Over 90% of our families engaged and completed this process before school began. In further pursuit of a strong start to the 15/16 school year, Back to School Expo events were held at six different locations around the state of Indiana. At these events, families have the opportunity to meet our staff and get technical assistance with the OLS or new high school learning platform. Students have the opportunity to get their pictures taken, visit the mobile dentist, meet their teachers, and meet fellow classmates.

## **Additional Information**

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

By taking a turnaround approach to Hoosier Academies, we deemed it necessary to improve the core systems and operations of the school while also improving school culture and staff engagement. Without an operationally stronger school, Hoosier Academies turnaround success would be limited. Specific areas targeted and implemented for increased operational health of Hoosier Academies are listed below and are continually monitored by our K12, Inc. operations team. A site review is conducted every other year to take a detailed look at the school. The purpose of the site visit is to measure the school's current operational health compared to charter, state, and service agreement requirements, to provide support and suggestions, and to identify best practices amongst schools. We are proud of our achievements for the SY14-15. Hoosier Academies went from an overall compliance score of 61% in SY 12-13 to a score of 81% in SY 14-15. Contributing to this 20% increase in score were significant improvements in several categories including state reporting and student records. The following is a list of review areas with the number of indicators and percent score for Hoosier Academies:

- Policies and Accountability, 47 indicators, 89%
- Reports and State Reporting, 11 indicators, 79%
- Certification and Human Resources, 19 indicators, 68%
- Membership and Student Accounting, 5 indicators, 93%
- Student Files and Record Management, 18 indicators, 72%
- Systems Management, 10 indicators, 77%
- Health and Safety, 9 indicators, 81%
- Performance Measures, 3 indicators, 78%

These results reflect a very high level overview of Hoosier's score with the various areas of review. The score for each category is an average of the individual indicators measured along with the overall percentage. The checklist used to measure Hoosier's overall compliance score was updated before the SY 14-15 site visit. The updated checklist:

- Includes a revised and more thorough version of the K12 Standards which added several indicators in each category.
- Places a focus on the presence of documented policies and processes for all applicable indicators.
- Includes indicators for any updates to applicable Indiana laws as well as indicators for any updates to the charter contract or service agreements.
- Applies extra weight to indicator scores related to Highly Qualified Teacher status and proof of state and national background checks for school staff. This impacts the score in the Human Resources category as well as the overall compliance percentage.

As a result of these changes, the updated checklist is more rigorous and detailed, holding the school to a higher standard of compliance. Nevertheless, as is evidenced by the most recent results, the SY 14-15 compliance score for Hoosier Academies is significantly higher than our SY 12-13 score and will continue to improve as a result of ongoing remediation efforts. The cycle of this our schools' remediation includes: an updated checklist and site visit biannually, a report on each site visit outlining strengths and areas for improvement, school response to the report and creation of a remediation plan which outlines specific processes and due dates for each item, and ongoing remediation efforts post site visit to address suggestions and close any gaps in compliance. The Head of Schools and appropriate administrative staff at the school manage remediation efforts in collaboration with the K12 Regional Compliance Director. This remediation is tracked against collaboratively set due dates and the remediation plan. As the schools address and complete the remediation plans, our score improves on regional and nationwide trackers designed to give us an overview of school health and compliance levels.

Our teachers have been very involved and are achieving great success. A few notable achievements include science teacher Erinn Drone

## Executive Summary

Hoosier Academies-Indianapolis

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who was the recipient of the Lowe's Toolbox for Education Grant to promote STEM concepts, created a STEM Workbook in partnership with Conner Prairie Interactive History Park, and served on the Virtual Instruction Content Advisory Committee for Indiana CORE Assessments for the Educator Licensure Item Review Conference. Paul Runyan, counselor, is on the IDOE Education Outcomes Task Force. Toni Beriault, second grade teacher, was named the 2015 K12 Teacher of the Year for the entire Northern Region. Additionally, 19 teachers were named National Blue Ribbon Study Island Teachers. Because of great staff members like these we want to improve staff engagement and build our leadership bench. Hoosier Academies recently implemented a "Focused Leader Academy" (FLA) initiative to do just that. We believe we should continually mentor the next generation, which is the purpose of FLA. It is important for our Head of Schools to spend a percentage of his time mentoring the next generation. For our FLA we started with the theory of action: IF we empower our teachers through leadership skill development... Then we will have teacher leaders ready to contribute to the success of Hoosier Academies and be an important part of our talent pipeline. The idea is that great minds and great motives still matter. Teachers with school and educational leadership aspirations have the opportunity to become part of a cohort, which will take part in monthly training and be part of supervised Focused Leadership Projects for the schools. The vision is that leadership is born out of those who are affected by it. Our mission is that leadership needs to appear anywhere and anytime it is needed. By institutionalizing this program we are giving emerging teacher leaders a legitimate place in the organization. We believe for high staff engagement we must be enabling our teachers to become leaders in the organization.

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# **Academic Plan 2015-2016**

## **Hoosier Academies-Indianapolis**

Dr. Byron Ernest, Superintendent  
2855 N Franklin Rd  
Indianapolis, IN 46219-1347

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## Overview

### Plan Name

Academic Plan 2015-2016

### Plan Description

This academic plan focuses on key areas identified after reviewing the components of the state scorecard and completing our Self-Assessment. We were able to develop three significant areas that needed improvement. These areas are in Math, English Language Arts/Writing, and engagement. Due to being a Priority school and the need for improvement, we will be addressing all of these areas in our academic plan.

Our plan is focused around the concept of data-driven instruction and engaging our families. The concept of data-driven instruction is research-based and has been shown to have highly effective results in a short amount of time. In order for students to be successful academically we must have families engaged. As we outline the actions to improve the areas referred to above, we have a few key concepts that are consistent across the grades, subjects and student groups. Data-driven instruction is implemented successfully with three key components: assessment, analysis and action.

Assessment is addressed in our Academic Plan. These assessments meet the needs of our school to have reliable, valid and standards based data points on each of our students.

Analysis is addressed in almost every strategy. With the addition of the Instructional Coaches and the continued professional development, teachers will become expert data analysts in their areas and will be provided multiple opportunities to data conference and learn from the data to create action plans.

Action is the most important component of data-driven instruction and the driving force of this plan. The assessments and analysis help us to identify the areas of weakness and our struggling learners. The actions of what we do once we identify the needs will be key to the success of this plan. Planning and implementing effective instruction in a timely manner will be crucial to these actions.

When the three components of data-driven instruction; assessment, analysis, and action are put into place than a data-driven culture is formed.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be engaged in order to be academically successful during the 2015-2016 school year	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
2	Implement data-driven instruction to improve Math Proficiency across all grades and students during the 2015-2016 school year.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$405000
3	Implement data-driven instruction to improve ELA/Writing proficiency in state standards across all grades and students during the 2015-2016 school year.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$405000

## Goal 1: All students will be engaged in order to be academically successful during the 2015-2016 school year

### Measurable Objective 1:

collaborate to identify the levels of engagement necessary for academic success by 05/23/2016 as measured by engagement level.

### Strategy 1:

Utilize OLS Tracker Tool - Teachers will use the OLS tracker tool to view engagement data.

Research Cited: Data-driven instruction

Evidence of success: Teachers will utilize the tool to gauge student engagement level.

Activity - OLS Tracker Tool Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained during an all staff meeting to utilize the OLS tracer tool and plan for weekly use.	Professional Learning	10/05/2015	10/12/2015	\$0	No Funding Required	Laura Mayberry-K12 Regional Data Coordinator Academic Administrators

### Strategy 2:

FAST (Family Academic Support Team) Referral Process - Develop a clear and focused FAST referral process.

Research Cited: Behavioral support

Evidence of success: Quality of FAST referrals

Activity - FAST (Family Academic Support Team) Referral Process Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on the FAST referral process.	Professional Learning	10/05/2015	10/19/2015	\$0	No Funding Required	Paul Runyan FAST Team

## Goal 2: Implement data-driven instruction to improve Math Proficiency across all grades and students during the 2015-2016 school year.

### Measurable Objective 1:

## Academic Plan 2015-2016

Hoosier Academies-Indianapolis

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of Indiana Academic Standards in Mathematics by 05/23/2016 as measured by student mastery of the Indiana Academic Standards.

### Strategy 1:

Data Tracking System - Teachers will utilize a common data tracking system to consistently track and monitor student progress and growth (standards based).

Research Cited: Research-based best practices

Evidence of success: Implementation of data tracking system across all grade levels.

Activity - Virtual Data Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a virtual data wall and train teachers to utilize.	Professional Learning, Academic Support Program	09/28/2015	10/30/2015	\$0	No Funding Required	Academic Administrator s RTI Coordinator Title 1 Coordinator

### Strategy 2:

Grade Level Data Meetings - Regular data meetings with each grade level will be held and include grade level teachers, Interventionists, and Special Education teachers.

Research Cited: Data-driven instruction

Evidence of success: Meetings will be held on a regular basis and a "Data Meeting Rubric" will be used as guidance.

Activity - Data Meeting Protocol/Expectation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meeting to discuss data meeting expectations/protocol. Emphasize process: Reflect on previous meeting Analyze data and student work Action plan Adapt teaching Re-assess	Professional Learning	10/05/2015	10/12/2015	\$0	No Funding Required	Academic Administrator s Title 1 Coordinator Special Education Coordinator RTI Coordinator

### Strategy 3:

Administration Team Data Meetings - Administrators will meet together two times a month to discuss data.

Research Cited: Data-driven instruction

Evidence of success: Head of Schools and administrators are aware of strengths and areas of need based on data.

**Academic Plan 2015-2016**

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Activity - Administration Team Data Meetings Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discuss and solidify format/protocols for administration data team meetings. Emphasize process: Reflect on previous meeting Analyze data and student work Action plan Adapt teaching Re-assess	Professional Learning	10/05/2015	10/12/2015	\$0	No Funding Required	Head of Schools Academic Administrators Title 1 Coordinator Special Education Coordinator RTI Coordinator

**Strategy 4:**

Direct Student-Teacher Interaction - Provide direct student-teacher interaction and enhance quality of direct instruction and instructional strategies.

Research Cited: Research-based instruction

Evidence of success: Growth on Benchmark assessments

Activity - Communication to Families (Small Group and 1-1 Instruction)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communication Plan for small group/1-1 support to Learning Coaches	Parent Involvement	08/17/2015	05/23/2016	\$0	No Funding Required	Academic Administrators Title 1 Coordinator RTI Coordinator Special Education Coordinator

Activity - Instructional Coach Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will work with staff to implement best practices in working with student. Instructional coaches will conduct information observations/walkthroughs to discuss their observations and address any areas of need.	Parent Involvement	10/05/2015	05/23/2016	\$120000	Other	Instructional Coaches Academic Administrators Title 1 Coordinator

Activity - Supplemental Programming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Academic Plan 2015-2016**

Hoosier Academies-Indianapolis

Students will have access to various intervention programs that integrate assessment, analysis, and action into the student's prescribed intervention plan and are individualized to each student.	Direct Instruction, Academic Support Program	09/07/2015	05/23/2016	\$35000	Title I Schoolwide	Title 1 Coordinator RTI Coordinator Academic Administrators Special Education Coordinator
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Activity - Interventionist Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will assist general education teachers with small group/1-1 instruction based on data.	Direct Instruction, Academic Support Program	09/14/2015	05/23/2016	\$250000	Title I Schoolwide	Title 1 Coordinator Interventionists

**Strategy 5:**

Assessment - Students will complete Diagnostic and Interim Assessments that focus on state standards, objectives, and skill to pinpoint individual student strengths and areas of need.

Research Cited: Data-driven instruction

Evidence of success: Student completion of Diagnostic and Interim assessments

Activity - Diagnostic and Interim Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze and document results of Diagnostic and Interim assessments in order to easily identify students in need of additional support.	Professional Learning	09/14/2015	05/23/2016	\$0	No Funding Required	Academic Administrators Title 1 Coordinator RTI Coordinator Special Education Coordinator

**Goal 3: Implement data-driven instruction to improve ELA/Writing proficiency in state standards across all grades and students during the 2015-2016 school year.**

**Measurable Objective 1:**



## Academic Plan 2015-2016

Hoosier Academies-Indianapolis

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency with Indiana Academic Standards in English Language Arts by 05/23/2016 as measured by proficiency in Indiana Academic Standards.

### Strategy 1:

Data Tracking System - Teachers will utilize a common tracing system to consistently track and monitor student progress and growth (standards based).

Research Cited: Data-driven instruction

Evidence of success: Mastery of standards

Activity - Virtual Data Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a virtual data wall and train to to utilize.	Professional Learning, Academic Support Program	09/28/2015	10/30/2015	\$0	No Funding Required	Academic Administrator s RTI Coordinator Title 1 Coordinator Special Education Coordinator

### Strategy 2:

Grade Level Data Meetings - Regular data meetings with each grade level will be held and include grade level teachers, Interventionists, and special education teachers.

Research Cited: Data-driven instruction

Evidence of success: Meetings will be held on a regular basis and "Data Meeting Rubric" will be used as a guide for meetings.

Activity - Data Meeting Protocol/Expectation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meeting to discuss data meeting expectations/protocol. Emphasize Process: Reflect on previous meeting Analyze data and student work Action plan Adapt teaching Re-assess	Professional Learning	10/05/2015	10/12/2015	\$0	No Funding Required	Academic Administrator s Title 1 Coordinator Special Education Coordinator RTI Coordinator

### Strategy 3:

Administration Team Data Meetings - Administrators will meet together two times a month to discuss data.

Research Cited: Data-driven instruction

Evidence of success: Head of Schools and administrators are aware of strengths and areas of need based on data.

Activity - Administration Team Data Meetings Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discuss and solidify format/protocols for administration data team meetings Emphasize Process: Reflect on previous meeting Analyze data and student work Action plan Adapt teaching Re-assess	Professional Learning	10/05/2015	10/12/2015	\$0	No Funding Required	Head of Schools Academic Administrators Title 1 Coordinator RTI Coordinator Special Education Coordinator

**Strategy 4:**

Direct Student-Teacher Interaction - Provide direct student- teacher interaction and enhance the quality of direct instruction and instructional strategies.

Research Cited: Research-based instruction

Evidence of success: Growth on Benchmark assessments

Activity - Communication to Families (Small Group and 1-1 Instruction)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communication plan for small group/1-1 support to Learning Coaches	Parent Involvement	08/17/2015	05/23/2016	\$0	No Funding Required	Academic Administrators Title 1 Coordinator RTI Coordinator Special Education Coordinator Grade Level/Department Teachers

Activity - Instructional Coach Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Academic Plan 2015-2016**

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Instructional coaches will work with staff to implement best practices in working with students. Instructional coaches will conduct informal observations/walkthroughs to discuss their observations and address any areas of need.	Professional Learning	08/17/2015	05/23/2016	\$120000	Other	Instructional Coaches Academic Administrator s Title 1 Coordinator Special Education Coordinator
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Activity - Supplemental Programming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to various intervention programs that integrate assessment, analysis, and action into the student's prescribed intervention plan and are individualized to each student.	Direct Instruction, Academic Support Program	09/07/2015	05/23/2016	\$35000	Title I Schoolwide	Title 1 Coordinator RTI Coordinator Academic Administrator s Special Education Coordinator

Activity - Interventionist Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will work with general education teachers to support small group/1-1 instruction based on data.	Direct Instruction, Academic Support Program	09/21/2015	05/23/2016	\$250000	Title I Schoolwide	Title 1 Coordinator Interventionist s

**Strategy 5:**

Assessment - Students will complete diagnostic and interim assessments that focus on state standards, objectives, and skills to pinpoint individual student strengths and areas of need.

Research Cited: Data-driven instruction

Evidence of success: Student completion of diagnostic and interim assessments

Activity - Diagnostic and Interim Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Academic Plan 2015-2016**

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Analysis and documentation of diagnostic and interim results.	Professional Learning	09/14/2015	05/23/2016	\$0	No Funding Required	Academic Administrator s Title 1 Coordinator RTI Coordinator Special Education Coordinator
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Virtual Data Wall	Create a virtual data wall and train to to utilize.	Professional Learning, Academic Support Program	09/28/2015	10/30/2015	\$0	Academic Administrator s RTI Coordinator Title 1 Coordinator Special Education Coordinator
Communication to Families (Small Group and 1-1 Instruction)	Communication plan for small group/1-1 support to Learning Coaches	Parent Involvement	08/17/2015	05/23/2016	\$0	Academic Administrator s Title 1 Coordinator RTI Coordinator Special Education Coordinator Grade Level/Depart ment Teachers
Data Meeting Protocol/Expectation Training	Meeting to discuss data meeting expectations/protocol. Emphasize process: Reflect on previous meeting Analyze data and student work Action plan Adapt teaching Re-assess	Professional Learning	10/05/2015	10/12/2015	\$0	Academic Administrator s Title 1 Coordinator Special Education Coordinator RTI Coordinator

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Administration Team Data Meetings Training	Discuss and solidify format/protocols for administration data team meetings Emphasize Process: Reflect on previous meeting Analyze data and student work Action plan Adapt teaching Re-assess	Professional Learning	10/05/2015	10/12/2015	\$0	Head of Schools Academic Administrators Title 1 Coordinator RTI Coordinator Special Education Coordinator
Data Meeting Protocol/Expectation Training	Meeting to discuss data meeting expectations/protocol. Emphasize Process: Reflect on previous meeting Analyze data and student work Action plan Adapt teaching Re-assess	Professional Learning	10/05/2015	10/12/2015	\$0	Academic Administrators Title 1 Coordinator Special Education Coordinator RTI Coordinator
Communication to Families (Small Group and 1-1 Instruction)	Communication Plan for small group/1-1 support to Learning Coaches	Parent Involvement	08/17/2015	05/23/2016	\$0	Academic Administrators Title 1 Coordinator RTI Coordinator Special Education Coordinator
OLS Tracker Tool Training	Staff will be trained during an all staff meeting to utilize the OLS tracer tool and plan for weekly use.	Professional Learning	10/05/2015	10/12/2015	\$0	Laura Mayberry-K12 Regional Data Coordinator Academic Administrators
Diagnostic and Interim Analysis	Analysis and documentation of diagnostic and interim results.	Professional Learning	09/14/2015	05/23/2016	\$0	Academic Administrators Title 1 Coordinator RTI Coordinator Special Education Coordinator

**Academic Plan 2015-2016**

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FAST (Family Academic Support Team) Referral Process Training	Staff will be trained on the FAST referral process.	Professional Learning	10/05/2015	10/19/2015	\$0	Paul Runyan FAST Team
Virtual Data Wall	Create a virtual data wall and train teachers to utilize.	Professional Learning, Academic Support Program	09/28/2015	10/30/2015	\$0	Academic Administrator s RTI Coordinator Title 1 Coordinator
Administration Team Data Meetings Training	Discuss and solidify format/protocols for administration data team meetings. Emphasize process: Reflect on previous meeting Analyze data and student work Action plan Adapt teaching Re-assess	Professional Learning	10/05/2015	10/12/2015	\$0	Head of Schools Academic Administrator s Title 1 Coordinator Special Education Coordinator RTI Coordinator
Diagnostic and Interim Analysis	Analyze and document results of Diagnostic and Interim assessments in order to easily identify students in need of additional support.	Professional Learning	09/14/2015	05/23/2016	\$0	Academic Administrator s Title 1 Coordinator RTI Coordinator Special Education Coordinator
<b>Total</b>					<b>\$0</b>	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach Observation	Instructional coaches will work with staff to implement best practices in working with students. Instructional coaches will conduct informal observations/walkthroughs to discuss their observations and address any areas of need.	Professional Learning	08/17/2015	05/23/2016	\$120000	Instructional Coaches Academic Administrator s Title 1 Coordinator Special Education Coordinator

**Academic Plan 2015-2016**

Hoosier Academies-Indianapolis

Instructional Coach Observation	Instructional coaches will work with staff to implement best practices in working with student. Instructional coaches will conduct information observations/walkthroughs to discuss their observations and address any areas of need.	Parent Involvement	10/05/2015	05/23/2016	\$120000	Instructional Coaches Academic Administrators Title 1 Coordinator
<b>Total</b>					<b>\$240000</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Programming	Students will have access to various intervention programs that integrate assessment, analysis, and action into the student's prescribed intervention plan and are individualized to each student.	Direct Instruction, Academic Support Program	09/07/2015	05/23/2016	\$35000	Title 1 Coordinator RTI Coordinator Academic Administrators Special Education Coordinator
Interventionist Support	Interventionist will assist general education teachers with small group/1-1 instruction based on data.	Direct Instruction, Academic Support Program	09/14/2015	05/23/2016	\$250000	Title 1 Coordinator Interventionists
Supplemental Programming	Students will have access to various intervention programs that integrate assessment, analysis, and action into the student's prescribed intervention plan and are individualized to each student.	Direct Instruction, Academic Support Program	09/07/2015	05/23/2016	\$35000	Title 1 Coordinator RTI Coordinator Academic Administrators Special Education Coordinator
Interventionist Support	Interventionists will work with general education teachers to support small group/1-1 instruction based on data.	Direct Instruction, Academic Support Program	09/21/2015	05/23/2016	\$250000	Title 1 Coordinator Interventionists
<b>Total</b>					<b>\$570000</b>	





# **Self Assessment for Digital Learning Schools**

**Hoosier Academies-Indianapolis**

Dr. Byron Ernest, Superintendent  
2855 N Franklin Rd  
Indianapolis, IN 46219-1347

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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.

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## 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: 3.0

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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Purpose statements – past and present</li> <li>•Examples of communications to stakeholders about the institution's purpose (e.g., website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the institution's purpose</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Documentation that overviews methodologies used in the institution, instructional practices and expected outcomes</li> <li>•Institution philosophy about online teaching and learning</li> <li>•The institution's statement of purpose</li> <li>•Agendas and/or minutes that reference a commitment to the components of the institution's statement of purpose</li> <li>•Academic Plan               <ul style="list-style-type: none"> <li>-Supplemental Programs (SWAG- Students Working for Academic Growth, Title 1)</li> <li>-ULS- Unique Learning System Curriculum</li> <li>-FAST (Family Academic Support Team)</li> </ul> </li> </ul>	Level 3

## Self Assessment for Digital Learning Schools

Hoosier Academies-Indianapolis

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 implement a documented, systematic continuous improvement process for improving student learning and the conditions of the digital environment that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student and institution performance. The profile contains analyses of data used to identify goals for the improvement of achievement and online instruction that are aligned with the institution's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•The institution continuous improvement plan</li><li>•The institution data profile</li><li>•Communication plan and artifacts that show two-way communication to personnel and stakeholders</li><li>•Agenda, minutes from continuous improvement planning meetings</li></ul>	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.**

### Standard 1: Purpose and Direction

The vision of Hoosier Academies is to be a high-performance public charter school that combines traditional learning with technology to connect students, families, and teachers in a 21st century learning community focused on results. The Hoosier Academy team of hard working, highly qualified staff, in partnership with families, strives for student mastery of a rigorous, research-based K-12 curriculum aligned to Indiana academic standards. The personalized blend of virtual and face to face instruction puts public school accountability, teacher competence, and parent/family involvement at the center of student learning.

Our mission is to embrace a partnership with families that drives continued growth in student learning and builds a compelling foundation of family satisfaction, student achievement, and social enrichment. We embrace our culturally diverse school community and believe school accountability, teacher competence, and family involvement must be at the center of student learning and achievement.

Hoosier Academy - Indianapolis believes in serving Indiana public school students through a blended model of both virtual means and traditional brick and mortar face to face instruction, seeking highest caliber, individualized educational achievement. While serving the general student population, Hoosier Academy is designed to attract special populations such as high ability, those who struggle academically, students with behavioral needs, and students and families who wish to enhance their students' education through personalization and international interaction via engaging, effective use of technology. Additionally, Hoosier Academies believes in preparing today's learner to engage in life-long learning in an era of rapid technological innovation and change.

We communicate this vision, mission, and belief statement with fidelity to all stakeholders using newsletters, our website, k-mail (our internal school communication system), and email. Our vision, mission, and beliefs guide all our decisions. By doing this we are able to make the students we serve and their families first and everything else second. Truly being guided by our vision, mission, and beliefs enables us to be

immersed in what matters.

A key to the success of any organization is understanding what makes it distinct. At Hoosier Academies we are distinct because we are carrying out, as called for in the state constitution, education equally open to all and by all suitable means. We know in our case what makes us unique is the fact that students served by Hoosier Academy - Indianapolis have the option to go to our hybrid schools (face to face two days a week and online the other three) in Indianapolis. What also makes us distinct is that we have a 67% mobility rate both in hybrid and virtual. We must embrace the fact that in many cases we are a short term solution to many of our students. This mobility may be because of health issues, bullying, differentiated learning needs, or other special circumstances. For many students we are the only available choice in a state that embraces school choice. I believe we are beginning to make progress because we have begun to answer the question of what makes us different and really owning it. This realization has come about because we are focusing on the things our students and families tell us about what they believe we should be trying to accomplish for them. We have a long way to go, but are making progress.

Our stories include a student who has been with us through 6th, 7th, and 8th grade because she was bullied at her local school but is going to try going back to her local high school next year. Another family, who I visited with recently in Gary, has their children enrolled in Hoosier Academies because they are scared to have the students walk to school. We also have students with medical conditions that do not allow them to be enrolled in a traditional setting and who are flourishing in our modality. Another story comes from our starting a National Honor Society this year. The parents of a student with Down's Syndrome who was inducted stated there was no way their daughter could have been as successful, academically or socially, in a traditional setting. These stories demonstrate that Hoosier Academies is an interim solution for many families. We are a place for students to go for whatever length of time the parent believes is necessary. Furthermore, more than one-half of parents of high school students and one-third of elementary students will choose this option to catch their child up academically.

In order to stay connected with our parents and have them be involved in the carrying out of the vision and mission, we formed a Parent Advisory Committee (PAC). The PAC's vision and goals are to: improve communication between parents, administration and staff; provide input for long term and short term planning; help resolve problems and issues; help mentor fellow Learning Coaches; and increase parent participation in the Hoosier Community. In a year's time this committee has gone from being a gripe session to productive sessions where parents are able to inform and work alongside school leadership to make decisions with the students first. This collaborative work has resulted in improved policies for course substitution, improved school calendar, and weighted grades.

For SY 15-16 School-Wide Back to School Expos were held in six locations across the state where staff, parents, and students met in collaborative sessions to introduce school procedures, services and opportunities for training, coaching and mentoring. This is also an excellent forum to get information from families on how we are doing in terms of our purpose and direction. An aggressive week long training session was held the week before school started and was guided by grade level Family Support Liaisons. Daily 1 hour sessions were provided during the first week, make up session during the second, and advisor follow up ensured 100% of our families were onboarded before the August 17th, 2015 start date. We strategically made a change in our school calendar from previous years and started school two weeks later than most schools in Indiana. This allowed us to have the large influx of students that enroll during the first weeks of school already onboarded and enrolled prior to the start of school. Ongoing weekly sessions provide our families access to staff and training throughout the year. Our Indianapolis blended/hybrid program staff is able to develop strong face-to-face connections with families and students. Parent partnerships are very important to us, as stated in our vision and mission and Hoosier Academies has worked hard to build these relationships with our families.

New Parent Orientations were revamped to include more training and less generalized information. We push out the general information via docshare in the Total View System. More specific training is given to new and returning learning coaches on attendance and grade checks. These orientations are done by school and conducted by the Academic Administrators - very much like an open house in a traditional school. Enrollment sends a welcome letter to all new approved students directing them to [hoosier.k12start.com](http://hoosier.k12start.com) and to let them know that a phone

call, email, and kmail will be coming to them on the Monday morning of their first day. We have also developed a learning coach mentoring program for our parents. Our mentoring program connects new Learning Coaches with experienced Learning Coaches to gain support, encouragement, and the sharing of ideas, tips, and strategies. Each mentor has a brief biography that is listed with students' ages, strengths, interests, and where they live in the state. Parents (Learning Coaches) and staff have created Facebook pages specific to grade levels and local counties to connect, share ideas and local events open to all Hoosier Students and Families.

The Hoosier Academies academic plan also reinforces our vision, mission, and belief by focusing on key areas identified after reviewing the components of the state accountability grade. When reviewing actual proficiency as compared to our proficiency targets, we identified five significant areas that needed improvement: Math, English Language Arts, Writing, Science, and College and Career Readiness. The plan is focused around the concept of data-driven instruction. This concept is research-based and has been shown to have highly effective results in a short amount of time. As we outline the actions to improve the areas referred to above, we have a few key concepts that are consistent across the grades, subjects and student groups. Data-driven instruction is implemented successfully with three key components: Assessment, Analysis, Action, and Culture. Last year our professional development was themed around data-driven instruction. Our professional development included the following: Driven By Data book study (weekly), Data-driven instruction training, Teach Like A Champion Strategies training (weekly), Weekly walkthroughs of teachers with coaching, Weekly data chats reviewing data, Monthly data dashboard reviews with teachers, board, authorizer and K12, Inc., Regional academic support team.

The purpose of Hoosier Academies Schools' teacher supervision and evaluation program is to insure quality instruction and promote growth and success of the students and amongst the professional staff. The teachers in Hoosier Academies are well educated and committed professionals who strive to remain current in their instructional practices. The supervision and evaluation program is focused on these strengths. Teaching and learning is an extremely complex process. The teacher's knowledge and skills, the learning standards within each curriculum to be taught, the physical classroom setting, and the student's prior knowledge and ability to learn comprise the framework for students and teachers in their daily interactions.

The purpose of Hoosier Academies' teacher supervision and evaluation program is to ensure quality instruction and promote growth and success of the students and amongst the professional staff. The teachers in Hoosier Academies are well educated and committed professionals who strive to remain current in their instructional practices. The supervision and evaluation program is focused on these strengths. Teaching and learning is an extremely complex process. The teacher's knowledge and skills, the learning standards within each curriculum to be taught, the physical classroom setting, and the student's prior knowledge and ability to learn comprise the framework for students and teachers in their daily interactions.

The standards of effective teaching and professional performance are developed to support teachers and evaluators as they work together to provide quality educational experiences for students. Effective teaching can be observed, described, and evaluated. It is the primary responsibility of the teacher to work toward continuous improvement in instruction and professional performance; it is the responsibility of the evaluator to assist and support that effort. Reflection, collegial discussions, meaningful dialogue with evaluators, and the support of tailored professional support are key components in supporting teachers as they work to improve teaching and raising achievement levels in our schools. In order to aid the professional growth of our teachers we have also hired instructional coaches and developed an extensive coaching program for our teachers. Both Academic Administrators and Instructional Coaches will be conducting non-evaluative observation and feedback sessions using the classroom walk-through as a vehicle. The frequency of such informal and non-evaluative walk-throughs will be every other week for Instructional Coaches, with Academic Administrators making classroom visits in between their visits. Sample resources are included below. We use a rubric/checklist to analyze lesson plans and to observe a lesson in a classroom. There are two additional expectations in the rubric for Power Point lesson plans and individual lessons. We simply indicate for each Lesson Component if the lesson met the expectation for each sub section.

## Self Assessment for Digital Learning Schools

Hoosier Academies-Indianapolis

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Hoosier Academy Indianapolis currently operates a Targeted Assistance Title 1 program. The goal of the Title I program is to provide additional support and instruction in the area(s) of Reading and/or Math in order to ensure student mastery of Indiana Academic Standards. At Hoosier Academy Indianapolis, students are identified as "At Risk" by their performance on the DIBELS assessment, a standardized Benchmark assessment, ISTEP scores, NWEA scores, ECA scores, USA TestPrep scores, and collaborating with the classroom teacher(s). Once students are identified, goals are set for improvement and programs are developed that aid and support the instruction that takes place in the regular classroom. Student progress is monitored on a regular basis and communicated to stakeholders (students, staff, and parents). Additional resources are provided to staff, students, and parents as needed.

If the student still does not respond/show progress while utilizing the intervention program and attending additional class connect sessions then the student changes from the current intervention program to a different intervention program and continues to attend class connect sessions held by the subject specific specialists. The intervention program in addition to the class connect sessions continue for the duration of six weeks. Students must use the intervention program at least four days a week for 30 minutes. Students must attend Class Connect sessions four to five days a week for 30 minutes. During this process parents are notified and progress is communicated. Depending on student response to more intensive interventions, a student may continue with intervention program and plan or may be referred for a meeting to determine if further diagnostic evaluations and possible Special Education services are warranted.

The Parent/Family Involvement piece is not only a required component of the Title 1 program, but is essential to the success of the Title 1 program. Hoosier Academies builds capacity for strong family involvement in order to ensure effective involvement of families and to support a partnership among the school, families, and the community to improve student academic achievement, through the welcoming of families, regular communication, support of student success, sharing power, promoting parent connectedness, and promoting family connectedness.

### Welcoming All Families

Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. Hoosier Academies strives to welcome all new families by sending welcome emails and conducting personal calls to guide each family through the orientation process. Hoosier Academies hosts live orientation sessions to ensure all families get a strong start. Families are also required to complete a "Welcome to Online Learning Course" at the beginning of the school year and tutorials are available on the Hoosier Academy Strong Start Website: <http://hoosier.k12start.com/>

### Communication

Families and school staff engage in regular, two-way, meaningful communication about student learning by providing multiple forms of communication to inform families of academic resources, opportunities, and events in school newsletters, the school website, daily and weekly teacher kmails, and course announcements. Family academic support and training is provided throughout the year during monthly family meetings, live help sessions, and through access to live and recorded class sessions. Families are encouraged to assess the effectiveness of the school and its teachers with the annual survey.

### Supporting Student Success

Hoosier Academies is deeply committed to the success and welfare of our students, families, and their communities. Our commitment to supporting student success begins with hiring Highly Qualified teachers that are dedicated to upholding the School-Family Compact that supports academic achievement. These commitments are reviewed throughout the year during Individual Learning Plan meetings between the families and the teachers.

### Sharing Power

Families and Hoosier Academies staff are equal partners in school decision making. Family participation and feedback is vital to Hoosier Academies' commitment to student success. Programs that promote equal partnerships include the TAC (Teacher Advisory Committee) and



PAC (Parent Advisory Committee).

### Promoting Parent Connectedness

Hoosier Academies offers a wide variety of activities and events to connect parents. There are specific activities and events that are geared solely for parents with the mission to connect parents with one another.

### Promoting Family Connectedness

Hoosier Academies also offers a wide variety of activities and events that occur monthly where staff, students, and families are invited. Families get the opportunity to connect with other families in their region, staff members get the opportunity to meet their students and their families, and the students get to have fun with their peers! Hoosier Academies is dedicated to providing these outings.

Another program we piloted last year, as a program funded by K12, Inc., and have fully implemented this year is Students Working for Academic Growth (SWAG). This program is directly related to our mission of student growth. SWAG focused tutoring provides an opportunity for students to meet with teachers face to face to build their math and English skills and to better prepare for ISTEP+ and ECA Testing. Hoosier students are located all over the state of Indiana, so three strategic locations were selected for face-to-face tutoring; Indianapolis, Gary, and Bloomington. Students who attended were able to spend time with one another, work with other students, and get practice for testing.

Another area Hoosier Academies has made great strides in improving is in the area developing clear expectations regarding roles and responsibilities. Last year we continually worked from the essential questions of: what are these people doing? And, are they doing the right things? Then, we continually made sure that everyone knew what the roles of each person were in regard to the vision, mission, and beliefs of Hoosier Academies. This environment where employees are empowered to create, collaborate, and do their jobs can only be realized when roles are clearly defined and all individuals understand his or her unique role in achieving the key performance indicators. They are able to showcase their abilities without the barriers of hierarchy. We prefer to organize Hoosier Academies in a lateral fashion, seeing people on an equal plane. This enables an integration of everyone's unique strengths. We believe in a lateral playing field where everyone leads. This enables everyone to do their jobs effectively without added steps of approval, but with the collaboration of others. We do not have independent programs, but a system of programs and processes that encompass our academic plan that involve different roles and responsibilities, that, must integrate easily.

### Areas In Need of Improvement

Having improved our operations greatly, we now need address policy and documentation of processes procedures. The policy and documentation writing process considers activities that a successful organization engages in while producing policies and procedures. It also considers the organized storage of versions and has the latest version also clean and ready for use. Another consideration for the procedure revision stage is testing them. This calls for a comparison between the documented procedure and the actual process in order to ensure the procedure accurately reflects the process. There are two steps in testing. The first is to have a most appropriate subject matter expert available (the process owner or the most knowledgeable staff member) review the document and suggest appropriate revisions. Next, conduct a walk-through with the procedure. Here someone not as familiar with process may be the best person for a walk through. Those very familiar with the process may not be bothered by unclear language or inaccuracies, because they already know the process very well. Those who actually have to rely on the procedure to accomplish the process will tend to provide a more accurate reflection of how well and how clearly the procedure describes the process. Having more of a novice use the procedure will help identify where the procedure has clarity issues or leads to a dead-end.

### Actions

In order for Hoosier Academies to continue to improve in our quest to provide highly effective learning for the students we serve we must continue to improve in six areas that are considered paramount in achieving the vision, mission, and beliefs of our school.

First, highly effective schools have strong and effective school leaders whose primary focus is on establishing a culture of learning throughout the school. The school is organized, and resources are allocated, in pursuit of this overarching purpose. The Academic Administrator, with the support of the school leadership team, drives the development of school policies and sets and articulates goals for school improvement. A high priority is placed on professional learning, leadership and collaboration among all school staff. In highly effective schools, principals are in constant and meaningful communication with the school community and work to build partnerships beyond the school in pursuit of the school's objectives.

Second, in these schools learning is seen as the central purpose of school and takes precedence over everything else. High expectations are set for student learning, whether in classrooms or other learning contexts. There is a deep belief in the ability of every student to learn and to achieve high standards with appropriate and sensitive teaching. Class time is used as learning time; classrooms are calm and busy; and interruptions to learning are discouraged. Outstanding schools recognize and celebrate successful learning and high achievement.

Third, in highly effective schools, teachers have a thorough and up-to-date knowledge of their subjects and a deep understanding of how students learn particular subjects. This understanding includes an appreciation of how learning typically proceeds in a subject and of the kinds of misunderstandings learners commonly develop. In these schools, teachers know their students well: their individual interests, backgrounds, motivations and learning styles. These schools insist on the mastery of foundational skills such as reading and numeracy, and also work to encourage high levels of critical thinking, creativity, problem solving and teamwork. Teachers in highly effective schools encourage students to accept responsibility for their own learning and teach them how to continue learning throughout life.

Fourth, highly effective schools are characterized by outstanding school cultures. In these schools students have a sense of belonging and pride. They enjoy learning and are engaged and challenged. The school provides a physical and social setting that is safe, well organized and caring. Values of respect, tolerance and inclusion are promoted throughout the school and cultural and religious diversity are welcomed and celebrated. In such schools there is a strong commitment to a culture of learning and continuous improvement and an ongoing search for information and knowledge that can be used to improve on current practice.

Fifth, highly effective schools have well-developed systems for evaluating and monitoring their performance. They promote a culture of self-evaluation and reflection and collect and use data to inform decision making at all levels. They recognize the importance of providing meaningful performance information to a range of stakeholders, including parents. These schools place a high priority on the early identification and remediation of gaps and difficulties in student learning. They give timely feedback to students in forms that can be used to guide further learning, and they encourage students to develop skills in monitoring their own progress.

Finally, effective schools have high levels of parent and community involvement. Parents are encouraged to take an active role in discussing, monitoring and supporting their children's learning. Parents are involved in setting goals for the school and in developing school policies. The school itself is seen as an important part of the local community and these schools often find ways to involve business and community leaders in the work of the school, as well as to establish partnerships with other agencies and businesses to advance school goals.

Not all people have the same expectations of schools and parents often have different priorities for their children. But research suggests that parents have a shared interest in seeing their children attend schools that are safe and supportive and in which their children are happy and learning. They also look to Hoosier Academies to promote values such as respect for others, honesty, tolerance, fairness and the pursuit of excellence.

DRAFT

## Standard 2: Governance and Leadership

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

Overall Rating: 2.62

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.	<ul style="list-style-type: none"> <li>•Personnel handbooks</li> <li>•Student handbooks</li> <li>•Governing authority policies, procedures and practices</li> <li>•The board partners with a state of the art employee management operation, (EMO) that deals with implementing best practices to ensure an effective academic culture. In addition to the EMO agreement, the board engages in outside legal counsel for all contracts.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing authority operates responsibly and functions effectively.	The governing authority ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest. Governing authority member(s) participate in professional development regarding the roles and responsibilities of the governing authority and its member(s). The governing authority complies with all policies, procedures, laws and regulations.	<ul style="list-style-type: none"> <li>•Proof of legal counsel</li> <li>•Governing authority minutes relating to training</li> <li>•Governing authority policies on roles and responsibilities, conflict of interest</li> <li>•Board members participated in professional development with Dr. Brian L. Carpenter.</li> </ul>	Level 2

## Self Assessment for Digital Learning Schools

Hoosier Academies-Indianapolis

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 protects, supports and respects the autonomy of leadership to accomplish goals for improvement in student learning and online instruction and to manage the continuous, digital operations of the institution. The governing authority maintains a distinction between its roles and responsibilities and those of leadership.	<ul style="list-style-type: none"><li>•Institution continuous improvement plan</li><li>•Communications regarding governing authority actions</li><li>•Agendas and minutes of meetings</li><li>•Roles and responsibilities of institution leadership</li><li>•Maintenance of consistent academic oversight, planning and resource allocation</li><li>•Our unique EMO contract strongly reinforces the arms length relationship and duties/obligations are well defined within the agreement. The governing body is constantly reviewing roles and responsibilities to understand their position as board member.</li></ul>	Level 3

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 align their decisions and actions with professional practices in digital education and toward continuous improvement to achieve the institution's purpose. They expect all students to be held to high standards in all courses of study and in digital literacy. All leaders and personnel are collectively accountable for the student experience, student engagement and learning in the digital environment. Leaders support innovation, collaboration, shared leadership and professional growth. The culture is characterized by collaboration and a sense of community within the digital learning environment.	<ul style="list-style-type: none"><li>•Student orientation recordings</li><li>•Academic policies and practices</li><li>•Examples of collaboration and shared leadership</li><li>•Survey results</li><li>•Examples of decisions in support of the institution's continuous improvement plan</li><li>•Digital literacy requirements for students</li><li>•Our personnel is accountable for student engagement and academic performance. Collaboration is seen between leaders and personnel, and they offer and create a strong sense of community for all families.</li></ul>	Level 3

## Self Assessment for Digital Learning Schools

Hoosier Academies-Indianapolis

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.	<ul style="list-style-type: none"><li>•Communication plan</li><li>•Involvement of stakeholders in development of continuous improvement plan</li><li>•Minutes from meetings with stakeholders</li><li>•Examples of communication with stakeholder groups</li><li>•Stakeholder participation in events</li><li>•The school handbook illustrates the communication plan. In addition to having an effective communication plan, groups like PAC (parent advisory committee), have worked to improve school communication. Stakeholders have also participated in some of the 2015-2016 changes such as implementing a new school calendar and hybrid center days.</li></ul>	Level 3

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.	<ul style="list-style-type: none"><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Representative supervision and evaluation reports</li><li>•Job specific criteria</li><li>•The leadership team has incorporated the thorough process for evaluation which can be seen in the 2015-2016 academic plan.</li></ul>	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 methods to verify authenticity of student work on key assessments per course. The institution collects and monitors data on student engagement per course. The institution has evidence that the criteria for awarding grades, credits and/or the diploma are comparable to state or national norms. The institution reviews and updates policies and procedures.	<ul style="list-style-type: none"><li>•Course completion and passing rate reports</li><li>•Transcript review processes</li><li>•Policies related to student authenticity of work, student integrity code, proctoring, student behavior and plagiarism</li></ul>	Level 2

## Self Assessment for Digital Learning Schools

Hoosier Academies-Indianapolis

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.	Operating procedures of the institution may be periodically questioned requiring clarification and substantiation. Some communications to some stakeholder groups are unclear, require clarification and/or are untimely, resulting in poor messaging.	<ul style="list-style-type: none"><li>•Grievance policy and practices</li><li>•Website</li><li>•Admissions policies and procedures</li></ul>	Level 2

**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.**

### Standard 2: Governance

#### Areas of Strength

Ensuring that the leadership has the autonomy to meet goals for achievement, online instruction, and to manage all operations effectively is a strength of the institution. Not only does the governing authority feel confident in supporting this autonomy, we also applaud our leadership's ability to engage stakeholders effectively in support of the institution. Listed below are some examples showing that the governing authority can facilitate leadership autonomy:

- School leadership presents monthly to the board on the progression of student achievement. Not only is the board being informed of the growth and challenges, but it also sees and has access to the detailed 2015-2016 Academic Plan.
- Leadership continues to target the information to what the board wants to know and see and follows up with board requests.
- In addition to the monthly academic report, the board is implementing an academic committee, consisting of board members who have a strong background in education, and understand academic growth and data analysis. This committee will increase the productivity for leadership and personnel as well as board meetings.

Being such a diverse institution, it takes great collaboration to ensure growth, both inside and outside the classroom. Listed below are examples illustrating our strengths in stakeholder engagement:

- Leadership created and implemented PAC (parent advisory committee), which has allowed for leadership to build a line of communication that is more personable with the families of the school. Monthly meetings are held face-to-face as well as virtually to discuss important matters that will directly impact and affect all families. PAC allows for leadership to get a better understanding of parent input.
- Surveys to all of the families are sent before leadership makes any final decision. This past school year, PAC and parent surveys helped leadership make important changes to the 2015-2016 school year such as an improved school calendar. Additionally, an extensive study was done with stakeholders to improve our track system in order to run our hybrid/blended program more efficiently. We then shifted from two tracks in our elementary school to one track with specific dates and enrollment numbers that would trigger a second track. This allowed us to be much more intentional in our marketing and in our placement of teachers and staff to best meet the needs of our students.
- Leadership coordinates and organizes testing location sites so that all families are within a 30 mile radius.
- The school hosts monthly community events throughout the state to create a sense of community for families and provide them with opportunities to seek guidance from leadership and personnel, and build relationships with other digital learning families.

#### Areas In Need of Improvement

An area of improvement we recognized early concerns governing authority operations and establishing policies and procedures for student engagement. We've made significant strides in revisiting and understanding roles and responsibilities and also with assessing student expectations.

We underwent a thorough review of the School Handbook this year to clarify student roles and responsibilities. Listed below are some of the

actions chronicled in the handbook to improve expectations and clarification:

- Student discipline, bullying and cyber bullying policy, a truancy policy that aligns with the IDOE model, homework submission and ClassConnect expectations.
- The institution established a partnership with Ivy Tech to offer dual credit courses for high school students.
- An option for students to substitute an elective course with an extra-curricular activity that they do (such as 4-H or the Indianapolis Children's Choir).

In addition to the improvements made at the institution level, improvements have also been made on governing operations. Listed below are some of the actions being taken to improve the governing body:

- Revisiting and providing clarification from legal counsel on policies and procedures as well as roles and responsibilities as the board grows to more representation.
- Organizing professional development to ensure all members understand the charter agreement, conflict resolution, decision-making, and roles and responsibilities as governing authority.
- Creating and implementing board committees to evaluate and ensure the functions of the institution are effective.

### Action

- In addition to encouraging leadership and personnel to seek family input, the board is starting to engage more with our stakeholders by hosting board meetings off site, and becoming more of a presence at community events.
- The Board hired and supervises a Board Liaison who teachers, parents and administration can utilize to discuss areas that might need further Board involvement.
- The Board has expanded with a more formal committee process to ensure work gets completed outside the Board meetings. The Board meetings are intended as reporting sessions, rather than working sessions



### 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: 2.83

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"> <li>•Representative samples of student work across curriculum</li> <li>•Course catalog including prerequisites</li> <li>•Descriptions of instructional methodologies and techniques</li> <li>•Course syllabi with learning expectations</li> <li>•Course enrollment patterns</li> <li>•Teacher expectations</li> <li>•Course of study</li> <li>•Course learning guides</li> </ul>	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"> <li>•Assessment overview and results</li> <li>•Curriculum guides</li> <li>•Common assessments</li> </ul>	Level 3

## Self Assessment for Digital Learning Schools

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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.	Most teachers use online delivery and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers sometimes 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 in the instructional program but not commonly incorporated in courses or curricular areas. Teachers monitor student progress, provide feedback and sometimes provide instructional strategies and interventions that address student learning needs.	<ul style="list-style-type: none"><li>•Examples of teacher communication and feedback with students</li><li>•Teacher expectations and evaluation criteria</li><li>•Recordings of synchronous learning sessions</li><li>•Examples of student use of technology and media resources in their coursework</li><li>•Survey results</li><li>•Examples of teacher use of technology and media resources in their teaching practices</li><li>•Student work demonstrating the application of knowledge</li><li>•Instructional Coaching Job Description</li></ul>	Level 2

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.	<ul style="list-style-type: none"><li>•Curriculum guides</li><li>•Curriculum maps</li><li>•Peer or mentoring opportunities and interactions</li><li>•Administrative classroom audits and observation protocols</li><li>•Supervision and evaluation procedures</li></ul>	Level 3

## Self Assessment for Digital Learning Schools

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.	A formal accountability process ensures that collaborative learning communities exist. All professional and support personnel participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across curricular departments and/or levels. The professional and support personnel have been trained to implement a formal process that promotes discussion about student learning. Learning from and using the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most personnel. Personnel indicate that collaboration causes improvement results in online delivery, instructional practice and student performance.	<ul style="list-style-type: none"><li>•Examples of improvements to content and instructional practice resulting from collaboration</li><li>•Common language, protocols and reporting tools</li><li>•Calendar/schedule of learning community meetings</li><li>•Recordings of synchronous collaboration sessions</li><li>•Agendas and minutes of collaborative learning committees</li><li>•Peer coaching guidelines and procedures</li><li>•Survey results</li></ul>	Level 3

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.	<ul style="list-style-type: none"><li>•Examples of learning expectations and standards of performance</li><li>•Course navigation flowchart</li><li>•Examples of assessments that prompted modification in instruction</li><li>•Samples of exemplars used to guide and inform student learning</li></ul>	Level 3

# Self Assessment for Digital Learning Schools

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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.	<ul style="list-style-type: none"> <li>•Descriptions and schedules of mentoring, coaching and induction programs with references to institution beliefs and values about teaching and learning</li> <li>•Professional learning calendar with activities for instructional support of new personnel</li> <li>•Mentor/coach expectations</li> <li>•Records of meetings and synchronous course observations</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching and induction practices</li> <li>•K12 Inc. Training- Virtual New Teacher Training Face-to-Face New Teacher Training</li> </ul>	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, implemented and evaluated. Systematic processes are in place to encourage families to contact teachers, administrators and personnel members in support of their children's learning. The institution provides families with continuous access to their children's learning progress. For adult students, the process provides the students with continuous access about their learning.	<ul style="list-style-type: none"> <li>•List of varied activities and communications modes with families and adult students (e.g., information portal, websites, newsletters, parent meetings, open house, social media, emails)</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/adult student involvement plan including activities, timeframes and evaluation process</li> <li>•Survey results</li> <li>•Communication logs</li> </ul>	Level 4

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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.	<ul style="list-style-type: none"><li>•Communication logs</li><li>•Individualized Learning Plan (ILP)</li><li>Homeroom Teams</li></ul>	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.	Most teachers use common grading and reporting policies, processes and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented across departments, levels and courses. Most stakeholders are informed of the policies, processes and procedures. The policies, processes and procedures may or may not be evaluated.	<ul style="list-style-type: none"><li>•Sample report cards and progress reports for each grade level and for all courses</li><li>•Sample communications to stakeholders about grading and reporting</li><li>•Policies, processes and procedures on grading and reporting</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	Professional and support personnel participate in a continuous program of professional learning.	Most 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. The program builds capacity among personnel who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"><li>•Schedules and agendas of professional learning activities</li><li>•Brief explanation of alignment between professional learning and identified needs</li></ul>	Level 2

## Self Assessment for Digital Learning Schools

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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.	<ul style="list-style-type: none"><li>•List of learning support services and student population served by such services</li><li>•Examples of communication and services provided to student populations with special needs</li><li>•Data used to identify unique learning needs of students</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Examples of implementation of student success strategies</li><li>•Tutoring schedules</li></ul>	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.**

### Standard 3: Teaching and Assessing for Learning

Hoosier Academies will address the needs of its students because it is premised on the belief that given a comprehensive and mastery-based curriculum, high expectations, state of the art technology, strong instructional support, collaborative community learning, guidance from experienced teachers, and a strong commitment from parents (or other responsible adults), a well-developed digital learning education program can help boost student achievement, serve the unique needs of students and families, and offer an innovative model for effective public education.

The academic philosophy of Hoosier Academies is based on using innovations in digital learning to create and harness the power of Individualized Learning Plans (ILPs). Students who struggle in a traditional educational learning environment do so for many reasons. Some of those reasons can be addressed through a virtual learning environment. We provide a learning environment that can be individualized for each student. A 5th grade student struggling in Math can attend live web based sessions for 4th grade Math in order to gain or master foundational skills. An advanced learner will be engaged through extended lessons, learning circles, and by advancing through the curriculum at his or her own pace while being guided by an Indiana licensed teacher.

Innovation, in our view, need not be tied to novelty. While full-time online education is certainly still in its early stages of development, it is not entirely novel. We recognize that virtual learning, in and of itself, is not new to the education world. However, as we move towards full-time, free-standing virtual charter schools with their own community of students, parents, teachers, administrators, and governing board members, we are engaging in an innovative K-12 public education model which uses virtual learning to give parents and students opportunities that haven't been fully accessible in public education in the past. With this model, students have the flexibility to work on a truly individualized schedule with an ILP, and educators have a viable solution to the problem that has plagued them for years - how to engage parents in their child's learning process.

## Self Assessment for Digital Learning Schools

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We encourage the use of different and innovative teaching methods: optimal use of technology in learning and teaching, high quality instruction and curriculum, data-driven decision making, and focused instructional practices. Hoosier Academies' highly trained teachers have access to the tools they need to measure student achievement growth via ongoing student assessments with instant feedback to track student progress. Teachers have the time to work with students in small or one-on-one interactive breakout sessions and to have frequent direct contact with parents via regular telephone, web conference, and email communications. Our teachers have also created Pacing Guides for families, so they know where students should be at all times while matriculating through the curriculum. Curriculum maps were developed over this past summer K-12.

In addition to using the award-winning K12, Inc. curriculum, Hoosier Academies' teachers will also utilize the K12National Math Lab (NML), aimed at addressing students' weaknesses in math, which is a national concern. Designed by a team of curriculum and instruction specialists in cooperation with school leaders, the NML provides twice the usual coverage of math instruction to students in grades 5-11 who are identified as academically at-risk in math. In addition to the students' regular math coursework, students attend targeted synchronous mathematical instruction provided by highly trained math teachers four days per week. Other enhancements include innovative games and mobile applications. The methods mentioned above are only a small slice of the innovative teaching and learning methods that will be used at Hoosier Academies.

The K12 curriculum combines innovative online technology with, when appropriate, high-quality offline instruction and materials. Students in grades pre-K through 12 receive online lessons and assessments, as well as hands-on materials kits shipped directly to the student. These kits include related books (textbooks, workbooks, reference books, anthologies, learning coach and teacher guides), maps, and other hands-on activity materials such as phonics kits, science experiments, art supplies, math manipulatives, musical instruments, etc.

Most K12-produced print materials are delivered online as well--as PDFs or in eBook formats--and can be printed by the student. This dual format allows each school, family, and student to have online access to materials that, in many brick-and-mortar schools, are available solely in offline formats.

From kindergarten through 8th grade, K12 courses are categorized into six core subject areas: Language Arts/English, Mathematics, Science, History, Art, and Music. (See K-8 courses in Appendix and curriculum descriptions below.) In addition, K12 provides multiple levels of World Languages. The proprietary K12 curriculum includes all of the courses that students need to complete their core kindergarten through 8th grade education--embodied in more than 700 engaging lessons in each subject. All of these courses develop fundamental skills and teach the key knowledge building blocks or schemas that each student will need to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum for K-8 is mastery-based, with assessments built into every lesson to evaluate mastery and point the way to remediation or enrichment where appropriate.

Enhancements to the K12 K-8 curriculum include a variety of innovative games. There are now full "stand-alone" but instructionally integrated games in over 500 locations throughout core subjects in grades K-8--plus countless smaller, game-like interactives. The K12 inventory of games is growing each semester. K12 has also launched mobile applications for the iOS and Android devices, available as free downloads, on iTunes and Google Play. The K12 inventory of games is growing each semester.

Grades in K-8 are determined based on how students perform on teacher graded and computer scored activities within each course. Graded activities may include: online or paper-based worksheets and practice sets, quizzes, exams (e.g. Unit, Semester, or Final Exam), threaded-discussions, essays, research papers, and other writing assignments, presentations.

Assignments will be teacher-graded or computer-graded, depending on the assignment. Teacher created assignments will have a due date determined by the teacher. If the student fails to turn in a teacher created assignment on time, the teacher may choose to deduct points from the assignment. During the semester students can view their grades in the Student Progress Report. Teachers, administrators and parents/mentors also have 24-7 access to grade information via course gradebooks.

Whether targeting a top-tier, four-year University, a local community college, or an immediate career, Hoosier Academies' students choose from an array of appropriately paced course offerings in order to maximize their post-high school success.

K12 courses meet all graduation requirements, and the diversity of electives (from Anthropology to World Languages to Web design and a new broader array of vocational and STEM courses) is designed both to help students earn their high school diploma and find their own path to post-high school success. Math, English, Science, and History courses are offered in a range of levels (Core, Comprehensive, Honors, and Advanced Placement; see details below). Unlike other programs, where a student must be in a particular "academic path", the K12 program allows students to chart their own course, choosing from among the levels of courses to match their aptitude and goals. So, if a student excels in Math and Science, they may take all Honors/AP courses in those subjects, while choosing from among Core or Comprehensive versions of English and History courses. Or that pattern can be reversed, and mixed and matched. These multiple course levels prevent students from being "locked in" to one level of a particular subject, and reflect and support the natural progress and growth of each student.

Foundational and credit recovery courses are offered to meet the needs of diverse learners. K12 continues to invest in the high school curriculum to improve accessibility and interoperability with mobile devices. Most K12-produced textbooks, reference guides, literature readers, and lab manuals are now offered in a digital, online format (PDFs, eBooks) and are optimized for use with mobile devices. Plus, K12 has launched new mobile applications for the iOS and Android devices, available as free downloads on iTunes and Google Play. These apps include "K12 Algebra I Study and Review" and "K12 Periodic Table," which students can use to reinforce course concepts. The catalog of apps is growing quarterly.

By using the K12 high school curriculum, the school allows students to harness the power of individualized learning by choosing from the following levels of Math, English, Science, and History courses:

- Core courses: Topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.
- Comprehensive courses: Students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in Core courses.
- Honors courses: Students are held to a greater degree of accountability in which they must show even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Honors projects--emphasizing duration over time, group and collaborative work, and communication skills--are inspired by the principles embodied in the 21st Century Skills Initiative.
- Advanced Placement (AP) Courses: The K12 curriculum offers an AP array far larger than that in most conventional brick-and-mortar schools. K12 re-evaluates their AP catalog of courses in accordance with changing College Board guidelines, and student and school requests. AP courses are college-level courses that follow curriculum frameworks specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at many of the nation's colleges and universities.

K12 currently offers 19 Advanced Placement courses that have been authorized by the College Board. These courses were officially re-approved through the AP audit process in July 2014 for SY14-15 and SY15-16. K12 shoulders the responsibility for ensuring that these courses maintain their official approved status with the College Board, reducing this burden on the individual school administration and



faculty members.

Hoosier Academies also has "dual pathway" "dual credit opportunities for students to earn college credit while enrolled at Hoosier Academies: AP courses provide one path, but another lies in a dual-enrollment partnership with regional institutions, including a K12 national agreement with IVY Tech. We have articulated a structure for co-enrollment, in which students can earn high school credits and college credits at the same time. Students might earn such credit in a variety of ways, including direct enrollment in college classes at a community college or other post-secondary institution.

High School grades are determined based on how students perform on teacher graded and computer scored activities within each course. Graded activities may include: online or paper-based worksheets and practice sets, quizzes, exams (e.g. Unit, Semester, Final), threaded-discussions, essays, research papers, and other writing assignments, and presentations.

Attendance quizzes or View Codes (Students with a 90 percent or above are not required)

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the semester students can view their grades in the Student Progress Report. Teachers, administrators and parents/mentors also have 24-7 access to grade information via course gradebooks.

K12 offers new teacher training in addition to Hoosier Academies' new teacher orientation. Virtual new teacher training includes Blackboard Collaboration training, use of virtual tools, and connecting with new teachers across the nation. Our internal training involves coming to our Indianapolis facility three days prior to school starting for professional development. Additionally, new staff are paired with a mentor to teach alongside with, learn the platforms, and be given personal assistance for hands-on learning.

Hoosier Academies has gone to an Instructional Coach model for teacher improvement and effective facilitation of learning. Traditionally, instructional coaches have played a rather narrow role in schools, usually working primarily one-on-one with another teacher. This work is important and coaches can be instrumental in developing the skills of teachers. But, if the conditions are right, coaches can work in several additional ways to support the transformation of a site.

Coaches can bring teams together in healthy ways, they can support teachers to increase their emotional resiliency, and they can facilitate systems change. For our Instructional Coaches to be effective we are providing ongoing professional development through our Regional Academic Support team. In order to effectively support teams, coaches need knowledge about team development, they need to know how to design and facilitate meetings, and they need skills to manage group dynamics and deal with conflict. The coach also needs to know how to develop the capacity of team members so that at some point they'll be able to take over the facilitation of their work together and the coach can leave.

At its core, instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning. Coaches also are often responsible for providing or arranging professional development activities for all teachers in Hoosier Academies. Our three Instructional Coaches all also have a specialized area for assisting Hoosier Academies as a whole: NWEA, DIBELS, and USA Test Prep.

Instructional coaching reflects the growing consensus about what constitutes high-quality professional development for teachers. It is job-embedded, addressing issues teachers face daily in their classrooms. It is ongoing, not a one-shot workshop. It is aligned to state standards, curriculum, and assessment. And its goal is twofold: improved instructional practice and improved student learning. This is accomplished at the core by a minimum of one walk through per week. A meeting then follows this with the Academic Administrator to coordinate the individual needs of teachers.

Our Instructional Coaches are experienced, highly accomplished, and well-respected educators. All of our Instructional Coaches have been teachers in a virtual setting for Hoosier Academies. Instructional Coaches must have credibility with teachers and administrators, the ability to

juggle several roles, and the skills needed to work one-on-one with teachers as well as to oversee a wider professional development effort in the school.

The key to a successful coaching program is a trusting relationship between teachers and coaches, but training and support from administrators are vital as well. Instructional coaching is confidential, non-evaluative, and supportive. Instructional Coaches work one-on-one and in small groups with teachers on specific teaching strategies or problems, focusing on practical changes they can make in their classrooms. This ongoing one-on-one work is supplemented by other professional development activities, and skillful mentors often help support and extend the work of Instructional Coaches.

In order to achieve the goal of all teachers to be highly effective Hoosier Academies has an assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Hoosier Academies Teacher Evaluation Process. All teachers are evaluated annually in the domains of Planning, Instruction, and Professionalism. This is accomplished through weekly walkthroughs, two short evaluations, and two long evaluations each semester. Hoosier Academy - Indianapolis teachers receive more frequent one on one attention because of being on site two days a week in a traditional classroom setting. Therefore more informal conversations happen based on more frequent walkthroughs.

Every teacher is unique, and the classroom is a complex place. Our teacher performance plan relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on two major components as required by Indiana Code (IC 20-28-11.5).

The first component is objective measures used to determine academic achievement and/or growth. These measures include the teacher's contribution to student academic progress, assessed through multiple measures of student academic achievement and/or growth, including Indiana Growth Model data as well as progress toward specific Student Learning Objectives using state, corporation, and school-wide assessments.

Secondly, there must be rigorous measures of effectiveness. This component focuses upon two key purposes:

1. To provide clear expectations for teachers: The rubric defines and prioritizes the actions that effective teachers use in their professional practice that have scientifically-based research linking such actions to gains in student achievements.

2. To support a fair and transparent evaluation of effectiveness: The rubric provides the foundation for assessing teacher effectiveness accurately along four discrete ratings.

The Hoosier Academies Teacher Effectiveness Process was drafted by a committee of teachers and administrators dedicated to strong, effective teaching based upon best practice. To draft the Hoosier Academies Teacher Effectiveness Plan (HATEP) Teacher Effectiveness Rubric, the committee examined teaching frameworks from numerous sources including:

- Charlotte Danielson's Framework for Teachers
- Robert Marzano's Classroom Instruction that Works
- Massachusetts' Principles for Effective Teaching
- North Carolina's Teacher Evaluation Process
- Tennessee's Framework for Evaluation and Professional Growth
- Washington DC's IMPACT Performance Assessment
- Florida's Student Success Act/Value Added Model
- Indiana's RISE

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Our teacher evaluation committee also believes in the professionalism, dedication, and commitment found not only at Hoosier Academies, but in the teaching profession itself. To that end, HATEP is designed as a framework for ALL teachers to embrace as they strive for life-long growth and professional development.

Another area of priority to support student learning is family engagement. Our mentoring program connects new Learning Coaches, usually parents, with experienced Learning Coaches to gain support, encouragement, and the sharing of ideas, tips, and strategies. Each mentor has a brief biography that is listed with students' ages, strengths, interests, and where they live in the state. Parent Groups on Social Media Parents (Learning Coaches) and staff have created Facebook pages specific to grade levels and local counties to connect, share ideas and local events open to all Hoosier Students and Families.

Learning Coach (Parent) connection events are also offered. These events are held both virtually and face to face with the mission of connecting Learning Coaches with one another. Listed below are a few examples of events.

- Mom's Coffee (Virtual and Face-to-Face)
- Book Club (Virtual and Face-to-Face)
- Mom's Night Out

There are additional events that staff, students, and Learning Coaches can attend. Each month Hoosier Academies staff, students, and Learning Coaches (parents) gather together locally to celebrate successes, plan for the future, share tips and advice, and just have fun!

There is a wide variety of events statewide including:

- Professional Sporting Events
- Bowling
- Movies
- Mini Golf
- Pizza Parties
- Ice Cream Socials
- Roller and Ice Skating Events
- School Dances and Prom
- Game Nights
- Talent Show
- Library Days
- Park Picnics
- Museum Tours

K12's Parent Workshops cover topics from Learning Coaches working with students, working with the curriculum, rethinking strategies for schooling to rethinking home management, understanding the concepts and ideas of educational changes to understanding the educational technologies of today. Workshops topics include Microsoft Office, parenting, managing long days, and more. Parents will find it all in the Parent Network. Parents can even get help on help tuning their own math and writing skills, find other parents interested in cooking or saving money, and are given drop-in opportunities to ask questions of veteran parents who are schooling at home. K<sup>12</sup> communities and support groups allow parents to connect with other parents from K<sup>12</sup> schools all over the United States. <http://hoosier.k12start.com/for-parents/parent-support-clubs-and-community/>

Hoosier Academies' strong start website, <http://hoosier.k12start.com>, is for all families and has a wealth of start-up information and instructional videos on how to get started as a new family. Hoosier Academies other Website, <http://ha.k12.com/>, is for current and potential

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Hoosier Academies families and has a wealth of instructional information. Families can find out information about updates on events, resources, and school departments.

Because of leading a school in turnaround mode, it was obvious to our Head of Schools early that we did not have the bench strength for succession planning in most of our roles and responsibilities with our school. This was important to address if we were to ensure teacher effectiveness and student learning. Ideally, having the ability to test a number of people in highly responsible positions before making a decision is one of the safest approaches to succession. Amazingly, we just rolled out a program called "Focused Leader Academy" to do just that. We believe Hoosier Academies should continually be mentoring the next generation, which is what we are doing with our Focused Leader Academy. Our Head of Schools needs to spend time mentoring the next generation. An organization that is not capable of perpetuating itself has failed. An organization therefore has to provide today the men and women who run it tomorrow. We must renew our human capital. We must also steadily upgrade our human resources.

Really, the essential question when considering building the bench is: "What problems and opportunities are we likely to face as we expand globally?" For our Focused Leader Academy we started with the theory of action: IF we empower our teachers through leadership skill development... Then we will have teacher leaders ready to contribute to the success of Hoosier Academies and be an important part of our talent pipeline. This is an employee development and engagement program. The idea is that great minds and great motives still matter. Teachers with school and educational leadership aspirations will have the opportunity to become part of a cohort, which will take part in monthly training and be part of supervised Focused Leadership Projects for the schools.

The vision for this program is that leadership is born out of those who are affected by it. Our mission is that leadership needs to appear anywhere and anytime it is needed. By institutionalizing this program we are giving our emerging teacher leaders a legitimate place in the organization. Hoosier Academies believes for there to be high staff engagement we must be enabling our teachers to become leaders in the organization. Improved engagement will improve teacher effectiveness thus improving student learning. We also believe in a strong employee leadership development program, such as our Focused Leader Academy, supported by an effective human resources organization.

### Areas in Need of Improvement

We must continue to embrace the fact that many of our students come to us as a short-term solution and we must meet them where they are and move them, academically, to where they need to go. Our Family Academic Support Team (FAST) must continue to provide ongoing accessible weekly training to all our students and learning coaches. FAST staff will be working daily with homeroom teachers to foster ideas for engagement with our student population. Homerooms are to engage their students weekly with homeroom sessions that are informative and exciting.

Additionally, we need to complete implementation of our RtI process and services. This includes professional development for our teachers and doing informational sessions for our families. We have a position dedicated for providing leadership for this but the program has not been fully implemented. Because of the alternative/at risk nature of the students we have enrolled, we need to ensure that we are providing all the services possible for student success.

Finally, we must now move our teacher professional development from corrective action and needs for improvement to proactive areas. For example, we have done a good job of implementing data driven instruction from the standpoint of collecting data, analyzing the data, and creating a great culture, but now we need to work with our Academic Administrators and teachers on how to create and implement the action plans that will ensure student learning to affect performance and achievement.

### Actions

Hoosier Academies needs to develop and implement proactive, systematic ways to identify staff professional development needs. This should be done by combining walk through data, student data, and internal and K12, Inc. metric data. This includes professional

development related to the implementation of our RtI process.

DRAFT

## 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: 2.43

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 describe how leaders are to access, hire, place and retain qualified professional and support personnel. Roles and responsibilities support delivery of quality education. Leaders determine the number of personnel necessary to fill 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 most positions critical to achieve the purpose and direction of the institution.	<ul style="list-style-type: none"> <li>•Policies, processes procedures and other documentation related to the hiring, placement and retention of professional and support personnel</li> <li>•Institution budgets for the last three years</li> <li>•Documentation of highly qualified personnel</li> <li>•Documentation of student to teacher ratios</li> </ul>	Level 2

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.	<ul style="list-style-type: none"> <li>•Alignment of budget with institution purpose and direction</li> <li>•Reports related to course completion reports, graduation rates and achievement results</li> <li>•Documentation about how technology system implementation and changes are made</li> <li>•Examples of leadership efforts to secure necessary material and fiscal resources</li> </ul>	Level 3

## Self Assessment for Digital Learning Schools

Hoosier Academies-Indianapolis

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	<ul style="list-style-type: none"><li>•Overview of internet safety and cyber bullying education program</li><li>•Learning inventory tools and results</li><li>•Reports with student retention rates, course passing and completion rates and student engagement data</li><li>•Placement tests and results to include student course assignments</li><li>•Examples of student success plans</li><li>•Student 'netiquette' policy</li></ul>	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 most of the educational programs. Students and personnel make judgments about the quality of information and media accessed online. The institution has procedures for reviewing, monitoring and approving internet-based sites and resources that support the educational programs. Personnel are available to assist students with information retrieval and in the use of media and technology.	<ul style="list-style-type: none"><li>•Budget related to technology, media and information resource acquisition</li><li>•Technology security and usage policy and practices</li></ul>	Level 2

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 most stakeholders. Personnel have a technology plan to support innovation in curricular design and delivery of instruction, technology services and infrastructure.	<ul style="list-style-type: none"><li>•Policies relative to technology use</li></ul>	Level 2

## Self Assessment for Digital Learning Schools

Hoosier Academies-Indianapolis

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.	<ul style="list-style-type: none"><li>•List of support services available to students(e.g., technology training, internet safety and cyber bullying education, tutoring and support in applying online learning strategies)</li><li>•Overview of student induction program</li><li>•Admissions policies and practices</li><li>•Enrollment packet</li><li>•Assessment system for identifying student learning needs</li></ul>	Level 3

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 procedures to identify the counseling, assessment, referral, educational and career planning needs of students. Personnel provide programs for monitoring, advising and planning for student success in the digital learning environment when possible. The institution utilizes resources to support student learning needs. Personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented when needed to meet the needs of all students.	<ul style="list-style-type: none"><li>•Description of referral process</li><li>•Description of IEP process</li><li>•List of extracurricular activities and services available to students related to educational and career planning</li><li>•FRC Job Description</li><li>•FSL Job Description</li></ul>	Level 2

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.

### Standard 4: Resources and Support Systems

#### Areas of Strength

For this standard it is appropriate to start with one of the most important areas of improvement that Hoosier Academies has made in the last year. In September of 2014, our Head of Schools, Dr. Byron Ernest, asked Paul Runyan (counselor and FAST Coordinator) to begin a dialog with Ms. Cathy Danyluk the Chief State Attendance Officer with the Indiana Department of Education. Beginning with a phone call, Mr. Runyan started presenting each piece of our attendance and engagement process to Ms. Danyluk for review. We soon found that although there were challenges in applying state law to fully virtual and blended school programs, we still shared many of the common engagement and retention issues of a traditional "brick and mortar" school corporation.

At this point we focused on common ground to ensure we were in compliance with Indiana truancy law. Issues such as missing ten days of instruction and not communicating with the school were easy fixes. As we delved further into how a virtual school works, we found that it was harder to identify students who were falsely logging hours and how to with fidelity capture that this was indeed truancy. We met with Cathy in person where the principal of another virtual school was in attendance as well. We shared with Ms. Danyluk our struggles with engaging



students who are hours away and behind a computer all day. It was agreed that as a virtual school we had some differences in determining who was truant and who was not. After several revisions, we had a solid process in writing by the end of 2014. Hoosier Academies then made decision to hire a full-time truancy officer for Hoosier Academies. This person was an internal candidate with experience as a probation officer who had worked for the Marion County court system.

It was then that our truancy process was fully implemented, with all processes and procedures being vetted by the state truancy officer. In February of this year, our truancy officer took their position and began ensuring that the entire school was compliant with state truancy laws. We were in compliance from the moment that we had our initial discussion with Ms. Danyluk, but now we had a full-time position to own our truancy process. The entire school now had a resident expert directing and coordinating our truancy, clearing house, Bureau of Motor Vehicles (BMV), and coordination with local courts if necessary. Out of these discussions, we also were able to develop a team called FAST: Family Academic Services Team.

This team consists of a coordinator, a truancy officer, a family resource coordinator, and seven grade level family support liaisons. The FAST coordinator provides team direction, gathers engagement metrics, reports to administration and the board, develops and implements team training, and ensures we meet K12 onboarding metrics, as well as state compliance. The family resource coordinator, FRC, drives our McKinney-Vento initiatives, and helps families with severe needs obtain resources to help their student succeed academically. This includes clothing donations, and replacement of school supplies due to theft, fire or other loss of property. They travel statewide to our Title 1 and SWAG (Student Working to Achieve Academic Growth) math and English tutoring sessions, All-Pro Dads, and many other activities that connect our families to local resources. The family support liaisons (FSL) provide training to new and returning students and families, weekly Q & A sessions, informal back on track plans (iBots) and continued support as detailed below. Our mission is to increase student engagement, to promote positive student outcomes, and to reduce our student mobility rate.

The FAST Team also developed an Onboarding Process Internal Job Aid which includes

1. The Welcome Wagon (6 Caito Teachers) calls all on the Omnibus each week to welcome new families and to tell them their start date. This is tracked via Google Docs. Only limited questions are answered, as this is not an ILP Welcome Call or Orientation call, but just a "Welcome to Hoosier and you start on xx/xx/xxxx call."
2. The Friday before each cohort, we send a mass robo-dial and mass email to all new learning coaches.
3. Before 9AM on the Monday Cohort Start, each grade level FSL sends a targeted kmail to new families with onboarding details, titled "Training Information for New Families". The onboarding form is very concise, and we ask that they complete it on their "Move In" Monday so they can check kmails in the Monday PM and get started Tuesday morning with their classes.
4. Before 9AM on the Monday Cohort Start, each grade level FSL sends a weekly "I am your Family Support Liasion" kmail to their grade level with tips, tricks, top ten lists, fun facts, and student highlights (first name only). The FSL might also share appropriate personal information to build rapport with families.
5. We look at our onboarding survey weekly and call all families when they rate their understanding at a 5 or below, we kmail 6-7 and invite them to our support sessions.
6. Every Tuesday at Noon and every Thursday at 7PM, we have a Q&A session tied to all ORN010 and Welcome to online learning classes, every student, learning coach and admin sees these in their Class Connect session.
7. We gently follow up after we audit the Welcome to online learning actual data and ask families to complete their onboarding as it will benefit their child. We do not use the words mandatory or lock if they do not complete, but we follow up at least 1 time to ask for completion.
8. We use the FAST data tracker (in development and limited due to TVS not currently tracking attendance and engagement) to create iBots (Informal Back on Track) plans to engage and motivate students. FSL's create schedules, do 1 on 1 training, encourage students, provide guidance with minor technical and system issues and are the coordinators of information on "Where to go" with all our families and staff.
9. Our FRC works with homeless families, All Star Dads, Title 1, Community events and other resourcing initiatives and our Outreach FAST coordinator uses privately donated funds to help support as many families as possible.

10. Our truancy compliance monitor works with the entire school to ensure compliance with Indiana truancy laws, conducts truancy hearings, creates formal BOT's, works with CPS and other governmental agencies, and provides engagement data to the FAST team and other stakeholders.

11. Homeroom teachers in the Hybrid center monitor formal BOT's (virtual homerooms) and report to the truancy compliance monitor student engagement data compliance. They call, engage, and monitor student and family involvement to help prevent expulsions.

Through the development and implementation of our FAST program, we discovered many students and families in need of assistance. Because of this the Hoosier Academies FAST Outreach Initiative was started. Born of a desire to assist our families impacted by homelessness, severe financial challenges, natural disasters, and personal tragedy, FAST Outreach is the philanthropic arm of our Family Academic Support Team (FAST). Buoyed by a 10 member FAST team including a Family Resource Coordinator charged with providing resources to our homeless population and families in need, FAST Outreach is touching families in need across the state of Indiana.

Hoosier Academies teacher, Greg Blatz, is the FAST Outreach Coordinator working in the trenches to secure volunteers and resources for outreach initiatives. Colleagues have come forward to assist with and contribute to our initiatives, expanding our reach across the state in one short year since the birth of FAST Outreach. A team of FAST Family Service Liaisons (FSLs) and homeroom teachers make referrals to the Family Resource Coordinator, who in turn, coordinates with the FAST Outreach Coordinator to garner the necessary resources.

Families in need can be provided food care packages, clothing, baby and infant care packages, gas cards, gift cards, lodging, and utility assistance to avoid shutoff and possible homelessness. Below is a sampling of the types of situations FAST Outreach is equipped to provide outreach services to upon referral to the Family Resource Coordinator by the FSLs and homeroom teachers:

- Fire damaged homes and belongings
- Flood damaged homes and belongings
- Wind damaged homes and belongings
- Temporary homelessness or intermittent homelessness
- Severe financial challenges
- Personal tragedies such as loss of life or a major medical events

FAST Outreach gives Hoosier Academies the resources to make a difference in the lives of our own families when they experience some type of setback or tragic situation needing a caring and loving response.

Another program that is proving very worthwhile in supporting our students is Students Working for Academic Growth (SWAG). The goal of the SWAG program is to provide students in grades K-12 with face-to-face interaction and focused support to better prepare students for standardized testing and success. During these sessions, students will interact with teachers and other students through a combination of direct instruction, group collaboration, and independent practice to build knowledge and test taking strategies to be more successful on state mandated testing. The SWAG program seeks to provide Learning Coaches with resources and support in testing and curriculum in order to help their child to be successful at Hoosier Academies. Five regional centers have been secured across the state of Indiana based on where large groups of Hoosier families are located. Three SWAG teachers will be assigned to each regional center to offer support to the Learning Coaches and students. SWAG is open to ALL Hoosier families. Homeroom, Special Education, and Title 1 teachers will also personally invite these targeted students:

- Students that did not pass ISTEP +, ECA, or IREAD-3.
- Students with "Below Average" RIT score on NWEA.
- Students that have an IBOT (Informal Back on Track) plans that require academic support.

## Self Assessment for Digital Learning Schools

Hoosier Academies-Indianapolis

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- Students that may need support with RTI interventions

We strategically selected five locations across Indiana based on a map plotted with our student populations in all 92 counties. The SWAG locations for SY 15-16 are:

Indianapolis

Hoosier Admin. /Hybrid Center

2855 N Franklin Rd

Indianapolis, IN 46219

Fort Wayne

Salvation Army

2901 N Clinton St

Fort Wayne, IN 46805

Merrillville

Salvation Army

4800 Harrison St.

Merrillville, IN

Evansville/Newburgh

8887 High Pointe Dr.

Newburgh, IN 47630

(Bellmore Commons-

Indiana All -Star Driving School)

South Bend

Kroc Center

900 W Western Ave

South Bend, IN 46601

\*\*Information about the SWAG program is also included on the Title 1 Weebly Page: <http://hoosiertitle1.weebly.com/swag.html> and the Hoosier Academies website: <http://ha.k12.com/how-it-works/swag-program> \*\*

In order for all of our programs to be successful, our teachers must have the technology needed to teach in a virtual environment. In SY 14-15 a policy of an every three-year replacement for teacher laptops was implemented. An analysis of all teacher laptops was completed, and 92 laptops were replaced for the start of SY 15-16. Once again, budget decisions were based on what is needed to best serve our students - in this case, our teachers having the technology necessary to be highly effective.

Additionally, Hoosier Academy Indianapolis is currently doing a detailed technology assessment that includes teachers being a part of the process. Indiana passed legislation in the form of a Charter School Grant that could be used for technology. Our virtual school is not eligible for this grant but our blended program is. We will be using the money to pay for the aforementioned teacher laptops for this school as well as upgrading the technology in our buildings and for our students based on the findings of our technology assessment.

Because of the importance of Title I funding as a resource and support system for our students, Hoosier Academies hired a Title I

## Self Assessment for Digital Learning Schools

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Coordinator for SY 14-15. The Title 1 Coordinator will work in a team-oriented environment to implement and manage the Title 1 program, as well as provide assistance to improve school-wide planning, budgeting, and needs analysis to support school improvement strategies and evaluation measures to meet the requirements of the ESEA (Elementary and Secondary Education Act). The Title 1 Coordinator will collaborate with the RTI Coordinator to identify students needing additional support and will assign a case load of students to the Title 1 staff. The Title 1 Coordinator will supervise, evaluate, and coach the Title 1 staff.

The essential functions, duties, and performance responsibilities of the Title I Coordinator are:

- Provide direction in formulating, implementing, and coordinating the Title I programs to achieve district goals and objectives.
- Collect, organize, and compile information necessary for project reports, intervention activities, and program performance evaluation.
- Prepare the district's annual Title I consolidation application, budget, and reports required by Local, State, or Federal education officials.
- Work with stakeholders to develop programs, activities, and events geared to reach families.
- Communicate with all stakeholders on a regular basis (staff, students, and parents) in regards to the Hoosier Academy Title 1 Program (information about program, workshops, events, budget, etc.).
- Assist with providing professional development opportunities to Title I staff members.
- Manage the SWAG (Students Working for Academic Growth) program and supervise the SWAG team.

The Title 1 Teacher/Interventionist will work in a team-oriented environment to carry out the goals of the Title 1 program by providing data driven instruction in math and/or reading for at-risk students in a 1:1 or small group setting. The Title 1 Teacher/Interventionist will monitor data, communicate progress and collaborate with administration, teachers, students, and learning coaches. The Title 1 Teacher/Interventionist will also provide support in special projects by the direction of the Title 1 Coordinator, which may require occasional travel.

The essential functions, duties, and performance responsibilities of the Title I Teacher/Interventionist are:

- Prepare effective and engaging online lessons for at-risk students, based on data.
- Schedule class connect sessions for students.
- Monitor data and run reports.
- Communicate progress with administration, teachers, students, and parents/learning coaches.
- Guide and provide support for students and learning coaches.
- Track weekly attendance.
- Attend all required meetings, professional development, and training.

**\*\*Additional information about the Title 1 Program can be found on the Title 1 Weebly page: <http://hoosiertitle1.weebly.com/about.html> \*\***

Our Hoosier Academies Title I Compact reads as follows: School personnel of Hoosier Academies and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the parents, staff, and students will build and develop a partnership that will help children achieve high standards.

Hoosier Academies agrees to carry out the following to the best of our abilities:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Indiana's student achievement standards. Appropriate and differentiated instructional lessons will be provided to increase student achievement in Reading and Mathematics.

## Self Assessment for Digital Learning Schools

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Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff. Parents may contact staff members via phone or email and communication will be returned in a timely manner.

Title 1 Teachers agree to carry out the following to the best of our abilities:

Provide remediation to qualifying Title 1 students in the areas of Reading and/or Mathematics.

Communicate to families about their child's progress in Reading and/or Mathematics.

Guide parents to help their children with home learning activities.

Help educate parents to assist in social, emotional, and academic success.

Families agree to carry out the following to the best our abilities:

Ensure my child attends Title 1 Class Connect sessions and completes the minimum required weekly times in appropriate or assigned program (iReady).

Stay informed about my child's education and communicating with the school by promptly reading all notices from the school and responding, as appropriate.

Read to my child or encourage my child to read every day.

Students agree to carry out the following to the best of our abilities:

Attend Class Connect sessions regularly.

Complete the minimum required weekly times in appropriate program (iReady).

Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.

Do my best at all times.

Hoosier Academy Indianapolis currently operates a Targeted Assistance Title 1 program. The goal of the Title I program is to provide additional support and instruction in the area(s) of Reading and/or Math in order to ensure student mastery of Indiana Academic Standards.

At Hoosier Academy Indianapolis, students are identified as "At Risk" by their performance on the DIBELS assessment, a standardized Benchmark assessment, ISTEP scores, NWEA scores, ECA scores, USA TestPrep scores, and collaborating with the classroom teacher(s). Once students are identified, goals are set for improvement and programs are developed that aid and support the instruction that takes place in the regular classroom. Student progress is monitored on a regular basis and communicated to stakeholders (students, staff, and parents). Additional resources are provided to staff, students, and parents as needed.

The majority of the funds that Hoosier Academy Indianapolis and Hoosier Academy Virtual Charter received are allocated to staffing. Another large portion of the funds are utilized for Parent/Family Involvement. Funds set aside for Parent/Family Involvement include the cost of renting various facilities across the state, materials for the parent/family events, and mileage costs that Title I teachers accrue for traveling to events. A portion of the Title I funds is also allocated for research-based programs that are utilized by staff.

While we do not have a large population of English as a second language students, Hoosier Academies will ensure programs of instruction for English language learners (ELL) shall include formal instruction in English language development through a clearly defined ELL program; and instruction in inclusion, core content academic subjects to provide ELLs with access to the regular curriculum. ELL classes will be developed and provided daily as part of the student's schedule for identified as entering through expanding language acquisition level. For those students identified as Bridging or Reaching, ELL class time will be based on the student's individual language needs. Students will be placed in small ELL classes, based on grade, age and language acquisition need, as determined by the W-APT and ACCESS WIDA assessments, plus classroom performance and progress monitoring data. Hoosier Academies will take proper precaution, in creating ELL class schedule, ensuring that ELL classes do not interfere with each student's Core Class Connect "live" class sessions. All ELL students will attend math, science, social studies and other general education classes required. ELL pull-out classes will be delivered by highly

qualified ELL teachers who meet Department of Education licensure and certification requirements and who are trained in the delivery of instruction to ELLs.

Hoosier Academies will use a variety of support programs for language acquisition support. All programs will offer one or more of the following areas of support: vocabulary, reading comprehension, literacy analysis, grammar, speaking, listening and writing lessons for identified ELL learners. All programs are aligned to IN standards and will offer an online component, including live, interactive lessons and progress monitoring. In addition to online independent activities, the ELL teacher can create interactive lessons using a virtual classroom. Using the course materials, teachers can screen share lessons to instruct small groups of students with common language needs or can meet individually with a student. Specific programs that will be used is Learn Zillion <https://learnzillion.com/> , Close Reading in grades 2-12, SAS Curriculum <https://www.sascurriculumpathways.com/portal/> Reading Record in grades K-5 and ELL Reading Smart <http://welcome.ELLreadingsmart.com/> in grades 4-12. . Using the data from on line independent lessons, teachers then can create targeted "live" virtual lessons to address individual students' area of language acquisition need.

For Level 1 students (Entering/Emerging): Students in grades K-5 will receive pull-out instruction with the ELL teacher 3 days a week for a minimum of 30-45 minutes and will use the computer-based language development curriculum (ELL Reading Smart) for 30 minutes a day, 5 days a week. Students in grades 6-8 will receive pull-out instruction with the ELL teacher 3 days a week for 45 minutes and will use ELL Reading Smart for 60 minutes a day, 5 days a week. Students in grades 9-12 will receive pull-out instruction with the ELL teacher 3 days a week for 60 minutes and will use ELL Reading Smart for 60 minutes a day, 5 days a week.

For Level 2 students (Developing): Students in grades K-5 will receive pull-out instruction with the ELL teacher 3 days a week for a minimum of 30 minutes and will use ELL Reading Smart for 30 minutes a day, 3 days a week. Students in grades 6-8 will receive pull-out instruction with the ELL teacher 3 days a week for 45 minutes and will use ELL Reading Smart for 30 minutes a day, 3 days a week. Students in grades 9-12 will receive pull-out instruction with the ELL teacher 3 days a week for 60 minutes and will use ELL Reading Smart for 60 minutes a day, 3 days a week.

For Level 3 students (Expanding): Students in grades K-5 will receive pull-out instruction with the ELL teacher 2 days a week for a minimum of 30 minutes and will use ELL Reading Smart for 30 minutes a day, 3 days a week. Students in grades 6-8 will receive pull-out instruction with the ELL teacher 2 days a week for 45 minutes and will use ELL Reading Smart for 45 minutes a day, 3 days a week. Students in grades 9-12 will receive pull-out instruction with the ELL teacher 2 days a week for 60 minutes and will use ELL Reading Smart for 60 minutes a day, 3 days a week.

In efforts to move our Level 4 ELLs (Bridging/Reaching) to Fluent English Proficiency, students will continue to receive a pull-out services weekly and will use the computer-based language development curriculum. Level 4 students in grades K-12 will receive pull-out instruction with the ELL teacher 1 day a week for a minimum of 60 minutes and will use ELL Reading Smart for 30 minutes a day, 4 days a week.

Level 5 (Fluent English Proficient) students will be formally monitored for a two-year period prior to exiting the ELL program to ensure they are keeping up with their mainstream peers through quarterly review of classroom, test and overall academic performance. Parents will be notified of the exit and reclassification criteria for ELL students.

In order to effectively teach language through academic content, it is necessary for content area and the ELL teacher to work and plan together. Collaboration between ELL and classroom teachers is one of the best ways to serve English Language Learners. The ELL teacher will consult regularly with content area teachers who work with ELLs using academic language development strategies. Classroom teachers will be taught how to incorporate the WIDA Standards into their daily lessons allow for meaningful, comprehensible access to classroom content and instruction in all core content classes. Because of the unique nature of the virtual teaching environment, teachers can easy find

and schedule mutual planning time to collaborate and discuss student progress monitoring data to address any individual student need.

In addition to regular collaboration, professional development for all staff specifically working with English Learners is built into the professional development calendar for ELL Growth and Development in the areas of WIDA Can Do Descriptors and Working with ELL Students and Differentiation, Can Do Descriptors and Supporting ELL Students, and Sheltered Instruction Observation Protocol (SIOP). Teachers will also be given opportunities to attend the state's annual INTESOL Conference and State EL Conference.

To address the need to implement a strong Response to Intervention/Instruction Program (Rtl) at Hoosier Academies, it was determined Coordinated Early Intervening Services Funds would be voluntarily used to fund a position for oversight of the intervention process. Coordinated Early Intervening Services Funds may be allocated as part of the Federal Part B 611 Special Education Grant. The focus of the coordinated early intervening services was grade K-12, however, initial focus would for grades 3-5 in the areas of reading, math, and/or behavior. The projected number of students who would receive support as part of this plan would be approximately 300.

The purpose of the Rtl Coordinator position is to ensure that struggling and at risk general education students (particularly K-3) attending Hoosier Academies are identified and receive appropriate and scientifically based interventions to address academic gaps. The Rtl Coordinator will establish the team, which includes a parent for each student identified as needing support and the tiered level of intervention. The Rtl Coordinator will chair meetings, weekly, monthly, etc., and assign each team member tasks directly related to the student's instructional/behavioral intervention. The Rtl Coordinator will guide the team in the determination whether interventions are appropriate, need to be changed, or frequency increased based on data collection. Additionally, the Rtl Coordinator will develop a local Response to Intervention/Instruction manual and provide professional development to general education teachers regarding the implementation of the chosen tiered intervention and local processes and procedures. The Rtl Coordinator will collaborate with the Title 1 Director and Special Education Director regarding additional supplemental services (do they qualify, can they access intervention programs currently being used for targeted students no in the Rtl process, special education observation), educational evaluation, the intervention process and the identified interventions for each tier as well as the data which has been collected or specific data that needs to be collected, and potential areas of exceptionality eligibility for evaluation request.

Student progress will be monitored and maintained by the Rtl Coordinator. This will include running records, including a 2 year archive for students who have participated or continue to participate in Tiered Interventions and information regarding students who were referred for special education. The measurable outcomes desired by Hoosier Academies as a result of implementing the Coordinated Early Intervening Services (CEIS) is that struggling/at risk students receive appropriate interventions to develop skills that align with grade level peers thus reducing the number of referrals and potential special education evaluations and placements, reducing the number of evaluation requests that do not result in evaluation or placement from 39% to 20% or lower.

The general outline of the Response to Intervention/Instruction (Rtl) is included in Hoosier Academies Academic Plan 2015-2016. The general points are as follows:

Hoosier Academies identifies academically at-risk students, monitors student progress, and provides evidence-based interventions. These interventions can be adjusted, as needed depending on a student's responsiveness.

Hoosier Academy stands ready to provide parents and students with the support they need to have a successful academic experience. Together we will implement a three- tiered system to provide successful interventions.

All students at Hoosier are a part of Tier I, with the general education teacher supporting the regular K12 school curriculum in two ways:

- Reviewing, recording, and analyzing NWEA benchmarks and all state-mandated testing
- Creating a differentiated Individual Learning Plan (ILP) for each student, based on age appropriate grade level and on curriculum placement levels.

For Tier II, the general education teacher and/or subject specific specialists provide extra support and attention to students whose progress and test scores show gaps in skills. In Tier II, the general education teacher and/or subject specific specialists begin work on a research-based program. The Students work on this program for six weeks and progress is monitored during that time. Students must utilize the program at least three times a week for 30 minutes for a total of 90 minutes each week. The general education teacher and/or subject specific specialists provide mandatory Class Connect sessions at least three days a week for 30 minutes. During this process, parents are notified and progress is communicated. If a student responds to Tier II intervention strategies, the student can remain at this level of support or return to Tier I when mastery of skills occurs. If a student does not respond/show progress while utilizing the Tier II intervention program, then the frequency and/or duration of the intervention needs to be changed. The student continues to utilize the Tier II intervention program in addition to attending Class Connect sessions for the duration of four weeks.

If the student still does not respond/show progress while utilizing the Tier II intervention program and attending additional class connect sessions, then the student is referred for a Tier III Student Meeting, which is attended by members of the Rtl Committee. The Rtl Committee is comprised of the Rtl Coordinator, general education teachers, content specialists, administrators, and special education staff. The RTI Committee gives additional support to the teacher and the parent/guardian, implementing and reviewing additional, more intensive strategies for the student's specific needs. The student switches from the Tier II intervention program to the Tier III intervention program and continues to attend class connect sessions held by the general education teacher and/or subject specific specialists. The Tier III intervention program in addition to the class connect sessions continue for the duration of six weeks. Students must use the Tier III program at least four days a week for 30 minutes. Students must attend Class Connect sessions five days a week for 30 minutes. Depending on student response to more intensive interventions, a student may remain in Tier III (if he or she shows marked improvement), or may be referred for a meeting to determine if further diagnostic evaluations and possible Special Education services are warranted. Teachers at Hoosier Academies receive continuing professional development regarding Rtl and the role it plays in our school.

Overall accountability expectation is >80% weekly participation in all required interventions. As shown here:

1. After the first week of <80% weekly participation in all required interventions, without prior contact from the family, the homeroom teacher will contact the family via kmail and document the reason for low participation. Homeroom teacher will include this information in weekly data submitted to Rtl Committee member.
2. After the second week of <80% weekly participation in all required interventions, without prior contact from the family, the homeroom teacher will make contact with the family via a phone call and document the reason for low participation. All numbers listed must be attempted. Teacher will review Rtl expectations.
3. After the third week of <80% weekly participation in all required interventions, without prior contact from the family, the Rtl committee member will make contact with the family via a phone call and document the reason for low participation. All numbers listed must be attempted. Committee member will review expectations of Rtl utilizing documentation that the parent signed. The Committee Member will provide a verbal and follow-up written reminder that if a fourth week of 80% weekly participation in all required interventions, occurs the student will be withdrawn from the Rtl program and family will be referred to administration.

K-12 Rtl Programming

Grade Level Reading Math

K-2

Tier 1 NWEA NWEA

Tier 2 Reading Eggs iReady

Tier 3 Imagine Learning Math Whizz

3-6

Tier 1 NWEA NWEA



## Self Assessment for Digital Learning Schools

Hoosier Academies-Indianapolis

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Tier 2 iReady iReady

Tier 3 Mindplay Math Whizz

7-8

Tier 1 NWEA NWEA

Tier 2 iReady iReady

Tier 3 Mindplay Math Whizz

9-12

Tier 1 NWEA NWEA

Tier 2 Mindplay ALEKS

Tier 3 USA TP USA TP

Since 2012, there have been significant improvements in the areas of compliance, academic performance and graduation rates for those students identified for special education services and supports. In the area of compliance, Hoosier Academies, both virtual and hybrid, utilize the Indiana IEP system. This change significantly improved compliance with Administrative Code 511 IAC 7-32 through 7-47 as well as consistency with special education planning districts statewide. In the area of academics, IREAD 3 pass rates for special education students have steadily increased from 46% in 2013, 58% in 2014, to 71% in 2015, with the number of students considered for Good Cause Exemption status decreasing.

While the overall special education enrollment has stabilized (approximately 17%) over the past 3 years, data demonstrates stagnate performance on required state assessments (ISTEP/ECA). The overall performance is dramatically impacted by the school mobility rate. Over the past several school years, the number of 12th graders in Special Education has significantly increased, which is likely a result of higher retention of students moving from 11th to 12th grade and students continuing in 12th grade to complete all graduation requirements. The total number of Special Education 12th grade students has significantly grown from 2 in April 2012 to 29 in April 2015 despite decreased pupil enrollment. Additionally, the percentage of Special Education 12th grade students who have earned and received a High School Diploma (of any type) increased by 20% from the 2013-14 school year to the 2014-15 school year. Through continued accountability efforts and staff commitment, additional growth is expected in upcoming years.

Because of our 67% mobility and the fact that over 60% of our high school students come to us at least three credits deficient our credit recovery courses are another important support mechanism we provide to our students. These courses allow students to gain credit for courses they have previously taken and not completed successfully. They include diagnostic unit tests assessing students' understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment with teacher-graded assignments and assessments, as appropriate.

Because we cannot put all students in a box and call them all alike, we must individualize. The academic mission of our school is based on using innovations in digital learning to create and harness the power of Individualized Learning Plans (ILPs). Students who struggle in a traditional educational learning environment do so for many reasons. Some of those reasons can be addressed through a virtual learning environment. Hoosier Academies provides a learning environment that can be individualized for each student. A 5th grade student struggling in Math can attend live web based sessions for 4th grade Math in order to gain or master foundation skills. An advanced learner will be engaged through extended lessons, learning circles, and by advancing through the curriculum at his or her own pace while being guided by an Indiana Highly Qualified licensed teacher.

Areas In Need of Improvement

Successful organizations, including schools, in our society today are becoming network organizations. A networked organization is one that operates within a system of interdependent organizations for the purpose of achieving objectives that are agreeable to partner organizations. Many schools, including Hoosier Academies, have a number of partner organizations, whether outsourced services or community partners.

The behaviors necessary to make a network successful are:

- Trust
- Shared Values
- Integrity
- Commitment
- Goal Alignment
- Continuous Communication

In the partnership of a network there can be no command and control. The questions must be, "What are the objectives?" "What are our values?" And, "What are our ways of doing things?" Networked organizations are demanding to lead, and rely on developing and maintaining strong personal relationships among the partnering organizations. A network is somewhat like a team, except the network builds the team out of a wide variety of organizations. In order for us to continue to grow as a network organization, Hoosier Academies must continue improvement in communication. This communication improvement must be to all stakeholders. An example is the improvement we need to make in communication of available counseling services offered.

### Action

We must benchmark our current communication skills. We must also begin to practice deliberate communication. Deliberate communication is an interaction that takes into account the way the individual receives, processes, and expresses information and ideas. We must identify the barriers to deliberate communication to all stakeholders. These barriers could include delivery methods (ie. technology), messaging, frequency, or timing. A root cause analysis is in order to look at making sure we improve communication to all stakeholders. This would include looking at strategies that promote deliberate communication. One area we are exploring is the balance between the pushing and pulling of information. Some information is best delivered by pushing the information to parents via telephone robo-dial, tweets, or emails. Some information is best to be pulled by the stakeholder via website or newsletter. Hoosier Academies will be continuing to analyze how best to become masters of deliberate and effective communication to our stakeholders.

Another action step is to complete the technology assessment for our schools so that we spend our Charter School Grant funds in accordance with our vision, mission, and belief. This will allow us to have the technology system resources, instructional resources, and student support sufficient to support the purpose and direction of the institution and student success in the blended environment of face-to-face and digital learning.

## 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: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The institution establishes and maintains a clearly defined and comprehensive student assessment system.	Personnel use an assessment system that produces data from multiple assessment measures about student learning and institution performance. The system generally provides consistent measurement across digital classrooms, curricular departments and/or levels and courses. Some assessments, especially those related to student learning, are proven reliable and bias-free. The system is evaluated for effectiveness in improving online delivery and instruction, student learning, the organizational conditions of the institution and the digital learning environment that supports student learning.	<ul style="list-style-type: none"> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and institution performance</li> <li>•Evidence that assessments are reliable and bias-free</li> <li>•Documentation or description of evaluation tools/protocols</li> </ul>	Level 2

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.	Some processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support personnel. Data sources include limited comparison and trend data about 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.	<ul style="list-style-type: none"> <li>•Examples of use of data to design, implement and evaluate continuous improvement plans</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•NWEA Learning Continuum</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support personnel are trained in the evaluation, interpretation and use of data.	Most professional and support personnel are assessed and trained in a professional development program related to the evaluation, interpretation and use of data	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Training materials specific to the evaluation, interpretation and use of data</li> </ul>	Level 2

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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.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and personnel sometimes 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.	<ul style="list-style-type: none"><li>•Agendas/minutes of meetings related to analysis of data</li><li>•Description of process for analyzing data to determine verifiable improvement in student learning</li><li>•Evidence of student growth</li></ul>	Level 2

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.	<ul style="list-style-type: none"><li>•Sample communications to stakeholders regarding student learning conditions that support learning and achievement of institution improvement goals</li><li>•Executive summaries of student learning reports to stakeholder groups</li><li>•Leadership monitoring process of information about student learning, conditions that support learning and the achievement of institution improvement goals</li><li>•Communication plan regarding student learning, conditions that support learning and achievement of institution improvement goals to stakeholders</li></ul>	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.

Standard 5: Using Results for Continuous Improvement

Areas of Strength

Much of SY 14-15 was spent providing professional development specific to data driven instruction, proper formative assessment, and use of data to inform instruction. High performing schools are driven by four strategic elements: unrelenting focus on quality instruction, robust community support, dedication to operational excellence, and strong leadership. A strong data-driven culture enables these strategic elements to become key drivers of the school and continuous improvement. At Hoosier Academies we believe every stakeholder must know the data. We must involve the business, civic, parents, families, and the broader community in our strategic data-driven efforts.

Our staff is using data intentionally to foster a culture where the use of data is commonplace and not judged, but used for continual

improvement.. We are using the Data Use Model of: data, interpretation, conclusions, and actions to describe data without judgments, use data for specificity of evidence, and look for patterns in the data. Most people think from the outside in - what, how, why. The highly effective data-driven cultures, that Hoosier Academies is becoming, lead from the inside out - why, how, what.

All Hoosier Academies staff members participated in a book study and learned about the four key principles of data-driven instruction: assessment, analysis, action, and culture. The book used for this study was *Driven By Data*. Hoosier Academies staff has been working diligently to apply these principles and create a data-driven culture.

Students who perform below grade level on Universal Screeners are identified and become involved in the RTI process. Students participate in specific interventions and their progress is monitored. All stakeholders (students, staff, and learning coaches) are involved in this process and communicated with on a regular basis.

During SY 15-16, the goal is to get parents actively involved and becoming experts in looking at their child's data. Parents will be invited to receive specific trainings on how to look at data that is provided on standardized tests and Universal Screeners in order for parents to be better equipped to assist their child. Hoosier Academy - Indianapolis has taken advantage of the use of data walls to exhibit data for teacher use as well as student and family use. Also the use of progress reports has been important for reporting data to all Hoosier Academies families.

To gain a deeper understanding of students' learning needs, teachers need to collect data from multiple sources, such as annual state assessments, interim district and school assessments, classroom performance data, and other relevant data. A district-wide data system allows teachers to aggregate data by classroom, content areas, or assignment type to identify patterns in performance. Teachers looking for a certain piece of data for one student tend to use the online learning system (OLS) to find needed information. If teachers are looking for multiple pieces of data for multiple students, the OLS tracker is a useful tool. Teachers would like a refresher at the beginning of the year with specific ways that the OLS tracker can be utilized. Teachers received 1 training session this year but would benefit from a professional development session about this tool at the beginning of the year. An additional follow-up session would also need to be arranged that would allow for teachers to collaborate and share how the tracker is being utilized. Teachers might also benefit from collaborating with other K12 schools about how they are using the tracker information.

Administrators would also benefit from a professional development session at the beginning of the year about how the tracker tool can be utilized. Administrators would also like to hear from other K12 schools about what they are doing in order to leverage the use of the tracker tool.

Teachers participate in individual, department, and grade level data meetings on a bi-weekly basis. During these data meetings, grade level teams, individuals, and departments view data from various sources (classroom assessments, NWEA assessments, DIBELS, USA Test Prep assessments, etc.) Concerns are addressed and next steps are determined. The following protocol is used to conduct the data meetings.

A 50-minute data meeting protocol is used. The following are the objectives, grading questions, norms, roles, and protocol used for these meetings:

#### Objectives:

- To understand that student outcomes are important for improving achievement
- To understand that looking at data collaboratively provides a method for being accountable for evaluating and modifying our instructional practices to meet student needs

#### Guiding Questions:

- What do we expect students to learn?

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- How will we know what students are learning?
- How will we respond to students who are not learning?

Norms:

- Promptness
- Be prepared
- Show Respect
- Be present
- Be positive
- Assume positive intent

Roles:

- Facilitator
- Timekeeper
- Recorder/Notetaker

Protocol Summary:

- Before the meeting: each team member has a copy of the latest classroom data, has reviewed it and brings a copy to the meeting
- Introduction (2min): Begin the meeting
- Sharing (5min): Successes and Ideas
- Current Challenges (5min): Focus Areas
- Proposed Solutions (20min): Brainstorm strategies as a team
- Action Plan (10min): Agree on a strategy
- Closing the meeting (5min): Debrief and Summarize

After the meeting:

- Distribute notes and summaries

Besides classroom student performance data Hoosier Academies will be conducting diagnostic assessments throughout SY 15-16. All students in grades K-8 will take the NWEA assessments for Math and Reading. The first testing window was August 17-28, 2015. Subsequent testing windows will be December 1-11, 2015, and April 11-22, 2016. Students will be identified for RTI and supplemental programs (Title I) based on the assessment data. Students who perform below grade level will be referred to the RTI team for an intervention plan. We plan to communicate this to students and families at the beginning of the year. With the encouragement of our homeroom teachers, our goal is to reach 95% participation.

Our summative assessment plan for grades K-2, NWEA math will be used as the final snapshot April 11- 22, 2016. Grades 3-8, and 10 will use ISTEP+, and students in grades 10-12 will use End of Course Assessment (ECA) for English and Math. The testing window is determined by the state. Our testing window for ISTEP+ is February 29-March 11, 2016 and April 25- May 6, 2016. The ECA testing dates are May 2-13, 2016. We plan to communicate the testing window to students and families at the beginning of the year as well as notify families via email, kmail and phone one month prior to testing. With the encouragement of our homeroom teachers, our goal is to reach 95% participation.

We have mentioned the 95% testing participation rate. This is our goal for all diagnostic, interim benchmark, and summative assessments (including the high stakes state tests for iRead 3, ISTEP+, and ECAs). We believe it is very important to have every student take every assessment and have worked very hard to make improvements in our testing procedures. We budgeted for and hired a Testing Coordinator. This individual's role is to lead the effort for all of our assessment. A testing committee was formed of all stakeholders, including parents and teachers. Our Head of Schools gave three directives for this committee - to find the best facilities for testing, to not have anyone drive more than 30 miles to get to the testing sites, and for there to be no more than 25 students per testing room. It was very important for us to provide

the best testing environments possible for our students. To this end we used 22 sites for our state testing.

Additionally, each night during testing we did an end of the day call to get a pulse check on pluses and deltas from the day and any issues, including technology issues that needed to be addressed. We are very proud of our participation rates, which were improved greatly from SY 13-14. We had 98% participation for ISTEP+, 99.9% participation for iREAD, and 92% for ECA (This was an improvement of 21% participation from the previous year for ECA testing). These participation numbers include all students enrolled at Hoosier Academy Indianapolis at the time of testing. Not just Full Academic Year (FAY) students. Again, it is our belief that all students should be tested so that we have a way of assessing our effectiveness.

For our interim/benchmark formative assessments NWEA math will be used for grades K-2. For grades K-8 NWEA math and reading and DIBELS for grades K-6 will be used as interim assessments three times a year. The first NWEA testing window was August 17-28, 2015. Future NWEA assessments will be given December 1-11, 2015, and April 11-22, 2016. DIBELS will be given August 24-September 4, 2015, December 7-18, 2015, and April 11-22, 2016. We will also be using NWEA Skills Navigator every four to six weeks as a formative benchmark assessment. Teachers will use the NWEA RIT score and learning continuum to create small groups and develop lessons that are targeted to address student needs. From these lessons, teachers will collect exit ticket data to analyze daily and drive instruction. Students will also be identified for RTI and supplemental programs (Title I) based on the assessment data. We have communicated these interim assessments to students and families at the beginning SY 15-16 via kmail, email and phone calls. With the encouragement of our homeroom teachers, our goal is to reach 95% participation. The Reading and Math skills that we are assessing in NWEA are mirrored to the state standards and assessed on the ISTEP+ assessment.

USA Test Prep will serve as the curriculum for English and Math Lab courses. Math Lab and English Lab are assigned to students in grades 10-12, who have previously taken but failed the ECAs in Math and English. Teachers will use USA Test Prep diagnostic and benchmark data (in addition to NWEA) to guide targeted intervention sessions for our Math Lab and English Lab students. Students are given a USA Test Prep diagnostic at the beginning of the semester, followed by benchmark assessments every 6 weeks. Teachers are able to run reports from USA Test Prep in an excel format. Teachers sort and filter by standard and indicator for each student, thus narrowing down which students need interventions by standard and indicator. Intervention sessions are offered, and targeted students are invited to attend the sessions. Teachers also assign additional practice in USA Test Prep based off of the student's weakest areas. The standards addressed in USA Test Prep are tied to the state standards. The testing blue print has already been given to the USA Test Prep Company for state standards alignment to Indiana's new ISTEP+ assessment to be given to 10th graders.

### Areas in Need of Improvement

Hoosier Academies needs to continue to work toward every stakeholder knowing and understanding the schools' data. Our school board is forming an academic committee and this will be an avenue for us to share and educate with our board for them to truly understand what our data is telling us and inform important decisions with students at the forefront. We must also continue to learn the key actions of a data-driven culture, including interim assessments, data analysis, data charts and action plans.

A great deal of time has been spent disaggregating data and analyzing, but then time was not left for doing the job of carrying out the action plan. After forming hypotheses about students' learning needs, teachers can examine current instruction and test the hypotheses by implementing instructional changes they believe are likely to raise student achievement. Drawing from the data, teachers need to determine whether to continue the instructional improvement in its current form, modify or extend the approach, or try a different approach. This is a typical problem with schools that move toward a data-driven culture, but we are making sure to change that during SY 15-16.

Furthermore, while our hybrid/blended program has made use of data walls; our virtual program needs to find a way to display data to students and families. This display allows for a growth mindset and students are able to visually see growth and success.

### Action

We need to ensure teachers are trained properly and aware of resources within our assessment systems. NWEA has terrific training and resources available, particularly the Learning Continuum. We are making sure our teachers are trained in its use and are able to communicate the data to our students and stakeholders and then affect action based on the data. We have also dedicated one of our Instructional Coaches as the NWEA Specialist who will be making sure we are all trained and using NWEA resources to the fullest. We have also dedicated the other two Instructional coaches to being USA Test Prep and DIBELS specialists.

Additionally, we need to do a great job of explaining expectations and assessment criteria. Students can better interpret their achievement data and set learning goals when they have a clear understanding of performance expectations and assessment criteria. Teachers need to explicitly articulate the content knowledge and skills students are expected to achieve throughout the school year; the goals for individual lessons, assignments, and performance tests; and the criteria used to assess performance toward those goals. With this, we also need to make sure that parents are engaged in the data discussions. This year all of our family engagement events, Title I Events, and the like will feature an academic component, which includes a discussion of the individual students' data, a discussion of next steps for parents, and providing of resources for parents to use to facilitate learning for their son or daughter.

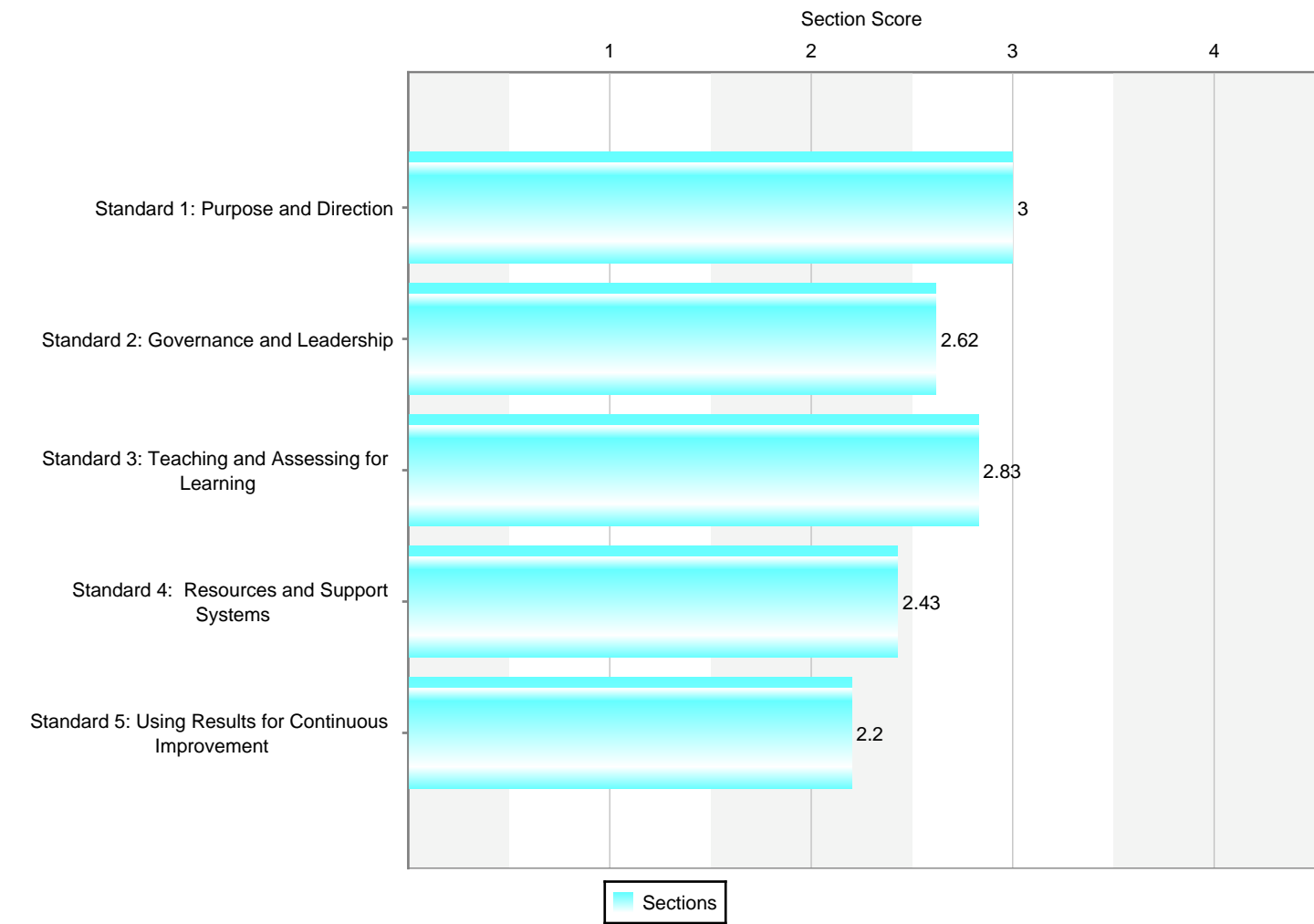
We need to continue to provide targeted professional development regularly. Professional development can help familiarize staff with components of the data system, data culture, and data use, with a particular focus on how teachers can apply. Our K12 Regional Academic Team and our data team hold monthly meetings to monitor a school's progress in executing the data use plan and ensure that the school is using data effectively and consistently.

Finally in our quest to develop and maintain a viable school-wide data system and meet the needs of a wide range of audiences, a Hoosier Academy data system advisory council comprising a variety of stakeholders should be involved in determining the district's requirements and selecting and implementing the new system. Schools need to secure financial and human resources to develop data protection safeguards and ensure that data are timely, relevant, and useful to educators.



Report Summary

Scores By Section





# **Stakeholder Feedback Diagnostic**

## **Hoosier Academies-Indianapolis**

Dr. Byron Ernest, Superintendent  
2855 N Franklin Rd  
Indianapolis, IN 46219-1347

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## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

DRAFT

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Report

DRAFT

## Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
<b>Questionnaire Administration</b>	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
<b>2.</b>	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

## **Areas of Notable Achievement**

### **Which area(s) indicate the overall highest level of satisfaction or approval?**

Hoosier Academy Indianapolis, based on the variety of surveys, is having a positive effect on the families enrolled in our school. They are happy with the teachers and administration. Our leadership presence is having a positive impact on students and families. The surveys reflect the energy the teachers are putting into their jobs. Overall, students and families are happy with Hoosier Indianapolis and the direction it is taking. This direction includes very specific and intentional changes to our hybrid tracks. Instead of continuing two tracks that were not full and inefficient we developed a single-track system with trigger dates that would enable us to effectively go to a second track. While we did not move the second track in either of our schools, k-6 or 7-12, we have grown in enrollment and we believe this is due to our strategic plan of how our tracks were to grow and closely monitoring this growth. We fully expect to be operating two tracks during SY 16-17.

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

Based on these results, the majority of Hoosier Indianapolis parents are satisfied with the program that our institution provides for them and their student. The majority of parents and students agree that the flexible schedule works for them and they like that they can work on their own time while working from home three days a week. The majority of students in 3-12 grades think that their teachers have their best interest at heart and are being treated fairly. The students also like having social interaction two days a week while at the hybrid center.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Hybrid Staff having attended local Expo's, Title 1 events, Orchard days and the daily face to face interaction have noted increased relationship and rapport building with students, staff and parents. We operate in an environment where two days per week the Hybrid schools physically instruct and interact with parents. The FAST team pays a visit to our centers during each cohort week to meet with new students and families if they should stay for a brief morning orientation. We have also had the opportunity to host All Pro Dads. This program engages with fathers and their children at one of our hybrid centers and encourages relationship interactions between fathers and their children, teachers and staff. We have noted from our onboarding data that Hybrid students generally reach the high 95%+ participation rate in completing onboarding, NWEA and other testing. As most of our observations are anecdotal and not based on a survey, our stakeholder feedback is primarily face to face input directly from parents and students.

## **Areas in Need of Improvement**

### **Which area(s) indicate the overall lowest level of satisfaction or approval?**

Many of the issues that have been called to attention in the survey are ones that we are taking action [plans] toward 'fixing'. Some of the suggestions about our resources are misalignment between k12's system and how we at Hoosier implement the program with our students (i.e. k12 daily plan vs. teacher pacing guides). Teachers come up with their own pacing guides to better fit the Hoosier model; these guides are sent out monthly (and/or weekly) to families, with a reminder to follow those as opposed to the k12 plans. The new high school platform allows the teacher to create and modify their own plan that will show up for the students on their course home page. After meeting with k12 staff this past week, we have been assured that this will become available in the near future for all grades, as updates and upgrades are put together for "Nextgen" (k12s newest and most upcoming curriculum platform).

The hybrid school offers home day class connects for core classes. One of the repeated hybrid parent suggestions was not having enough class connect sessions on home days. The middle school hybrid staff, this year, is now providing 2-3 class connect sessions per course/subject on home days, along with office hours options to provide extra student support.

### **Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

There aren't really "trends" leading to a decreasing stakeholder satisfaction for question five, however, when analyzing the student/parent responses in relation to what they would change, communication, curriculum ease, and lower grade teacher assessment all appeared as themes. Communication is an occurring theme, and will always need to be addressed, particularly in a school that has three days a week that are virtual for the students. As has been discussed in other reauthorization documents we are using many different methods of pushing information to parents and students, and providing information that can be pulled from sources on demand. Overall, we are seeing an improvement in communication, but this is still an area that we need to continue to work on.

### **What are the implications for these stakeholder perceptions?**

Most of the where these stakeholders perceptions need improvement is in communication between the various parties involved. If the communication and most importantly that there is nothing being withheld from both parties, then the issues that are concerning at the moment could be lowered percentage wise. The issue that may be most concerning at the moment is the 30% of 3-5 grade level kids felt that their teachers are not helping them learning the things they need to learn.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

In this survey area it was found that students want to be more involved in the decision making process of the school. A student committee would be a great way to involve more students in decision making, similar to how we have the TAC and PAC to allow for teacher and parent involvement. We have student council in our hybrid school, but the number of students needs to be expanded to involve more. Also, per the elementary student survey, students do not have a clear understanding of how they are graded. A newsletter or other document sent by



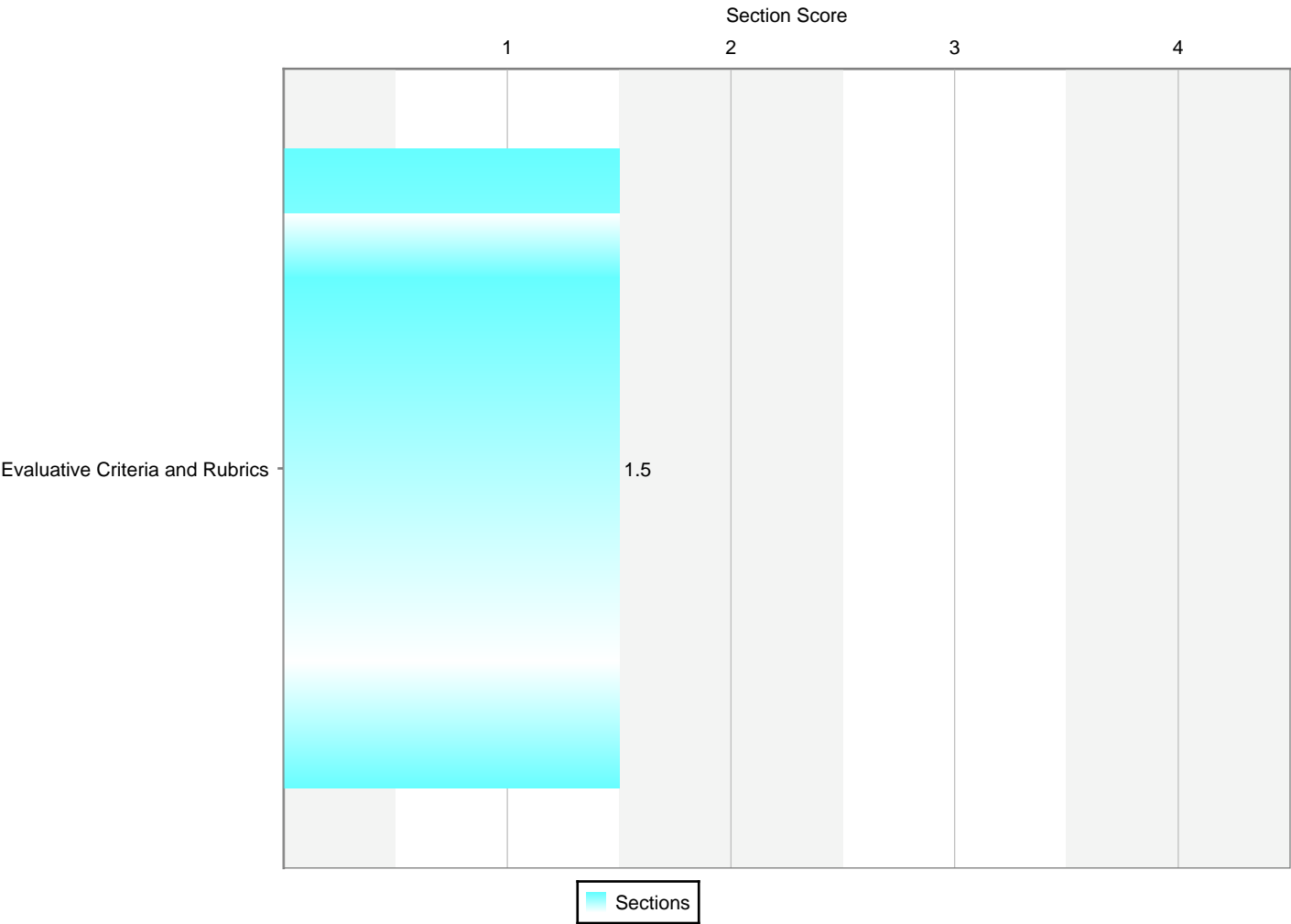
teachers at student enrollment would be a good tool to implement to explain grade breakdowns. At the hybrid centers, we are also completing data folders this year that should help students to better understand their grades and performance. Many students indicated a desire to have more opportunities for socializing, such as more extra-curricular opportunities and teams. Our parents would like to see our school have more support staff and resources, such as additional counselors and college and career planning.

Our staff believes there is a need for a formal training process for new and incoming teachers. This would help to retain teachers, and to better ensure that all teachers are given the same information and requirements up front. Training should include: training on how to use technology, such as the OLS, BlackBoard Connection, the High School platform, k12training.com, Egnyte, Google Drive, NWEA, etc..., information about travelling requirements, information on testing such as ISTEP, ECA, NWEA, and DIBELS, school processes such as RTI, promotion, information about who to contact for what and a tour and introduction to our program and staff, and more. This new staff training and induction has also been identified and is a project to be completed this year by one of our Focused Leader Academy participants.

DRAFT

Report Summary

Scores By Section





# **Student Performance Diagnostic**

## **Hoosier Academies-Indianapolis**

Dr. Byron Ernest, Superintendent  
2855 N Franklin Rd  
Indianapolis, IN 46219-1347

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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.

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**Student Performance Data**

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Diagnostic

DRAFT

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	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?**

#### Hybrid

DIBELS growth in all grade levels is above expected levels of performance.

IREAD3 pass rates are above expected levels of performance.

#### Special Education

Participation of third grade special education students in IREAD 3 does meet the state participation requirement.

Comparing overall graduation rate to the graduation rate of special education students, there is significant noted improvement for special education students.

#### Title 1

Third grade students made a remarkable improvement in reading. Their average score increased by 118 points. One student improved by 237 points.

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

#### Hybrid

Percent of graduates pursuing a college education is a positive trend in performance.

With the median SGP of the school needing to be at least 50 and less than 66, we showed a positive trend in performance in the four most recent years with SGPs of 54, 50, 50, and 52 respectively in Q1 1.1.b of the Performance Framework.

#### Special Education

In the area of students identified as Speech/Language Impairment, Specific Learning Disability, Other Health Impaired and Emotional Disability, performance on IREAD 3 has consistently improved significantly from 2013 to 2015. A contributing factor is the consistency in service provision and exposure to curricular expectations.

As previously mentioned the percentage of special education students meeting graduation requirements has increased over the past two (2) years.

All but one reading student showed a positive trend in performance according to their DIBELS scores. Students improved between 4 and 237 points from Fall to Spring.

### **Which area(s) indicate the overall highest performance?**

#### Hybrid

DIBELS growth in all grade levels is above expected levels of performance.



IREAD3 pass rates are above expected levels of performance.

### Special Education

In 2015 one (1) of the four students who passed IREAD 3, were identified as students with a Speech/Language Impairment. This is a significant improvement since 2013 when 50% of the special education students not passing IREAD 3 were identified as Speech/Language Impairment.

This information only analyzed data for special education students. It is not known at this time whether there is significant achievement/graduation rate differences when comparing subgroups such as English Language Learners and Title 1 eligible students.

### Title 1

The third grade reading student with a 237 point gain was the overall highest performer. The next student with the highest gain was a second grade student with a 169 point increase.

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

### Hybrid

The Special Education subgroup showed a trend toward increasing performance over a three year period moving from a low of 33% in 2013 to a high of 75% in 2015 in IREAD3 pass rates.

### Special Education

Those special education students eligible for services under Speech/Language Impairment, Specific Learning Disability, Emotional Disability, Other Health Impaired, and Orthopedic Impairment demonstrate increasing performance.

The findings would align with overall graduation rate data.

### Title 1

When looking at the average DIBELS scores by grade level, there is a positive trend toward increasing performance from kindergarten through 3rd grade. Each grade does progressively better in overall improvement.

## Between which subgroups is the achievement gap closing?

### Hybrid

Special Education subgroup.

### Special Education

At this time, those students identified for Speech/Language Impairment services demonstrate a closing of the achievement gap over the past three (3) years.

### Title 1

Third grade reading improved the most. They have reached the highest average points of improvement the DIBELS assessment from Fall to Spring.

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

Hybrid

DIBELS

IREAD3

Special Education

The students identified as Speech/Language Impairment demonstrate a higher performance rate on ISTEP, DIBELS, and NWEA.

Title 1

When looking at the percent increase between DIBELS and NWEA data, 6th grade shows the most consistency between scores. The DIBELS data for 6th grade shows an average of a 14% increase, while the NWEA data for 6th grade shows an average of a 3% increase.

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## **Areas in Need of Improvement**

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

#### **K-12**

\*Graduation rate, particularly our state graduation cohort.

\*Performance Framework indicators meeting standard with the expected level of performance being to exceed standard.

#### **Title 1**

Kindergarten and 6th grade showed the least amount of improvement for their DIBELS scores between Fall and Spring. Kindergarten increased an average of 42 points, and 6th grade increased an average of 46 points.

#### **Special Education**

##### **IREAD-3**

For third grade special education students enrolled in Hoosier Academy Virtual School, the overall pass rate for the IREAD 3 Assessment falls below state performance expectancy.

##### **Graduation Rate**

The graduation rate for special education students.

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

#### **K-12**

With between 75% and 90% of non-exempt students needing to pass IREAD assessment to be rated Meets Standard, our third grade met standard in the most recent three years with 84%, 81.25%, and 75.68% respectively but showed a negative trend in performance over that three year period.

#### **Title 1**

After 3rd grade, the trend for improvement decreases. They went from an average 118 point increase to 66, 78, and 46 point increased in 4th, 5th, and 6th grades.

#### **Special Education**

##### **IREAD-3**

Based on IREAD 3 performance data for special education students, the current trend does not reflect a negative decrease in performance of those enrolled in Hoosier Academy Virtual School.

##### **Graduation Rate**

The number of special education students meeting graduation requirements is well below the expected state standard.

**Which area(s) indicate the overall lowest performance?**

**K-12**

Performance Framework indicator Q1 1.1.c which falls far below standard.

Performance Framework indicator Q1 1.4.f which falls far below standard.

**Title 1**

Kindergarten showed the lowest performance due to their DIBELS scores increasing the least. They had increased by an average of 42 points from Fall to Spring.

**Special Education**

**IREAD-3**

In a review of the eligibility areas of students participating in IREAD 3, results for 2013 indicated that four (4) students not passing IREAD 3 were identified as eligible for special education services in the categories of Speech/Language Impairment (50%); Specific Learning Disability (25%); and Emotional Disability (25%). Of the students four (4) who did not met the state expectancy cut score, one (1) student met the criteria for Good Cause Exemption. The overall pass rate for 2013 IREAD 3 for special education students was 33%.

The 2014 IREAD 3 results for special education indicated an increase in the number of students participating increased over the prior year from 6 to 11. Five (5) special education met state expectancy, while six (6) did not. The students not demonstrating proficiency were identified in the eligibility categories of Autism Spectrum Disorder (50%); Speech/Language Impairment (16.6%); Other Health Impairment (16.6%); and Orthopedic Impairment (16.6%). One (1) of the students met the criteria for Good Cause Exemption. The overall pass rate for 2014 IREAD 3 was 45%, which was a demonstrated improvement from 2013. In further comparison to the 2013 results, the number of students not meeting state expected proficiency was in the area of Autism Spectrum Disorder.

In a review of the most recent 2015 I READ 3 data for special education, while the number of special education students, four (4), required to participate decreased from the previous year, the total number was more similar to 2013 in which six (6) participated in the assessment. Three (3) special education students demonstrated proficiency with only one (1) student, identified as Autism Spectrum Disorder, not meeting expectancy. The 2015 data, while supporting an increase in the overall 75% pass rate of special education students assessed by IREAD 3, the rate remained below the state expectancy. It should be noted that in addition to the decrease in the number of special education students not passing IREAD 3 remained static comparing 2013 date to 2015, however, decreased from 2014.

**Year Total Pass DNP GCE Pass Rate**

2013 6 2 4 1 33%

2014 11 5 6 6 45%

2015 4 3 1 1 75%

**Graduation Rate**

A significant number of special education students pursuing a high school diploma do not meet the academic requirements for graduation.

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

#### Title 1

One student in third grade showed no growth in DIBELS and negative growth in NWEA scores. The improvement rate decreases after 3rd grade, as the 4th, 5th, and 6th grade DIBELS scores had a decrease in their average points gained compared to the positive trend in K-3.

#### Special Education

##### IREAD-3

In a review of the three (3) year data, those students eligible for services in the area of Autism Spectrum Disorder a higher percentage of not meeting the state performance expectancy on the IREAD 3. However, it should be noted that with such a small n group the results appear much higher than the percentages reflect.

#### Graduation Rate

While the percentage of special education students demonstrates an increase in meeting graduation requirements, the actual number of students not meeting requirements has increased.

### Between which subgroups is the achievement gap becoming greater?

#### K-12

The 2013, 2014, and 2015, subgroups had the achievement gap become greater in respect to graduation.

#### Title 1

The third grade student with no growth has an achievement gap that is becoming greater. With kindergarten and 6th grade making the smallest improvements between grades, they would also be categorized as a subgroup where the achievement gap is becoming greater.

#### Special Education

##### IREAD-3

Based on the data, the disability area with an increased percentage of special education students not passing is Autism Spectrum Disorder.

#### Graduation Rate

The gap between students identified for special education students and those who are not continues to demonstrate an achievement gap.

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

#### K-12

\*Graduation Rate falling under expected levels of performance.

\*Performance Framework indicators needing improvement and falling far below standard.

### Title 1

The student who made zero growth in DIBELS also made negative growth in NWEA. Also, the 6th grade average increase is consistent between DIBELS and NWEA scores.

### Special Education

#### IREAD-3

The above findings are special education specific. Enrollment data supports that nearly 100% of the special education students who participate in IREAD 3 have already been identified as special education by a previous school. Additionally, in a review of the mobility rate and attendance data, there is correlation with academic achievement and performance on standardized testing. Using DIBELS data, those special education students not passing IREAD do not show significant improvement in reading skills.

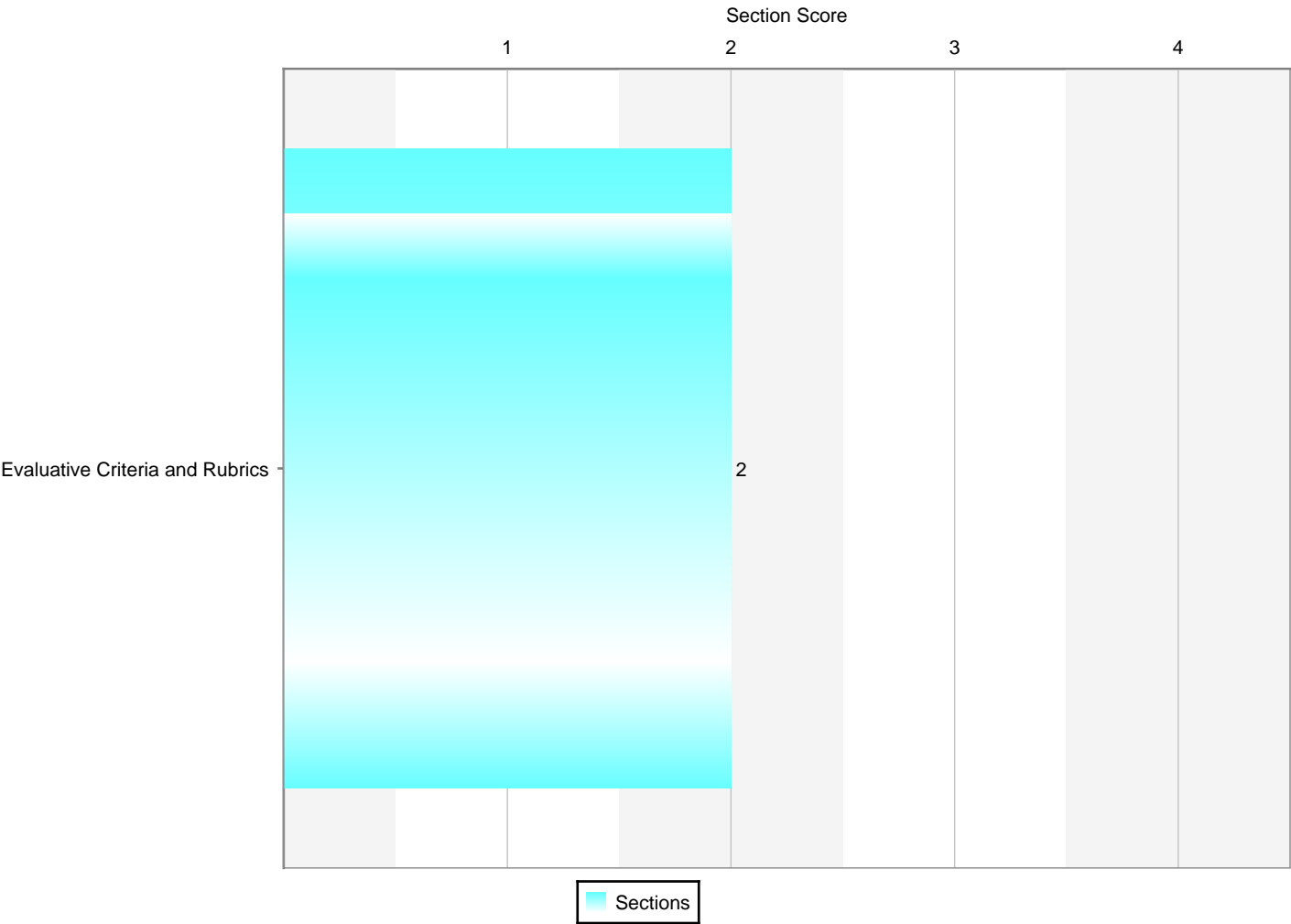
### Graduation

Data from the overall graduation rate for Hoosier Academy School - Indianapolis, the attendance report for those students identified as twelfth (12) grade, and performance on the required End of Course Assessments (ECA).

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Report Summary

Scores By Section



# SCHOOL P&L - ROLL-UP ALL FUNDING

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## Managed Enrollments

K-8

HS

Ending Enrollment (Avg. for Totals)

---

## Funding Sources

Basic Formula Funding - K-8 and HS  
Special Education Funding - K-8 and HS  
Other State Unrestricted Funds  
State Restricted Funds - Non-SPED  
State Restricted Funds - SPED  
Federal - Title Funds  
Federal - IDEA Funds  
Other Federal Funds  
Other Funding/Inc - Included in M&T base  
Other Funding/Inc - Non M&T Base  
Interest Income / Other

---

## Total Funding

## Instruction - Teachers

Salary - Regular  
Salary - Special Ed  
Salary - ICs / Advisors / Counselors  
Salary - Title  
Salary - Other  
Salary - Part-Time Regular  
Salary - Part-Time Special  
Salary - Part-Time ICs / Advisors / Counselors  
Benefits  
Bonus  
Travel  
Phone  
Instructional Materials  
Curriculum Delivery  
K12 Charges-3rd Party Teacher  
Teacher Laptops  
Non-Instructional Materials & Supplies



Conf., Teacher Training & Prof. Dev.  
Printing, Mailing, Postage  
Tuition reimb.  
ISP  
Non-K12 Other

**Total Instruction - Teachers**

**Instruction - Students**

Proctored Exams & Test Administration  
Curriculum Delivery  
Instructional Materials  
Computer, Peripherals, & Software  
ISP  
Sales Tax  
K12 Charges Other  
Non-K12 Other

**Total Instruction - Students**

**Student and Family Services**

Special Ed Contracted Svcs & Other Related Exp.  
Field Trips  
Hybrid Program  
School Events  
Annual School Reports  
School Premiums  
Non-K12 Other

**Total Student and Family Services**

**School Administration & Governance**

Educational Services  
Oversight/Sponsor Fee  
Legal Services  
Payroll Services  
Auditing - External  
Board Development & Training  
Administrator Travel  
Administrator Phone  
Admin Computer, Peripherals, & Software  
Non-K12 Administrative Staff Salaries  
Non-K12 Administrative Staff Benefits  
Non-K12 Administrative Staff Bonus  
Consultants  
Temporary employees

Non-K12 Other

**Total School Administration & Governance**

**Technology**

Technology Services

Non-K12 Other

**Total Technology**

**Insurance / Facilities / Other**

Rent

Maintenance/Repair Facility

Water & Electric

Telephone

Internet Connection

Conference calls

Copier / Fax Lease

Outside Copying

Office Postage and Shipping

Office supplies and equipment

Computer equip. & installation

General Liability Insurance

Bank fees

Depreciation

Non-K12 Other

**Total Insurance / Facilities / Other**

**Total School Expenditures This Period**

**Surplus (Deficit)**

**K12 Charges**

**NET K12 Charges**

<u>Total FY17 Budget</u>	<u>Total FY18 Budget</u>	<u>Total FY19 Budget</u>	
159	163	171	
108	113	116	
267	276	286	
\$ 1,464,500	1,518,476	1,575,023	3.7%
153,773	153,773	153,773	0.0%
-	-	-	
-	-	-	
27,192	28,198	29,241	
24,848	25,767	26,721	
80,688	83,673	86,769	
-	-	-	
-	-	-	
-	-	-	
-	-	-	
<b>\$ 1,751,001</b>	<b>\$ 1,809,888</b>	<b>\$ 1,871,527</b>	
\$ 482,690	\$ 521,629	\$ 539,460	4%
122,489	127,389	132,485	
81,778	85,049	88,451	
14,090	14,654	15,240	
37,316	38,809	40,361	
28,385	14,265	892	
-	-	-	
-	-	-	
195,570	202,023	203,182	
4,259	4,408	4,435	
469	487	492	
552	574	579	
20,160	21,168	22,226	
20,081	21,085	22,140	
19,119	20,075	21,079	
-	-	-	
31,386	31,451	31,469	

	14,912	15,658	16,441
	159	165	167
	-	-	-
	3,933	4,085	4,127
	22,800	22,800	22,800
	<b>\$ 1,100,150</b>	<b>\$ 1,145,775</b>	<b>\$ 1,166,025</b>
\$	-	-	-
	407,478	420,735	436,431
	243,782	251,714	261,104
	90,913	94,015	97,430
	2,082	2,186	2,296
	-	-	-
	10,228	10,739	11,276
	16,380	17,199	18,059
	<b>\$ 770,863</b>	<b>\$ 796,589</b>	<b>\$ 826,596</b>
\$	43,709	45,178	46,786
	-	-	-
	-	-	-
	1,050	1,103	1,158
	-	-	-
	-	-	-
	-	-	-
	<b>\$ 44,759</b>	<b>\$ 46,280</b>	<b>\$ 47,943</b>
\$	262,650	270,747	279,229
	38,315	39,593	40,932
	20,000	20,000	20,000
	70,677	74,211	77,922
	4,200	4,410	4,631
	-	-	-
	2,100	2,205	2,315
	1,838	1,929	2,026
	-	-	-
	277,606	270,835	270,835
	67,958	66,300	66,300
	5,552	5,417	5,417
	-	-	-
	2,310	2,426	2,547

12,600	13,230	13,892
<b>\$ 765,806</b>	<b>\$ 771,302</b>	<b>\$ 786,044</b>
\$ 122,570	126,348	130,307
-	-	-
<b>\$ 122,570</b>	<b>\$ 126,348</b>	<b>\$ 130,307</b>
\$ 415,148	\$ 489,874	\$ 578,052
103,175	121,746	143,661
-	-	-
18,233	18,507	18,785
46,129	46,129	46,821
-	-	-
19,817	19,817	20,114
-	-	-
8,551	8,679	8,809
25,784	26,171	26,563
21,483	21,806	22,133
7,105	7,212	7,320
1,015	1,030	1,046
110,567	112,225	113,909
3,000	3,045	3,091
<b>\$ 780,007</b>	<b>\$ 876,241</b>	<b>\$ 990,302</b>
<b>\$ 3,584,155</b>	<b>\$ 3,762,536</b>	<b>\$ 3,947,217</b>
<b>\$ (1,833,154)</b>	<b>\$ (1,952,648)</b>	<b>\$ (2,075,689)</b>
<b>\$ 1,196,982</b>	<b>\$ 1,236,627</b>	<b>\$ 1,281,222</b>
<b>\$ (636,172)</b>	<b>\$ (716,021)</b>	<b>\$ (794,468)</b>

3.7%  
0.0%

4%



## **Executive Summary**

### **Hoosier Academies High School**

Dr. Byron Ernest, Superintendent  
2855 N Franklin Rd  
South Entrance A  
Indianapolis, IN 46219-1347

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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.

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## **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?**

Hoosier Academy, Inc. operates two separate Indiana school corporations (districts): Hoosier Academy Indianapolis, Corporation 9805 and Hoosier Virtual Academy, Corporation 9865. Both school systems, operated by Hoosier Academy, Inc. and referred to as Hoosier Academies, serve students in grades kindergarten through 12th grade. We request the renewal of Hoosier Academy Indianapolis, Corporation 9805 and Hoosier Virtual Academy, Corporation 9865. We wish to continue these two models (hybrid/blended and fully virtual, respectively) to provide a unique, visionary learning opportunity for Indiana's children.

Hoosier Academy Indianapolis has existed for eight years and is a public charter school that delivers instruction using a blended model. Students attend 51% of their academic time in a brick and mortar classroom with the balance of instructional time occurring in a virtual setting. The Hoosier Virtual Academy has existed for six years and offers 100% virtual learning. By leveraging a blended model's capabilities, Hoosier Academy Indianapolis enables the continuum of flexible learning options that exist between the blended model and the virtual world in order to support optimal student achievement. Hoosier Virtual Academy has expanded its presence by offering a school choice throughout Indiana by now having students in all 92 counties. Hoosier Academy Indianapolis has a current enrollment of 252 students including 17.9% eligible for free and reduced lunch and 18.7% of students with IEPs. Hoosier Virtual Academy has a current enrollment of 3589 students including 23.7% of students eligible for free and reduced lunch and 13.1% of students with IEPs.

A distinct challenge for Hoosier Academies is our 67% mobility rate. We must embrace the fact that in many cases we are a short term solution to many of our students. This mobility may be because of health issues, bullying, differentiated learning needs, or students who have special circumstances. Another challenge is how credit deficient students come to us. The percentage of students, by grade, who come to us deficient in three credits or more is as follows: ninth grade, 75%; tenth grade, 73%; eleventh grade, 68%; and twelfth grade, 55%. In order to address many of our challenges, we developed the Family Academic Support Team (FAST) with the objective of reducing the number of students who withdraw or become disengaged and providing a more comprehensive support system for all of Hoosier Academies. The goal of the FAST team is to provide support to teachers, students and families to improve retention, attendance and compliance. We have also established face-to-face learning centers in five locations. Gary, South Bend, Fort Wayne, Indianapolis, and Evansville have been identified as the highest areas of student population. In these locations we have implemented our Students Working for Academic Growth (SWAG) program. The goal of the SWAG program is to provide students in grades K-12 with face-to-face interaction and focused support to better prepare for standardized testing and success. The SWAG program also provides Learning Coaches with resources and support in testing and curriculum to further foster their child's success at Hoosier Academies.

Hoosier Academies leverages community settings such as libraries, youth centers and other appropriate sites to provide for our teachers to meet face-to-face with students and Learning Coaches to provide academic and family support. Hoosier Academies has a wide range of community and local partnerships which benefit students and families alike. Organizations such as the Indiana Pacers, local town libraries, Barnes and Noble Book Stores, Salvation Army locations, and Boys and Girls Clubs open their facilities for family activities, tutoring sessions, and meetings. Academic partnerships include DeVry, eCollege, and College Board. A partnership with The Smithsonian Institution was developed as a part of our first annual Washington D.C. trip for middle school students. Through its contract with K12, Inc. Hoosier Academies is supported by a national team of experts in fields including curriculum development, instructional training, business management, school law, special programs and technology. Administrators, staff, students, and learning coaches have the privilege of

## Executive Summary

Hoosier Academies High School

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collaborating with other K12 Inc. schools, students, staff, and families across the nation. General oversight for carrying out the statutory, contractual, and fiduciary roles and obligations of the schools is the responsibility of the Board of Directors of Hoosier Academy, Inc.. Additionally, the Board monitors and holds school leaders responsible for high levels of achievement, client satisfaction, and impeccable operations. Currently, local key administrative positions include the head of schools, three academic administrators (k-12 blended, 9-12 virtual, and k-8 virtual), a special education coordinator, a grants coordinator, and an operations manager. Hoosier Academies also has three Instructional Coaches who provide leadership, coaching, professional development, data mining, and data analysis assistance to the teaching corps and ensure effective instruction and high levels of student achievement.

One of our school's most significant challenges stems from leading an online and blended school corporation where teachers still matter a great deal and perhaps more in a full-time virtual school where student motivation is critical and distractions are undoubtedly plentiful. Ratios of students to certified teachers are approximately 50 - 70 students per teacher in grades K-6, including blended and virtual students and 150 - 300 students per teacher in the content areas in middle school and high school, also including blended and virtual students. We continue to have large numbers of families embracing the flexibility and vision of personalized learning opportunities afforded by Hoosier Academies for their children.

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## **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.**

### **VISION**

Hoosier Academies is a high-performance public charter school that combines traditional learning with technology to connect students, parents, and teachers in a 21st century learning community focused on results. The Hoosier Academy team of hard working, highly qualified staff, in partnership with parents, strives for student mastery of a rigorous, research-based K-12 curriculum aligned to Indiana academic standards. The personalized blend of virtual and face to face instruction puts public school accountability, teacher competence, and parent/adult involvement at the center of student learning.

### **MISSION**

The mission of The Hoosier Academy is to embrace a partnership with parents that drives continued growth in student learning and builds a compelling foundation of family satisfaction, student achievement, and social enrichment. We embrace our culturally diverse school community and believe school accountability, teacher competence, and parent involvement must be at the center of student learning and achievement.

### **BELIEF STATEMENT**

Hoosier Academies believes in serving Indiana public school students through virtual means, seeking high caliber and individualized educational achievement. While serving the general student population, Hoosier Academy is designed to attract special populations such as gifted and talented, those who struggle academically, students with behavioral needs, and students and families who wish to enhance their students' education through personalization and international interaction via engaging, effective use of technology. Additionally, Hoosier Academies believes in preparing today's learner to engage in life-long learning in an era of rapid technological innovation and change.

The original vision of Hoosier Academies was intended to shape the learning apparatus to fit the student versus shaping the student to fit the learning process. The unique instructional delivery systems developed by Hoosier Academies support students and families as they individualize a learning program that best fits the needs of the learner. Each student enrolled in Hoosier Academies has a learning coach, generally a parent or guardian. This learning coach receives extensive training to support academic progress as well as how to communicate effectively with the teacher to assure coordination of the student's learning. In collaboration with the family, a highly qualified Indiana teacher helps create an Individualized Learning Plan (ILP) for the student. All Hoosier Academies students utilize the challenging K12 curriculum. This curriculum meets or exceeds all quality metrics established through No Child Left Behind (NCLB), Title I, Individuals with Disabilities Education Act (IDEA) and aligns with Indiana's nationally recognized learning standards. Students may elect to accelerate through curricular areas of high ability or opt for additional enrichment opportunities. Those learners who benefit from extended instruction have access to high quality, high interest intervention materials. Families who qualify for the National Free or Reduced Lunch Program can receive at no cost all computer equipment, classroom materials and reimbursement of some Internet expenses. Hoosier Academies students perform in school musicals, talent shows, art exhibitions, and poetry performances and participate in state competitions. Utilizing the international network of schools supported by K12, Inc., students at Hoosier Academies also have access to an expanse of over 100 clubs whose membership include students throughout the United States. Hoosier Academies students can even participate in 4-H through the club organization. Family engagement is a critical part of life at Hoosier Academies. Parents are considered learning coaches and receive intensive training on effective instructional collaboration and monitoring of student progress, but family fun is also emphasized. Throughout the state, Hoosier Academies families participate in many community connection events. These events are all activities that reinforce the Hoosier Academies

## Executive Summary

Hoosier Academies High School

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commitment to families. Instructional staff travel throughout the state of Indiana to host these activities. In addition to having students in all 92 Indiana counties, what makes us distinct and also poses challenges and risks is that we have a 67% mobility rate. We must embrace the fact that in many cases we are a short-term solution to many of our students. It must also be understood that mobility at the individual student level is not necessarily a bad or good thing. We must understand the reason(s) for the mobility of the student at the individual level. In many cases Hoosier Academies was selected as a short-term solution. This mobility may also result from health issues, bullying, differentiated learning needs, academic deficiencies, credit deficiencies, or students with other special circumstances. For many students we are the only available choice in a state that embraces school choice. The following link highlights several Hoosier Academies students and why they attend our school: <http://tinyurl.com/nw6cphu>. We have begun to answer the question of what makes us different and really owning it. This realization results from asking and listening to the students and parents of the students we serve what we should strive to accomplish for them. As pioneers and trailblazers in online and blended education, we are learning how best to navigate the innovative ways of delivering content and facilitating engaging learning for students. Furthermore, we have taken and continue to take a turnaround approach to improving the core systems and operations of our school. This approach includes a data-driven academic plan, increased professional development, individualized learning plans for all students, strengthened parent and stakeholder engagement, and a targeted credit recovery program.

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## **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.**

Hoosier Academies has taken a turnaround approach to improving our core systems and operations of our school. This approach includes a hiring a Head of Schools with successful turnaround experience, hiring a new elementary/middle school academic administrator, data-driven academic plan, increased professional development, individualized learning plans for all students, strengthened parent and stakeholder engagement, and a targeted credit recovery program. We are particularly proud of this past year's Priority Monitoring Visits performed by the Indiana Department of Education. These visits resulted from our priority school status. In our report the department marked Hoosier Academies showing 100% evidence of effective practice for all eight turnaround principles. Two of the powerful practices we were cited as using were "Communication of High Expectations for Staff, Students, and Families" and "Student Ownership of Data and Learning Progress." The IDOE Outreach staff member stated she was impressed that everyone was talking the same language and working toward the same vision and mission. This comes from our development of a rigorous Academic Plan that meets the requirements of both Ball State University and the IDOE. Our stakeholders, students, parents, teachers, school board, community partners, and teachers were involved in the development of this plan and are all working in concert toward continued successful execution. In the past three years the following interventions have been enlisted in grades kindergarten through 12th for improvement in student achievement:

### Data-Driven Instruction

- Utilizing NWEA, DIBELS, USA Test Prep, and Study Island (focused on Indiana State Standards) data to create actionable steps to aid in the success of each student.
- Data Team Meetings to analyze student performance and inform instruction
- Homeroom/Grade Level Team Approach

### Supplemental Programs

- Supplemental Title I Math and Reading support utilizing a combination of small group and individual instruction coupled with research-based programs such as iReady, My Virtual Reading Coach, and Learn Bop.
- Students Working for Academic Growth (SWAG) Focused Tutoring program to support students in grades kindergarten through 12th with face-to-face interaction to better prepare students for standardized testing and success.

### Professional Development

- Instructional coaching lesson preparation, classroom instruction, and data analysis

### Individualized/Small Group Instruction

- Individualized Learning Plans (ILP) for all students
- Rtl for students not performing at grade level in NWEA, OLS, USA Test Prep, and DIBELS
- Virtual student schedule to provide dedicated times for small group class sessions and Subject Area Targeted Interventions
- Built in support system to students within grade level teams (builds relationships, progress monitoring, and weekly team checks to monitor student performance)
- English and Math Labs for students needing to pass ECAs
- Saturday interventions focusing on different standards each week for Algebra and English 10

Credit Recovery is an integral part of our high school plan. We embrace that we are home to a large population of transient families. The credit recovery program enables us to provide a path for them to get caught up quickly on credit requirements. After seeing success during SY 13/14, we decided it was in our school's best interest to dramatically expand the program and course offerings for SY 14/15. We saw an

## Executive Summary

Hoosier Academies High School

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amazing 1,470% increase from the previous year. Our students earned 487 credits through this program during SY 14/15. We are expanding the credit recovery program again this year.

The following steps have been taken to improve our College and Career Readiness program for our students:

- Offer more AP courses- 38 students enrolled in AP courses
- Subsidized Dual Credit opportunities with Ivy Tech
- Provide opportunities for students to participate in extracurricular and community events
- Provide opportunities for campus visits and college and career fairs
- VIRTUAL college fairs
- Counselor-led, virtual college website tour
- Counselors facilitate recorded informational sessions with college representatives and post recordings on website
- Topics addressed in College & Career course
- Monthly Guidance Department lessons led by Grade Level Counselor
- Promote and encourage greater participation in PSAT, SAT, ACT, and career inventories

We also established a NJHS and NHS for our students. Our NJHS students had the opportunity to join the society, and to serve our school and community last year. In addition to helping host school-sponsored events, such as field day, our students also complete a minimum of 5 hours of community service per semester, and they all complete a service project with our chapter. More information on NJHS and our community service can be found on our website here: <http://hoosieracademiesnjhs.weebly.com/service-projects-and-service-forms.html>

Hoosier Academies has established and strengthened our Family Academic Support Team (FAST) program. The goal of the FAST program is to provide support to teachers, students and families to improve retention, attendance and compliance. As part of our turnaround effort we adjusted the school calendar with intentionality to start two weeks later (August 17th) than most schools. We provided families, on a voluntary basis, the opportunity to complete all onboarding and orientation the week before school started. Over 90% of our families engaged and completed this process before school began. In further pursuit of a strong start to the 15/16 school year, Back to School Expo events were held at six different locations around the state of Indiana. At these events, families have the opportunity to meet our staff and get technical assistance with the OLS or new high school learning platform. Students have the opportunity to get their pictures taken, visit the mobile dentist, meet their teachers, and meet fellow classmates.

## **Additional Information**

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

By taking a turnaround approach to Hoosier Academies, we deemed it necessary to improve the core systems and operations of the school while also improving school culture and staff engagement. Without an operationally stronger school, Hoosier Academies turnaround success would be limited. Specific areas targeted and implemented for increased operational health of Hoosier Academies are listed below and are continually monitored by our K12, Inc. operations team. A site review is conducted every other year to take a detailed look at the school. The purpose of the site visit is to measure the school's current operational health compared to charter, state, and service agreement requirements, to provide support and suggestions, and to identify best practices amongst schools. We are proud of our achievements for the SY14-15. Hoosier Academies went from an overall compliance score of 61% in SY 12-13 to a score of 81% in SY 14-15. Contributing to this 20% increase in score were significant improvements in several categories including state reporting and student records. The following is a list of review areas with the number of indicators and percent score for Hoosier Academies:

- Policies and Accountability, 47 indicators, 89%
- Reports and State Reporting, 11 indicators, 79%
- Certification and Human Resources, 19 indicators, 68%
- Membership and Student Accounting, 5 indicators, 93%
- Student Files and Record Management, 18 indicators, 72%
- Systems Management, 10 indicators, 77%
- Health and Safety, 9 indicators, 81%
- Performance Measures, 3 indicators, 78%

These results reflect a very high level overview of Hoosier's score with the various areas of review. The score for each category is an average of the individual indicators measured along with the overall percentage. The checklist used to measure Hoosier's overall compliance score was updated before the SY 14-15 site visit. The updated checklist:

- Includes a revised and more thorough version of the K12 Standards which added several indicators in each category.
- Places a focus on the presence of documented policies and processes for all applicable indicators.
- Includes indicators for any updates to applicable Indiana laws as well as indicators for any updates to the charter contract or service agreements.
- Applies extra weight to indicator scores related to Highly Qualified Teacher status and proof of state and national background checks for school staff. This impacts the score in the Human Resources category as well as the overall compliance percentage.

As a result of these changes, the updated checklist is more rigorous and detailed, holding the school to a higher standard of compliance. Nevertheless, as is evidenced by the most recent results, the SY 14-15 compliance score for Hoosier Academies is significantly higher than our SY 12-13 score and will continue to improve as a result of ongoing remediation efforts. The cycle of this our schools' remediation includes: an updated checklist and site visit biannually, a report on each site visit outlining strengths and areas for improvement, school response to the report and creation of a remediation plan which outlines specific processes and due dates for each item, and ongoing remediation efforts post site visit to address suggestions and close any gaps in compliance. The Head of Schools and appropriate administrative staff at the school manage remediation efforts in collaboration with the K12 Regional Compliance Director. This remediation is tracked against collaboratively set due dates and the remediation plan. As the schools address and complete the remediation plans, our score improves on regional and nationwide trackers designed to give us an overview of school health and compliance levels.

Our teachers have been very involved and are achieving great success. A few notable achievements include science teacher Erinn Drone



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who was the recipient of the Lowe's Toolbox for Education Grant to promote STEM concepts, created a STEM Workbook in partnership with Conner Prairie Interactive History Park, and served on the Virtual Instruction Content Advisory Committee for Indiana CORE Assessments for the Educator Licensure Item Review Conference. Paul Runyan, counselor, is on the IDOE Education Outcomes Task Force. Toni Beriault, second grade teacher, was named the 2015 K12 Teacher of the Year for the entire Northern Region. Additionally, 19 teachers were named National Blue Ribbon Study Island Teachers. Because of great staff members like these we want to improve staff engagement and build our leadership bench. Hoosier Academies recently implemented a "Focused Leader Academy" (FLA) initiative to do just that. We believe we should continually mentor the next generation, which is the purpose of FLA. It is important for our Head of Schools to spend a percentage of his time mentoring the next generation. For our FLA we started with the theory of action: IF we empower our teachers through leadership skill development... Then we will have teacher leaders ready to contribute to the success of Hoosier Academies and be an important part of our talent pipeline. The idea is that great minds and great motives still matter. Teachers with school and educational leadership aspirations have the opportunity to become part of a cohort, which will take part in monthly training and be part of supervised Focused Leadership Projects for the schools. The vision is that leadership is born out of those who are affected by it. Our mission is that leadership needs to appear anywhere and anytime it is needed. By institutionalizing this program we are giving emerging teacher leaders a legitimate place in the organization. We believe for high staff engagement we must be enabling our teachers to become leaders in the organization.

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# **Academic Plan 2015-2016**

## **Hoosier Academies High School**

Dr. Byron Ernest, Superintendent  
2855 N Franklin Rd  
South Entrance A  
Indianapolis, IN 46219-1347

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## Overview

### Plan Name

Academic Plan 2015-2016

### Plan Description

This academic plan focuses on key areas identified after reviewing the components of the state scorecard and completing our Self-Assessment. We were able to develop three significant areas that needed improvement. These areas are in Math, English Language Arts/Writing, and engagement. Due to being a Priority school and the need for improvement, we will be addressing all of these areas in our academic plan.

Our plan is focused around the concept of data-driven instruction and engaging our families. The concept of data-driven instruction is research-based and has been shown to have highly effective results in a short amount of time. In order for students to be successful academically we must have families engaged. As we outline the actions to improve the areas referred to above, we have a few key concepts that are consistent across the grades, subjects and student groups. Data-driven instruction is implemented successfully with three key components: assessment, analysis and action.

Assessment is addressed in our Academic Plan. These assessments meet the needs of our school to have reliable, valid and standards based data points on each of our students.

Analysis is addressed in almost every strategy. With the addition of the Instructional Coaches and the continued professional development, teachers will become expert data analysts in their areas and will be provided multiple opportunities to data conference and learn from the data to create action plans.

Action is the most important component of data-driven instruction and the driving force of this plan. The assessments and analysis help us to identify the areas of weakness and our struggling learners. The actions of what we do once we identify the needs will be key to the success of this plan. Planning and implementing effective instruction in a timely manner will be crucial to these actions.

When the three components of data-driven instruction; assessment, analysis, and action are put into place than a data-driven culture is formed.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Implement data-driven instruction to improve Math proficiency in state standards across all grades and students during the 2015-2016 school year.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$405000
2	Implement data-driven instruction to improve ELA/Writing proficiency in state standards across all grades and students during the 2015-2016 school year.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$405000
3	All students will be engaged in order to be academically successful during the 2015-2016 school year	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

## Goal 1: Implement data-driven instruction to improve Math proficiency in state standards across all grades and students during the 2015-2016 school year.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency with Indiana Academic Standards in Mathematics by 05/16/2016 as measured by Student mastery of the Indiana Academic Standards.

### Strategy 1:

Data Tracking System - Teachers will utilize a common data tracking system to consistently track and monitor student progress and growth (standards based).

Research Cited: Research-based best practices

Evidence of success: Implementation of data tracking system across all grade levels.

Activity - Virtual Data Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a virtual data wall and train teachers to utilize.	Professional Learning, Academic Support Program	09/28/2015	10/30/2015	\$0	No Funding Required	Academic Administrator s RTI Coordinator Title 1 Coordinator

### Strategy 2:

Grade Level Data Meetings - Regular data meetings with each grade level will be held and include grade level teachers, Interventionists, and Special Education teachers.

Research Cited: Data-driven instruction

Evidence of success: Meetings will be held on a regular basis and "Data Meeting Rubric" will be used to guide meetings.

Activity - Data Meeting Protocol/Expectation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meeting to discuss data meeting expectations/protocol. Emphasize process: Reflect on previous meeting Analyze data and student work Action Plan Adapt Teaching Re-assess	Professional Learning	10/05/2015	10/12/2015	\$0	No Funding Required	Academic Administrator s Title 1 Coordinator Special Education Coordinator

**Strategy 3:**

Administration Team Data Meetings - Administrators will meet together two times a month to discuss data.

Research Cited: Data-driven instruction

Evidence of success: Head of Schools and administrators are aware of strengths and areas of need based on data. .

Activity - Administration Team Data Meetings Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discuss and solidify format/protocols for administration data team meetings Emphasize process: Reflect on previous meeting Analyze data and student work Action Plan Adapt Teaching Reassess	Professional Learning	10/05/2015	10/12/2015	\$0	No Funding Required	Head of Schools Academic Administrators Title 1 Coordinator Special Education Coordinator RTI Coordinator

**Strategy 4:**

Direct Student-Teacher Interaction - Provide direct student-teacher interaction and enhance quality of direct instruction and instructional strategies.

Research Cited: Research-based instruction

Evidence of success: Growth on Benchmark Assessments

Activity - Communication to Families (Small Group and 1-1 Instruction)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communication Plan for small group/1-1 support to Learning Coaches	Parent Involvement	08/17/2015	05/23/2016	\$0	No Funding Required	Academic Administrators Title 1 Coordinator RTI Coordinator Special Education Coordinator

Activity - Instructional Coach Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional coaches will work with staff to implement best practices in working with students. Instructional Coaches will conduct informal observations/walkthroughs to discuss their observations and address any areas of need.	Professional Learning	10/05/2015	05/23/2016	\$120000	Other	Instructional Coaches Academic Administrator s Title 1 Coordinator
Activity - Supplemental Programming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to various intervention programs that integrate assessment, analysis, and action into the student's prescribed intervention plan and are individualized to each student.	Direct Instruction, Academic Support Program	09/07/2015	05/23/2016	\$35000	Title I Schoolwide	Title 1 Coordinator RTI Coordinator Academic Administrator s Special Education Coordinator
Activity - Interventionist Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will work with general education teachers to provide small group/1-1 support based on data.	Direct Instruction, Academic Support Program	09/21/2015	05/23/2016	\$250000	Title I Schoolwide	Title 1 Coordinator Interventionist s

**Strategy 5:**

Assessment - Students will complete Diagnostic and Interim Assessments that focus on state standards, objectives and skills to pinpoint individual student strengths and areas of need.

Research Cited: Data-driven instruction

Evidence of success: Student completion of Diagnostic and Interim Assessments

Activity - Diagnostic and Interim Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze and document results of Diagnostic and Interim assessments in order to easily identify students in need of additional support.	Professional Learning	09/14/2015	05/23/2016	\$0	No Funding Required	Academic Administrator s Title 1 Coordinator RTI Coordinator Special Education Coordinator



## Goal 2: Implement data-driven instruction to improve ELA/Writing proficiency in state standards across all grades and students during the 2015-2016 school year.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency with Indiana Academic Standards in English Language Arts by 05/23/2016 as measured by Student mastery of the Indiana Academic Standards.

### Strategy 1:

Data Tracking System - Teachers will utilize a common data tracking system to consistently track and monitor student progress and growth (standards based).

Research Cited: Data-driven instruction

Evidence of success: Mastery of standards

Activity - Virtual Data Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a virtual data wall and train teachers to utilize.	Professional Learning, Academic Support Program	09/28/2015	10/30/2015	\$0	No Funding Required	Academic Administrator s RTI Coordinator Title 1 Coordinator Special Education Coordinator

### Strategy 2:

Grade Level Data Meetings - Regular data meetings with each grade level will be held and include grade level teachers, Interventionists, and Special Education teachers.

Research Cited: Data-driven instruction

Evidence of success: Meets will be held on a regular basis and "Data Meeting Rubric" will be used as a guide for meetings.

Activity - Data Meeting Protocol/Expectation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Meeting to discuss data meeting expectations/protocol. Emphasize process: Reflect on previous meeting Analyze data and student work Action Plan Adapt Teaching Re-assess	Professional Learning	10/05/2015	10/12/2015	\$0	No Funding Required	Academic Administrator s Title 1 Coordinator Special Education Coordinator RTI Coordinator
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**Strategy 3:**

Administration Team Data Meetings - Administrators will meet together two times a month to discuss data.

Research Cited: Data-driven instruction

Evidence of success: Head of Schools and administrators are aware of strengths and areas of need based on data.

Activity - Administration Team Data Meetings Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discuss and solidify format/protocols for administration data team meetings. Emphasize process: Reflect on previous meeting Analyze data and student work Action Plan Adapt Teaching Reassess	Professional Learning	10/05/2015	10/12/2015	\$0	No Funding Required	Head of Schools Academic Administrator s Title 1 Coordinator RTI Coordinator Special Education Coordinator

**Strategy 4:**

Direct Student-Teacher Interaction - Provide direct student-teacher interaction and enhance the quality of direct instruction and instructional strategies.

Research Cited: Research-based instruction

Evidence of success: Growth on Benchmark Assessments

Activity - Communication to Families (Small Group and 1-1 Instruction)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Communication plan for small group/1-1 support to Learning Coaches	Parent Involvement	08/17/2015	05/23/2016	\$0	No Funding Required	Academic Administrator s Title 1 Coordinator RTI Coordinator Special Education Coordinator Grade Level/Department Teachers
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Activity - Instructional Coach Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will work with staff to implement best practices in working with students. Instructional coaches will conduct informal observations/walkthroughs to discuss their observations and address any areas of need.	Professional Learning	08/17/2015	05/23/2016	\$120000	Other	Instructional Coaches Academic Administrator s Title 1 Coordinator Special Education Coordinator

Activity - Supplemental Programming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to various intervention programs that integrate assessment, analysis, and action into the student's prescribed intervention plan and are individualized to each student.	Direct Instruction, Academic Support Program	09/07/2015	05/23/2016	\$35000	Title I Schoolwide	Title 1 Coordinator RTI Coordinator Academic Administrator s Special Education Coordinator

Activity - Interventionist Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will work with general education teacher to provide small group/1-1 support to students based on data.	Direct Instruction, Academic Support Program	09/21/2015	05/23/2016	\$250000	Title I Schoolwide	Title 1 Coordinator Interventionist s

**Strategy 5:**

Assessment - Students will complete Diagnostic and Interim assessments that focus on state standards, objectives, and skills to pinpoint individual student strengths and areas of need.

Research Cited: Data-driven instruction

Evidence of success: Student completion of Diagnostic and interim assessments.

Activity - Diagnostic and Interim Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analysis and documentation of diagnostic and interim results.	Professional Learning	09/14/2015	05/23/2016	\$0	No Funding Required	Academic Administrator s Title 1 Coordinator RTI Coordinator Special Education Coordinator

## Goal 3: All students will be engaged in order to be academically successful during the 2015-2016 school year

**Measurable Objective 1:**

collaborate to Identify the levels of engagement necessary for academic success by 05/23/2016 as measured by Engagment level.

**Strategy 1:**

Utilize OLS Tracker Tool - Teachers will use the OLS tracker tool to view engagement data.

Research Cited: Data-driven instruction

Evidence of success: Teachers will be able to utilize tool to gauge student engagement level.

Activity - OLS Tracker Tool Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained during an all staff meeting to utilize the OLS Tracker tools and plan for weekly use.	Professional Learning	10/05/2015	10/12/2015	\$0	No Funding Required	Laury Mayberry- K12 Regional Data Coordinator Academic Administrator s

**Strategy 2:**

FAST (Family Academic Support Team) Referral Process - Develop a clear and focused FAST referral process

Research Cited: Behavioral support

Evidence of success: Quality of FAST referrals

Activity - FAST (Family Academic Support Team) Referral Process Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on FAST referral process	Professional Learning, Behavioral Support Program	10/05/2015	10/19/2015	\$0	No Funding Required	Paul Runyan FAST Team

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Communication to Families (Small Group and 1-1 Instruction)	Communication Plan for small group/1-1 support to Learning Coaches	Parent Involvement	08/17/2015	05/23/2016	\$0	Academic Administrators Title 1 Coordinator RTI Coordinator Special Education Coordinator
Data Meeting Protocol/Expectation Training	Meeting to discuss data meeting expectations/protocol. Emphasize process: Reflect on previous meeting Analyze data and student work Action Plan Adapt Teaching Re-assess	Professional Learning	10/05/2015	10/12/2015	\$0	Academic Administrators Title 1 Coordinator Special Education Coordinator RTI Coordinator
Virtual Data Wall	Create a virtual data wall and train teachers to utilize.	Professional Learning, Academic Support Program	09/28/2015	10/30/2015	\$0	Academic Administrators RTI Coordinator Title 1 Coordinator

# Academic Plan 2015-2016

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Administration Team Data Meetings Training	Discuss and solidify format/protocols for administration data team meetings Emphasize process: Reflect on previous meeting Analyze data and student work Action Plan Adapt Teaching Reassess	Professional Learning	10/05/2015	10/12/2015	\$0	Head of Schools Academic Administrators Title 1 Coordinator Special Education Coordinator RTI Coordinator
Virtual Data Wall	Create a virtual data wall and train teachers to utilize.	Professional Learning, Academic Support Program	09/28/2015	10/30/2015	\$0	Academic Administrators RTI Coordinator Title 1 Coordinator Special Education Coordinator
Diagnostic and Interim Analysis	Analyze and document results of Diagnostic and Interim assessments in order to easily identify students in need of additional support.	Professional Learning	09/14/2015	05/23/2016	\$0	Academic Administrators Title 1 Coordinator RTI Coordinator Special Education Coordinator
OLS Tracker Tool Training	Staff will be trained during an all staff meeting to utilize the OLS Tracker tools and plan for weekly use.	Professional Learning	10/05/2015	10/12/2015	\$0	Laury Mayberry-K12 Regional Data Coordinator Academic Administrators
Data Meeting Protocol/Expectation Training	Meeting to discuss data meeting expectations/protocol. Emphasize process: Reflect on previous meeting Analyze data and student work Action Plan Adapt Teaching Re-assess	Professional Learning	10/05/2015	10/12/2015	\$0	Academic Administrators Title 1 Coordinator Special Education Coordinator

**Academic Plan 2015-2016**

Hoosier Academies High School

FAST (Family Academic Support Team) Referral Process Training	Staff will be trained on FAST referral process	Professional Learning, Behavioral Support Program	10/05/2015	10/19/2015	\$0	Paul Runyan FAST Team
Diagnostic and Interim Analysis	Analysis and documentation of diagnostic and interim results.	Professional Learning	09/14/2015	05/23/2016	\$0	Academic Administrators Title 1 Coordinator RTI Coordinator Special Education Coordinator
Communication to Families (Small Group and 1-1 Instruction)	Communication plan for small group/1-1 support to Learning Coaches	Parent Involvement	08/17/2015	05/23/2016	\$0	Academic Administrators Title 1 Coordinator RTI Coordinator Special Education Coordinator Grade Level/Department Teachers
Administration Team Data Meetings Training	Discuss and solidify format/protocols for administration data team meetings. Emphasize process: Reflect on previous meeting Analyze data and student work Action Plan Adapt Teaching Reassess	Professional Learning	10/05/2015	10/12/2015	\$0	Head of Schools Academic Administrators Title 1 Coordinator RTI Coordinator Special Education Coordinator
<b>Total</b>					<b>\$0</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Academic Plan 2015-2016**

Hoosier Academies High School

Interventionist Support	Interventionist will work with general education teachers to provide small group/1-1 support based on data.	Direct Instruction, Academic Support Program	09/21/2015	05/23/2016	\$250000	Title 1 Coordinator Interventionist s
Supplemental Programming	Students will have access to various intervention programs that integrate assessment, analysis, and action into the student's prescribed intervention plan and are individualized to each student.	Direct Instruction, Academic Support Program	09/07/2015	05/23/2016	\$35000	Title 1 Coordinator RTI Coordinator Academic Administrator s Special Education Coordinator
Interventionist Support	Interventionist will work with general education teacher to provide small group/1-1 support to students based on data.	Direct Instruction, Academic Support Program	09/21/2015	05/23/2016	\$250000	Title 1 Coordinator Interventionist s
Supplemental Programming	Students will have access to various intervention programs that integrate assessment, analysis, and action into the student's prescribed intervention plan and are individualized to each student.	Direct Instruction, Academic Support Program	09/07/2015	05/23/2016	\$35000	Title 1 Coordinator RTI Coordinator Academic Administrator s Special Education Coordinator
<b>Total</b>					<b>\$570000</b>	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach Observation	Instructional coaches will work with staff to implement best practices in working with students. Instructional Coaches will conduct informal observations/walkthroughs to discuss their observations and address any areas of need.	Professional Learning	10/05/2015	05/23/2016	\$120000	Instructional Coaches Academic Administrator s Title 1 Coordinator

**Academic Plan 2015-2016**

Hoosier Academies High School

Instructional Coach Observation	Instructional coaches will work with staff to implement best practices in working with students. Instructional coaches will conduct informal observations/walkthroughs to discuss their observations and address any areas of need.	Professional Learning	08/17/2015	05/23/2016	\$120000	Instructional Coaches Academic Administrator s Title 1 Coordinator Special Education Coordinator
<b>Total</b>					\$240000	



# **Self Assessment for Digital Learning Schools**

**Hoosier Academies High School**

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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.

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## 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: 2.67

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 has a process for review, revision and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success in the digital learning environment.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Purpose statements – past and present</li> <li>•Examples of communications to stakeholders about the institution's purpose (e.g., website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the institution's purpose</li> </ul>	Level 2

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.	<ul style="list-style-type: none"> <li>•Documentation that overviews methodologies used in the institution, instructional practices and expected outcomes</li> <li>•Institution philosophy about online teaching and learning</li> <li>•The institution's statement of purpose</li> <li>•Agendas and/or minutes that reference a commitment to the components of the institution's statement of purpose</li> <li>•Academic Plan               <ul style="list-style-type: none"> <li>-Supplemental Programs (SWAG- Students Working for Academic Growth, Title 1)</li> <li>-ULS- Unique Learning System Curriculum</li> <li>-FAST (Family Academic Support Team)</li> </ul> </li> </ul>	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 implement a documented, systematic continuous improvement process for improving student learning and the conditions of the digital environment that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student and institution performance. The profile contains analyses of data used to identify goals for the improvement of achievement and online instruction that are aligned with the institution's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•The institution continuous improvement plan</li><li>•The institution data profile</li><li>•Communication plan and artifacts that show two-way communication to personnel and stakeholders</li><li>•Agenda, minutes from continuous improvement planning meetings</li></ul>	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.**

Standard 1: Purpose and Direction

Areas of Strength

The vision of Hoosier Academies is to be a high-performance public charter school that combines traditional learning with technology to connect students, parents, and teachers in a 21st century learning community focused on results. The Hoosier Academy team of hard working, highly qualified staff, in partnership with families, strives for student mastery of a rigorous, research-based K-12 curriculum aligned to Indiana academic standards. Hoosier Virtual Academy puts public school accountability, teacher competence, and parent/family involvement at the center of student learning.

Our mission is to embrace a partnership with families that drives continued growth in student learning and builds a compelling foundation of family satisfaction, student achievement, and social enrichment. We embrace our culturally diverse school community and believe school accountability, teacher competence, and family involvement must be at the center of student learning and achievement.

Hoosier Academy Virtual School believes in serving Indiana public school students seeking highest caliber, individualized educational achievement. While serving the general student population, Hoosier Academy is designed to attract special populations such as high ability, those who struggle academically, students with behavioral needs, and students and families who wish to enhance their students' education through personalization and international interaction via engaging, effective use of technology. Additionally, Hoosier Academies believes in preparing today's learner to engage in life-long learning in an era of rapid technological innovation and change.

We communicate this vision, mission, and belief statement with fidelity to all stakeholders using newsletters, our website, k-mail (our internal school communication system), and email. Our vision, mission, and beliefs guide all our decisions. By doing this we are able to make the

## Self Assessment for Digital Learning Schools

Hoosier Academies High School

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students we serve and their families first and everything else second. Truly being guided by our vision, mission, and beliefs enables us to be immersed in what matters.

A key to the success of any organization is understanding what makes it distinct. At Hoosier Academies we are distinct because we are carrying out, as called for in the state constitution, education equally open to all and by all suitable means. We know in our case what makes us unique is the fact that students served by Hoosier Academy Virtual School are able to be fully online, statewide in all 92 counties. What also makes us distinct is that we have a 67% mobility rate for both the hybrid and virtual schools. We must embrace the fact that in many cases we are a short term solution to many of our students. This mobility may be because of health issues, bullying, differentiated learning needs, or other special circumstances. For many students we are the only available choice in a state that embraces school choice. Hoosier Academy Virtual School is beginning to make progress because we have begun to answer the question of what makes us different and really owning it. This realization has come about because we are focusing on the things our students and families tell us about what they believe we should be trying to accomplish for them. We have a long way to go but are making progress.

Our stories include a student who has been with us through 6th, 7th, and 8th grade because she was bullied at her local school but is going to try going back to her local high school next year. Another family, who I visited with recently in Gary, has their children enrolled in Hoosier Academies because they are scared to have the students walk to school. We also have students with medical conditions that do not allow them to be enrolled in a traditional setting and who are flourishing in our modality. Another story comes from starting a National Honor Society this year. The parents of a student with Down's Syndrome who was inducted stated there was no way their daughter could have been as successful, academically or socially, in a traditional setting. These stories demonstrate that Hoosier Academies is an interim solution for many families. We are a place for students to go for whatever length of time the family believes is necessary. Furthermore, more than one-half of parents of high school students and one-third of elementary students will choose this option to catch their child up academically.

In order to stay connected with our families and to have them be involved in the carrying out of the vision and mission, we formed a Parent Advisory Committee (PAC). The PAC's vision and goals are to: improve communication between families, administration, and staff; provide input for long term and short term planning; help resolve problems and issues; help mentor fellow Learning Coaches; and increase family participation in the Hoosier Community. In a year's time this committee has gone from being a gripe session to productive sessions where parents are able to inform and work alongside school leadership to make decisions with the students first. This collaborative work has resulted in improved policies for course substitution, improved school calendar, and weighted grades. The PAC also was a major part of our legislative days at the state house where we had teachers demonstrating teaching online. The parents gave first-hand accounts of the importance of this school choice for the children of Indiana.

For SY 15-16 School-Wide Back to School Expos were held in six locations across the state where staff, families, and students met in collaborative sessions to introduce school procedures, services and opportunities for training, coaching and mentoring. This is also an excellent forum to get information from families on how we are doing in terms of our purpose and direction. An aggressive week-long training session was held the week before school started and was guided by grade level Family Support Liaisons. Daily 1 hour sessions were provided during the first week, make up sessions during the second, and advisor follow-up ensured 100% of our families were onboarded before the August 17th, 2015 start date. We strategically made a change in our school calendar from previous years and started school two weeks later than most schools in Indiana. This allowed us to have the large influx of students that enroll during the first weeks of school already onboarded and enrolled prior to the start of school. Ongoing weekly sessions provide our families access to staff and training throughout the year. Parent partnerships are very important to us, as stated in our vision and mission and Hoosier Academies has worked hard to build these relationships with our families.

New Parent Orientations were revamped to include more training and less generalized information. We push out the general information via docshare in the Total View System. More specific training is given to new and returning learning coaches on attendance and grade checks.



## Self Assessment for Digital Learning Schools

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These orientations are done by school and conducted by the Academic Administrators - very much like an open house in a traditional school. Enrollment sends a welcome letter to all new approved students directing them to [hoosier.k12start.com](http://hoosier.k12start.com) and to let them know that a phone call, email, and kmail will be coming to them on the Monday morning of their first day. We have also developed a learning coach mentoring program for our parents. Our mentoring program connects new Learning Coaches with experienced Learning Coaches to gain support, encouragement, and the sharing of ideas, tips, and strategies. Each mentor has a brief biography that is listed with students' ages, strengths, interests, and where they live in the state. Parents (Learning Coaches) and staff have created Facebook pages specific to grade levels and local counties to connect, share ideas and local events open to all Hoosier Students and Families.

The Hoosier Academies academic plan also reinforces our vision, mission, and belief by focusing on key areas identified after reviewing the components of the state accountability grade. When reviewing actual proficiency as compared to our proficiency targets, we identified five significant areas that needed improvement: Math, English Language Arts, Writing, Science, and College and Career Readiness. The plan is focused around the concept of data-driven instruction. This concept is research-based and has been shown to have highly effective results in a short amount of time. As we outline the actions to improve the areas referred to above, we have a few key concepts that are consistent across the grades, subjects and student groups. Data-driven instruction is implemented successfully with three key components: Assessment, Analysis, Action, and Culture. Last year our professional development was themed around data-driven instruction. Our professional development included the following: Driven By Data book study (weekly), Data-driven instruction training, Teach Like A Champion Strategies training (weekly), Weekly walkthroughs of teachers with coaching, Weekly data chats reviewing data, Monthly data dashboard reviews with teachers, board, authorizer and K12, Inc., Regional academic support team.

The purpose of Hoosier Academies' teacher supervision and evaluation program is to ensure quality instruction and promote growth and success of the students and amongst the professional staff. The teachers in Hoosier Academies are well educated and committed professionals who strive to remain current in their instructional practices. The supervision and evaluation program is focused on these strengths. Teaching and learning is an extremely complex process. The teacher's knowledge and skills, the learning standards within each curriculum to be taught, the physical classroom setting, and the student's prior knowledge and ability to learn comprise the framework for students and teachers in their daily interactions.

The standards of effective teaching and professional performance are developed to support teachers and evaluators as they work together to provide quality educational experiences for students. Effective teaching can be observed, described, and evaluated. It is the primary responsibility of the teacher to work toward continuous improvement in instruction and professional performance; it is the responsibility of the evaluator to assist and support that effort. Reflection, collegial discussions, meaningful dialogue with evaluators, and the support of tailored professional support are key components in supporting teachers as they work to improve teaching and raising achievement levels in our schools. In order to aid the professional growth of our teachers we have also hired instructional coaches and developed an extensive coaching program for our teachers. Both Academic Administrators and Instructional Coaches will be conducting non-evaluative observation and feedback sessions using the classroom walk-through as a vehicle. The frequency of such informal and non-evaluative walk-throughs will be every other week for Instructional Coaches, with Academic Administrators making classroom visits in between their visits. Sample resources are included below. We use a rubric/checklist to analyze lesson plans and to observe a lesson in a classroom. There are two additional expectations in the rubric for Power Point lesson plans and individual lessons. We simply indicate for each Lesson Component if the lesson met the expectation for each sub section.

Hoosier Academy Virtual School currently operates Schoolwide Title 1 program. In previous years, Hoosier Academy Virtual School has operated a Targeted Assistance Title 1 program. In a school-wide program, all students in grades K-12 benefit from additional support and instruction in the area(s) of Reading and/or Math. Students are identified as "At Risk" by their performance on the DIBELS assessment, a standardized Benchmark assessment, ISTEP scores, NWEA scores, ECA scores, USA Testprep scores, and collaborating with the classroom teacher(s). Subject specific specialists provide extra support and attention to students whose progress and test scores show gaps

in skills. Once specific students are identified, the subject specific specialists begin working with students on a research-based program. Students work on this program for six weeks and progress is monitored during that time. Students must utilize the program at least three times a week for 30 minutes for a total of 90 minutes each week. Subject specific specialists also provide mandatory Class Connects at least three times a week for 30 minutes. During this process, parents are notified and progress is communicated. If a student responds to intervention strategies, the student can remain at this level of support or a specific plan is developed where the intensity and duration of the interventions are decreased when mastery of skills occurs. If a student does not respond/show progress while utilizing the intervention program then the frequency and/or duration of the intervention needs to be changed. The student continues to utilize the intervention program in addition to attending Class Connect sessions for the duration of four weeks.

If the student still does not respond/show progress while utilizing the intervention program and attending additional class connect sessions then the student changes from the current intervention program to a different intervention program and continues to attend class connect sessions held by the subject specific specialists. The intervention program in addition to the class connect sessions continue for the duration of six weeks. Students must use the intervention program at least four days a week for 30 minutes. Students must attend Class Connect sessions four to five days a week for 30 minutes. During this process parents are notified and progress is communicated. Depending on student response to more intensive interventions, a student may continue with intervention program and plan or may be referred for a meeting to determine if further diagnostic evaluations and possible Special Education services are warranted.

The Parent/Family Involvement piece is not only a required component of the Title 1 program, but is essential to the success of the Title 1 program. Hoosier Academies builds capacity for strong family involvement in order to ensure effective involvement of families and to support a partnership among the school, families, and the community to improve student academic achievement, though the welcoming of families, regular communication, support of student success, sharing power, promoting parent connectedness, and promoting family connectedness.

### Welcoming All Families

Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. Hoosier Academies strives to welcome all new families by sending welcome emails and conducting personal calls to guide each family through the orientation process. Hoosier Academies hosts live orientation sessions to ensure all families get a strong start. Families are also required to complete a "Welcome to Online Learning Course" at the beginning of the school year and tutorials are available on the Hoosier Academy Strong Start Website: <http://hoosier.k12start.com/>

### Communication

Families and school staff engage in regular, two-way, meaningful communication about student learning by providing multiple forms of communication to inform families of academic resources, opportunities, and events in school newsletters, the school website, daily and weekly teacher kmails, and course announcements. Family academic support and training is provided throughout the year during monthly family meetings, live help sessions, and through access to live and recorded class sessions. Families are encouraged to assess the effectiveness of the school and its teachers with the annual survey.

### Supporting Student Success

Hoosier Academies is deeply committed to the success and welfare of our students, families, and their communities. Our commitment to supporting student success begins with hiring Highly Qualified teachers that are dedicated to upholding the School-Family Compact that supports academic achievement. These commitments are reviewed throughout the year during Individual Learning Plan meetings between the families and the teachers.

### Sharing Power

Families and Hoosier Academies staff are equal partners in school decision making. Family participation and feedback is vital to Hoosier

## Self Assessment for Digital Learning Schools

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Academies' commitment to student success. Programs that promote equal partnerships include the TAC (Teacher Advisory Committee) and PAC (Parent Advisory Committee).

### Promoting Parent Connectedness

Hoosier Academies offers a wide variety of activities and events to connect parents. There are specific activities and events that are geared solely for parents with the mission to connect parents with one another.

### Promoting Family Connectedness

Hoosier Academies also offers a wide variety of activities and events that occur monthly where staff, students, and families are invited. Families get the opportunity to connect with other families in their region, staff members get the opportunity to meet their students and their families, and the students get to have fun with their peers! Hoosier Academies is dedicated to providing these outings.

Another program we piloted last year, as a program funded by K12, Inc., and have fully implemented this year is Students Working for Academic Growth (SWAG). This program is directly related to our mission of student growth. SWAG focused tutoring provides an opportunity for students to meet with teachers face to face to build their math and English skills and to better prepare for ISTEP+ and ECA Testing. Hoosier students are located all over the state of Indiana, so three strategic locations were selected for face-to-face tutoring; Indianapolis, Gary, and Bloomington. Students who attended were able to spend time with one another, work with other students, and get practice for testing.

Another area Hoosier Academies has made great strides in improving is in the area developing clear expectations regarding roles and responsibilities. Last year we continually worked from the essential questions of: what are these people doing? Are they doing the right things? Then, we continually made sure that everyone knew what the roles of each person were in regards to the vision, mission, and beliefs of Hoosier Academies. This environment where employees are empowered to create, collaborate, and do their jobs can only be realized when roles are clearly defined and all individuals understand his or her unique role in achieving the key performance indicators. They are able to showcase their abilities without the barriers of hierarchy. We prefer to organize Hoosier Academies in a lateral fashion, seeing people on an equal plane. This enables an integration of everyone's unique strengths. We believe in a lateral playing field where everyone leads. This enables everyone to do their jobs effectively without added steps of approval, but with the collaboration of others. We do not have independent programs, but a system of programs and processes that encompass our academic plan that involve different roles and responsibilities, that, must integrate easily.

### Areas In Need of Improvement

Having improved our operations greatly, we now need to address policy and documentation of processes procedures. The policy and documentation writing process considers activities that a successful organization engages in while producing policies and procedures. It also considers the organized storage of versions and has the latest version also clean and ready for use. Another consideration for the procedure revision stage is testing them. This calls for a comparison between the documented procedure and the actual process in order to ensure the procedure accurately reflects the process. There are two steps in testing. The first is to have a most appropriate subject matter expert available (the process owner or the most knowledgeable staff member) review the document and suggest appropriate revisions. Next, conduct a walk-through with the procedure. Here, someone not as familiar with process may be the best person for a walk through. Those very familiar with the process may not be bothered by unclear language or inaccuracies, because they already know the process very well. Those who actually have to rely on the procedure to accomplish the process will tend to provide a more accurate reflection of how well and how clearly the procedure describes the process. Having more of a novice use the procedure will help identify where the procedure has clarity issues or leads to a dead-end.

### Actions

In order for Hoosier Academies to continue to improve in our quest to provide highly effective learning for the students we serve we must

continue to improve in six areas that are considered paramount in achieving the vision, mission, and beliefs of our school.

First, highly effective schools have strong and effective school leaders whose primary focus is on establishing a culture of learning throughout the school. The school is organized, and resources are allocated, in pursuit of this overarching purpose. The Academic Administrator, with the support of the school leadership team, drives the development of school policies and sets and articulates goals for school improvement. A high priority is placed on professional learning, leadership and collaboration among all school staff. In highly effective schools, principals are in constant and meaningful communication with the school community and work to build partnerships beyond the school in pursuit of the school's objectives.

Second, in these schools learning is seen as the central purpose of school and takes precedence over everything else. High expectations are set for student learning, whether in classrooms or other learning contexts. There is a deep belief in the ability of every student to learn and to achieve high standards with appropriate and sensitive teaching. Class time is used as learning time; classrooms are calm and busy; and interruptions to learning are discouraged. Outstanding schools recognize and celebrate successful learning and high achievement.

Third, in highly effective schools, teachers have a thorough and up-to-date knowledge of their subjects and a deep understanding of how students learn particular subjects. This understanding includes an appreciation of how learning typically proceeds in a subject and of the kinds of misunderstandings learners commonly develop. In these schools, teachers know their students well: their individual interests, backgrounds, motivations and learning styles. These schools insist on the mastery of foundational skills such as reading and numeracy, and also work to encourage high levels of critical thinking, creativity, problem solving and teamwork. Teachers in highly effective schools encourage students to accept responsibility for their own learning and teach them how to continue learning throughout life.

Fourth, highly effective schools are characterized by outstanding school cultures. In these schools students have a sense of belonging and pride. They enjoy learning and are engaged and challenged. The school provides a physical and social setting that is safe, well organized and caring. Values of respect, tolerance and inclusion are promoted throughout the school and cultural and religious diversity are welcomed and celebrated. In such schools there is a strong commitment to a culture of learning and continuous improvement and an ongoing search for information and knowledge that can be used to improve on current practice.

Fifth, highly effective schools have well-developed systems for evaluating and monitoring their performance. They promote a culture of self-evaluation and reflection and collect and use data to inform decision making at all levels. They recognize the importance of providing meaningful performance information to a range of stakeholders, including parents. These schools place a high priority on the early identification and remediation of gaps and difficulties in student learning. They give timely feedback to students in forms that can be used to guide further learning, and they encourage students to develop skills in monitoring their own progress.

Finally, effective schools have high levels of family and community involvement. Families are encouraged to take an active role in discussing, monitoring and supporting their children's learning. Families are involved in setting goals for the school and in developing school policies. The school itself is seen as an important part of the local community and these schools often find ways to involve business and community leaders in the work of the school, as well as to establish partnerships with other agencies and businesses to advance school goals.

Not all people have the same expectations of schools and families often have different priorities for their children. Research suggests that families have a shared interest in seeing their children attend schools that are safe and supportive and in which their children are happy and learning. They also look to Hoosier Academies to promote values such as respect for others, honesty, tolerance, fairness and the pursuit of excellence.

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## Standard 2: Governance and Leadership

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

Overall Rating: 2.62

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.	<ul style="list-style-type: none"> <li>•Personnel handbooks</li> <li>•Student handbooks</li> <li>•Governing authority policies, procedures and practices</li> <li>•The board partners with a state of the art employee management operation, (EMO) that deals with implementing best practices to ensure an effective academic culture. In addition to the EMO agreement, the board engages in outside legal counsel for all contracts.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing authority operates responsibly and functions effectively.	The governing authority ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest. Governing authority member(s) participate in professional development regarding the roles and responsibilities of the governing authority and its member(s). The governing authority complies with all policies, procedures, laws and regulations.	<ul style="list-style-type: none"> <li>•Proof of legal counsel</li> <li>•Governing authority minutes relating to training</li> <li>•Governing authority policies on roles and responsibilities, conflict of interest</li> <li>•Board members participated in professional development with Dr. Brian L. Carpenter.</li> </ul>	Level 2

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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 protects, supports and respects the autonomy of leadership to accomplish goals for improvement in student learning and online instruction and to manage the continuous, digital operations of the institution. The governing authority maintains a distinction between its roles and responsibilities and those of leadership.	<ul style="list-style-type: none"><li>•Institution continuous improvement plan</li><li>•Communications regarding governing authority actions</li><li>•Agendas and minutes of meetings</li><li>•Roles and responsibilities of institution leadership</li><li>•Maintenance of consistent academic oversight, planning and resource allocation</li><li>•Our unique EMO contract strongly reinforces the arms length relationship and duties/obligations are well defined within the agreement. The governing body is constantly reviewing roles and responsibilities to understand their position as board member.</li></ul>	Level 3

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 align their decisions and actions with professional practices in digital education and toward continuous improvement to achieve the institution's purpose. They expect all students to be held to high standards in all courses of study and in digital literacy. All leaders and personnel are collectively accountable for the student experience, student engagement and learning in the digital environment. Leaders support innovation, collaboration, shared leadership and professional growth. The culture is characterized by collaboration and a sense of community within the digital learning environment.	<ul style="list-style-type: none"><li>•Student orientation recordings</li><li>•Academic policies and practices</li><li>•Examples of collaboration and shared leadership</li><li>•Survey results</li><li>•Examples of decisions in support of the institution's continuous improvement plan</li><li>•Digital literacy requirements for students</li><li>•Our personnel is accountable for student engagement and academic performance. Collaboration is seen between leaders and personnel, and they offer and create a strong sense of community for all families.</li></ul>	Level 3

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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.	<ul style="list-style-type: none"> <li>•Communication plan</li> <li>•Involvement of stakeholders in development of continuous improvement plan</li> <li>•Minutes from meetings with stakeholders</li> <li>•Examples of communication with stakeholder groups</li> <li>•Stakeholder participation in events</li> <li>•The school handbook illustrates the communication plan. In addition to having an effective communication plan, groups like PAC (parent advisory committee), have worked to improve school communication. Stakeholders have also participated in some of the 2015-2016 changes such as implementing a new school calendar and hybrid center days.</li> </ul>	Level 3

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.	<ul style="list-style-type: none"> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Representative supervision and evaluation reports</li> <li>•Job specific criteria</li> <li>•The leadership team has incorporated the thorough process for evaluation which can be seen in the 2015-2016 academic plan.</li> </ul>	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 methods to verify authenticity of student work on key assessments per course. The institution collects and monitors data on student engagement per course. The institution has evidence that the criteria for awarding grades, credits and/or the diploma are comparable to state or national norms. The institution reviews and updates policies and procedures.	<ul style="list-style-type: none"> <li>•Course completion and passing rate reports</li> <li>•Transcript review processes</li> <li>•Policies related to student authenticity of work, student integrity code, proctoring, student behavior and plagiarism</li> </ul>	Level 2



## Self Assessment for Digital Learning Schools

Hoosier Academies High School

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.	Operating procedures of the institution may be periodically questioned requiring clarification and substantiation. Some communications to some stakeholder groups are unclear, require clarification and/or are untimely, resulting in poor messaging.	•Grievance policy and practices •Website •Admissions policies and procedures	Level 2

**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.**

### Standard 2: Governance

#### Areas of Strength

Ensuring that the leadership has the autonomy to meet goals for achievement, online instruction, and to manage all operations effectively is a strength of the institution. Not only does the governing authority feel confident in supporting this autonomy, we also applaud our leadership's ability to engage stakeholders effectively in support of the institution. Listed below are some examples showing that the governing authority can facilitate leadership autonomy:

- School leadership presents monthly to the board on the progression of student achievement. Not only is the board being informed of the growth and challenges, but it also sees and has access to the detailed 2015-2016 Academic Plan.
- Leadership continues to target the information to what the board wants to know and see and follows up with board requests.
- In addition to the monthly academic report, the board is implementing an academic committee, consisting of board members who have a strong background in education, and understand academic growth and data analysis. This committee will increase the productivity for leadership and personnel as well as board meetings.

Being such a diverse institution, it takes great collaboration to ensure growth, both inside and outside the classroom. Listed below are examples illustrating our strengths in stakeholder engagement:

- Leadership created and implemented PAC (parent advisory committee), which has allowed for leadership to build a line of communication that is more personable with the families of the school. Monthly meetings are held face-to-face as well as virtually to discuss important matters that will directly impact and affect all families. PAC allows for leadership to get a better understanding of parent input.
- Surveys to all of the families are sent before leadership makes any final decision. This past school year, PAC and parent surveys helped leadership make important changes to the 2015-2016 school year such as an improved school calendar.
- Leadership coordinates and organizes testing location sites so that all families are within a 30 mile radius.
- The school hosts monthly community events throughout the state to create a sense of community for families and provide them with opportunities to seek guidance from leadership and personnel, and build relationships with other digital learning families.

#### Areas In Need of Improvement

An area of improvement we recognized early concerns governing authority operations and establishing policies and procedures for student engagement. We've made significant strides in revisiting and understanding roles and responsibilities and also with assessing student expectations.

We underwent a thorough review of the School Handbook this year to clarify student roles and responsibilities. Listed below are some of the actions chronicled in the handbook to improve expectations and clarification:

- Student discipline, bullying and cyber bullying policy, a truancy policy that aligns with the IDOE model, homework submission and

ClassConnect expectations.

- The institution established a partnership with Ivy Tech to offer dual credit courses for high school students.
- An option for students to substitute an elective course with an extra-curricular activity that they do (such as 4-H or the Indianapolis Children's Choir).

In addition to the improvements made at the institution level, improvements have also been made on governing operations. Listed below are some of the actions being taken to improve the governing body:

- Revisiting and providing clarification from legal counsel on policies and procedures as well as roles and responsibilities as the board grows to more representation.
- Organizing professional development to ensure all members understand the charter agreement, conflict resolution, decision-making, and roles and responsibilities as governing authority.
- Creating and implementing board committees to evaluate and ensure the functions of the institution are effective.

Action

- In addition to encouraging leadership and personnel to seek family input, the board is starting to engage more with our stakeholders by hosting board meetings off site, and becoming more of a presence at community events.
- The Board hired and supervises a Board Liaison who teachers, parents and administration can utilize to discuss areas that might need further Board involvement.
- The Board has expanded with a more formal committee process to ensure work gets completed outside the Board meetings. The Board meetings are intended as reporting sessions, rather than working sessions

### 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: 2.67

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"> <li>•Representative samples of student work across curriculum</li> <li>•Course catalog including prerequisites</li> <li>•Course syllabi with learning expectations</li> <li>•Course enrollment patterns</li> <li>•Teacher expectations</li> <li>•Course of study</li> <li>•Course learning guides</li> </ul>	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"> <li>•Assessment overview and results</li> <li>•Curriculum guides</li> <li>•Common assessments</li> </ul>	Level 3

## Self Assessment for Digital Learning Schools

Hoosier Academies High School

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.	Most teachers use online delivery and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers sometimes 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 in the instructional program but not commonly incorporated in courses or curricular areas. Teachers monitor student progress, provide feedback and sometimes provide instructional strategies and interventions that address student learning needs.	<ul style="list-style-type: none"><li>•Examples of teacher communication and feedback with students</li><li>•Teacher expectations and evaluation criteria</li><li>•Recordings of synchronous learning sessions</li><li>•Examples of student use of technology and media resources in their coursework</li><li>•Survey results</li><li>•Examples of teacher use of technology and media resources in their teaching practices</li><li>•Student work demonstrating the application of knowledge</li><li>•Instructional Coaching Job Description</li></ul>	Level 2

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.	<ul style="list-style-type: none"><li>•Curriculum guides</li><li>•Curriculum maps</li><li>•Peer or mentoring opportunities and interactions</li><li>•Administrative classroom audits and observation protocols</li><li>•Supervision and evaluation procedures</li></ul>	Level 3

## Self Assessment for Digital Learning Schools

Hoosier Academies High School

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.	A formal accountability process ensures that collaborative learning communities exist. All professional and support personnel participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across curricular departments and/or levels. The professional and support personnel have been trained to implement a formal process that promotes discussion about student learning. Learning from and using the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most personnel. Personnel indicate that collaboration causes improvement results in online delivery, instructional practice and student performance.	<ul style="list-style-type: none"><li>•Examples of improvements to content and instructional practice resulting from collaboration</li><li>•Common language, protocols and reporting tools</li><li>•Calendar/schedule of learning community meetings</li><li>•Recordings of synchronous collaboration sessions</li><li>•Agendas and minutes of collaborative learning committees</li><li>•Peer coaching guidelines and procedures</li><li>•Survey results</li></ul>	Level 3

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.	<ul style="list-style-type: none"><li>•Examples of learning expectations and standards of performance</li><li>•Course navigation flowchart</li><li>•Examples of assessments that prompted modification in instruction</li><li>•Samples of exemplars used to guide and inform student learning</li></ul>	Level 3

## Self Assessment for Digital Learning Schools

Hoosier Academies High School

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.	<ul style="list-style-type: none"><li>•Descriptions and schedules of mentoring, coaching and induction programs with references to institution beliefs and values about teaching and learning</li><li>•Professional learning calendar with activities for instructional support of new personnel</li><li>•Mentor/coach expectations</li><li>•Records of meetings and synchronous course observations</li><li>•Personnel manuals with information related to new hires including mentoring, coaching and induction practices</li><li>•K12 Inc. Training- Virtual New Teacher Training Face-to-Face New Teacher Training</li></ul>	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, implemented and evaluated. Systematic processes are in place to encourage families to contact teachers, administrators and personnel members in support of their children's learning. The institution provides families with continuous access to their children's learning progress. For adult students, the process provides the students with continuous access about their learning.	<ul style="list-style-type: none"><li>•List of varied activities and communications modes with families and adult students (e.g., information portal, websites, newsletters, parent meetings, open house, social media, emails)</li><li>•Calendar outlining when and how families are provided information on child's progress</li><li>•Parental/family/adult student involvement plan including activities, timeframes and evaluation process</li><li>•Survey results</li><li>•Communication logs</li></ul>	Level 4

# Self Assessment for Digital Learning Schools

Hoosier Academies High School

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 interaction with individual students, allowing them to build relationships throughout the student's educational experience. Most students participate in the structure. The structure allows personnel to gain insight into the student's needs regarding learning skills, thinking skills, life skills and safety within the digital learning environment.	<ul style="list-style-type: none"> <li>•Communication logs</li> <li>•Individualized Learning Plan (ILP)</li> <li>Homeroom Teams</li> </ul>	Level 2

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.	Most teachers use common grading and reporting policies, processes and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented across departments, levels and courses. Most stakeholders are informed of the policies, processes and procedures. The policies, processes and procedures may or may not be evaluated.	<ul style="list-style-type: none"> <li>•Sample report cards and progress reports for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes and procedures on grading and reporting</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	Professional and support personnel participate in a continuous program of professional learning.	Most 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. The program builds capacity among personnel who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> <li>•Schedules and agendas of professional learning activities</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> </ul>	Level 2

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 special populations of students based on proficiency and/or other learning needs (such as second languages). Personnel are familiar with 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 students within these special populations.	<ul style="list-style-type: none"> <li>•List of learning support services and student population served by such services</li> <li>•Examples of communication and services provided to student populations with special needs</li> <li>•Data used to identify unique learning needs of students</li> <li>•Training and professional learning related to research on unique characteristics of learning</li> <li>•Examples of implementation of student success strategies</li> <li>•Tutoring schedules</li> </ul>	Level 2

**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.**

### Standard 3: Teaching and Assessing for Learning

Hoosier Academies will address the needs of its students because it is premised on the belief that given a comprehensive and mastery-based curriculum, high expectations, state of the art technology, strong instructional support, collaborative community learning, guidance from experienced teachers, and a strong commitment from parents (or other responsible adults), a well-developed digital learning education program can help boost student achievement, serve the unique needs of students and families, and offer an innovative model for effective public education.

The academic philosophy of Hoosier Academies is based on using innovations in digital learning to create and harness the power of Individualized Learning Plans (ILPs). Students who struggle in a traditional educational learning environment do so for many reasons. Some of those reasons can be addressed through a virtual learning environment. We provide a learning environment that can be individualized for each student. A 5th grade student struggling in Math can attend live web based sessions for 4th grade Math in order to gain or master foundational skills. An advanced learner will be engaged through extended lessons, learning circles, and by advancing through the curriculum at his or her own pace while being guided by an Indiana licensed teacher.

Innovation, in our view, need not be tied to novelty. While full-time online education is certainly still in its early stages of development, it is not entirely novel. We recognize that virtual learning, in and of itself, is not new to the education world. However, as we move towards full-time, free-standing virtual charter schools with their own community of students, parents, teachers, administrators, and governing board members, we are engaging in an innovative K-12 public education model which uses virtual learning to give parents and students opportunities that haven't been fully accessible in public education in the past. With this model, students have the flexibility to work on a truly individualized schedule with an ILP, and educators have a viable solution to the problem that has plagued them for years - how to engage parents in their child's learning process.

We encourage the use of different and innovative teaching methods: optimal use of technology in learning and teaching, high quality instruction and curriculum, data-driven decision making, and focused instructional practices. Hoosier Academies' highly trained teachers have access to the tools they need to measure student achievement growth via ongoing student assessments with instant feedback to track student progress. Teachers have the time to work with students in small or one-on-one interactive breakout sessions and to have frequent direct contact with parents via regular telephone, web conference, and email communications. Our teachers have also created Pacing Guides for families, so they know where students should be at all times while matriculating through the curriculum. Curriculum maps were developed over this past summer K-12.

In addition to using the award-winning K12, Inc. curriculum, Hoosier Academies' teachers will also utilize the K12National Math Lab (NML), aimed at addressing students' weaknesses in math, which is a national concern. Designed by a team of curriculum and instruction specialists in cooperation with school leaders, the NML provides twice the usual coverage of math instruction to students in grades 5-11 who are identified as academically at-risk in math. In addition to the students' regular math coursework, students attend targeted synchronous mathematical instruction provided by highly trained math teachers four days per week. Other enhancements include innovative games and mobile applications. The methods mentioned above are only a small slice of the innovative teaching and learning methods that will be used at Hoosier Academies.



The K12 curriculum combines innovative online technology with, when appropriate, high-quality offline instruction and materials. Students in grades pre-K through 12 receive online lessons and assessments, as well as hands-on materials kits shipped directly to the student. These kits include related books (textbooks, workbooks, reference books, anthologies, learning coach and teacher guides), maps, and other hands-on activity materials such as phonics kits, science experiments, art supplies, math manipulatives, musical instruments, etc.

Most K12-produced print materials are delivered online as well--as PDFs or in eBook formats--and can be printed by the student. This dual format allows each school, family, and student to have online access to materials that, in many brick-and-mortar schools, are available solely in offline formats.

From kindergarten through 8th grade, K12 courses are categorized into six core subject areas: Language Arts/English, Mathematics, Science, History, Art, and Music. (See K-8 courses in Appendix and curriculum descriptions below.) In addition, K12 provides multiple levels of World Languages. The proprietary K12 curriculum includes all of the courses that students need to complete their core kindergarten through 8th grade education--embodied in more than 700 engaging lessons in each subject. All of these courses develop fundamental skills and teach the key knowledge building blocks or schemas that each student will need to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum for K-8 is mastery-based, with assessments built into every lesson to evaluate mastery and point the way to remediation or enrichment where appropriate.

Enhancements to the K12 K-8 curriculum include a variety of innovative games.-- There are now full "stand-alone" but instructionally integrated games in over 500 locations throughout core subjects in grades K-8--plus countless smaller, game-like interactives. The K12 inventory of games is growing each semester. K12 has also launched mobile applications for the iOS and Android devices, available as free downloads on iTunes and Google Play. The K12 inventory of games is growing each semester.

Grades in K-8 are determined based on how students perform on teacher graded and computer scored activities within each course. Graded activities may include: online or paper-based worksheets and practice sets, quizzes, exams (e.g. Unit, Semester, or Final Exam), threaded-discussions, essays, research papers, and other writing assignments, presentations.

Assignments will be teacher-graded or computer-graded, depending on the assignment. Teacher created assignments will have a due date determined by the teacher. If the student fails to turn in a teacher created assignment on time, the teacher may choose to deduct points from the assignment. During the semester students can view their grades in the Student Progress Report. Teachers, administrators and parents/mentors also have 24-7 access to grade information via course gradebooks.

Whether targeting a top-tier, four-year University, a local community college, or an immediate career, Hoosier Academies students choose from an array of appropriately paced course offerings in order to maximize their post-high school success.

K12 courses meet all graduation requirements, and the diversity of electives (from Anthropology to World Languages to Web design and a new broader array of vocational and STEM courses) is designed both to help students earn their high school diploma and find their own path to post-high school success. Math, English, Science, and History courses are offered in a range of levels (Core, Comprehensive, Honors, and Advanced Placement; see details below). Unlike other programs, where a student must be in a particular "academic path", the K12 program allows students to chart their own course, choosing from among the levels of courses to match their aptitude and goals. So, if a student excels in Math and Science, they may take all Honors/AP courses in those subjects, while choosing from among Core or Comprehensive versions of English and History courses. Or that pattern can be reversed, and mixed and matched. These multiple course levels prevent students from being "locked in" to one level of a particular subject, and reflect and support the natural progress and growth of each student.

Foundational and credit recovery courses are offered to meet the needs of diverse learners. K12 continues to invest in the high school curriculum to improve accessibility and interoperability with mobile devices. Most K12-produced textbooks, reference guides, literature readers, and lab manuals are now offered in a digital, online format (PDFs, eBooks) and are optimized for use with mobile devices. Plus, K12

## Self Assessment for Digital Learning Schools

Hoosier Academies High School

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has launched new mobile applications for the iOS and Android devices, available as free downloads on iTunes and Google Play. These apps include "K12 Algebra I Study and Review" and "K12 Periodic Table," which students can use to reinforce course concepts. The catalog of apps is growing quarterly.

By using the K12 high school curriculum, the school allows students to harness the power of individualized learning by choosing from the following levels of Math, English, Science, and History courses:

- Core courses: Topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.
- Comprehensive courses: Students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in Core courses.
- Honors courses: Students are held to a greater degree of accountability in which they must show even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Honors projects--emphasizing duration over time, group and collaborative work, and communication skills--are inspired by the principles embodied in the 21st Century Skills Initiative.
- Advanced Placement (AP) Courses: The K12 curriculum offers an AP array far larger than that in most conventional brick-and-mortar schools. K12 re-evaluates their AP catalog of courses in accordance with changing College Board guidelines, and student and school requests. AP courses are college-level courses that follow curriculum frameworks specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at many of the nation's colleges and universities.

K12 currently offers 19 Advanced Placement courses that have been authorized by the College Board. These courses were officially re-approved through the AP audit process in July 2014 for SY14-15 and SY 15-16. K12 shoulders the responsibility for ensuring that these courses maintain their official approved status with the College Board, reducing this burden on the individual school administration and faculty members.

Hoosier Academies also has "dual pathway" "dual credit opportunities for students to earn college credit while enrolled at Hoosier Academies: AP courses provide one path, but another lies in a dual-enrollment partnership with regional institutions, including a K12 national agreement with IVY Tech. We have articulated a structure for co-enrollment, in which students can earn high school credits and college credits at the same time. Students might earn such credit in a variety of ways, including direct enrollment in college classes at a community college or other post-secondary institution.

High School grades are determined based on how students perform on teacher graded and computer scored activities within each course. Graded activities may include: online or paper-based worksheets and practice sets, quizzes, exams (e.g. Unit, Semester, Final), threaded-discussions, essays, research papers, and other writing assignments, and presentations

Attendance quizzes or View Codes (Students with a 90 percent or above are not required)

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the semester students can view their grades in the Student Progress Report. Teachers, administrators and parents/mentors also have 24-7 access to grade information via course gradebooks.

K12 offers new teacher training in addition to Hoosier Academies' new teacher orientation. Virtual new teacher training includes Blackboard Collaboration training, use of virtual tools, and connecting with new teachers across the nation. Our internal training involves coming to our Indianapolis facility three days prior to school starting for professional development. Additionally, new staff are paired with a mentor to teach alongside with, learn the platforms, and be given personal assistance for hands-on learning.

Hoosier Academies has gone to an Instructional Coach model for teacher improvement and effective facilitation of learning. Traditionally, instructional coaches have played a rather narrow role in schools, usually working primarily one-on-one with another teacher. This work is important and coaches can be instrumental in developing the skills of teachers. But, if the conditions are right, coaches can work in several additional ways to support the transformation of a site.

Coaches can bring teams together in healthy ways, they can support teachers to increase their emotional resiliency, and they can facilitate systems change. For our Instructional Coaches to be effective we are providing ongoing professional development through our Regional Academic Support team. In order to effectively support teams, coaches need knowledge about team development, they need to know how to design and facilitate meetings, and they need skills to manage group dynamics and deal with conflict. The coach also needs to know how to develop the capacity of team members so that at some point they'll be able to take over the facilitation of their work together and the coach can leave.

At its core, instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning. Coaches also are often responsible for providing or arranging professional development activities for all teachers in Hoosier Academies. Our three Instructional Coaches all also have a specialized area for assisting Hoosier Academies as a whole: NWEA, DIBELS, and USA Test Prep.

Instructional coaching reflects the growing consensus about what constitutes high-quality professional development for teachers. It is job-embedded, addressing issues teachers face daily in their classrooms. It is ongoing, not a one-shot workshop. It is aligned to state standards, curriculum, and assessment. And its goal is twofold: improved instructional practice and improved student learning. This is accomplished at the core by a minimum of one walk through per week. A meeting then follows this with the Academic Administrator to coordinate the individual needs of teachers.

Our Instructional Coaches are experienced, highly accomplished, and well-respected educators. All of our Instructional Coaches have been teachers in a virtual setting for Hoosier Academies. Instructional Coaches must have credibility with teachers and administrators, the ability to juggle several roles, and the skills needed to work one-on-one with teachers as well as to oversee a wider professional development effort in the school.

The key to a successful coaching program is a trusting relationship between teachers and coaches, but training and support from administrators are vital as well. Instructional coaching is confidential, non-evaluative, and supportive. Instructional Coaches work one-on-one and in small groups with teachers on specific teaching strategies or problems, focusing on practical changes they can make in their classrooms. This ongoing one-on-one work is supplemented by other professional development activities, and skillful mentors often help support and extend the work of Instructional Coaches.

In order to achieve the goal of all teachers to be highly effective Hoosier Academies has an assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Hoosier Academies Teacher Evaluation Process. All teachers are evaluated annually in the domains of Planning, Instruction, and Professionalism. This is accomplished through weekly walkthroughs, two short evaluations, and two long evaluations each semester.

Every teacher is unique, and the classroom is a complex place. Our teacher performance plan relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on two major components as

required by Indiana Code (IC 20-28-11.5).

The first component is objective measures used to determine academic achievement and/or growth. These measures include the teacher's contribution to student academic progress, assessed through multiple measures of student academic achievement and/or growth, including Indiana Growth Model data as well as progress toward specific Student Learning Objectives using state, corporation, and school-wide assessments.

Secondly, there must be rigorous measures of effectiveness. This component focuses upon two key purposes:

1. To provide clear expectations for teachers: The rubric defines and prioritizes the actions that effective teachers use in their professional practice that have scientifically-based research linking such actions to gains in student achievements.

2. To support a fair and transparent evaluation of effectiveness: The rubric provides the foundation for assessing teacher effectiveness accurately along four discrete ratings.

The Hoosier Academies Teacher Effectiveness Process was drafted by a committee of teachers and administrators dedicated to strong, effective teaching based upon best practice. To draft the Hoosier Academies Teacher Effectiveness Plan (HATEP) Teacher Effectiveness Rubric, the committee examined teaching frameworks from numerous sources including:

- Charlotte Danielson's Framework for Teachers
- Robert Marzano's Classroom Instruction that Works
- Massachusetts' Principles for Effective Teaching
- North Carolina's Teacher Evaluation Process
- Tennessee's Framework for Evaluation and Professional Growth
- Washington DC's IMPACT Performance Assessment
- Florida's Student Success Act/Value Added Model
- Indiana's RISE

Our teacher evaluation committee also believes in the professionalism, dedication, and commitment found not only at Hoosier Academies, but in the teaching profession itself. To that end, HATEP is designed as a framework for ALL teachers to embrace as they strive for life-long growth and professional development.

Another area of priority to support student learning is family engagement. Our mentoring program connects new Learning Coaches, usually parents, with experienced Learning Coaches to gain support, encouragement, and the sharing of ideas, tips, and strategies. Each mentor has a brief biography that is listed with students' ages, strengths, interests, and where they live in the state. Parent Groups on Social Media Parents (Learning Coaches) and staff have created Facebook pages specific to grade levels and local counties to connect, share ideas and local events open to all Hoosier Students and Families.

Learning Coach (Parent) connection events are also offered. These events are held both virtually and face to face with the mission of connecting Learning Coaches with one another. Listed below are a few examples of events.

- Mom's Coffee (Virtual and Face-to-Face)
- Book Club (Virtual and Face-to-Face)
- Mom's Night Out

There are additional events that staff, students, and Learning Coaches can attend. Each month Hoosier Academies staff, students, and

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Learning Coaches (parents) gather together locally to celebrate successes, plan for the future, share tips and advice, and just have fun!

There is a wide variety of events statewide including:

-Professional Sporting Events

-Bowling

-Movies

-Mini Golf

-Pizza Parties

-Ice Cream Socials

-Roller and Ice Skating Events

-School Dances and Prom

-Game Nights

-Talent Show

-Library Days

-Park Picnics

-Museum Tours

K12's Parent Workshops cover topics from Learning Coaches working with students, working with the curriculum, rethinking strategies for schooling to rethinking home management, understanding the concepts and ideas of educational changes to understanding the educational technologies of today. Workshops topics include Microsoft Office, parenting, managing long days, and more. Parents will find it all in the Parent Network. Parents can even get help on help tuning their own math and writing skills, find other parents interested in cooking or saving money, and are given drop-in opportunities to ask questions of veteran parents who are schooling at home. K<sup>12</sup> communities and support groups allow parents to connect with other parents from K<sup>12</sup> schools all over the United States. <http://hoosier.k12start.com/for-parents/parent-support-clubs-and-community/>

Hoosier Academies's strong start website, <http://hoosier.k12start.com>, is for all families and has a wealth of start-up information and instructional videos on how to get started as a new family. Hoosier Academies' other website, <http://ha.k12.com/>, is for current and potential Hoosier Academies families and has a wealth of instructional information. Families can find out information about updates on events, resources, and school departments.

Because of leading a school in turnaround mode, it was obvious to our Head of Schools early that we did not have the bench strength for succession planning in most of our roles and responsibilities with our school. This was important to address if we were to ensure teacher effectiveness and student learning. Ideally, having the ability to test a number of people in highly responsible positions before making a decision is one of the safest approaches to succession. Amazingly, we just rolled out a program called "Focused Leader Academy" to do just that. We believe Hoosier Academies should continually be mentoring the next generation, which is what we are doing with our Focused Leader Academy. Our Head of Schools needs to spend time mentoring the next generation. An organization that is not capable of perpetuating itself has failed. An organization therefore has to provide today the men and women who run it tomorrow. We must renew our human capital. We must also steadily upgrade our human resources.

Really, the essential question when considering building the bench is: "What problems and opportunities are we likely to face as we expand globally?" For our Focused Leader Academy we started with the theory of action: IF we empower our teachers through leadership skill development... Then we will have teacher leaders ready to contribute to the success of Hoosier Academies and be an important part of our talent pipeline. This is an employee development and engagement program. The idea is that great minds and great motives still matter. Teachers with school and educational leadership aspirations will have the opportunity to become part of a cohort, which will take part in monthly training and be part of supervised Focused Leadership Projects for the schools.

The vision for this program is that leadership is born out of those who are affected by it. Our mission is that leadership needs to appear

anywhere and anytime it is needed. By institutionalizing this program we are giving our emerging teacher leaders a legitimate place in the organization. Hoosier Academies believes for there to be high staff engagement we must be enabling our teachers to become leaders in the organization. Improved engagement will improve teacher effectiveness thus improving student learning. We also believe in a strong employee leadership development program, such as our Focused Leader Academy, supported by an effective human resources organization.

### Areas in Need of Improvement

We must continue to embrace the fact that many of our students come to us as a short- term solution and we must meet them where they are and move them, academically, to where they need to go. Our Family Academic Support Team (FAST) must continue to provide ongoing accessible weekly training to all our students and learning coaches. FAST staff will be working daily with homeroom teachers to foster ideas for engagement with or student population. Homerooms are to engage their students weekly with homeroom sessions that are informative and exciting.

Additionally, we need to complete implementation of our Rtl process and services. This includes professional development for our teachers and doing informational sessions for our families. We have a position dedicated for providing leadership for this but the program has not been fully implemented. Because of the alternative/at risk nature of the students we have enrolled, we need to ensure that we are providing all the services possible for student success.

Finally, we must now move our teacher professional development from corrective action and needs for improvement to proactive areas. For example, we have done a good job of implementing data driven instruction from the standpoint of collecting data, analyzing the data, and creating a great culture, but now we need to work with our Academic Administrators and teachers on how to create and implement the action plans that will ensure student learning to affect performance and achievement.

### Actions

Hoosier Academies needs to develop and implement proactive, systematic ways to identify staff professional development needs. This should be done by combining walk through data, student data, and internal and K12, Inc. metric data. This includes professional development related to the implementation of our Rtl process.

## 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: 2.43

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 describe how leaders are to access, hire, place and retain qualified professional and support personnel. Roles and responsibilities support delivery of quality education. Leaders determine the number of personnel necessary to fill 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 most positions critical to achieve the purpose and direction of the institution.	<ul style="list-style-type: none"> <li>•Policies, processes procedures and other documentation related to the hiring, placement and retention of professional and support personnel</li> <li>•Institution budgets for the last three years</li> <li>•Documentation of highly qualified personnel</li> <li>•Documentation of student to teacher ratios</li> </ul>	Level 2

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.	<ul style="list-style-type: none"> <li>•Alignment of budget with institution purpose and direction</li> <li>•Reports related to course completion reports, graduation rates and achievement results</li> <li>•Documentation about how technology system implementation and changes are made</li> <li>•Examples of leadership efforts to secure necessary material and fiscal resources</li> </ul>	Level 3

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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	<ul style="list-style-type: none"><li>•Overview of internet safety and cyber bullying education program</li><li>•Learning inventory tools and results</li><li>•Reports with student retention rates, course passing and completion rates and student engagement data</li><li>•Placement tests and results to include student course assignments</li><li>•Examples of student success plans</li><li>•Student 'netiquette' policy</li></ul>	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 most of the educational programs. Students and personnel make judgments about the quality of information and media accessed online. The institution has procedures for reviewing, monitoring and approving internet-based sites and resources that support the educational programs. Personnel are available to assist students with information retrieval and in the use of media and technology.	<ul style="list-style-type: none"><li>•Budget related to technology, media and information resource acquisition</li><li>•Technology security and usage policy and practices</li></ul>	Level 2

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 most stakeholders. Personnel have a technology plan to support innovation in curricular design and delivery of instruction, technology services and infrastructure.	<ul style="list-style-type: none"><li>•Policies relative to technology use</li></ul>	Level 2



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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.	<ul style="list-style-type: none"><li>•List of support services available to students(e.g., technology training, internet safety and cyber bullying education, tutoring and support in applying online learning strategies)</li><li>•Overview of student induction program</li><li>•Admissions policies and practices</li><li>•Enrollment packet</li><li>•Assessment system for identifying student learning needs</li></ul>	Level 3

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 procedures to identify the counseling, assessment, referral, educational and career planning needs of students. Personnel provide programs for monitoring, advising and planning for student success in the digital learning environment when possible. The institution utilizes resources to support student learning needs. Personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented when needed to meet the needs of all students.	<ul style="list-style-type: none"><li>•Description of IEP process</li><li>•List of extracurricular activities and services available to students related to educational and career planning</li><li>•FRC Job Description</li><li>•FSL Job Description</li></ul>	Level 2

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.

### Standard 4: Resources and Support Systems

#### Areas of Strength

For this standard it is appropriate to start with one of the most important areas of improvement that Hoosier Academies has made in the last year. In September of 2014, our Head of Schools, Dr. Byron Ernest, asked Paul Runyan (counselor and FAST Coordinator) to begin a dialog with Ms. Cathy Danyluk, the Chief State Attendance Officer with the Indiana Department of Education. Beginning with a phone call, Mr. Runyan started presenting each piece of our attendance and engagement process to Ms. Danyluk for review. We soon found that although there were challenges in applying state law to fully virtual and blended school programs, we still shared many of the common engagement and retention issues of traditional "brick and mortar" school corporations.

At this point, we focused on common ground to ensure we were in compliance with Indiana truancy law. Issues such as missing ten days of instruction and not communicating with the school were easy fixes. As we delved further into how a virtual school works, we found that it was difficult to identify students who were falsely logging hours and how to with fidelity capture that this was indeed truancy. We met with Cathy in person where the principal of another virtual school was in attendance as well. We shared with Ms. Danyluk our struggles with engaging

students who are hours away and behind a computer all day. It was agreed that as a virtual school we had some differences in determining who was truant and who was not. After several revisions, we had a solid process in writing by the end of 2014. Hoosier Academies then made decision to hire a full-time truancy officer for Hoosier Academies. This person was an internal candidate with experience as a probation officer who had worked for the Marion County court system.

It was then that our truancy process was fully implemented, with all processes and procedures being vetted by the state truancy officer. In February of this year, our truancy officer began in their position and began ensuring that the entire school was compliant with state truancy laws. We were in compliance from the moment that we had our initial discussion with Ms. Danyluk, but now we had a full-time position to own our truancy process. The entire school now had a resident expert directing and coordinating our truancy, clearing house, Bureau of Motor Vehicles (BMV), and coordination with local courts if necessary. Out of these discussions, we also were able to develop a team called FAST: Family Academic Services Team.

This team consists of a coordinator, a truancy officer, a family resource coordinator, and seven grade level family support liaisons. The FAST coordinator provides team direction, gathers engagement metrics, reports to administration and the board, develops and implements team training, and ensures we meet K12 onboarding metrics, as well as state compliance. The family resource coordinator, FRC, drives our McKinney-Vento initiatives, and helps families with severe needs obtain resources to help their student succeed academically. This includes clothing donations, and replacement of school supplies due to theft, fire or other loss of property. They travel statewide to our Title 1 and SWAG (Student Working to Achieve Academic Growth) math and English tutoring sessions, All-Pro Dads, and many other activities that connect our families to local resources. The family support liaisons (FSL) provide training to new and returning students and families, weekly Q & A sessions, informal back on track plans (iBots) and continued support as detailed below. Our mission is to increase student engagement, to promote positive student outcomes, and to reduce our student mobility rate.

The FAST Team also developed an Onboarding Process Internal Job Aid which includes

1. The Welcome Wagon (6 Caito Teachers) calls all on the Omnibus each week to welcome new families and to tell them their start date. This is tracked via Google Docs. Only limited questions are answered, as this is not an ILP Welcome Call or Orientation call, but just a "Welcome to Hoosier and you start on xx/xx/xxxx call."
2. The Friday before each cohort, we send a mass robo-dial and mass email to all new learning coaches.
3. Before 9AM on the Monday Cohort Start, each grade level FSL sends a targeted kmail to new families with onboarding details, titled "Training Information for New Families". The onboarding form is very concise, and we ask that they complete it on their "Move In" Monday so they can check kmails in the Monday PM and get started Tuesday morning with their classes.
4. Before 9AM on the Monday Cohort Start, each grade level FSL sends a weekly "I am your Family Support Liasion" kmail to their grade level with tips, tricks, top ten lists, fun facts, and student highlights (first name only). The FSL might also share appropriate personal information to build rapport with families.
5. We look at our onboarding survey weekly and call all families when they rate their understanding at a 5 or below, we kmail 6-7 and invite them to our support sessions.
6. Every Tuesday at Noon and every Thursday at 7PM, we have a Q&A session tied to all ORN010 and Welcome to online learning classes, every student, learning coach and admin sees these in their Class Connect session.
7. We gently follow up after we audit the Welcome to online learning actual data and ask families to complete their onboarding as it will benefit their child. We do not use the words mandatory or lock if they do not complete, but we follow up at least 1 time to ask for completion.
8. We use the FAST data tracker (in development and limited due to TVS not currently tracking attendance and engagement) to create iBots (Informal Back on Track) plans to engage and motivate students. FSL's create schedules, do 1 on 1 training, encourage students, provide guidance with minor technical and system issues and are the coordinators of information on "Where to go" with all our families and staff.
9. Our FRC works with homeless families, All Star Dads, Title 1, Community events and other resourcing initiatives and our Outreach FAST coordinator uses privately donated funds to help support as many families as possible.

10. Our truancy compliance monitor works with the entire school to ensure compliance with Indiana truancy laws, conducts truancy hearings, creates formal BOT's, works with CPS and other governmental agencies, and provides engagement data to the FAST team and other stakeholders.

11. Homeroom teachers in the Hybrid center monitor formal BOT's (virtual homerooms) and report to the truancy compliance monitor student engagement data compliance. They call, engage, and monitor student and family involvement to help prevent expulsions.

Through the development and implementation of our FAST program, we discovered many students and families who were in need of assistance. Because of this the Hoosier Academies FAST Outreach Initiative was started. Born of a desire to assist our families impacted by homelessness, severe financial challenges, natural disasters, and personal tragedy, FAST Outreach is the philanthropic arm of our Family Academic Support Team (FAST). Buoyed by a 10-member FAST team including a Family Resource Coordinator charged with providing resources to our homeless population and families in need, FAST Outreach is touching families in need across the state of Indiana.

Hoosier Academies teacher, Greg Blatz, is the FAST Outreach Coordinator working in the trenches to secure volunteers and resources for outreach initiatives. Colleagues have come forward to assist with and contribute to our initiatives, expanding our reach across the state in one short year since the birth of FAST Outreach. A team of FAST Family Service Liaisons (FSLs) and homeroom teachers make referrals to the Family Resource Coordinator, who in turn, coordinates with the FAST Outreach Coordinator to garner the necessary resources.

Families in need can be provided food care packages, clothing, baby and infant care packages, gas cards, gift cards, lodging, and utility assistance to avoid shutoff and possible homelessness. Below is a sampling of the types of situations FAST Outreach is equipped to provide outreach services to upon referral to the Family Resource Coordinator by the FSLs and homeroom teachers:

- Fire damaged homes and belongings
- Flood damaged homes and belongings
- Wind damaged homes and belongings
- Temporary homelessness or intermittent homelessness
- Severe financial challenges
- Personal tragedies such as loss of life or a major medical events

FAST Outreach gives Hoosier Academies the resources to make a difference in the lives of our own families when they experience some type of setback or tragic situation needing a caring and loving response.

Another program that is proving very worthwhile in supporting our students is Students Working for Academic Growth (SWAG). The goal of the SWAG program is to provide students in grades K-12 with face-to-face interaction and focused support to better prepare students for standardized testing and success. During these sessions, students will interact with teachers and other students through a combination of direct instruction, group collaboration, and independent practice to build knowledge and test taking strategies to be more successful on state mandated testing. The SWAG program seeks to provide Learning Coaches with resources and support in testing and curriculum in order to help their child to be successful at Hoosier Academies. Five regional centers have been secured across the state of Indiana based on where large groups of Hoosier families are located. Three SWAG teachers will be assigned to each regional center to offer support to the Learning Coaches and students. SWAG is open to ALL Hoosier families. Homeroom, Special Education, and Title 1 teachers will also personally invite these targeted students:

- Students that did not pass ISTEP +, ECA, or IREAD-3.
- Students with "Below Average" RIT score on NWEA.
- Students that have an IBOT (Informal Back on Track) plans that require academic support.

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- Students that may need support with RTI interventions

We strategically selected five locations across Indiana based on a map plotted with our student populations in all 92 counties. The SWAG locations for SY 15-16 are:

Indianapolis

Hoosier Admin. /Hybrid Center

2855 N Franklin Rd

Indianapolis, IN 46219

Fort Wayne

Salvation Army

2901 N Clinton St

Fort Wayne, IN 46805

Merrillville

Salvation Army

4800 Harrison St.

Merrillville, IN

Evansville/Newburgh

8887 High Pointe Dr.

Newburgh, IN 47630

(Bellmore Commons-

Indiana All -Star Driving School)

South Bend

Kroc Center

900 W Western Ave

South Bend, IN 46601

\*\*Information about the SWAG program is also included on the Title 1 Weebly Page: <http://hoosiertitle1.weebly.com/swag.html> and the Hoosier Academies website: <http://ha.k12.com/how-it-works/swag-program> \*\*

In order for all of our programs to be successful, our teachers must have the technology needed to teach in a virtual environment. In SY 14-15 a policy of an every three-year replacement for teacher laptops was implemented. An analysis of all teacher laptops was completed, and 92 laptops were replaced for the start of SY 15-16. Once again, budget decisions were based on what is needed to best serve our students - in this case, our teachers having the technology necessary to be highly effective.

Because of the importance of Title I funding as a resource and support system for our students, Hoosier Academies hired a Title I Coordinator for SY 14-15. The Title 1 Coordinator will work in a team-oriented environment to implement and manage the Title 1 program, as well as provide assistance to improve school-wide planning, budgeting, and needs analysis to support school improvement strategies and evaluation measures to meet the requirements of the ESEA (Elementary and Secondary Education Act). The Title 1 Coordinator will collaborate with the RTI Coordinator to identify students needing additional support and will assign a case load of students to the Title 1 staff. The Title 1 Coordinator will supervise, evaluate, and coach the Title 1 staff.

The essential functions, duties, and performance responsibilities of the Title I Coordinator are:

- Provide direction in formulating, implementing, and coordinating the Title I programs to achieve district goals and objectives.
- Collect, organize, and compile information necessary for project reports, intervention activities, and program performance evaluation.
- Prepare the district's annual Title I consolidation application, budget, and reports required by Local, State, or Federal education officials.
- Work with stakeholders to develop programs, activities, and events geared to reach families.
- Communicate with all stakeholders on a regular basis (staff, students, and parents) in regards to the Hoosier Academy Title 1 Program (information about program, workshops, events, budget, etc.).
- Assist with providing professional development opportunities to Title I staff members.
- Manage the SWAG (Students Working for Academic Growth) program and supervise the SWAG team.

The Title 1 Teacher/Interventionist will work in a team-oriented environment to carry out the goals of the Title 1 program by providing data driven instruction in math and/or reading for at-risk students in a 1:1 or small group setting. The Title 1 Teacher/Interventionist will monitor data, communicate progress and collaborate with administration, teachers, students, and learning coaches. The Title 1 Teacher/Interventionist will also provide support in special projects by the direction of the Title 1 Coordinator, which may require occasional travel.

The essential functions, duties, and performance responsibilities of the Title I Teacher/Interventionist are:

- Prepare effective and engaging online lessons for at-risk students, based on data.
- Schedule class connect sessions for students.
- Monitor data and run reports.
- Communicate progress with administration, teachers, students, and parents/learning coaches.
- Guide and provide support for students and learning coaches.
- Track weekly attendance.
- Attend all required meetings, professional development, and training.

**\*\*Additional information about the Title 1 Program can be found on the Title 1 Weebly page: <http://hoosiertitle1.weebly.com/about.html> \*\***

Hoosier Academy Virtual School has a school wide Title I program. All students in grades K-12 will be able to benefit from additional support and instruction in the areas(s) of Reading and/or Math. Students are identified as "At Risk" by their performance on the DIBELS assessment, a standardized Benchmark assessment, ISTEP scores, NWEA scores, ECA scores, USA Testprep scores, and collaborating with the classroom teacher(s). Subject specific specialists provide extra support and attention to students whose progress and test scores show gaps in skills. Once specific students are identified, the subject specific specialists begin working with students on a research-based program. Students work on this program for six weeks and progress is monitored during that time. Students must utilize the program at least three times a week for 30 minutes for a total of 90 minutes each week. Subject specific specialists also provide mandatory Class Connects at least three times a week for 30 minutes. During this process, parents are notified and progress is communicated. If a student responds to intervention strategies, the student can remain at this level of support or a specific plan is developed where the intensity and duration of the interventions are decreased when mastery of skills occurs. If a student does not respond/show progress while utilizing the intervention program then the frequency and/or duration of the intervention will be changed. The student continues to utilize the intervention program in addition to attending Class Connect sessions for the duration of four weeks.

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If the student still does not respond/show progress while utilizing the intervention program and attending additional class connect sessions then the student changes from the current intervention program to a different intervention program and continues to attend class connect sessions held by the subject specific specialists. The intervention program in addition to the class connect sessions continue for the duration of six weeks. Students must use the intervention program at least four days a week for 30 minutes. Students must attend Class Connect sessions four to five days a week for 30 minutes. During this process parents are notified and progress is communicated. Depending on student response to more intensive interventions, a student may continue with the intervention program and plan or may be referred for a meeting to determine if further diagnostic evaluations and possible Special Education services are warranted.

Our Hoosier Academies Title I Compact reads as follows: School personnel of Hoosier Academies and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the parents, staff, and students will build and develop a partnership that will help children achieve high standards.

Hoosier Academies agrees to carry out the following to the best of our abilities:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Indiana's student achievement standards. Appropriate and differentiated instructional lessons will be provided to increase student achievement in Reading and Mathematics.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff. Parents may contact staff members via phone or email and communication will be returned in a timely manner.

Title 1 Teachers agree to carry out the following to the best of our abilities:

Provide remediation to qualifying Title 1 students in the areas of Reading and/or Mathematics.

Communicate to families about their child's progress in Reading and/or Mathematics.

Guide parents to help their children with home learning activities.

Help educate parents to assist in social, emotional, and academic success.

Families agree to carry out the following to the best our abilities:

Ensure my child attends Title 1 Class Connect sessions and completes the minimum required weekly times in appropriate or assigned programs (MindPlay/Reading Eggs/Imagine/iReady/Math Whizz/USATestprep).

Stay informed about my child's education and communicating with the school by promptly reading all notices from the school and responding, as appropriate.

Read to my child or encourage my child to read every day.

Students agree to carry out the following to the best of our abilities:

Attend Class Connect sessions regularly.

Complete the minimum required weekly times in appropriate programs (MindPlay/Reading Eggs/Imagine/iReady/Math Whizz/USATestprep).

Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.

Do my best at all times.

The majority of the funds that Hoosier Academy Indianapolis and Hoosier Academy Virtual Charter received are allocated to staffing. Another large portion of the funds are utilized for Parent/Family Involvement. Funds set aside for Parent/Family Involvement include the cost of renting various facilities across the state, materials for the parent/family events, and mileage costs that Title I teachers accrue for traveling to events. A portion of the Title I funds is also allocated for research-based programs that are utilized by staff.

While we do not have a large population of English as a second language students, Hoosier Academies will ensure programs of instruction for English language learners (ELL) shall include formal instruction in English language development through a clearly defined ELL program; and instruction in inclusion, core content academic subjects to provide ELLs with access to the regular curriculum. ELL classes will be developed and provided daily as part of the student's schedule for identified as entering through expanding language acquisition level. For those students identified as Bridging or Reaching, ELL class time will be based on the student's individual language needs. Students will be placed in small ELL classes, based on grade, age and language acquisition need, as determined by the W-APT and ACCESS WIDA assessments, plus classroom performance and progress monitoring data. Hoosier Academies will take proper precaution, in creating ELL class schedule, ensuring that ELL classes do not interfere with each student's Core Class Connect "live" class sessions. All ELL students will attend math, science, social studies and other general education classes required. ELL pull-out classes will be delivered by highly qualified ELL teachers who meet Department of Education licensure and certification requirements and who are trained in the delivery of instruction to ELLs.

Hoosier Academies will use a variety of support programs for language acquisition support. All programs will offer one or more of the following areas of support: vocabulary, reading comprehension, literacy analysis, grammar, speaking, listening and writing lessons for identified ELL learners. All programs are aligned to IN standards and will offer an online component, including live, interactive lessons and progress monitoring. In addition to online independent activities, the ELL teacher can create interactive lessons using a virtual classroom. Using the course materials, teachers can screen share lessons to instruct small groups of students with common language needs or can meet individually with a student. Specific programs that will be used is Learn Zillion <https://learnzillion.com/> , Close Reading in grades 2-12, SAS Curriculum <https://www.sascurriculumpathways.com/portal/> Reading Record in grades K-5 and ELL Reading Smart <http://welcome.ELLreadingsmart.com/> in grades 4-12. . Using the data from on line independent lessons, teachers then can create targeted "live" virtual lessons to address individual students' area of language acquisition need.

For Level 1 students (Entering/Emerging): Students in grades K-5 will receive pull-out instruction with the ELL teacher 3 days a week for a minimum of 30-45 minutes and will use the computer-based language development curriculum (ELL Reading Smart) for 30 minutes a day, 5 days a week. Students in grades 6-8 will receive pull-out instruction with the ELL teacher 3 days a week for 45 minutes and will use ELL Reading Smart for 60 minutes a day, 5 days a week. Students in grades 9-12 will receive pull-out instruction with the ELL teacher 3 days a week for 60 minutes and will use ELL Reading Smart for 60 minutes a day, 5 days a week.

For Level 2 students (Developing): Students in grades K-5 will receive pull-out instruction with the ELL teacher 3 days a week for a minimum of 30 minutes and will use ELL Reading Smart for 30 minutes a day, 3 days a week. Students in grades 6-8 will receive pull-out instruction with the ELL teacher 3 days a week for 45 minutes and will use ELL Reading Smart for 30 minutes a day, 3 days a week. Students in grades 9-12 will receive pull-out instruction with the ELL teacher 3 days a week for 60 minutes and will use ELL Reading Smart for 60 minutes a day, 3 days a week.

For Level 3 students (Expanding): Students in grades K-5 will receive pull-out instruction with the ELL teacher 2 days a week for a minimum of 30 minutes and will use ELL Reading Smart for 30 minutes a day, 3 days a week. Students in grades 6-8 will receive pull-out instruction with the ELL teacher 2 days a week for 45 minutes and will use ELL Reading Smart for 45 minutes a day, 3 days a week. Students in grades 9-12 will receive pull-out instruction with the ELL teacher 2 days a week for 60 minutes and will use ELL Reading Smart for 60 minutes a day, 3 days a week.

In efforts to move our Level 4 ELLs (Bridging/Reaching) to Fluent English Proficiency, students will continue to receive a pull- out services weekly and will use the computer-based language development curriculum. Level 4 students in grades K-12 will receive pull-out instruction with the ELL teacher 1 day a week for a minimum of 60 minutes and will use ELL Reading Smart for 30 minutes a day, 4 days a week.

Level 5 (Fluent English Proficient) students will be formally monitored for a two-year period prior to exiting the ELL program to ensure they are keeping up with their mainstream peers through quarterly review of classroom, test and overall academic performance. Parents will be notified of the exit and reclassification criteria for ELL students.

In order to effectively teach language through academic content, it is necessary for content area and the ELL teacher to work and plan together. Collaboration between ELL and classroom teachers is one of the best ways to serve English Language Learners. The ELL teacher will consult regularly with content area teachers who work with ELLs using academic language development strategies. Classroom teachers will be taught how to incorporate the WIDA Standards into their daily lessons allow for meaningful, comprehensible access to classroom content and instruction in all core content classes. Because of the unique nature of the virtual teaching environment, teachers can easily find and schedule mutual planning time to collaborate and discuss student progress monitoring data to address any individual student need.

In addition to regular collaboration, professional development for all staff specifically working with English Learners is built into the professional development calendar for ELL Growth and Development in the areas of WIDA Can Do Descriptors and Working with ELL Students and Differentiation, Can Do Descriptors and Supporting ELL Students, and Sheltered Instruction Observation Protocol (SIOP). Teachers will also be given opportunities to attend the state's annual INTESOL Conference and State EL Conference.

To address the need to implement a strong Response to Intervention/Instruction Program (Rtl) at Hoosier Academies, it was determined Coordinated Early Intervening Services Funds would be voluntarily used to fund a position for oversight of the intervention process. Coordinated Early Intervening Services Funds may be allocated as part of the Federal Part B 611 Special Education Grant. The focus of the coordinated early intervening services was grade K-12, however, initial focus would be for grades 3-5 in the areas of reading, math, and/or behavior. The projected number of students who would receive support as part of this plan would be approximately 300.

The purpose of the Rtl Coordinator position is to ensure that struggling and at risk general education students (particularly K-3) attending Hoosier Academies are identified and receive appropriate and scientifically based interventions to address academic gaps. The Rtl Coordinator will establish the team, which includes a parent for each student identified as needing support and the tiered level of intervention. The Rtl Coordinator will chair meetings, weekly, monthly, etc., and assign each team member tasks directly related to the student's instructional/behavioral intervention. The Rtl Coordinator will guide the team in the determination whether interventions are appropriate, need to be changed, or frequency increased based on data collection. Additionally, the Rtl Coordinator will develop a local Response to Intervention/Instruction manual and provide professional development to general education teachers regarding the implementation of the chosen tiered intervention and local processes and procedures. The Rtl Coordinator will collaborate with the Title 1 Director and Special Education Director regarding additional supplemental services (do they qualify, can they access intervention programs currently being used for targeted students not in the Rtl process, special education observation), educational evaluation, the intervention process and the identified interventions for each tier as well as the data which has been collected or specific data that needs to be collected, and potential areas of exceptionality eligibility for evaluation request.

Student progress will be monitored and maintained by the Rtl Coordinator. This will include running records, including a 2 year archive for students who have participated or continue to participate in Tiered Interventions and information regarding students who were referred for special education. The measurable outcomes desired by Hoosier Academies as a result of implementing the Coordinated Early Intervening Services (CEIS) is that struggling/at risk students receive appropriate interventions to develop skills that align with grade level peers thus reducing the number of referrals and potential special education evaluations and placements, reducing the number of evaluation requests that do not result in evaluation or placement from 39% to 20% or lower.

The general outline of the Response to Intervention/Instruction (Rtl) is included in Hoosier Academies Academic Plan 2015-2016. The general points are as follows:



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Hoosier Academies High School

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Hoosier Academies identifies academically at-risk students, monitors student progress, and provides evidence-based interventions. These interventions can be adjusted, as needed depending on a student's responsiveness.

Hoosier Academy stands ready to provide parents and students with the support they need to have a successful academic experience.

Together we will implement a three- tiered system to provide successful interventions.

All students at Hoosier are a part of Tier I, with the general education teacher supporting the regular K12 school curriculum in two ways:

- Reviewing, recording, and analyzing NWEA benchmarks and all state-mandated testing
- Creating a differentiated Individual Learning Plan (ILP) for each student, based on age appropriate grade level and on curriculum placement levels.

For Tier II, the general education teacher and/or subject specific specialists provide extra support and attention to students whose progress and test scores show gaps in skills. In Tier II, the general education teacher and/or subject specific specialists begin work on a research-based program. The Students work on this program for six weeks and progress is monitored during that time. Students must utilize the program at least three times a week for 30 minutes for a total of 90 minutes each week. The general education teacher and/or subject specific specialists provide mandatory Class Connect sessions at least three days a week for 30 minutes. During this process, parents are notified and progress is communicated. If a student responds to Tier II intervention strategies, the student can remain at this level of support or return to Tier I when mastery of skills occurs. If a student does not respond/show progress while utilizing the Tier II intervention program, then the frequency and/or duration of the intervention needs to be changed. The student continues to utilize the Tier II intervention program in addition to attending Class Connect sessions for the duration of four weeks.

If the student still does not respond/show progress while utilizing the Tier II intervention program and attending additional class connect sessions, then the student is referred for a Tier III Student Meeting, which is attended by members of the RtI Committee. The RtI Committee is comprised of the RtI Coordinator, general education teachers, content specialists, administrators, and special education staff. The RTI Committee gives additional support to the teacher and the parent/guardian, implementing and reviewing additional, more intensive strategies for the student's specific needs. The student switches from the Tier II intervention program to the Tier III intervention program and continues to attend class connect sessions held by the general education teacher and/or subject specific specialists. The Tier III intervention program in addition to the class connect sessions continue for the duration of six weeks. Students must use the Tier III program at least four days a week for 30 minutes. Students must attend Class Connect sessions five days a week for 30 minutes. Depending on student response to more intensive interventions, a student may remain in Tier III (if he or she shows marked improvement), or may be referred for a meeting to determine if further diagnostic evaluations and possible Special Education services are warranted. Teachers at Hoosier Academies receive continuing professional development regarding RtI and the role it plays in our school.

Overall accountability expectation is >80% weekly participation in all required interventions. As shown here:

1. After the first week of <80% weekly participation in all required interventions, without prior contact from the family, the homeroom teacher will contact the family via kmail and document the reason for low participation. Homeroom teacher will include this information in weekly data submitted to RtI Committee member.
2. After the second week of <80% weekly participation in all required interventions, without prior contact from the family, the homeroom teacher will make contact with the family via a phone call and document the reason for low participation. All numbers listed must be attempted. Teacher will review RtI expectations.
3. After the third week of <80% weekly participation in all required interventions, without prior contact from the family, the RtI committee member will make contact with the family via a phone call and document the reason for low participation. All numbers listed must be attempted. Committee member will review expectations of RtI utilizing documentation that the parent signed. The Committee Member will provide a verbal and follow-up written reminder that if a fourth week of 80% weekly participation in all required interventions, occurs the

student will be withdrawn from the RtI program and family will be referred to administration.

K-12 RtI Programming

Grade Level Reading Math

K-2

Tier 1 NWEA NWEA

Tier 2 Reading Eggs iReady

Tier 3 Imagine Learning Math Whizz

3-6

Tier 1 NWEA NWEA

Tier 2 iReady iReady

Tier 3 Mindplay Math Whizz

7-8

Tier 1 NWEA NWEA

Tier 2 iReady iReady

Tier 3 Mindplay Math Whizz

9-12

Tier 1 NWEA NWEA

Tier 2 Mindplay ALEKS

Tier 3 USA TP USA TP

Since 2012, there have been significant improvements in the areas of compliance, academic performance and graduation rates for those students identified for special education services and supports. In the area of compliance, Hoosier Academies, both virtual and hybrid, utilize the Indiana IEP system. This change significantly improved compliance with Administrative Code 511 IAC 7-32 through 7-47 as well as consistency with special education planning districts statewide. In the area of academics, IREAD 3 pass rates for special education students have steadily increased from 46% in 2013, 58% in 2014, to 71% in 2015, with the number of students considered for Good Cause Exemption status decreasing.

While the overall special education enrollment has stabilized (approximately 17%) over the past 3 years, data demonstrates stagnate performance on required state assessments (ISTEP/ECA). The overall performance is dramatically impacted by the school mobility rate. Over the past several school years, the number of 12th graders in Special Education has significantly increased, which is likely a result of higher retention of students moving from 11th to 12th grade and students continuing in 12th grade to complete all graduation requirements. The total number of Special Education 12th grade students has significantly grown from 2 in April 2012 to 29 in April 2015 despite decreased pupil enrollment. Additionally, the percentage of Special Education 12th grade students who have earned and received a High School Diploma (of any type) increased by 20% from the 2013-14 school year to the 2014-15 school year. Through continued accountability efforts and staff commitment, additional growth is expected in upcoming years.

Because of our 67% mobility and the fact that over 60% of our high school students come to us at least three credits deficient our credit recovery courses are another important support mechanism we provide to our students. These courses allow students to gain credit for courses they have previously taken and not completed successfully. They include diagnostic unit tests assessing students' understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment with teacher-graded assignments and assessments, as appropriate.

Because we cannot put all students in a box and call them all alike, we must individualize. The academic mission of our school is based on using innovations in digital learning to create and harness the power of Individualized Learning Plans (ILPs). Students who struggle in a traditional educational learning environment do so for many reasons. Some of those reasons can be addressed through a virtual learning environment. Hoosier Academies provides a learning environment that can be individualized for each student. A 5th grade student struggling in Math can attend live web based sessions for 4th grade Math in order to gain or master foundation skills. An advanced learner will be engaged through extended lessons, learning circles, and by advancing through the curriculum at his or her own pace while being guided by an Indiana Highly Qualified licensed teacher.

### Areas In Need of Improvement

Successful organizations, including schools, in our society today are becoming network organizations. A networked organization is one that operates within a system of interdependent organizations for the purpose of achieving objectives that are agreeable to partner organizations. Many schools, including Hoosier Academies, have a number of partner organizations, whether outsourced services or community partners. The behaviors necessary to make a network successful are:

- Trust
- Shared Values
- Integrity
- Commitment
- Goal Alignment
- Continuous Communication

In the partnership of a network there can be no command and control. The questions must be, "What are the objectives?" "What are our values?" And, "What are our ways of doing things?" Networked organizations are demanding to lead, and rely on developing and maintaining strong personal relationships among the partnering organizations. A network is somewhat like a team, except the network builds the team out of a wide variety of organizations. In order for us to continue to grow as a network organization, Hoosier Academies must continue improvement in communication. This communication improvement must be to all stakeholders. An example is the improvement we need to make in communication of available counseling services offered.

### Action

We must benchmark our current communication skills. We must also begin to practice deliberate communication. Deliberate communication is an interaction that takes into account the way the individual receives, processes, and expresses information and ideas. We must identify the barriers to deliberate communication to all stakeholders. These barriers could include delivery methods (ie. technology), messaging, frequency, or timing. A root cause analysis is in order to look at making sure we improve communication to all stakeholders. This would include looking at strategies that promote deliberate communication. One area we are exploring is the balance between the pushing and pulling of information. Some information is best delivered by pushing the information to parents via telephone robo-dial, tweets, or emails. Some information is best to be pulled by the stakeholder via website or newsletter. Hoosier Academies will be continuing to analyze how best to become masters of deliberate and effective communication to our stakeholders.

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## 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: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The institution establishes and maintains a clearly defined and comprehensive student assessment system.	Personnel use an assessment system that produces data from multiple assessment measures about student learning and institution performance. The system generally provides consistent measurement across digital classrooms, curricular departments and/or levels and courses. Some assessments, especially those related to student learning, are proven reliable and bias-free. The system is evaluated for effectiveness in improving online delivery and instruction, student learning, the organizational conditions of the institution and the digital environment that supports student learning.	<ul style="list-style-type: none"> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and institution performance</li> <li>•Evidence that assessments are reliable and bias-free</li> <li>•Documentation or description of evaluation tools/protocols</li> </ul>	Level 2

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.	Some processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support personnel. Data sources include limited comparison and trend data about 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.	<ul style="list-style-type: none"> <li>•Examples of use of data to design, implement and evaluate continuous improvement plans</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•NWEA Learning Continuum</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support personnel are trained in the evaluation, interpretation and use of data.	Most professional and support personnel are assessed and trained in a professional development program related to the evaluation, interpretation and use of data	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Training materials specific to the evaluation, interpretation and use of data</li> </ul>	Level 2

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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.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and personnel sometimes 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.	<ul style="list-style-type: none"><li>•Agendas/minutes of meetings related to analysis of data</li><li>•Description of process for analyzing data to determine verifiable improvement in student learning</li><li>•Evidence of student growth</li></ul>	Level 2

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.	<ul style="list-style-type: none"><li>•Sample communications to stakeholders regarding student learning conditions that support learning and achievement of institution improvement goals</li><li>•Executive summaries of student learning reports to stakeholder groups</li><li>•Leadership monitoring process of information about student learning, conditions that support learning and the achievement of institution improvement goals</li><li>•Communication plan regarding student learning, conditions that support learning and achievement of institution improvement goals to stakeholders</li></ul>	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.

Standard 5: Using Results for Continuous Improvement

Areas of Strength

Much of SY 14-15 was spent providing professional development specific to data driven instruction, proper formative assessment, and use of data to inform instruction. High performing schools are driven by four strategic elements: unrelenting focus on quality instruction, robust community support, dedication to operational excellence, and strong leadership. A strong data-driven culture enables these strategic elements to become key drivers of the school and continuous improvement. At Hoosier Academies we believe every stakeholder must know the data. We must involve the business, civic, parents, families, and the broader community in our strategic data-driven efforts.

Our staff is using data intentionally to foster a culture where the use of data is commonplace and not judged, but used for continual

improvement. We are using the Data Use Model of: data, interpretation, conclusions, and actions to describe data without judgments, use data for specificity of evidence, and look for patterns in the data. Most people think from the outside in - what, how, why. The highly effective data-driven cultures, that Hoosier Academies is becoming, lead from the inside out - why, how, what.

All Hoosier Academies staff members participated in a book study and learned about the four key principles of data-driven instruction: assessment, analysis, action, and culture. The book used for this study was *Driven By Data*. Hoosier Academies staff has been working diligently to apply these principles and create a data-driven culture.

Students who perform below grade level on Universal Screeners are identified and become involved in the RTI process. Students participate in specific interventions and their progress is monitored. All stakeholders (students, staff, and learning coaches) are involved in this process and communicated with on a regular basis.

During SY 15-16, the goal is to get parents actively involved and becoming experts in looking at their child's data. Parents will be invited to receive specific trainings on how to look at data that is provided on standardized tests and Universal Screeners in order for parents to be better equipped to assist their child. The use of progress reports has been important for reporting data to all Hoosier Academies families.

To gain a deeper understanding of students' learning needs, teachers need to collect data from multiple sources, such as annual state assessments, interim district and school assessments, classroom performance data, and other relevant data. A district-wide data system allows teachers to aggregate data by classroom, content areas, or assignment type to identify patterns in performance. Teachers looking for a certain piece of data for one student tend to use the online learning system (OLS) to find needed information. If teachers are looking for multiple pieces of data for multiple students, the OLS tracker is a useful tool. Teachers would like a refresher at the beginning of the year with specific ways that the OLS tracker can be utilized. Teachers received 1 training session this year but would benefit from a professional development session about this tool at the beginning of the year. An additional follow-up session would also need to be arranged that would allow for teachers to collaborate and share how the tracker is being utilized. Teachers might also benefit from collaborating with other K12 schools about how they are using the tracker information.

Administrators would also benefit from a professional development session at the beginning of the year about how the tracker tool can be utilized. Administrators would also like to hear from other K12 schools about what they are doing in order to leverage the use of the tracker tool.

Teachers participate in individual, department, and grade level data meetings on a bi-weekly basis. During these data meetings, grade level teams, individuals, and departments view data from various sources (classroom assessments, NWEA assessments, DIBELS, USA Test Prep assessments, etc.) Concerns are addressed and next steps are determined. The following protocol is used to conduct the data meetings.

A 50-minute data meeting protocol is used. The following are the objectives, grading questions, norms, roles, and protocol used for these meetings:

#### Objectives:

- To understand that student outcomes are important for improving achievement
- To understand that looking at data collaboratively provides a method for being accountable for evaluating and modifying our instructional practices to meet student needs

#### Guiding Questions:

- What do we expect students to learn?
- How will we know what students are learning?
- How will we respond to students who are not learning?

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### Norms:

- Promptness
- Be prepared
- Show Respect
- Be present
- Be positive
- Assume positive intent

### Roles:

- Facilitator
- Timekeeper
- Recorder/Notetaker

### Protocol Summary:

- Before the meeting: each team member has a copy of the latest classroom data, has reviewed it and brings a copy to the meeting
- Introduction (2min): Begin the meeting
- Sharing (5min): Successes and Ideas
- Current Challenges (5min): Focus Areas
- Proposed Solutions (20min): Brainstorm strategies as a team
- Action Plan (10min): Agree on a strategy
- Closing the meeting (5min): Debrief and Summarize

### After the meeting:

- Distribute notes and summaries

Besides classroom student performance data Hoosier Academies will be conducting diagnostic assessments throughout SY 15-16. All students in grades K-8 will take the NWEA assessments for Math and Reading. The first testing window was August 17-28, 2015.

Subsequent testing windows will be December 1-11, 2015, and April 11-22, 2016. Students will be identified for RTI and supplemental programs (Title I) based on the assessment data. Students who perform below grade level will be referred to the RTI team for an intervention plan. We plan to communicate this to students and families at the beginning of the year. With the encouragement of our homeroom teachers, our goal is to reach 95% participation.

Our summative assessment plan for grades K-2, NWEA math will be used as the final snapshot April 11- 22, 2016. Grades 3-8, and 10 will use ISTEP+, and students in grades 10-12 will use End of Course Assessment (ECA) for English and Math. The testing window is determined by the state. Our testing window for ISTEP+ is February 29-March 11, 2016 and April 25- May 6, 2016. The ECA testing dates are May 2-13, 2016. We plan to communicate the testing window to students and families at the beginning of the year as well as notify families via email, kmail and phone one month prior to testing. With the encouragement of our homeroom teachers, our goal is to reach 95% participation.

We have mentioned the 95% testing participation rate. This is our goal for all diagnostic, interim benchmark, and summative assessments (including the high stakes state tests for iRead 3, ISTEP+, and ECAs). We believe it is very important to have every student take every assessment and have worked very hard to make improvements in our testing procedures. We budgeted for and hired a Testing Coordinator. This individual's role is to lead the effort for all of our assessment. A testing committee was formed of all stakeholders, including parents and teachers. Our Head of Schools gave three directives for this committee - to find the best facilities for testing, to not have anyone drive more than 30 miles to get to the testing sites, and for there to be no more than 25 students per testing room. It was very important for us to provide the best testing environments possible for our students. To this end we used 22 sites for our state testing.

Additionally, each night during testing we did an end of the day call to get a pulse check on pluses and deltas from the day and any issues,



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including technology issues that needed to be addressed. We are very proud of our participation rates, which were improved greatly from SY 13-14. We had 97% participation for ISTEP+, 95% participation for iREAD, and 89% for ECA (This was an improvement of 20% participation from the previous year for ECA testing). These participation numbers include all students enrolled at Hoosier Academy Virtual School at the time of testing. Not just Full Academic Year (FAY) students. Again, it is our belief that all students should be tested so that we have a way of assessing our effectiveness. For Hoosier Academies Virtual School this is a monumental task because of having students in all 92 counties across Indiana. To accomplish this we appointed teacher site leads as well as teacher site technology leads.

For our interim/benchmark formative assessments NWEA math will be used for grades K-2. For grades K-8 NWEA math and reading and DIBELS for grades K-6 will be used as interim assessments three times a year. The first NWEA testing window was August 17-28, 2015. Future NWEA assessments will be given December 1-11, 2015, and April 11-22, 2016. DIBELS will be given August 24-September 4, 2015, December 7-18, 2015, and April 11-22, 2016. We will also be using NWEA Skills Navigator every four to six weeks as a formative benchmark assessment. Teachers will use the NWEA RIT score and learning continuum to create small groups and develop lessons that are targeted to address student needs. From these lessons, teachers will collect exit ticket data to analyze daily and drive instruction. Students will also be identified for RTI and supplemental programs (Title I) based on the assessment data. We have communicated these interim assessments to students and families already for SY 15-16 via kmail, email and phone calls. With the encouragement of our homeroom teachers, our goal is to reach 95% participation. The Reading and Math skills that we are assessing in NWEA are mirrored to the state standards and assessed on the ISTEP+ assessment.

USA Test Prep will serve as the curriculum for English and Math Lab courses. Math Lab and English Lab are assigned to students in grades 10-12, who have previously taken but failed the ECAs in Math and English. Teachers will use USA Test Prep diagnostic and benchmark data (in addition to NWEA) to guide targeted intervention sessions for our Math Lab and English Lab students. Students are given a USA Test Prep diagnostic at the beginning of the semester, followed by benchmark assessments every 6 weeks. Teachers are able to run reports from USA Test Prep in an excel format. Teachers sort and filter by standard and indicator for each student, thus narrowing down which students need interventions by standard and indicator. Intervention sessions are offered, and targeted students are invited to attend the sessions. Teachers also assign additional practice in USA Test Prep based off of the student's weakest areas. The standards addressed in USA Test Prep are tied to the state standards. The testing blue print has already been given to the USA Test Prep Company for state standards alignment to Indiana's new ISTEP+ assessment to be given to 10th graders.

### Areas in Need of Improvement

Hoosier Academies needs to continue to work toward every stakeholder knowing and understanding the schools' data. Our school board is forming an academic committee and this will be an avenue for us to share and educate with our board for them to truly understand what our data is telling us and inform important decisions with students at the forefront. We must also continue to learn the key actions of a data-driven culture, including interim assessments, data analysis, data charts and action plans.

A great deal of time has been spent disaggregating data and analyzing, but then time was not left for doing the job of carrying out the action plan. After forming hypotheses about students' learning needs, teachers can examine current instruction and test the hypotheses by implementing instructional changes they believe are likely to raise student achievement. Drawing from the data, teachers need to determine whether to continue the instructional improvement in its current form, modify or extend the approach, or try a different approach. This is a typical problem with schools that move toward a data-driven culture, but we are making sure to change that during SY 15-16.

Furthermore, while our hybrid/blended program has made use of data walls; our virtual program needs to find a way to display data to students and families. This display allows for a growth mindset and students are able to visually see growth and success.

### Action

We need to ensure teachers are trained properly and aware of resources within our assessment systems. NWEA has terrific training and resources available, particularly the Learning Continuum. We are making sure our teachers are trained in its use and are able to communicate the data to our students and stakeholders and then affect action based on the data. We have also dedicated one of our Instructional Coaches as the NWEA Specialist who will be making sure we are all trained and using NWEA resources to the fullest. We have also dedicated the other two Instructional coaches to being USA Test Prep and DIBELS specialists.

Additionally, we need to do a great job of explaining expectations and assessment criteria. Students can better interpret their achievement data and set learning goals when they have a clear understanding of performance expectations and assessment criteria. Teachers need to explicitly articulate the content knowledge and skills students are expected to achieve throughout the school year; the goals for individual lessons, assignments, and performance tests; and the criteria used to assess performance toward those goals. With this, we also need to make sure that parents are engaged in the data discussions. This year all of our family engagement events, Title I Events, and the like will feature an academic component, which includes a discussion of the individual students' data, a discussion of next steps for parents, and providing of resources for parents to use to facilitate learning for their son or daughter.

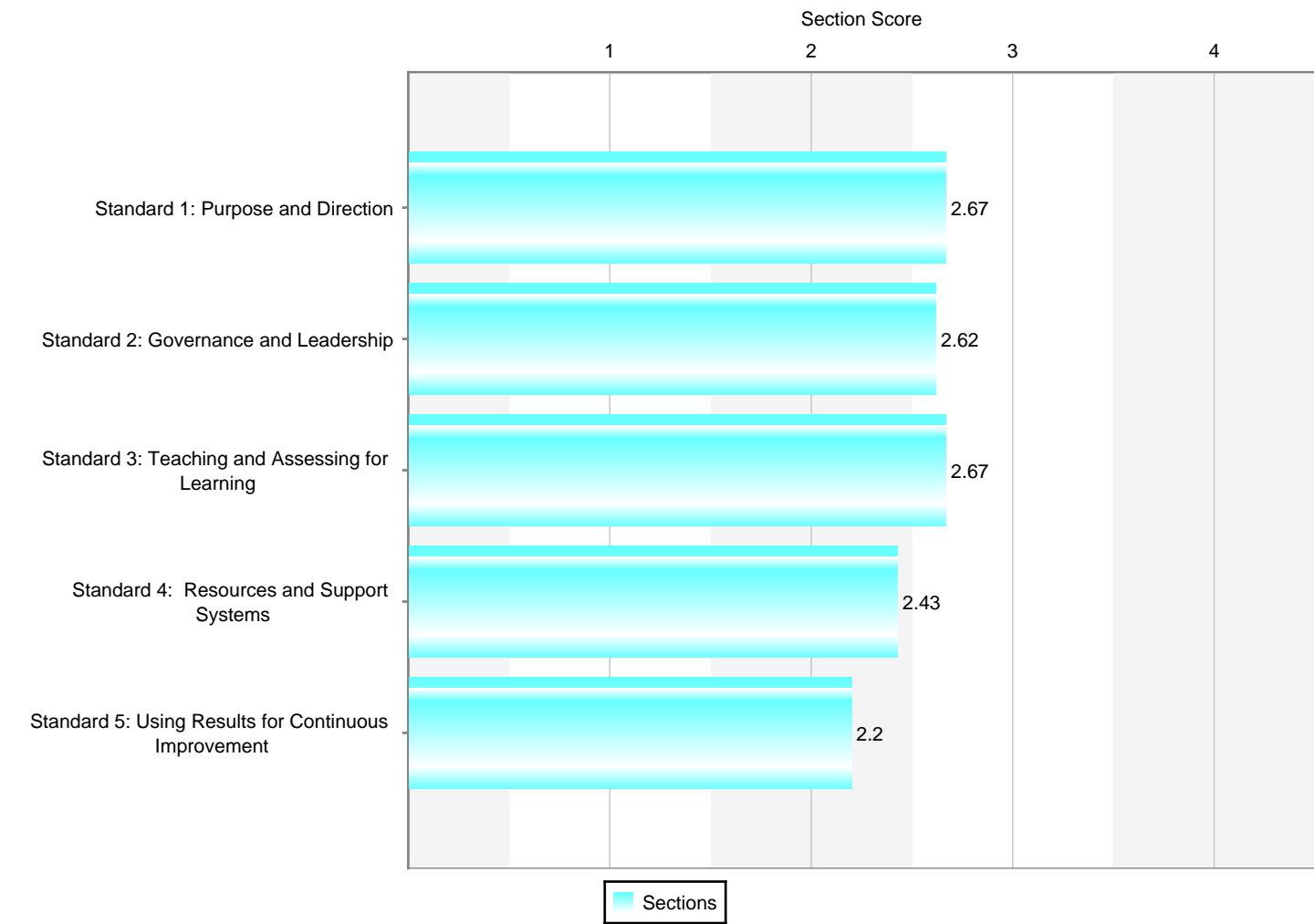
We need to continue to provide targeted professional development regularly. Professional development can help familiarize staff with components of the data system, data culture, and data use, with a particular focus on how teachers can apply. Our K12 Regional Academic Team and our data team hold monthly meetings to monitor a school's progress in executing the data use plan and ensure that the school is using data effectively and consistently.

Another action step for Hoosier Academy Virtual School is in the area of virtual data walls. While our blended/hybrid program is able to make use of these on site, it is also important for our virtual school to maintain data walls as well. We must develop a virtual interactive data wall that contains data that will be updated and manipulated frequently, making the data wall a "living" display. For example, a district might create a wall to track the percentage of students who are meeting school-wide or statewide standards. As new assessment data comes out, our academic teams could engage stakeholders in updating the wall and noticing shifts in outcomes. Such a data wall might be used with stakeholders most closely involved with implementing an action plan and monitoring its progress.

Finally in our quest to develop and maintain a viable school-wide data system and meet the needs of a wide range of audiences, a Hoosier Academy data system advisory council comprising a variety of stakeholders should be involved in determining the school's requirements and selecting and implementing the new system. Schools need to secure financial and human resources to develop data protection safeguards and ensure that data are timely, relevant, and useful to educators.

Report Summary

Scores By Section





# **Stakeholder Feedback Diagnostic**

## **Hoosier Academies High School**

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## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

DRAFT

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Report

DRAFT

**Evaluative Criteria and Rubrics**

Overall Rating: 1.5

	Statement or Question	Response	Rating
<b>Questionnaire Administration</b>	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
<b>2.</b>	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2



## **Areas of Notable Achievement**

### **Which area(s) indicate the overall highest level of satisfaction or approval?**

Hoosier Academies is a safe place for staff and families. Teachers, parents and students recognize this program is successful due to its uniqueness, lack of bullying, and supportive staff. The partnership between all stakeholders is paramount to our success and visible to stakeholders on all levels. Our institution provides qualified staff members to support student learning and has a continuous improvement process based on data, goals, actions, and measures for growth. We are innovative. Our stakeholders have seen the amazing impact on our students' education when they have been at our school paired with a dedicated learning coach. The growth is amazing and it really is wonderful when used properly. Our families recognize that Hoosier Academies uses cutting edge technology that individualizes and meets the diverse needs of the students we serve.

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

Based on the results of this survey, the majority of participants in all categories are highly satisfied or satisfied with the purpose and direction of our school. The unique instructional delivery systems developed by Hoosier Academies support students and families as they individualize a learning program that best fits the needs of the learner. Each student enrolled in Hoosier Academies has a learning coach, generally a parent or guardian. This learning coach receives extensive training to support academic progress as well as how to communicate effectively with the teacher to assure coordination of the student's learning. Our families value the flexibility of the program and feel that we have a dedicated staff willing to work with them.

Through this entire reflection process we have begun to answer the question of what makes us different and really owning it. This realization results from asking and listening to the students and parents of the students we serve what we should strive to accomplish for them. As pioneers and trailblazers in online and blended education, we are learning how best to navigate the innovative ways of delivering content and facilitating engaging learning for students.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

There are many positive things families like about Hoosier Academies Virtual School. They provided feedback that the teachers are helpful and friendly, and families are thankful for a flexible learning environment. Many of the concerns of families offered suggestions that our system related, such as improving "the system kinks" and Blackboard glitches. While much of those issues are out of our control, the communication about them can be improved. When those issues arise, we can quickly and clearly communicate so that families don't think they are the only ones with issues.

There are some common themes with questions regarding special education, so having a flowchart available to families so they understand the process and outcomes. Parents often think being in special education means they have less on their plates when, in fact, they often have a larger work load so that they can "bridge gaps" in their understanding.

There is also an opportunity to clarify many processes. Right now, the teachers utilize Weebly websites in order to communicate information that they can't post on the OLS. There should be clear and consistent expectations for teachers' and grade level sites that would start them

off on the right foot and lay down clear expectations from the start. Things such as class schedules, pacing guides, and grading information should be addressed on those sites to help families understand the system.

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## **Areas in Need of Improvement**

### **Which area(s) indicate the overall lowest level of satisfaction or approval?**

Overall the stakeholder survey shows that the general concerns is that families are feeling that they are not getting enough feedback from staff about the successes and academic concerns of their child. In our school most of the feedback is readily available to them 24 hours per day in the online learning system (OLS); seeing the progress, looking at attempts of assessments, looking at lesson checkpoint vs. unit checkpoints, etc. So, offering a more detailed training to learning coaches on "how is my child doing" could potentially help with this feedback. If they have any questions they would know how to seek that information themselves. Also, teachers send report cards quarterly and hold parent teacher conferences to provide feedback to our families. The lowest score in this section is that "our school ensures that all staff members monitor and report the achievement of school goals." We need to continue to communicate school goals so that teachers can effectively communicate to the families we serve.

### **Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

The flexibility of an online school can also pose difficulties in allowing our families to develop a successful routine, especially when changes are introduced to the online platform. The introduction of the D2L platform at the high school level has been a pressure point for families, especially as implementation bugs reveal themselves, and requires further training and support. This touches upon the larger theme of communication at our school and developing the best ways to provide our families and staff with concise and accessible information needed for all parties to be successful. More can be done to address the feelings of isolation some families and staff express, such as more continuous hands-on professional development for staff and providing our families with better options for attending community events. Finally, families need to be fully informed of the expectations of attending an online school and at what academic level their child will begin so they can have a successful start to joining our school.

### **What are the implications for these stakeholder perceptions?**

As a school we need to continue to get better on communication, whether it be teacher/parent, teacher/student or administration/teacher/families. This includes investigating better ways to communicate. We need to do more research with all our stakeholders on the best time to push information and the best times to make information available for our stakeholders to pull the information. Our scheduling needs to be more flexible for families and staff as well as the expectations of everyone be more clearly defined and stable. It was stated it would be nice to have more testing sites, but this past year no family had to drive more than 30 miles to a testing site and no room had more than 25 students in it for testing.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Hoosier Academies takes stakeholder feedback very seriously. The themes from the questions regarding feedback were very revealing of the work yet to be done. Our parents like the fact that we hold many events regionally across the state, but have expressed the need for more to be held closer to where families live. Communication is another area brought up. We have tried to use strategic pushing of information to our families through social media (Facebook and Twitter), as well as auto-dialer messages. We know that the families we serve do not regularly

pull information from the websites. Hoosier Academies also makes use of kmail, our internal communication to students and families.

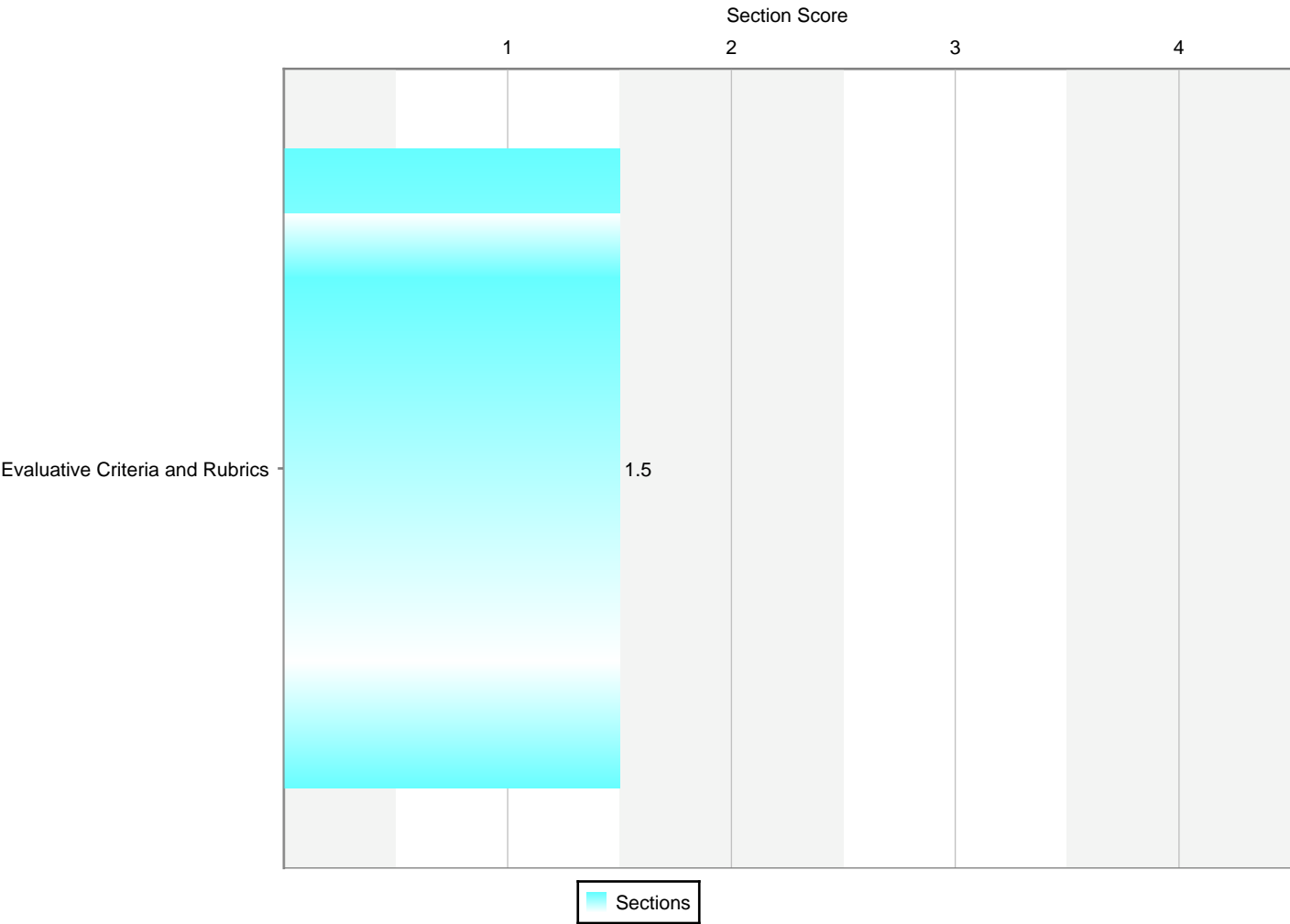
Our students are interested in having more interaction with others. This desired interaction is with both peers as well as teachers. We have many events that address this, such as library days, one on one help sessions, field trips, and study sessions at Starbucks, but we need to expand our teacher's availability to build the necessary relationships with our students. We are also making use of small group instruction to foster positive student/teacher relationships. Hoosier Academies students also expressed a desire for more flexibility in their day.

Hoosier Academies teachers expressed the need for more consistency in policies and procedures. We believe improvements in our school operations in the past year will be seen by our staff moving forward. Our staff has suggested having all survey/feedback sources housed in one place so all can access to help drive and inform school improvement efforts.

DRAFT

Report Summary

Scores By Section





# **Student Performance Diagnostic**

## **Hoosier Academies High School**

Dr. Byron Ernest, Superintendent  
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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.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Diagnostic

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## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	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?**

#### **K-8 Virtual School**

When disaggregating the data of the students that remain enrolled in Hoosier Academy, that over 90% (90%, 98%, and 98%) of each cohort made growth from the beginning of the year 2013-14 to the end of the year 2014-2015. According to According to Table 2, the theory that students that remain at Hoosier Academy for an extended period of time growth.

#### **9-12 Virtual School**

We have increased the number of credits earned by students with our Credit Recovery program.

#### **Title 1 K-12 Virtual School**

Many Reading students in grades 3-12 showed a percent increase of well over 100%. Third grade averaged 137 point gain between the beginning of the year and the end of the year. Eighth grade performed the best in math. They averaged a 25.7% gain in score in Ascend Math.

#### **Special Education Virtual School**

##### **Graduation Rate**

While the overall graduation rate for special education students remains below the state expectancy over the past three (3) years the graduation rate in relationship to students who remain enrolled in Hoosier Academy Virtual School has increased.

##### **IREAD 3**

Participation of third grade special education students in IREAD 3 does meet the state participation requirement.

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

#### **K-8 Virtual School**

An area that shows a positive trend is the students that remained with Hoosier Academy for two consecutive years a significant majority showed growth. Of the 54 students that remain enrolled from the beginning of year kindergarten to end of year first grade, 92% of the students grew according to DIBELS. Of the 52 students that remained enrolled from beginning of year (2013-14) first grade to end of year (2014-5) second grade, 98% of the students grew. Of the 51 students that remained enrolled from the beginning of the year (2013-14) second grade year to the end of year (2014-15) third grade, 98% of the students displayed growth.

#### **9-12 Virtual School**

The Credit Recovery and Dual Credit programs show a positive trend in performance. Hoosier Academies high school students earned a total of 476 credits through the Credit Recovery program during the 2014-2015 school year, while earning 41 credits during the 2013-2014 school year. Our goal for the 2015-2016 school year is to help our students earn 1000 credits.

Additionally the dual credit program shows a positive trend in performance. In 2012-2013, no dual credit courses were taken, and 5 dual credit courses were taken during the 2013-2014 school year. In 2014-2015, a total of 12 dual credit courses were taken.

## Student Performance Diagnostic

Hoosier Academies High School

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### Special Education Virtual School

In the area of students identified as Speech/Language Impairment, performance on IREAD 3 has consistently improved significantly from 2013 to 2015. A contributing factor is the consistency in service provision and exposure to curricular expectations.

### Title 1 K-12 Virtual School

The DIBELS reading scores showed a positive growth with several students earning a Reading showed a positive trend in DIBELS scores. 82% of students showed growth in their DIBELS scores. Students also showed a positive trend in the Mindplay program. Every student made some sort of gains.

### Which area(s) indicate the overall highest performance?

#### K-8 Virtual School

The area that indicates the highest performance is the students that remain enrolled in Hoosier Academy for two consecutive years. Table 2 shows that these students are significantly showing growth which is represented by the 90%, 98%, and 98% growth.

#### 9-12 Virtual School

##### Credit Recovery- Credit Accrual

ECA English is the highest performance for the virtual high school. Our English ECA performance has been close to the overall state performance over the last three years. In the spring of 2012, 76.8% of students passed the English ECA, just 1% lower than the state average. Although there was an 8.4% decline in passing rate in the spring 2013 at 68.4% passing, there was also a decrease in the state average at 75.9% passing. In 2013-2014, students increased to 69% of students passing, while the state average was at 78.2%.

#### Special Education Virtual School

In 2015 seven (7) of the 14 students who passed IREAD 3, were identified as students with a Speech/Language Impairment. This is a significant improvement since 2013 when 41% of the special education students not passing IREAD 3 were identified as Speech/Language Impairment.

### Title 1 K-12 Virtual School

Third grade and high school students were above the expected levels of performance with a 41% and 44% gain in achievement in the Mindplay program. Eighth grade students made a gain of 25.7% in the Ascend Math program, followed by 5th grade with a 24.7% gain.

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

#### K-8 Virtual School

The gap between our students that are BELOW grade level and students that are AT OR ABOVE grade level is decreasing. The percentages of students that are AT OR ABOVE grade level are 74%, 79%, and 55% for the three cohorts that were followed. The students that were BELOW GRADE level for the same time frame were 8%, 8%, and 8%. This shows that more students have earned a score of AT OR ABOVE grade level when they are enrolled in Hoosier Academy for 2 consecutive years.

## Student Performance Diagnostic

Hoosier Academies High School

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### 9-12 Virtual School

The number of 12th grade students to graduate has increased over the years. We graduated 18 of 18 (100%) 12th graders in 2013, 49 of 78 (63%) in 2014, and 109 of 140 (78%) in 2015.

### Special Ed Virtual School

Those special education students eligible for services under Speech/Language Impairment demonstrate increasing performance.

### Title 1 K-12 Virtual School

5th and 8th Grade subgroups made the biggest trend toward increasing performance in math. 3rd Grade and high school subgroups made the biggest trend toward increasing performance in reading.

## Between which subgroups is the achievement gap closing?

### K-8 Virtual School

According to Table 3, the achievement gap is closing between the group of students that are AT OR ABOVE grade level (74%, 79%, and 55%) and the students that are BELOW grade level (6%, 8%, and 8%). This supports that students are showing growth and are testing at the AT OR ABOVE grade level with less students remaining in the BELOW grade level group.

### 9-12 Virtual School

In 2012-13, 61.9% of ELLs did not pass, and 51.8% on Non-ELLs did not pass. In 2013-2014, 42.1% of ELLs did not pass, and 62.4% of Non-ELLs did not pass.

### Special Education Virtual School

At this time, those students identified for Speech/Language Impairment services demonstrate a closing of the achievement gap over the past three (3) years.

### Title 1 K-12 Virtual School

A few reading students were in the 90%+ range, which indicates they have nearly gained all of the skills necessary to fill any skill gaps.

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

### K-8 Virtual School

At this time there aren't other data sources to review.

### 9-12 Virtual School

Performance on English ECA is more consistent with the state performance, versus the Math scores.

### Special Ed Virtual School

The students identified as Speech/Language Impairment demonstrate a higher performance rate on ISTEP, DIBELS, and NWEA. It should

be noted that the Reading Plan for Hoosier Academy has been completely revamped to address the needs of all students, which includes and impacts those students identified for special education services.

### Title 1 K-12 Virtual School

5th grade reading scores were consistent when comparing DIBELS to Mindplay data. 8th grade students who scored high on NWEA math tended to also have a higher gain in Ascend Math.

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## **Areas in Need of Improvement**

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

#### **K-8 Virtual School**

DIBELS data for the 2013-14 and 2014-15 school years display that Hoosier Academy has our student population has a high turnover rate. Three cohorts were tracked through the 2013-14 and 2014-15 school year. During this time, students were tracked from the beginning of kindergarten (13-14) to end of first grade (14-15), beginning of first grade (13-14) to the end of second grade (14-15), and from the beginning of second grade (13-14) to the end of third grade (14-15). By tracking these three cohorts, it was determined that there is a significant disparity between the number of students that remained enrolled at Hoosier Academy for two consecutive years versus the number of students that were withdrawn from Hoosier Academy before the end of the 2014-15 school year. In Table 1, the percentage of students that remained enrolled for two years was low (36%, 30%, and 33%), while the percentage of students that were withdrawn from Hoosier Academy during the same time period was high (64%, 70%, and 67%).

#### **9-12 Virtual School**

The state cohort graduation rate and ECA passing rates are below the expected levels of performance. The state graduation rate for 2013-2014 is at 17.5%. The ECA pass rates for Math in 2013-2014 was at 23%.

#### **Title 1 Hoosier Virtual School**

Some of the NWEA scores for math and reading were lower than anticipated for the Spring assessment.

#### **Special Education**

#### **IREAD-3**

For third grade special education students enrolled in Hoosier Academy Virtual School, the overall pass rate for the IREAD 3 Assessment falls below state performance expectancy.

#### **Graduation Rate**

The graduation rate for special education students.

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

#### **K-8 Virtual Academy**

Table 1 displays the data for the number and percentage of students enrolling for two consecutive years and the number of students that did not complete the two years with Hoosier Academy. The number of students remaining was extremely low. The total number of students enrolled at some point from kindergarten (13-14) to first grade (14-15) was 148 students. The number of students that remained with Hoosier Academy for two consecutive school years (13-14 and 14-15) was 54 students (36%) and the number of students that were not enrolled with Hoosier Academy for same two school years was 94 students (64%) The total number of student enrolled at some point during first (13-14) and second (14-15) grade was 174 students. The number of students that remained with Hoosier Academy for two consecutive years was 52 students (30%) while 122 students (70%) left Hoosier Academy at some point during the two years. 153 total students were enrolled in second (13-14) to third (14-15) grade at some time. 51 students (33%) were enrolled for 2 years while 102 (67%) were withdrawn during the two school years.

## Student Performance Diagnostic

Hoosier Academies High School

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### 9-12 Virtual Academy

With our mobility rate being 68%, we show a negative trend in ECA pass rate. As our students enroll and withdraw, often within the same year, we have not always been successful in meeting students where they are academically and preparing them enough to pass the ECA within such a short period of time.

In addition, due to our mobility rate, our state cohort graduation rate continues to show a negative decline in performance. The graduation rate was 26.4% in 2012-2013 and 17.5% in 2013-2014.

### Title 1 Hoosier Virtual Academy

Several students decreased in performance when comparing their NWEA Fall and Spring scores. This was true for both math and reading.

### Special Education

#### IREAD-3

Based on IREAD 3 performance data for special education students, the current trend does not reflect a negative decrease in performance of those enrolled in Hoosier Academy Virtual School.

#### Graduation Rate

The number of special education students meeting graduation requirements is well below the expected state standard.

### Which area(s) indicate the overall lowest performance?

#### K-8 Virtual Academy

Upon disaggregating the data of students that remained at Hoosier Academy for 2 years, it was determined that according to DIBELS data there was a large number of students (92%, 98%, and 98%) that showed growth from the beginning of year 2013 to end of year 2015. Although these students grew academically, at the end of two years there were a significant number of students that didn't reach benchmarks, but were WELL BELOW grade level (20%, 13%, and 37%). This is an area that we need to work on remediating our students.

#### 9-12 Virtual Academy

Algebra ECA performance is one of our areas that needs the most improvement. Thirty-two percent of students passed the Algebra ECA in the spring of 2012, with a 2% improvement in spring 2013 at 34% passing. Student performance dropped 11% in the spring of 2014 with 23% of students passing.

### Title 1 Hoosier Virtual Academy

6th Grade scored the lowest gains of grades K-6 for DIBELS. 4th Grade scored the lowest gains in Mindplay for 3rd - 12th grades. 4th Grade also scored the lowest in gains for grades 4th - 12th in Ascend Math.

### Special Education

#### IREAD-3

In a review of the eligibility areas of students participating in IREAD 3, results for 2013 indicated that fifteen students not passing IREAD 3 were identified as eligible for special education services in the categories of Speech/Language Impairment (41%); Specific Learning Disability (26%); Other Health Impairment (11%); Emotional Disability (11%); and Autism Spectrum Disorder (11%). Of the students (15) who did not



## Student Performance Diagnostic

Hoosier Academies High School

met the state expectancy cut score, eight (8) students met the criteria for Good Cause Exemption. The overall pass rate for 2013 IREAD 3 for special education students was 40%.

The 2014 IREAD 3 results for special education indicated an increase in the number of students participating increased over the prior year from 25 to 41. Twenty four (24) special education met state expectancy, while seventeen (17) did not. The students not demonstrating proficiency were identified in the eligibility categories of Specific Learning Disabilities (26%); Autism Spectrum Disorder (26%); Emotional Disability (3%); Speech/Language Impairment (3%); Other Health Impairment (11.5%); and Orthopedic Impairment (1%). Four (4) of the students of the original twenty four (24) not meeting proficiency did not participate in the summer test retake opportunity. Five (5) of the students met the criteria for Good Cause Exemption. The overall pass rate for 2014 IREAD 3 was 59%, which was a demonstrated improvement from 2013. In further comparison to the 2013 results, the number of students not meeting state expected proficiency was in the area of Specific Learning Disabilities.

In a review of the most recent 2015 I READ 3 data for special education, while the number of special education students, twenty three (23), required to participate decreased from the previous year, the total number was similar to 2013 in which twenty five (25) participated in the assessment. Fourteen (14) special education students demonstrated proficiency with only eight (8) students not meeting expectancy, with 38% of the students identified as Specific Learning Disability; 26% as Autism Spectrum Disorder; and 12% respectively in the areas of Other Health Impairment, Emotional Disability, and Language Impairment. The 2015 data, while supporting an increase in the overall 61% pass rate of special education students assessed by IREAD 3, the rate remained below the state expectancy. It should be noted that in addition to the decrease in the number of special education students not passing IREAD 3 decreased, the number of students considered for Good Cause Exemption also decreased.

### Year Total Pass DNP GCE Pass Rate

2013 25 10 15 8 40%

2014 41 24 17 5 59%

2015 23 14 8 2 61%

### Graduation Rate

A significant number of special education students pursuing a high school diploma do not meet the academic requirements for graduation.

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

#### K-8 Virtual Academy

Although, the subgroup of students in the WELL BELOW grade level category did grow, the grow was not enough to move them to the AT OR ABOVE GRADE LEVEL in two years. The data supports this conclusion with a 20%, 13%, and 37% of students earning WELL BELOW grade level as recorded in Table

#### 9-12 Virtual Academy

In 2012-2013, 83.3% of Special Education students did not pass, and 49.1% of General Education students did not pass ECAs. In 2013-2014, 82.5% Special Education students did not pass ECAs, and 53% of General Education students did not pass.

#### Title 1 Hoosier Virtual Academy

4th Grade shows a trend toward decreasing performance. They are the lowest in both math and reading.

## Student Performance Diagnostic

Hoosier Academies High School

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### Special Education

#### IREAD-3

In a review of the three (3) year data, those students eligible for services as Specific Learning Disabilities, while the percentage of students not passing IREAD 3 has remained relatively constant, the total number of students has fluctuated.

#### Graduation Rate

While the percentage of special education students demonstrates an increase in meeting graduation requirements, the actual number of students not meeting requirements has increased.

### Between which subgroups is the achievement gap becoming greater?

#### K-8 Virtual Academy

The achievement gap in the AT OR ABOVE grade level and the BELOW grade level is increasing. The number of students that are BELOW grade level is significantly less than either extreme of the scale. This data supports that the students at the BELOW grade level need more support in order to show growth of more than one school year to close the gap.

#### 9-12 Virtual Academy

In 2012-2013, 41.8% of students eligible for receive free/reduced lunch did not pass ECAs, and 54.8% of students not eligible for free/reduced lunch did not pass.

In 2013-2014, 66% of students eligible for receive free/reduced lunch did not pass ECAs, and 54.7% of students not eligible for free/reduced lunch did not pass.

#### Title 1 Hoosier Virtual Academy

The achievement gap appears to becoming greater for NWEA scores. Some students decreased in score from the Fall to the Spring assessments in both math and reading.

### Special Education

#### IREAD-3

Based on the data, the disability area with an increased percentage of special education students not passing is Autism Spectrum Disorder.

#### Graduation Rate

The gap between students identified for special education students and those who are not continues to demonstrate an achievement gap.

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

#### K-8 Virtual Academy

At this time there aren't other data sources to review.

#### 9-12 Virtual Academy

Achievement gap amongst students in the subgroups of Special Education and students eligible to receive free/reduced priced lunch

### Title 1 Hoosier Virtual Academy

Data indicates that students who made less of a gain in Mindplay also seemed to not pass the IREAD-3 assessment. Also, there was a positive correlation between the amount of gains made in Mindplay and the gains made on DIBELS assessments.

### Special Education

#### IREAD-3

The above findings are special education specific. Enrollment data supports that nearly 100% of the special education students who participate in IREAD 3 have already been identified as special education by a previous school. Additionally, in a review of the mobility rate and attendance data, there is correlation with academic achievement and performance on standardized testing. Using DIBELS data, those special education students not passing IREAD do not show significant improvement in reading skills.

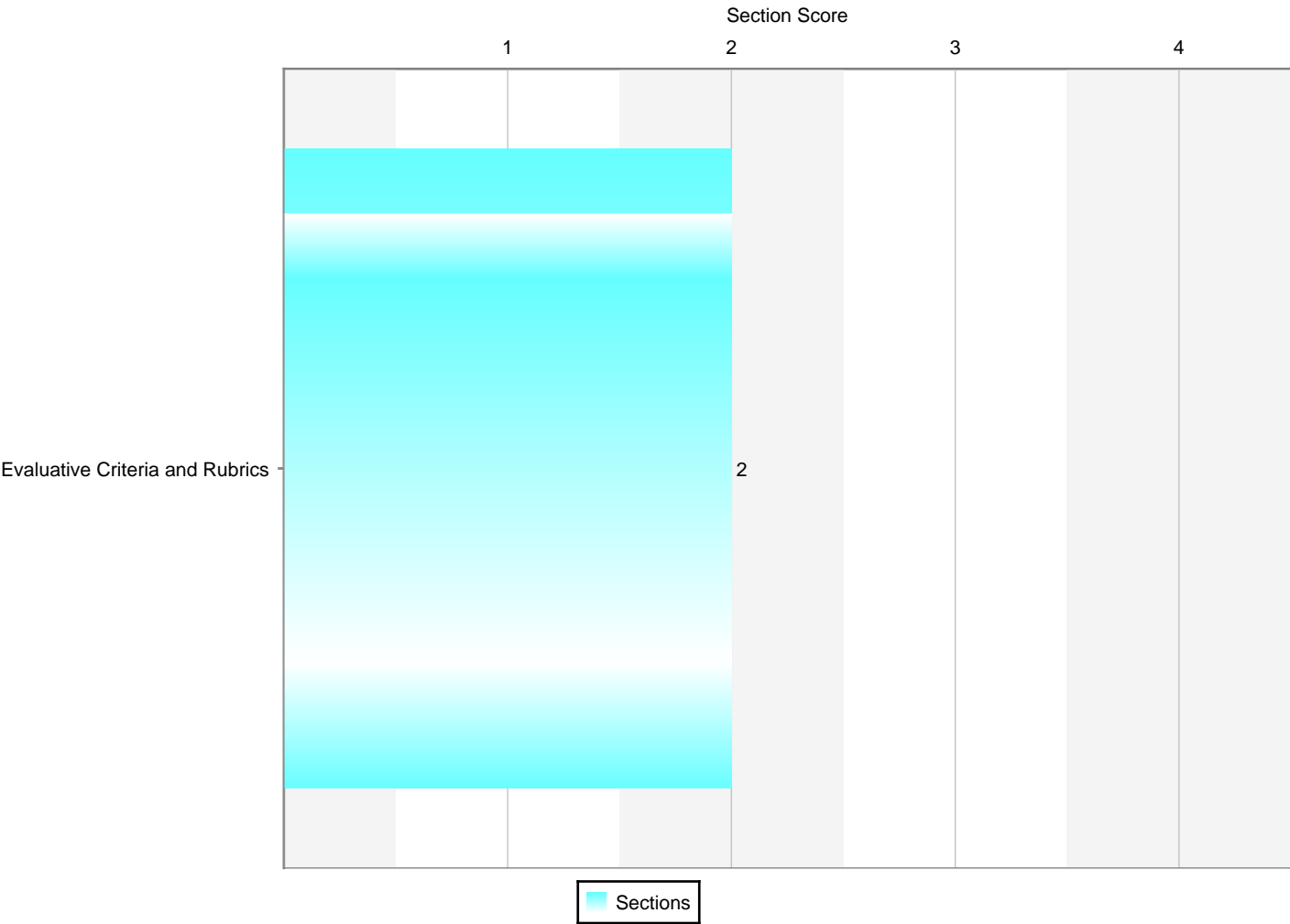
#### Graduation Rate

Data from the overall graduation rate for Hoosier Academy Virtual School, the attendance report for those students identified as twelfth (12) grade, and performance on the required End of Course Assessments (ECA).

DRAFT

Report Summary

Scores By Section



# SCHOOL P&L - ROLL-UP ALL FUNDING

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## Managed Enrollments

K-8

HS

Ending Enrollment (Avg. for Totals)

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## Funding Sources

Basic Formula Funding - K-8 and HS  
Special Education Funding - K-8 and HS  
Other State Unrestricted Funds  
State Restricted Funds - Non-SPED  
State Restricted Funds - SPED  
Federal - Title Funds  
Federal - IDEA Funds  
Other Federal Funds  
Other Funding/Inc - Included in M&T base  
Other Funding/Inc - Non M&T Base  
Interest Income / Other

---

## Total Funding

## Instruction - Teachers

Salary - Regular  
Salary - Special Ed  
Salary - ICs / Advisors / Counselors  
Salary - Title  
Salary - Other  
Salary - Part-Time Regular  
Salary - Part-Time Special  
Salary - Part-Time ICs / Advisors / Counselors  
Benefits  
Bonus  
Travel  
Phone  
Instructional Materials  
Curriculum Delivery  
K12 Charges-3rd Party Teacher  
Teacher Laptops  
Non-Instructional Materials & Supplies

Conf., Teacher Training & Prof. Dev.  
Printing, Mailing, Postage  
Tuition reimb.  
ISP  
Non-K12 Other

**Total Instruction - Teachers**

**Instruction - Students**

Proctored Exams & Test Administration  
Curriculum Delivery  
Instructional Materials  
Computer, Peripherals, & Software  
ISP  
Sales Tax  
K12 Charges Other  
Non-K12 Other

**Total Instruction - Students**

**Student and Family Services**

Special Ed Contracted Svcs & Other Related Exp.  
Field Trips  
Hybrid Program  
School Events  
Annual School Reports  
School Premiums  
Non-K12 Other

**Total Student and Family Services**

**School Administration & Governance**

Educational Services  
Oversight/Sponsor Fee  
Legal Services  
Payroll Services  
Auditing - External  
Board Development & Training  
Administrator Travel  
Administrator Phone  
Admin Computer, Peripherals, & Software  
Non-K12 Administrative Staff Salaries  
Non-K12 Administrative Staff Benefits  
Non-K12 Administrative Staff Bonus  
Consultants  
Temporary employees

Non-K12 Other

**Total School Administration & Governance**

**Technology**

Technology Services

Non-K12 Other

**Total Technology**

**Insurance / Facilities / Other**

Rent

Maintenance/Repair Facility

Water & Electric

Telephone

Internet Connection

Conference calls

Copier / Fax Lease

Outside Copying

Office Postage and Shipping

Office supplies and equipment

Computer equip. & installation

General Liability Insurance

Bank fees

Depreciation

Non-K12 Other

**Total Insurance / Facilities / Other**

**Total School Expenditures This Period**

**Surplus (Deficit)**

**K12 Charges**

**NET K12 Charges**

<u>Total FY17 Budget</u>		<u>Total FY18 Budget</u>		<u>Total FY19 Budget</u>	
2,078		2,152		2,230	
2,154		2,234		2,322	
4,232		4,386		4,552	
\$ 20,330,237		21,152,564		22,038,429	
1,967,441		2,046,816		2,132,249	
-		-		-	
-		-		-	
-		-		-	
400,106		416,110		433,587	
487,567		507,070		528,367	
-		-		-	
-		-		-	
-		-		-	
-		-		-	
<b>\$ 23,185,351</b>		<b>\$ 24,122,560</b>		<b>\$ 25,132,631</b>	
\$ 2,917,635		\$ 3,007,001		\$ 3,089,639	
654,112		680,277		707,488	
414,299		430,871		448,106	
145,000		150,800		156,832	
-		-		-	
20,183		14,091		21,136	
-		-		22,049	
-		-		-	
1,124,565		1,147,632		1,181,636	
38,157		38,657		39,394	
4,716		4,843		4,976	
943		969		995	
15,750		16,538		17,364	
206,330		212,915		219,500	
401,936		422,033		443,135	
17,850		18,743		19,680	
2,830		2,906		2,986	

4.0%

4.0%

4%



	51,773	54,362	57,080
	-	-	-
	-	-	-
	9,432	9,687	9,952
	-	-	-
<b>\$</b>	<b>6,025,512</b>	<b>\$ 6,212,324</b>	<b>\$ 6,441,947</b>
\$	226,629	234,870	243,776
	6,583,594	6,823,006	7,081,708
	3,150,320	3,264,881	3,388,673
	1,556,093	1,603,863	1,675,093
	34,678	36,412	38,233
	-	-	-
	180,294	189,309	198,774
	10,500	11,025	11,576
<b>\$</b>	<b>11,742,108</b>	<b>\$ 12,163,366</b>	<b>\$ 12,637,832</b>
\$	379,216	392,973	407,847
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
<b>\$</b>	<b>379,216</b>	<b>\$ 392,973</b>	<b>\$ 407,847</b>
\$	3,477,803	3,613,058	3,758,753
	512,022	532,728	555,031
	-	-	-
	185,850	195,143	204,900
	5,250	5,513	5,788
	4,166	4,374	4,593
	20,764	21,802	22,892
	1,313	1,378	1,447
	8,033	8,434	8,856
	670,276	653,928	653,928
	88,003	85,857	85,857
	1,741	1,699	1,699
	-	-	-
	3,459	3,632	3,814

23,833	25,025	26,276
<b>\$ 5,002,512</b>	<b>\$ 5,152,570</b>	<b>\$ 5,333,833</b>
\$ 1,622,975	1,686,094	1,754,085
-	-	-
<b>\$ 1,622,975</b>	<b>\$ 1,686,094</b>	<b>\$ 1,754,085</b>
\$ -	\$ -	\$ -
-	-	-
-	-	-
78,516	79,694	80,889
-	-	-
-	-	-
-	-	-
508	515	523
3,045	3,091	3,137
11,189	11,357	11,527
71,050	72,116	73,197
53,616	54,420	55,237
508	515	523
75,110	76,237	77,380
-	-	-
<b>\$ 293,542</b>	<b>\$ 297,945</b>	<b>\$ 302,414</b>
<b>\$ 25,065,865</b>	<b>\$ 25,905,271</b>	<b>\$ 26,877,958</b>
<b>\$ (1,880,514)</b>	<b>\$ (1,782,712)</b>	<b>\$ (1,745,327)</b>
<b>\$ 17,195,095</b>	<b>\$ 17,831,696</b>	<b>\$ 18,537,084</b>
<b>\$ 15,314,581</b>	<b>\$ 16,048,985</b>	<b>\$ 16,791,757</b>

4.2%

4.2%

4%

**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.*

## **Student Acquisition/Recruitment Plan**

In order to sustain enrollment, Hoosier Academies will continue to implement a targeted student recruitment plan that incorporates both on and offline strategies designed to reach Indiana families and students who a) may benefit from online and blended learning or b) are likely to succeed in the program. This targeted approach to marketing is intended to more effectively communicate with and to attract the parents of potential students who are most likely to succeed; however, as a public charter school, all families and students are welcome to enroll in the program.

The following provides a high level summary of the acquisition tactics to support the three year enrollment growth plan.

### **Offline Advertising**

Offline channels, including television, radio and direct mail will be used to build awareness and attract students who are aligned to the aforementioned groups. Station, channel and day part selection for television and radio are optimized to target key segments and households with children.

### **Online Advertising**

Online channels, including paid search, display ads, e-mail and social media, will be leveraged to complement the offline channels, reinforce awareness and assist with influencing consideration.

### **Events & Local Outreach**

Face-to-face and online information events are held throughout the state to introduce the school to interested residents, as well as serve as a convenient opportunity for families to submit enrollment documentation and meet school staff. During these events, school representatives review school basics, policies and procedures, how online learning works

and a number of additional topics focused on ensuring interested parents are well-informed about our program. Additionally, the school periodically staff booths and tables at events designed to attract a broad range of students, including those with enrollment preference. Finally, the school develops specific outreach campaigns targeting organizations, community leaders, groups and other educational influencers within the state to develop mutually beneficial relationships to promote the school.

### **Web Properties**

The school has created and will maintain a number of web properties to assist in educating consumers about the school, including a school website, landing page and Facebook page.

- The **school website** contains information about the school, its instructional approach, curriculum, and FAQs and their answers. The site includes enrollment information and procedures, a detailed lottery description, event schedules, and other useful tools for both prospective and currently families.
- The **school landing page** serves an important initial resource for prospective families who respond to awareness generating tactics by providing a high level overview of the program.
- The **school Facebook page** serves as a valuable communication channel and resource through which current and prospective students and parents can learn more about the school, stay apprised of important school updates and milestones, seek customer support and become a part of a network of active parents who wish to share their experiences or connect with other families.

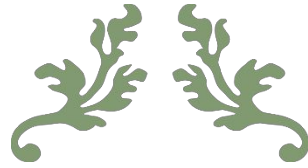
### **Earned Media/Public Relations**

Utilizing a public relations firm, the school actively engages local media outlets in order to generate a continuous flow of positive media coverage and to aid in enhancing the school's brand through press releases, op-eds, bylined articles, and media pitches highlighting school milestones and family/staff stories. Conversely, the firm also provides reactive support to breaking news and incoming media requests.

## Student Retention Plan

Equally important to acquisition activities in sustaining enrollment, Hoosier Academies will continue to focus on student retention initiatives to provide the academic, social and emotional support to ensure students are successful and therefore more likely to persist with the program.

[INSERT LOCAL INFO]



# ACADEMIC PLAN 2015-2016

HOOSIER ACADEMIES



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## TARGETED INSTRUCTION and DDI

Title 1

Rtl/MTSS

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## ASSESSMENT

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## ACADEMIC METRICS TRACKING

## ESSENTIALS

School Name:

Hoosier Academies

Monthly AP Meeting (desired week day and time):

Last Wednesday of the month 1:00 – 2:30 p.m.

How long should the monthly meeting be for your team?

Do you have any requests to split your monthly meetings with K8/HS or something else?

90 minutes with no splits

Who should attend the monthly AP Meetings (name and role)?

HOS, Principals, FAST Coordinator, Title 1 Coordinator, Special Education Director, and Rtl Coordinator

Insert your Semester dates OR your Quarter dates below based on your course schedule.

Semester 1 Start Date:	<b>August 17, 2015</b>	Semester 1 End Date:	<b>January 12, 2016</b>
Semester 2 Start Date:	<b>January 13, 2016</b>	Semester 2 End Date:	<b>May 27, 2016</b>

When are the principal-led leadership meetings and/or staff meetings?

Please forward these calendar appointments to Mary for K8 and John for HS.

High school virtual meetings are every Friday at 8:00am and K-12 Hybrid data meetings every other Monday for 7-12 and every other Thursday for K-6. Hybrid staff meetings are held on Tuesday

afternoons after school from 4:00 - 5:00 p.m. as needed. K-8 virtual school meetings are every Wednesday 3-4:00pm unless there is a Head of Schools meeting. K-8 data meetings are every Friday 1-2pm.

### GOALS

For many schools, you may not have your State Report Card or your state testing results for SY14-15. This section can be revised once those are received. List your top three to five SMART Academic goals for this upcoming school year. Teacher input can be valuable to creating these SMART goals for your school.

**SMART Academic Goal #1:** Implement data-driven instruction to improve Math proficiency in state standards across all grades and students during the 2015-2016 school year.

**SMART Academic Goal #2:** Implement data-driven instruction to improve ELA/Writing proficiency in state standards across all grades and students during the 2015-2016 school year.

**SMART Academic Goal #3:** All students will be engaged in order to be academically successful during the 2015-2016 school year.

### INSTRUCTION

**Guaranteeing challenging, engaging, and intentional instruction**

- **Setting high expectations and delivering challenging instruction**
- **Intentionally matching instructional strategies to learning goals**

### Professional Development Calendar

PD Date(s)	Location	Attendees	F2F or Virtual	Key Topics (Optional)
August 5-7, 2015	Admin. Building	Certified Staff	Face to Face	FAST Training, Community Event expectations, growth vs. fixed mindset

October 21, 2015	Admin. Building	Certified Staff	Face to Face	Anti-bullying, Overview of the RTI process.
February 24, 2015	Admin. Building	Certified Staff	Face to Face	TBD
June 2016	Admin. Building	Certified Staff	Face to Face and Virtual	June Projects TBD
Ongoing Monthly Pay Day PD	TBD	Certified Staff	Face to Face	TBD

### Virtual High School PD Calendar 2015-2016

#### August

- 3 Academic Language Across Content Areas
- 22 Using Google Drive for Class Grouping, New Online High School
- 28 Homeroom Data Team Meeting with ILPs

#### September

- 4 Department Data Team Meeting
- 11 PD - Working Effectively within the NOHS
- 18 Homeroom Data Team Meeting
- 25 Department Data Team Meeting

#### October

- 2 PD - Language Objectives / WIDA Standards
- 16 Department Data Team Meeting
- 21 All Staff Professional Development Day
- 23 PD – Tricks and Treats of the BBC

#### November

- 13 Department Data Team Meeting
- 20 PD – Lesson Engagement using PowerPoint

#### January

- 8 PD – Finalizing Grades in the NOHS

29 Department Data Team Meeting

#### February

5 PD – Grading / Meaningful Feedback in the Virtual Classroom

19 Department Data Team Meeting

24 All Staff Professional Development Day – Istep Training

#### March

18 PD – Staff Meeting

#### April

1 Department Data Team Meeting

15 PD – ISTEP Training

#### Professional Development Agendas

Next year at each AP meeting, we will ask for updates on PD Planning and the agenda. The Green Team will be an integral part of the PD Agenda planning process and request a final review before an agenda is submitted to the Head of School for final approval.

#### Improving Quality of Instruction

- What is your data-driven focus for on-going professional development to improve the quality of instruction? (Examples: rigor relevance, depth of knowledge, literacy across the curriculum, critical thinking, etc.)
- Describe your rationale and supporting data for choosing this focus.
- Describe your plans for development and implementation throughout the school year.

We administered a needs assessment survey to certified staff to determine topics to be addressed by virtual experts.

#### Observation and Feedback (Coaching)

Outline your plans for non-evaluative Observation and Feedback for teachers.

- Who will be conducting these sessions?
- What is the frequency and suggested calendar?
- What rubric or feedback form will be used?
- Insert an example rubric or send as a separate document

- Both Academic Administrators and Instructional Coaches will be conducting non-evaluative observation and feedback sessions using the classroom walk-through as a vehicle. The frequency of such informal and non-evaluative walk-throughs will be every other week for Instructional Coaches, with Academic Administrators making classroom visits in between their visits. Sample resources are included below.

We use the attached checklist to analyze lesson plans and to observe a lesson in a classroom. There are two additional expectations in the rubric for Power Point lesson plans and individual lessons. We simply indicate for each Lesson Component if the lesson met the expectation for each sub section. Below is an additional classroom walk-through checklist to be used during informal, non-evaluative observations.

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### Formal Evaluation

Outline your plans for Formal Evaluation for teachers.

- Who will be conducting these evaluations?
- What is the frequency and suggested calendar?
- What rubric, evaluation form or evaluation program will be used?
- How and when you do plan to communicate this process to your staff?
- Briefly describe any state compliancy requirements or statutes that affect your teacher evaluation process, including deadlines.
- Insert an example rubric or send as a separate document

Modified RISE

### Synchronous (live) Instructional Time (BBC-Blackboard Collaborate)

Outline your plans for live instruction.

<b>1, 2</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:30	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls
8:30-9:00	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls
9:00-9:30	ELA Block	ELA Block	ELA Block	ELA Block	ELA Block
9:30-10:00	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group
10:00-10:30	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group

10:30-11:00	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Data Meeting
11:00-11:30	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Data Meeting
11:30-12:00	Math	Math	Math	Math	Math
12:00-12:30	Math/small group	Math/small group	Math/small group	Math/small group	Math/small group
12:30-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30	Small Group/1:1	Small Group/1:1	Small Group/1:1	Grade Level Meeting	Small Group/1:1
1:30-2:00	Social Studies	Science	Prep	Grade Level Meeting	Small Group/1:1
2:00-2:30	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1
2:30-3:00	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1
3:00-3:30	Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls	<b>Meeting</b>	Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls
3:30-4:00	Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls	<b>Meeting</b>	Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls



<b>3</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:30	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls
8:30-9:00	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls
9:00-9:30	ELA Block	ELA Block	ELA Block	ELA Block	ELA Block
9:30-10:00	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group
10:00-10:30	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group
10:30-11:00	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1
11:00-11:30	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1
11:30-12:00	Math	Math	Math	Math	Math
12:00-12:30	Math	Math	Math	Math	Math
12:30-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30	Small Group/1:1	Small Group/1:1	Small Group/1:1	Grade Level Meeting	Data Meeting
1:30-2:00	Social Studies	Science	Prep	Grade Level Meeting	Data Meeting

2:00-2:30	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1
2:30-3:00	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1
3:00-3:30	Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls		Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls
3:30-4:00	Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls		Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls

<b>4, K</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:30	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls
8:30-9:00	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls
9:00-9:30	ELA Block	ELA Block	ELA Block	ELA Block	ELA Block
9:30-10:00	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group
10:00-10:30	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group

10:30-11:00	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1
11:00-11:30	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1
11:30-12:00	Math	Math	Math	Math	Math
12:00-12:30	Math/small group	Math/small group	Math/small group	Math/small group	Math/small group
12:30-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30	Small Group/1:1	Small Group/1:1	Small Group/1:1	Grade Level Meeting	Small Group/1:1
1:30-2:00	Social Studies	Science	Prep	Grade Level Meeting	Small Group/1:1
2:00-2:30	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Data Meeting
2:30-3:00	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Data Meeting
3:00-3:30	Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls	<b>Meeting</b>	Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls
3:30-4:00	Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls	<b>Meeting</b>	Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls

<b>6, 5</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:30	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls
8:30-9:00	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Kmail, Conferences, Phone calls	Data Meeting
9:00-9:30	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Data Meeting
9:30-10:00	ELA Block	ELA Block	ELA Block	ELA Block	ELA Block
10:00-10:30	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group
10:30-11:00	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group	ELA Block/sm group
11:00-11:30	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1
11:30-12:00	Math	Math	Math	Math	Math
12:00-12:30	Math	Math	Math	Math	Math
12:30-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30	Small Group/1:1	Small Group/1:1	Small Group/1:1	Grade Level Meeting	Small Group/1:1
1:30-2:00	Social Studies	Science	Prep	Grade Level Meeting	Small Group/1:1

2:00-2:30	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1
2:30-3:00	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1	Small Group/1:1
3:00-3:30	Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls		Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls
3:30-4:00	Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls		Prep, Kmail, Conferences, Phone calls	Prep, Kmail, Conferences, Phone calls

#### 7th Grade 2015-2016 Class Connect Schedule (Tentative)

7th Grade 2015-2016 Class Connect Schedule (Tentative)										
	Monday		Tuesday		Wednesday		Thursday		Friday	
Track	WHITE	BLUE	WHITE	BLUE	WHITE	BLUE	WHITE	BLUE	WHITE	BLUE
8:00-8:30										
8:30-9:00	SG Math/ELA	SG Math/ELA	SG Math/ELA	SG Math/ELA	SG Math/ELA	SG Math/ELA	SG Math/ELA	SG Math/ELA	SG Math/ELA	SG Math/ELA
9:00-9:30										
9:30-10:00	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA
10:00-10:30										
10:30-11:00										
11:00-11:30	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
11:30-12:00										
12:00-12:30	Lunch		Homeroom Meeting				Lunch			
12:30-1:00	SG Math/ELA	SG Math/ELA	(bring your lunch)				SG Math/ELA	SG Math/ELA	SG Math/ELA	SG Math/ELA
1:00-1:30										
1:30-2:00	History	Science	History	Science	History	Science	History	Science	Grade Level Data Meeting with Andrea History & Science (offered to all students)	
2:00-2:30	Science	History	Science	History	Science	History	Science	History		
2:30-3:00										
3:00-3:30					Teacher Meetings					
3:30-4:00										

#### Tentative Grade 8 Schedule for 2015-2016

(Please see individual teacher schedules if you want to see what they are doing when they classes are not listed on this schedule.)

	Monday	Tuesday	Wednesday	Thursday	Friday
--	--------	---------	-----------	----------	--------

8:00-9:00	Kmail/Prep		Kmail/Prep		Kmail/Prep		Kmail/Prep		Kmail/Prep	
9:00--10:00	Science – OLS Option 1 Large Group	Comp – Only 1 Daily Large Group Option	Science – OLS Option 1 Large Group	Comp (or Vocab) Only 1 Daily Large Group Option	Science – OLS Option 1 Large Group	Comp Only 1 Daily Large Group Option	Science – OLS Option 1 Large Group	Comp (or Vocab) Only 1 Daily Large Group Option	Science – OLS Option 1 Large Group	Comp Only 1 Daily Large Group Option
10:00-11:00	Math - OLS Option 2 (Large Group or Small Groups)	GUM Only 1 Daily Large Group Option	Math - OLS Option 2 (Large Group or Small Groups)	Lit Only 1 Daily Large Group Option	Math - OLS Option 2 (Large Group or Small Groups)	GUM Only 1 Daily Large Group Option	Math - OLS Option 2 (Large Group or Small Groups)	Lit Only 1 Daily Large Group Option	Math - OLS Option 2 (Large Group or Small Groups)	GUM Only 1 Daily Large Group Option
11:00--12:00	History – OLS Option 1 Large Group	Science – OLS Option 2 Large Group	History – OLS Option 1 Large Group	Science – OLS Option 2 Large Group	History – OLS Option 1 Large Group	Science – OLS Option 2 Large Group	History – OLS Option 1 Large Group	Science – OLS Option 2 Large Group	History – OLS Option 1 Large Group	Science – OLS Option 2 Large Group
12:00--1:00	(See individual teacher schedules)		(See individual teacher schedules)		Grade 8 Meeting – Students and Teachers (LC's welcome)		(See individual teacher schedules)		(See individual teacher schedules)	

1:00--2:00	ELA - Small Groups	ELA - Small Groups	ELA - Small Groups	ELA - Small Groups	Staff Data Meetings (no students)
2:00--3:00	Math - OLS Option 2 (Large Group or Small Groups)	Math - OLS Option 2 (Large Group or Small Groups)	Math - OLS Option 2 (Large Group or Small Groups)	Math - OLS Option 2 (Large Group or Small Groups)	Math - OLS Option 2 (Large Group or Small Groups)
3:00--4:00	History - OLS Option 2 Large Group	History - OLS Option 2 Large Group	Staff Meeting (no students)	History - OLS Option 2 Large Group	History - OLS Option 2 Large Group

#### K-6 Hybrid School Daily Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>8:00 AM</b>	Parent/Staff communication (kmail/email)	Parent/Staff communication (kmail/email)	Parent/Staff communication (kmail/email)	Hybrid LC Day	Hybrid LC Day
<b>8:30 AM</b>	Office Hours	Office Hours	Office Hours	Hybrid LC Day	Hybrid LC Day
<b>9:00 AM</b>	Office Hours	Office Hours	Office Hours	Hybrid LC Day	Hybrid LC Day
<b>9:30 AM</b>	Prep/Planning for Small Groups	Prep/Planning for Small Groups	Prep/Planning for Small Groups	Hybrid LC Day	Hybrid LC Day
<b>10:00 AM</b>	Prep/Planning for Small Groups	Prep/Planning for Small Groups	Prep/Planning for Small Groups	Hybrid LC Day	Hybrid LC Day
<b>10:30 AM</b>	Red Group ELA (Hoosiers)	Red Group ELA (Hoosiers)	Red Group ELA (Hoosier)	Hybrid LC Day	Hybrid LC Day

11:00 AM	Prep/Planning for Small Groups	Prep/Planning for Small Groups	Prep/Planning for Small Groups	Hybrid LC Day	Hybrid LC Day
11:30 AM	Red Group Math (Hoosiers)	Red Group Math (Hoosiers)	Green Group Enrichment (Irish)	Hybrid LC Day	Hybrid LC Day
12:00 PM	Lunch	Lunch	Lunch	Hybrid LC Day	Hybrid LC Day
12:30 PM	Lunch	Lunch	Council Meeting	Hybrid LC Day	Hybrid LC Day
1:00 PM	BOT Support	BOT Support	BOT Support	Hybrid LC Day	Hybrid LC Day
1:30 PM	Bot Support	Bot Support	Bot Support	Hybrid LC Day	Hybrid LC Day
2:00 PM	Yellow Group ELA (Boilermakers)	Yellow Group ELA (Boilermakers)	Prep/Planning for Hybrid Days	Hybrid LC Day	Hybrid LC Day
2:30 PM	Yellow Group Math (Boilermakers)	Yellow Group Math (Boilermakers)	Prep/Planning for Hybrid Days	Hybrid LC Day	Hybrid LC Day
3:00 PM	Mentor Time	Mentor Time	HOS	Hybrid LC Day	Hybrid LC Day
3:30 PM	Prep/Planning for Small Groups	Prep/Planning for Small Groups	HOS	Hybrid LC Day	Hybrid LC Day
4:00 PM	Parent/Staff communication (kmail/email)	Parent/Staff communication (kmail/email)	HOS	Hybrid LC Day	Hybrid LC Day



## 7-12 Hybrid Daily Schedule

HOMEROOM 7:45 – 8:12	PERIOD 1 8:15 – 9:19	PERIOD 2 9:22 – 10:26	PERIOD 3 10:29 – 11:33	PERIOD 4 11:36 – 1:12	PERIOD 5 1:15 – 2:21	PERIOD 6 2:24 -3:30 Extended Period 3:30 – 3:45
Blatz – RM1	HS Algebra IA (8-9)	Mathematics – 7B	Mathematics – 8 <sup>th</sup>	(High School VE)	Mathematics –7A	(High School VE)
Groulik – RM2	World History – 7A	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	U.S. History– 8th	World History – 7B	XXXXXXXXXXXXXX
Shoaf – RM3	XXXXXXXXXXXXXX	Physical Science – 8	HS Earth Science	Life Science-7B	XXXXXXXXXXXXXX	Life Science-7A
Mills – RM4	English/LA – 8th	(High School VE)	English/LA – 7A	HS English 9	(High School VE)	English/LA – 7B
MS Lab - MON	Math Centers– 7B (Shoaf)	STUDY HALL – 7A (Groulik)	STUDY HALL – 7B (Groulik)	Math Centers– 7A (Blatz)	Math Centers –8th (Shoaf)	STUDY HALL – 8 <sup>th</sup> (Groulik)
MS Lab- TUES	STUDY HALL – 7B (Shoaf)	English Centers– 7A (Groulik)	English Centers– 7B (Groulik)	STUDY HALL – 7A (Blatz)	STUDY HALL – 8 <sup>th</sup> (Shoaf)	English Centers– 8th ( Groulik)
<b>Middle school above and high school below with three high school sections in grey being taught by middle school teachers above.</b>						
HS Lab – 210	Virtual Electives ( Atkins)	Virtual Electives (Mills)	Virtual Electives (S. Ayala)	Virtual Electives (K. Ayala )	Virtual Electives (Mills)	Virtual Electives (Blatz)
Wyman – 320	English 10	English Lab	English 11	Creative Writing	English 11	English 12
Saada – 310	Algebra IA	Geometry 1A (1)	Algebra II	Algebra II (2)	Geometry 1A (2)	Math Lab (1)
Bowers – 300	Government	World History (1)	Psychology	American History (1)	World History (2)	American History (2)
Atkins – 130	(VE)	XXXXXXXXXXXXXX	Chemistry	ICP	A.P. Chemistry	ICP
Hurst – 130	XXXXXXXXXXXXXX	Biology(1) Room MS2	Biology(2) Room MS2	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
<b>4<sup>th</sup> Period</b>	<b>HS Lunch Groups</b>	<b>HS LUNCH SCHEDULE – 4<sup>th</sup> Period</b>				
<b>HS Lunch B</b>	<b>HS Lunch C</b>	<b>MS LUNCH SCHEDULE – 4<sup>th</sup> Period</b>				
Virtual Elective Algebra II Creative Writing	American History Physics English 9	<b>A Lunch Middle School: 11:36-12:06</b> <b>Class: 12:08-1:12</b>				
		<b>B Lunch High School #1: 12:09-12:39</b> <b>Class: 11:36-12:08/12:40-1:12</b> <b>C Lunch High School #2: 12:42-1:12</b> <b>Class: 11:36-12:40</b>				

The virtual high school offers 2 one- hour required sessions per week per class. When not teaching whole group sessions, teachers offer small group and one-one sessions. Open Office hours are held Tuesday-Friday from 12:30-12:55 pm.

### Hoosier Academy Virtual High School Class Connect Schedule Fall 2015

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:55	Math Group 1	Math Group 3	Math Group 1	Math Group 3	Staff Meeting/ Data Team Meeting
9:00-9:55	Math Group 2	Math Group 4	Math Group 2	Math Group 4	Leadership/ HR Team Leads AP Chem
10:00-10:55	ENG Group 1	ENG Group 3	ENG Group 1	ENG Group 3	Journalism, Creative Writing
11:00-11:55	ENG Group 2	ENG Group 4	ENG Group 2	ENG Group 4	Health Group 2, French 1, Comp Lit
12:00-12:25	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-12:55	Homeroom Check-In	Open Office BBC	Open Office BBC	Open Office BBC	Open Office BBC
1:00-1:55	HST Group 1	HST Group 2	HST Group 1, Psychology	HST Group 2	Psychology AP US History
2:00-2:55	SCI Group 1	SCI Group 2	SCI Group 1, Physics	SCI Group 2 AP CHEM	Physics AP Bio
3:00-4:00	Personal Finance, Math Lab 1 Group 1, English Lab Group 1	French 1, Journalism, AP Bio, Math Lab Group 2, English Lab Group 2	ALL STAFF Meeting (last Wednesday of the month)	Health Group 1, Math Lab 1 Group 1, English Lab Group 1, AP US History, Creative Writing	Math Lab Group 2, English Lab Group 2

Dept. Meetings, Planning, Grading, Phone Calls, and Small groups/Interventions should occur when whole group instruction is not taking place.

#### Instructional Time during State Testing

Outline your plans for instructional support while teachers are in the field conducting state testing.

Interventions will still be in place from Title I services, special education, and Response to Intervention. Students still have coursework to complete. Per 511 7-42-8(b) an Individualized Education Plan (IEP) must be implemented as written. Therefore, arrangements will be made and documented by the Teacher of Record (TOR) to provide compensatory services for missed services, which occur during required state testing.

### Asynchronous Instructional Time

When students are not meeting in live Class Connect sessions or face-to-face, students are expected to work asynchronously according to the weekly course plan.

### Non-Instructional Time

- How do you plan to build in time to a teacher's schedule for training such as VNNT; TV notes and other documentation; welcome/conference calls; proctored testing (NWEA); etc. while maintaining quality instructional time?
- How will you verify non-instructional tasks are completed?

By utilizing the month of June after school end in May for teacher training and special projects along with professional development days each semester. New teachers will also have time for training during non-instructional time, particularly for the blended staff on virtual days. Welcome calls, test proctoring, and other support tasks will be spread among "all staff" members so that the overall quality of instructional time does not diminish. We will divide and conquer and complete tasks by committee in the spirit of teamwork and collaboration. Department leads, testing leads, and administrative staff will verify the completion of non-instructional tasks.

### Instructional Models (Optional)

Do you plan to use co-teaching, team teaching or a different teaching model?

If so, please describe basic plans for this teaching model.

Although our teachers are not co-teaching this year. Teachers are expected to collaborate, co-plan and co-assess.

Are you considering a daily synchronous instructional requirement? If so, please describe basic plans for this teaching model.

See schedules above.

Please describe your Blended program and implementation plans if you have one.

Students in our blended (hybrid) program will:

Log into OLS/LMS daily on non-learning center days  
Check kmail and daily announcements

Attend Class Connect sessions on non-learning center days as needed

Provide work samples

Communicate with teachers

Complete NWEA, USA Test Prep, ISTEP, DIBELS, and ECA Testing

Spend 4-6 hours daily on coursework in grades K-6 and 6-8 hours in grades 7-12

Students in grades K-6 will be at the Caito Drive learning center between 8:30 a.m.–3:15 p.m. on Thursdays and Fridays.

Students in grades 7-12 will be at the Franklin Road learning center between 7:45 a.m. – 3:45 p.m. on Mondays and Tuesdays.

#### Teachers In the Blended (Hybrid) Program

- Blended instruction on learning center days
- Certified & highly qualified subject area specialist
- Data analysis
- Differentiation and intervention
- Manages the pace of the course
- Conducts office hours in Blackboard Collaborate & through threaded discussions
- Supports Learning Coaches and students
- Grades student work and provides feedback
- Conferences with students & their mentors, as needed
- A resource for curriculum questions & supplemental activities.

### **ENGAGEMENT and WHOLE-CHILD STUDENT SUPPORTS**

- **Fostering engaging learning environments and meaningful relationships with students**
- **Providing real-time supports in keeping with the ounce-of-prevention principle**

#### Onboarding Process and Strong Start

1. The Welcome Wagon (6 Caito Teachers) calls all on the Omnibus each week to welcome new families and to tell them their start date. This is tracked via google docs. Only limited questions are answered as this is not a ILP Welcome Call, Orientation call, but just a “Welcome to Hoosier and you start on xx/xx/xxxx call.

2. The Friday before each cohort we send a mass robodial and mass email to all new learning coaches.
3. Before 9AM on the Monday Cohort Start, each grade level FSL's sends a targeted kmail to new families with onboarding details, titled "Training Information for New Families". The onboarding form is very concise and we ask that they complete it on their "Move In" Monday so they can check kmails in the Monday PM and get started Tuesday morning with their classes.
4. Before 9AM on the Monday Cohort Start, each grade level FSL sends a **weekly "I am your Family Support Liasion" kmail to their grade level** with tips, tricks, top ten lists, fun facts, student highlights (first name only). The FSL might also share appropriate personal information to build rapport with families.
5. We look at our onboarding survey weekly and call all families when they rate their understanding at a 5 or below, we kmail 6-7 and invite them to our support sessions.
6. Every Tuesday at Noon and every Thursday at 7PM, we have a Q&A session tied to all ORN010 and Welcome to online learning classes, every student, learning coach and admin sees these in their Class Connect session.
7. We gently follow up after we audit the Welcome to online learning actual data and ask families to complete their onboarding as it will benefit their child. We do not use the words mandatory or lock if they do not complete. But we follow up at least 1 time to ask for completion.
8. We use the FAST data tracker (in development and limited due to TVS not currently tracking attendance and engagement) to create iBots (Informal Back on Track) plans to engage and motivate students. FSL's create schedules, do 1 on 1 training, encourage students, provide guidance with minor technical and system issues and are the coordinators of information on "Where to go" with all our families and staff.
9. Our FRC works with homeless families, All Star Dads, Title 1, Community events and other resourcing initiatives and our Outreach FAST coordinator uses privately donated funds to help support as many families that we can that have serious needs.
10. Our truancy compliance monitor works with the entire school to ensure compliance with Indiana truancy laws, conducts truancy hearings, creates formal BOT's, works with CPS and other governmental agencies and provides engagement data the FAST team and other stakeholders.
11. Homeroom teachers in the Hybrid center monitor formal BOT's (virtual homerooms) and report to the truancy compliance monitor student engagement data compliance. They call, engage and monitor student and family involvement to help prevent expulsions.
12. The homeroom teacher contacts all new cohort starts the first day and the goal is to have a personal contact, (vmails count) within 48 hours. Due date is 2 weeks, but the sooner the better

for families. Use help.k12.com and hoosier.k12start.com to answer basic questions instead of referring to the grade level FSL.

13. “Move In” Monday students are engaging in orientation and the goal is to have them on boarded by the PM. Teachers should reach out to engage on Tuesday.

14. Homeroom and Grade level teachers might consider their first kmail to say, “Hi, I’m your XXXX teacher”.

15. Do not kmail a student who isn’t checking kmail! Call

Note: Qtr1 ILP Action = Welcome Call TVS note. (Just document your conversation) Anyone can create an ILP action note in TVS for any student.

How will you address the above with on-going enrollment?

New Parent Orientation: This orientation will include more training and generalized information. We send information to families. Specific training is given to new and returning learning coaches on attendance and grade checks.

Enrollment sends a welcome letter to all new approved students directing them to hoosier.k12start.com and to let them know that a phone call, email, and kmail will be coming to them on Monday morning their first day.

A automated phone message, email, and kmail will go out every Monday at the start of a new cohort informing new students and parents how to proceed.

Mondays and Wednesdays every grade FSL will have a training session for all new learning coaches and students. Live training will be posted on the hoosier.k12start.com website.

Every student by the following Monday will be confirmed, completed by the grade level Family Service Liaisons (FSLs), as having completed all onboarding. Kmails, emails, and robodials will be sent to those families that did not complete their onboarding.

Each grade level FSL will keep a standardized excel worksheet of all student Strong Start required training. A Hoosier requirement will be 100% of our families will be on boarded. Those that will not comply will be directed to the BOT process.

### Attendance Requirements

**Attendance Requirements:** “In keeping with the unique nature of Hoosier Academy, an absence is defined as any day a student does not login and/or submit work that shows the student has

attended to school work for 5.5 hours daily (27.5 hours weekly) grades k-6 or 6 hours daily (30 hours weekly) for grades 7 through 12” (taken from the student handbook). Parent logged attendance is also a consideration in this requirement.

***Class Connect Attendance Requirements:*** Students who are in grades K-8 and are on a synchronous track are required to attend all whole group Class Connect sessions. Students who are in grades K-8 and are on an asynchronous track are not required to attend whole group Class Connect sessions. Students in grades 9-12 are required to attend Class Connect sessions unless he/she has a 90% or higher in the class. Eligibility for class-connect exemptions will be determined after the first four weeks of the semester. Any Student who is in his or her second year or longer with Hoosier Academies and has at least a 3.00 GPA, may be exempted from class connects during the first four weeks with teacher and Academic Administrator approval. Teachers will continue to analyze the data every four weeks, and students that reach the minimum 90% average after the evaluation period must wait until the next evaluation period to be eligible for exemption.

Class connect exemption does not apply to students enrolled in Math Lab or English Lab. Class connect sessions for ORN100 Math Lab and ORN200 English Lab are required because they are designed to prepare students to pass the End of Course Assessment.

If the students (all grade levels) are unable to participate in the live sessions, they are required to watch the recordings. If additional Class Connect sessions are required or if a student is excused from the sessions, the teacher will make notification.

K-6 hybrid is virtual on Monday through Wednesday and 7-12 hybrid is virtual Wednesday through Friday. Both programs will collaborate with the K-8 and 9-12 virtual schools on those virtual days, with K-8 hybrid teachers offering support groups for K-8 students who are struggling with attendance and academic engagement. These students will be put on a Informal Back on Track Plan and in need of intensive small group and family support by a dedicated teacher. The urgent nature of the program will be positively communicated to students and parents by K-8 virtual homeroom teachers in advance of hybrid teacher intervention, with hybrid teachers trained to provide ongoing communication and support for students as they are added to their TVS support room.

***Board-Approved Policies/Consequences:*** Yes. Pages 41-44 in the student handbook (attached).

### **Family Academic Support Team (FAST)**

The FAST (Family Academic Support Team) consists of the following:

FAST Coordinator provides direction to the FAST process and oversees monthly metrics along with the below additional responsibilities.

1. Writes FAST polices
2. Coordinates with State IDOE officials to maintain compliancy
3. Trains FAST members
4. Supervises FAST members

As a K-12 School Counselor, the FAST Coordinator has the additional responsibilities complementing the FAST process:

#### **9 – 12**

1. Creates grad plans for every student
2. Courses all students
3. Coordinates credit recovery classes if needed
4. Trains/Onboards new and returning students on the K12 learning process
5. Writes Back on Track plans for struggling students
6. Writes recommendation letters for college applications
7. Mental health counseling
8. Complies with ASCA counselor deliverables (Guidance lessons, career coaching, etc)

#### **7-8**

1. Courses all students
2. Writes Back on Track plans for struggling students
3. Trains/Onboards new and returning students on the K12 learning process
4. Mental Health Counseling
5. Complies with ASCA counselor deliverables (Guidance lessons, career coaching, etc)

#### **K-6**

1. Courses all students
2. Trains learning coaches
3. Writes Back on Track plans for struggling students
4. Mental Health Counseling
5. Complies with ASCA counselor deliverables (Guidance lessons, career coaching, etc)

Family Resource Coordinator (FRC): Homeless Liaison, All-Star Dads, Title One Initiatives, and assistance connecting families with needs to local resources.

Family Service Liaisons: Advises, coaches, mentors, and trains and supports our learning coaches, students, teachers and staff. Creates and monitors students for compliance via attendance metrics and Back On Track plans (BOT plans). Collaborates with BOT Support Room teachers.

- FSLs: 3 HS and 4 K-8 (grade level support)
- Grade level BOT Support Room teachers (K-12)



**Truancy Compliance Monitor:** Owns the truancy process per state guidelines and enforces compliance with state compulsory attendance laws. Holds truancy hearings, assigns BOT plans to FSL's.

**State Reporting Officer:** Maintains attendance records, monitors student attendance trends, works with Truancy Officer and the FAST coordinator to ensure parent and student engagement.

**Weekly Strategies:** Ongoing accessible weekly training to all our students and learning coaches. FAST staff will be working daily with homeroom teachers to foster ideas for engagement with or student population. Homerooms are to engage their students weekly with homeroom sessions that are informative and exciting.

FSLs keep metrics on weekly contacts. FSLs reach out with weekly robodials, emails, kmails, and Black Board sessions.

## Learning Coach Support

### **Parent Directory (Learning Coach)**

Our Family Directory connects families by their demographics.

The image shows a screenshot of the K12 Family Directory website. The header features the K12 logo and a 'Find Families' button. Below the header, the title 'Family Directory' is displayed. The main section is titled 'Find Families' and includes a 'Hide Search Options' link. The search criteria are listed with checkboxes: 'Find families in: All Participating Schools', 'Who are within 15 miles of: ZIP code', 'Who are located in: City, State: Alabama, County', 'With students in any of the following grades: Modify', 'With an interest in any of the following areas: Modify', 'Who have been enrolled for: New Parent (less than one year)', and 'By name: First, Last'. A 'Search' button is at the bottom left. On the right side of the search form, there is an illustration of a group of diverse children sitting around a globe.

### **Learning Coach Mentoring**

Our mentoring program connects new Learning Coaches with experienced Learning Coaches to gain support, encouragement, and the sharing of ideas, tips, and strategies. Each mentor has a brief biography that is listed with students' ages, strengths, interests, and where they live in the state.

### **Parent Groups on Social Media**

Parents (Learning Coaches) and staff have created Facebook pages specific to grade levels and local counties to connect, share ideas and local events open to all Hoosier Students and Families.



### **Learning Coach (Parent) Connection Events**

These events are held both virtually and face to face with the mission of connecting Learning Coaches with one another. Listed below are a few examples of events.

- Mom's Coffee (Virtual and Face-to-Face)
- Book Club (Virtual and Face-to-Face)
- Mom's Night Out

There are also events that staff, students, and Learning Coaches can attend. Each month Hoosier Academies staff, students, and Learning Coaches (parents) gather together locally to celebrate successes, plan for the future, share tips and advice, and just have fun! There is a wide variety of events statewide including:

- Professional Sporting Events
- Bowling
- Movies
- Mini Golf
- Pizza Parties
- Ice Cream Socials
- Roller and Ice Skating Events
- School Dances and Prom
- Game Nights
- Talent Show
- Library Days
- Park Picnics
- Museum Tours

### **K<sup>12</sup> Parent (Learning Coach) Support and Communities**

K<sup>12</sup>'s Parent Workshops cover topics from Learning Coaches working with students, working with the curriculum, rethinking strategies for schooling to rethinking home management, understanding the concepts and ideas of educational changes to understanding the educational technologies of today. Workshops topics include Microsoft Office, parenting, managing long days, and more. Parents will find it all in the Parent Network. Parents can even get help on help tuning their own math and writing skills, find other parents interested in cooking or saving money, and are given drop-in opportunities to ask questions of veteran parents who are schooling at home.

K<sup>12</sup> communities and support groups allow parents to connect with other parents from K<sup>12</sup> schools all over the United States.

<http://hoosier.k12start.com/for-parents/parent-support-clubs-and-community/>

#### **Strong Start Website**

<http://hoosier.k12start.com>

This website is for all families and has a wealth of start-up information and instructional videos on how to get started as a new family.

#### **Hoosier Academies Website**

<http://ha.k12.com/>

This website is for current and potential Hoosier Academies families and has a wealth of instructional information. Families can find out information about updates on events, resources, and school departments.

### **Homeless Engagement**

What supports and programs do you have in place for our homeless population?

***Workshops are provided for teachers and staff members to inform and address the unique needs of homeless students.*** Staff members are educated about the special needs of homeless students and ways to work with their parents or guardians to make certain that they know their educational rights.

***Identification of homeless students.*** A residency questionnaire is included with the registration packet. Proof of residency information is disseminated for inconsistencies.

***Attendance policy.*** Homeless students are not penalized for being late because they may have to accommodate complicated bus schedules to get to school.

***Homeless Liaison.*** The liaison assists in helping to identify homeless students. The liaison works with school staff members, homeless students and parents/guardians to provide a list of community resources. The liaison helps unaccompanied youth to fill out paperwork to declare homelessness.

***Bridging the gap between schools if a child moves.*** Once informed of the school a homeless student is moving to, we contact the appropriate staff members at the new school to facilitate the transfer of records and background information.

***Ensure that a full range of services is available.*** Homeless students have access to all intervention resources if needed. Homeless students are provided the opportunity to participate in school wide activities even if they cannot pay for them. A list of community resources-such as shelters, housing information programs and food banks-is provided to homeless students/families.

**Keep in constant contact with parents or guardians.** Remaining in constant contact helps homeless students and their parents/guardians to feel more connected to the school. This provides a better understanding of what homeless students' lives are like outside of school.

**Transportation assistance.** We ensure transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin. If public transportation is the mode of transporting a child that is too young to travel alone, transportation for the parent to and from the temporary residence will be provided. When a parent of a homeless child drives their child to and from school, the liaison may provide a gas card or voucher. It is important to ensure that the amount provided to pay for gas should be spent only on transportation to and from school.

### Truancy/Withdrawal Process

**Referral Process:** Homeroom teachers and the Truancy Compliance Monitor keep track of the number of days in which a student has not logged into the OLS/LMS.

3 Accumulated Unexcused Absences Engagement Communication - the Truancy Compliance Monitor calls the legal guardian to inform that the student has incurred 3 absences.

5 Accumulated Unexcused Absences Engagement Communication - the homeroom teacher calls/kmails/emails the legal guardian to inform that the student has incurred 5 unexcused absences.

8 Accumulated Unexcused Absences Engagement Communication – the homeroom teacher calls/kmails/emails the legal guardian to inform that the student has incurred 8 unexcused absences. If the legal guardian cannot be reached, the homeroom teacher calls all listed numbers on the student account in an attempt to reach a “live” person.

10 Accumulated Unexcused Absences – the Truancy Compliance Monitor reviews attendance reports to identify students with 10 accumulated unexcused absences. Students found with 10 accumulated unexcused absences will be placed on the truancy tracker as part of the truancy process. If all steps have been followed properly, the Truancy Compliance Monitor then sends a notification (via certified mail with a return receipt) to the family with a ten day response period.

#### **Indiana State Statutes:**

IC 20-33-2-11 Habitual truants ineligible for operator's license or learner's permit; minimum definition of “habitual truant” Sec 11

(a) Notwithstanding IC 9-24 concerning the minimum requirements for qualifying for the issuance of an operator's license or a learner's permit, and subject to subsections (c) through (e), an individual who is:

- (1) at least thirteen (13) years of age but less than fifteen (15) years of age;
- (2) a habitual truant under the definition of habitual truant established under subsection (b); and

(3) identified in the information submitted to the bureau of motor vehicles under subsection (f);

may not be issued an operator's license or a learner's permit to drive a motor vehicle under IC 9-24 until the individual is at least eighteen (18) years of age.

(b) Each governing body shall establish and include as part of the written copy of its discipline rules described in IC 20-33-8-12:

- (1) a definition of a child who is designated as a habitual truant, which must, at a minimum, define the term as a student who is chronically absent, by having unexcused absences from school for more than ten (10) days of school in one (1) school year;
- (2) the procedures under which subsection (a) will be administered; and
- (3) all other pertinent matters related to this action.

(c) An individual described in subsection (a) is entitled to the procedure described in IC 20-33-8-19.

(d) An individual described in subsection (a) who is at least thirteen (13) years of age and less than eighteen (18) years of age is entitled to a periodic review of the individual's attendance record in school to determine whether the prohibition described in subsection (a) shall continue. The periodic reviews may not be conducted less than one (1) time each school year.

(e) Upon review, the governing body may determine that the individual's attendance record has improved to the degree that the individual may become eligible to be issued an operator's license or a learner's permit before: (1) February 1; and (2) October 1; of each year the governing body of the school corporation shall submit to the bureau of motor vehicles the pertinent information concerning an individual's ineligibility under subsection (a) to be issued an operator's license or a learner's permit. (f) The department shall develop guidelines concerning criteria used in defining a habitual truant that may be considered by a governing body in complying with subsection (b).

As added by P.L.1-2005, SEC.17. Amended by P.L.242-2005, SEC.18.

***Manifest Determination Hearing Requirements:***

The truancy officer or designee will request a Manifestation Determination conference by contacting the Director of Special Education when situations resulting in any decision that would change the placement of a student with a disability for violating a code of student conduct or school policy occur.

The process for a request for a Manifestation Determination Conference specifically related to truancy is as follows:

- The student's legal guardian opted for a truancy hearing and refuses to participate in the Back on Track Process.
- The student's legal guardian opted for a truancy hearing and was placed in the Back on Track process, however, continues to accumulate unexcused absences.
- The student's certified notification letter returns unclaimed.
- The delivery receipt was returned signed; however, the legal guardian did not call to schedule a truancy hearing.

The Case Conference Committee must meet to determine whether the student's behavior is a manifestation of the student's disability. All relevant information in the student's file must be reviewed, including the IEP, any teacher observations, and any relevant information provided by the parent to determine if the conduct in question was:

1. caused by or had a direct and substantial relationship to the student's disability; or
2. the direct result of the public agency's failure to implement the student's IEP.

If the Case Conference Committee determines that the conduct was a manifestation of the student's disability, the truancy officer/ designee will be informed by the Director of Special Education that the hearing/expulsion process may not proceed due to the conference findings. The Case Conference Committee will either conduct a functional behavioral assessment and implement a behavioral intervention plan for the student or review an existing behavior plan and modify, if necessary, to address the behavior, and return the student to the placement from which the student was to be removed.

If the Case Conference Committee determines the conduct was not a manifestation of the student's disability, the truancy officer/designee will be informed by the Director of Special Education that the hearing/expulsion may proceed due to the conference findings. The school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as those procedures would be applied to students without disabilities. However, the student must, during any removal, continue to receive appropriate services, which will be determined by the Case Conference Committee and enable the student to continue to participate in the general education curriculum, although in another setting, progress toward meeting the goals set out in the student's IEP, and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation, so that it does not recur.

In the event the student and parent do not respond to the conference notice or attend the Manifestation Determination conference, the Manifestation Determination conference will be rescheduled. If the student and parent do not respond to the conference notice or attend the rescheduled conference, the Case Conference Committee members who are in attendance will proceed with the conference. At the end of the conference, the Teacher of Record will provide the parent a draft copy of the conference either by USPS or to their personal e-mail account. If after 10 instructional days, there has been no response from the parent, the conference document will be finalized on instructional day 11. At that time, the final version of the IEP document will be provided the parent and the Director of Special Education will then inform the Truancy Officer/Designee of the Manifestation Determination conference outcome.

**Collecting Withdrawal Reasons:** Our plan is to create a short survey that would contain three questions that would be asked of each student that inquires as to

- 1) the reason of their withdrawal
- 2) if they were planning to re-enroll at another time and
- 3) if they would recommend us to their friend or family.

This data will then be provided to administrators for additional follow up if needed.

## CURRICULUM

### Ensuring curricular pathways to success

- Providing all students with high-expectations curricula

- Providing all students with personalized learning opportunities

### **Supplemental Programs**

The programs listed below are utilized with students that are in need of additional academic support. All students are ranked based on data (NWEA, DIBELS, ISTEP, IREAD, ECA) and appropriate programs are assigned to students based on that data. General education teachers, with the assistance of Interventionists, monitor student progress on various programs and progress is communicated with all stakeholders.

<b>Name</b>	<b>Grade Level</b>	<b>Goal of Program</b>	<b>Data Used to monitor program</b>	<b>Criteria used for placement in the program</b>
Reading Eggs	K-2	To help students fill in any gaps in regards to reading/language skills with the goal of students being able to perform at grade level.	Reports generated within program	RTI
Imagine Learning	K-3	To help students fill in any gaps in regards to reading/language skills with the goal of students being able to perform at grade level.	Reports generated within program	RTI IREAD-3 Remediation
iReady	K-8	To help students fill in any gaps in regards to reading/language skills and math skills with the goal of students being able to perform at grade level.	Reports generated within program	RTI
Math Whizz	K-8	To help students fill in any gaps in regards to math	Reports generated within program	RTI

		skills with the goal of students being able to perform at grade level.		
Mindplay Virtual Reading Coach	3-12	To help students fill in any gaps in regards to reading/language skills with the goal of students being able to perform at grade level.	Reports generated within program	RTI
USA Test Prep	9-12	To help students fill in any gaps in regards to reading/language skills and math skills with the goal of students being able to perform at grade level.	Reports generated within program	Math/English Lab

#### Standards Focused

- What preparation will teachers do to familiarize themselves with the standards?
- What expectations for being standards-driven will be set for teachers?
- Indicate if you are interested in piloting a program to provide standards-based progress reports for students.

Teachers will become familiar with the standards through semester-based professional development, curriculum mapping activities, and team meetings. Teachers will be expected to infuse standards in their lesson plans through alignment with unit and lesson objectives and instructional strategies.

#### Engrade

- Will Engrade be used for K8?
- What are the set policies and expectations for use of this grading program?
- If not using Engrade, what are your policies for final grades in your K8 program?

**Engrade (Grades K-8)**



In the Elementary Program, grades will be assigned for writing in grades 3 and 4, writing and history in grade 5, and writing, history, math, and science for grade 6. All other courses/subjects will be graded on mastery.

In the Middle School Program (grades 7 and 8), all subjects and courses will be assigned a letter grade.

### **Evidence of Mastery in Engrade (Grades K-8)**

Grades will be determined based on how students perform on teacher graded and computer scored activities within each course. Graded activities may include:

- online or paper-based worksheets and practice sets
- quizzes
- exams (e.g. Unit, Semester, Final)
- threaded-discussions
- essays, research papers, and other writing assignments
- presentations

Assignments will be teacher-graded or computer-graded, depending on the assignment. Teacher created assignments will have a due date determined by the teacher. If the student fails to turn in a teacher created assignment on time, the teacher may choose to deduct points from the assignment.

During the semester students can view their grades in the Student Progress Report. Teachers, administrators and parents/mentors also have 24-7 access to grade information via course gradebooks.

### **Test Preparation**

Outline your plans for Test Preparation including:

- Rigorous assessments such as Performance Tasks
- Practice tests
- Mimicking the test environment
- Parent sessions
- How will it be integrated into regular schooling with additional ramp up before testing?

Based on USA Test Prep data, teachers offer targeted intervention sessions. Weeks prior to the ECA, teachers provide daily ECA Cram sessions that focus on specific standards. Math Lab and English Lab courses are offered to students in grades 10-12 that still need to pass the English and Math ECAs. Based on Interim Assessments, NWEA, and DIBELS data, teachers offer targeted intervention sessions that focus on mastery of specific standards. Teachers use sample and

released test items from the IDOE for practice tests. Four weeks before the state exam, teachers will reteach the standards not mastered by students according to Interim Assessment #4.

### Credit Recovery

#### **Credit Recovery at Hoosier Academy**

Hoosier Academies provides an opportunity for students in grades 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> to make-up credits in courses that they have previously taken and failed. The counselors will review which of their students are deficient. Counselors will offer the opportunity to students who would benefit from this opportunity.

There are subject-specific, certified Hoosier teachers that will be assigned to each of the credit recovery classrooms. After being assigned a credit recovery course, the teachers will kmail students the directions on how to complete the course.

Students will be added to credit recovery courses every 6 weeks. After students are given 6 weeks, the credit will be awarded – or the course will be dropped. During the course of the 6 weeks, the credit recovery specialist will be in weekly communication with the student (which includes progress monitoring). The credit recovery teacher will also send a weekly kmail to check in with the student to see if they need any additional or one-on-one help.

There will be no live instruction or class connect sessions for credit recovery courses. Students must work through the curriculum and take each of the unit tests. After completing the course curriculum, students will take the final exam. If they receive a passing score, the student will be awarded a credit for the specific course on their transcript.

### Additional School Programs (Optional)

Describe your summer school program if you have one.

# Summer School Info 2015

*Students will be given two opportunities to earn credits over the summer.*

*Please read the information carefully.*

	Indiana Online Academy SUMMER	Hoosier Academy Credit Recovery - SUMMER
Who can participate?	Students entering grades 9-12	Students entering grades 10-12
When will it occur?	6/8/15-7/23/15	5/25/15-6/22/15
How much will it cost?	\$50 per credit	\$0 per credit
Maximum # of courses that I can take?	2	3
Additional Requirements		Students <u>must</u> have previously taken <u>and</u> failed the course in order to take summer credit recovery.
Registration deadline	Must sign up by June 4 <sup>th</sup>	Must sign up by May 15 <sup>th</sup>
Courses Available	Click <a href="#">HERE</a> AP Biology AP Calculus AB AP English Lang/Comp AP English Lit/Comp AP Macro Economics AP Micro Economics AP Psychology AP Government AP US History AP World History Algebra I and II American Sign Lang I, II, and III Art History Biology Chemistry Chinese I College Entrance Prep Digital Citizenship	ENG106ASG: Literary Analysis and Composition I (English 9A) ENG106BSG: Literary Analysis and Composition I (English 9 B) ENG206ASG: Literary Analysis and Composition II (English 10A) ENG206BSG: Literary Analysis and Composition II (English 10 B) ENG306ASG: American Literature (English 11 A) ENG306BSG: American Literature (English 11 B) ENG406ASG: British and World Literature (English 12 A) ENG406BSG: British and World Literature (English 12 B) HST106ASG: World History HST106BSG: World History HST306ASG: U.S. History

As defined in 511 IAC 7-32-39: Extended school year services means special education and related services that: (1) are provided to a student with a disability: (A) beyond the normal school year or instructional day of the public agency; (B) in accordance with the student's IEP; and (C) at no cost to the parent or student and (2) meet the standards of the department of education.

The determination of ESY services, based on an individual student's needs, will be determined by a case conference committee. The following areas will be considered along with data related to the individual student's performance:

- Critical learning needs
- Degree of progress on IEP goals
- Least restrictive environment
- Independence from caretakers
- Emerging needs and/or break-through learning opportunities
- Regression and recoupment
- Interfering behavior

- Severity of the disability
- Special circumstances

The consideration of ESY services will be made in a timely manner so that the school and the parents can make necessary arrangements for the student's participation. ESY services are often provided during a time when the full continuum of educational placements is available solely for the purpose of providing ESY services. ESY services may look different from the student's regular school year services, being provided in various locations and through various service delivery options as determined by the Case Conference Committee.

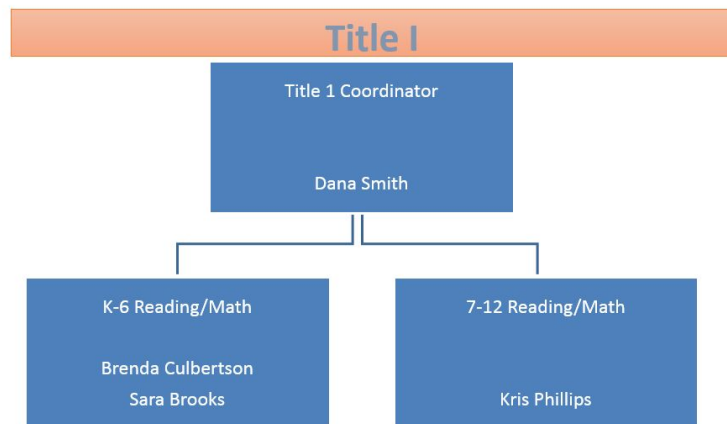
It should be noted that Summer School is not the same as ESY.

## TARGETED INSTRUCTION and DDI

### Developing data-driven, high-reliability systems

- Setting clear, “no excuses” goals for teaching and learning.
- Attending to the core business of schooling: great teachers and teaching.
- Developing a healthy preoccupation with failure, prevention, and intervention.

### Title 1



#### **Title 1 Program Description**

##### **Hoosier- Indianapolis**

Hoosier Academy Indianapolis currently operates a Targeted Assistance Title 1 program. The goal of the Title I program is to provide additional support and instruction in the area(s) of Reading and/or Math in order to ensure student mastery of Indiana Academic Standards.

At Hoosier Academy Indianapolis, students are identified as “At Risk” by their performance on the DIBELS assessment, a standardized Benchmark assessment, ISTEP scores, NWEA scores, and collaborating with the classroom teacher(s). Once students are identified, goals are set for improvement and programs are developed that aid and support the instruction that takes place in the regular classroom. Student progress is monitored on a regular basis and communicated to stakeholders (students, staff, and parents). Additional resources are provided to staff, students, and parents as needed.

The Title 1 Compact highlights expectations for staff, students, and families.

##### [Title 1 Compact - Hybrid](#)

##### **Hoosier- Virtual**

Currently, Hoosier Academy Virtual charter operates a Schoolwide Title 1 Program. Title 1 services are offered in addition to the regular instructional program. Title 1 funding for the 2015-2016 school year will provide key components within our comprehensive, ongoing RTI context.

**Services:** The RTI Framework is a 3-tiered approach to math and literacy for successful interventions. Certified Title 1 teachers will work with K-6 and GR 7-12 students who are Identified/at-risk for poor learning outcomes. Students are progress monitored, and provided evidence-based interventions which are adjusted as needed depending on a student's responsiveness.

Tier 1- All students - general education teacher supporting the regular K12 school curriculum by:

- reviewing, recording, and analyzing NWEA benchmarks and all state-mandated testing
- creating a differentiated Individual Learning Plan (ILP) for each student, based on age appropriate grade level and on curriculum placement levels.

Tier 2 - Involves coordinated, data-driven, research-based interventions for students identified as needing additional time and support to master standards usually occurring in small groups.

Tier 3- includes more long-term support in targeted areas for those at-risk students that are not making progress given high quality instruction at the tier 1 and tier 2 level with intervention supports. Tier 3 supports are delivered by either small group or one-on-one instruction. RTI team monitors students' progress through both formative and summative assessment data.

**Assessment:** Data used to drive decision-making includes; IREAD, ISTEP, NWEA, DIBELS, and other corporation developed benchmarks/assessments. Interventions used include; Mindplay Virtual Reading Coach, iReady, Reading Eggs, Imagine Learning, Math Whizz, and ALEKS.

### **Parent/Family Involvement**

The Parent/Family Involvement piece is not only a required component of the Title 1 program, but is essential to the success of the Title 1 program. Hoosier Academies builds capacity for strong family involvement in order to ensure effective involvement of families and to support a partnership among the school, families, and the community to improve student academic achievement, through the following activities:

### **Welcoming All Families**

Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. Hoosier Academies strives to welcome all new families by sending welcome emails and conducting personal calls to guide each family through the orientation process. Hoosier Academies hosts live orientation sessions to ensure all families get a strong start. Families are also required to complete a "Welcome to Online Learning Course" at the beginning of the school year and tutorials are available on the Hoosier Academy Strong Start Website: <http://hoosier.k12start.com/>

### **Communication**

Families and school staff engage in regular, two-way, meaningful communication about student learning by providing multiple forms of communication to inform families of academic resources, opportunities, and events in school newsletters, the school website, daily and weekly teacher kmails, and course announcements. Family academic support and training is provided throughout the year during monthly family meetings, live help sessions, and through access to live and recorded class sessions. Families are encouraged to assess the effectiveness of the school and its teachers with the annual survey.

### **Supporting Student Success**

Hoosier Academies is deeply committed to the success and welfare of our students, families, and their communities. Our commitment to supporting student success begins with hiring Highly Qualified teachers that are dedicated to upholding the School-Family Compact that supports academic achievement. These commitments are reviewed throughout the year during Individual Learning Plan meetings between the families and the teachers.

### **Sharing Power**

Families and Hoosier Academies staff are equal partners in school decision making. Family participation and feedback is vital to Hoosier Academies' commitment to student success. Programs that promote equal partnerships include the TAC (Teacher Advisory Committee) and PAC (Parent Advisory Committee).

### **Promoting Parent Connectedness**

Hoosier Academies offers a wide variety of activities and events to connect parents. There are specific activities and events that are geared solely for parents with the mission to connect parents with one another.

### **Promoting Family Connectedness**

Hoosier Academies also offers a wide variety of activities and events that occur monthly where staff, students, and families are invited. Families get the opportunity to connect with other families in their region, staff members get the opportunity to meet their students and their families, and the students get to have fun with their peers! Hoosier Academies does have a position that is dedicated to providing these outings.

### **Title 1 Coordinator**

**Position Summary:** The Title 1 Coordinator will work in a team-oriented environment to monitor program orchestration and implementation and provide assistance to improve school-wide planning, budgeting, and needs analysis to support school improvement strategies and evaluation measures to meet the requirements of the ESEA (Elementary and Secondary Education Act).

#### **Duties and Responsibilities:**

- Provides direction in formulating, implementing, and coordinating the Title I programs to achieve district goals and objectives.
- Collect, organize, and compile information necessary for project reports, intervention activities, and program performance evaluation.
- Prepare the district's annual Title I consolidation application, budget, and reports required by Local, State, or Federal education officials.
- Work with stakeholders to develop programs, activities, and events geared to reach families.
- Communicate with all stakeholders on a regular basis (staff, students, and parents) in regards to the Hoosier Academy Title 1 Program (information about program, workshops, events, budget, etc.).
- Assist with providing professional development opportunities to Title I staff members.

## **Title 1 Teacher/Interventionist Job Description**

### **SUMMARY:**

The Title 1 Teacher/Interventionist will work in a team-oriented environment to carry out the goals of the Title 1 program by providing data driven instruction in math and/or reading for at-risk students in a 1:1 or small group setting. The Title 1 Teacher/Interventionist will monitor data, communicate progress and collaborate with administration, teachers, students, and learning coaches. The Title 1 Teacher/Interventionist will also provide support in special projects by the direction of the Title 1 Coordinator, which may require occasional travel.

### **ESSENTIAL FUNCTIONS, DUTIES, AND PERFORMANCE RESPONSIBILITIES:**

- Prepare effective and engaging online lessons for at-risk students, based on data.
- Schedule class connect sessions for students.
- Monitor data and run reports.
- Communicate progress with administration, teachers, students, and parents/learning coaches.
- Guide and provide support for students and learning coaches.
- Track weekly attendance.
- Attend all required meetings, professional development, and training.

### **Allocation of Funds**

The majority of the funds that Hoosier Academy Indianapolis and Hoosier Academy Virtual Charter received are allocated to staffing. Another larger portion of the funds are utilized for Parent/Family Involvement. Funds set aside for Parent/Family Involvement include the cost of renting various facilities across the state, materials for the parent/family events, and mileage costs that Title 1 teachers accrue for traveling to events. A portion of the Title 1 funds are also allocated for research-based programs that are utilized by staff.

### **SWAG (Students Working for Academic Growth)**

The goal of the SWAG program is to provide students in grades K-12 with face-to-face interaction and focused support to better prepare students for standardized testing and success. During these sessions, students will interact with teachers and other students through a combination of direct instruction, group collaboration, and independent practice to build knowledge and test taking strategies to be more successful on state mandated testing.

The SWAG program also seeks to provide Learning Coaches with resources and support in testing and curriculum in order to help their child to be successful at Hoosier Academies. Five regional centers have been secured across the state of Indiana based on where large groups of Hoosier families are located. Three SWAG teachers will be assigned to each regional center to offer support to the Learning Coaches and students.

SWAG is open to ALL Hoosier families. Homeroom, Special Education, and Title teachers will also personally invite these targeted students:



- Students that did not pass ISTEP +, ECA, or IREAD-3.
- Students with “Below Average” RIT score on NWEA.
- Students that have BOT (Back on Track) plans that require academic support.
- Students that may need support with RTI interventions

### **SWAG Locations**

#### **Indianapolis**

Hoosier Admin. /Hybrid Center  
2855 N Franklin Rd  
Indianapolis, IN 46219

#### **Fort Wayne**

**\*\*Thursday 10 a.m.-12 p.m.\*\***  
Salvation Army  
2901 N Clinton St  
Fort Wayne, IN 46805

#### **Merrillville**

Salvation Army  
4800 Harrison St.  
Merrillville, IN

#### **Evansville**

University of Southern Indiana  
8600 University Blvd.  
Evansville, IN 47712  
ED Bld. Room 2109 (by Parking Lot H)

#### **South Bend**

Kroc Center  
900 W Western Ave  
South Bend, IN 46601

#### **Parent Trainings**

At the end of each month, training will be provided for parents by topic listed below.

**September** - Understanding NWEA, DIBELS, and USA Test Prep

**October** - Time Management

**November** - Community Resources

**January** - Writing Strategies

**February** - Reading Comprehension Strategies

**April** - Math Strategies

**May-** Summer Reading/Math

**SWAG Resources**

[SWAG Brochure](#)

[SWAG Flyer](#)

[SWAG Manual](#)

[SWAG Weebly Page](#)

[RTI/MTSS](#)

**RTI Process**

Hoosier Academy identifies academically at-risk students, monitors student progress, and provides evidence-based interventions. These interventions can be adjusted as needed depending on a student's responsiveness.

Hoosier Academy stands ready to provide parents and students with the support they need to have a successful academic experience. Together we will implement a three tiered system to provide successful interventions.

All students at Hoosier are a part of Tier I, with the general education teacher supporting the regular K12 school curriculum in two ways:

- reviewing, recording, and analyzing Universal Screener Data, NWEA benchmarks and all state-mandated testing
- implementation of differentiating instruction and Tier I supports such as ELA/Math Road Maps for classroom interventions

For Tier II, the general education teacher and/or Interventionists provide extra support and attention to students whose progress and test scores show gaps in skills. In Tier II-Phase 1, the general education teacher and/or subject specific specialists begin work on a research-based

program. Students work on this program for six weeks and progress is monitored during that time. Students must utilize the program at least three times a week for 30 minutes for a total of 90 minutes each week. If student is still not making progress (Tier II Phase 2), The general education teacher provides mandatory Class Connect sessions in combination of student utilizing supplemental computer program at least three days a week for 30 minutes. If a student does not respond/show progress while utilizing the Tier II Phase 2 intervention program, then the frequency and/or duration of the intervention needs to be changed in Tier II Phase 3. The student continues to utilize the Tier II intervention program of attending Class Connect sessions and supplemental computer program for 30 minutes monitored by an Interventionist, up to 4 times per week for six weeks. During this process, parents are notified and communicated by general education teacher if there are any changes in progress. If a student responds to Tier II intervention strategies, the student can remain at this level of support or return to Tier I when mastery of skills occurs.

If the student still does not respond/show progress while utilizing the Tier II intervention program and attending additional class connect sessions, then the student is referred to RTI Committee. The RTI Committee is comprised of the RTI Coordinator, general education teachers, content specialists, administrators, and special education staff. The RTI Committee gives additional support to the teacher and the parent/guardian, implementing and reviewing additional, more intensive strategies for the student's specific needs. The student switches from the Tier II intervention program to the Tier III intervention program and continues to attend class connect sessions held by an Interventionist. The Tier III intervention program in addition to the class connect sessions continue for the duration of six weeks. Students must use the Tier III program at least four days a week for 30 minutes. Depending on student response to more intensive interventions, a student may remain in Tier III (if he or she shows marked improvement) or may be referred for a meeting to determine if further diagnostic evaluations and possible Special Education services are warranted. Teachers at Hoosier receive continuing professional development regarding RTI and the role it plays in our school.

### **Accountability**

\*Overall accountability expectation is >80% weekly participation in all required interventions.

1. After the first week of <80% weekly participation in all required interventions, without prior contact from the family, the homeroom teacher will contact the family via kmail and document the reason for low participation. Homeroom teacher will include this information in weekly data submitted to RTI Committee member.
2. After the second week of <80% weekly participation in all required interventions, without prior contact from the family, the homeroom teacher will make contact with the family via a phone call and document the reason for low participation. All numbers listed must be attempted. Teacher will review RTI expectations.
3. After the third week of <80% weekly participation in all required interventions, without prior contact from the family, the RTI committee member will make contact with the family via a phone call and document the reason for low participation. All numbers listed must be attempted. Committee member will review expectations of RTI utilizing documentation that the parent signed. The Committee Member will provide a verbal and follow-up written

reminder that if a fourth week of 80% weekly participation in all required interventions, occurs the student will be withdrawn from the RTI program and family will be referred to administration.

## RTI Coordinator

### Essential Duties:

- Specify the target group and Tier level of students needing intervention
- Develop specific interventions for each Tier of intervention
- Develop Response to Intervention/Instruction procedural manual
- Track the number of students receiving intervention services in each Tier
- Specify and maintain list of students targeted Tier 2 and Tier 3 interventions
- Chair intervention conferences; oversee intervention implementation, and data collection
- Collaborate with Special Education and Title 1
- Refer students for Special Education evaluation and maintain records of students determined eligible for special education within two years of receiving interventions
- Provide professional development to general education teachers regarding intervention process and identified interventions for each tier

### K-12 RTI Programming

Grade Level	Reading	Math
<b>K-2</b>		
Tier 1	ELA Road Maps- Includes classroom intervention strategies	Math Road Maps- Includes classroom interventions strategies
Tier 2	Reading Eggs/Imagine Learning	iReady/Math Whizz
Tier 3	Imagine Learning	Math Whizz
<b>3-6</b>		
Tier 1	ELA Road Maps- Includes classroom intervention strategies	Math Road Maps- Includes classroom intervention strategies
Tier 2	iReady/Mindplay	iReady/Math Whizz
Tier 3	Mindplay	Math Whizz
<b>7-8</b>		
Tier 1	ELA Road Maps- Includes classroom intervention strategies	Math Road Maps- Includes classroom intervention strategies
Tier 2	iReady/Mindplay	iReady/Math Whizz
Tier 3	Mindplay	Math Whizz
<b>9-12</b>		
Tier 1	ELA Road Maps- Includes classroom intervention strategies	Math Road Maps- Includes classroom intervention strategies
Tier 2	Mindplay	Math Lab class or intervention skill sessions

Tier 3	English Lab class or intervention skill sessions	Math Lab class or intervention skill sessions
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### Special Education

Describe instructional plans to fulfill the IEP service minutes for Special Education students.

The required 10 day move in conference is completed during the onboarding process for every student assigned to a specific cohort group. The intensity and frequency of services is determined by a review of previous data and the correlation of the specific needs in a virtual environment. Once the move in conference process is completed, the Teacher of Record ensures all documentation necessary for the revised IEP is entered, with any updated information, into the IEP system, and arranges with the legal guardian the specific days and times services will be delivered. Service delivery commences with the completion of the onboarding process and grade level curriculum assignment. Special Education teachers provide services using Blackboard connect for small group and 1:1 support as well as push services into general education classrooms.

Hoosier Academy follows 511 IAC 7-42-10 which references Least Restrictive Environment and delivery of special education and related services.

1. To the maximum extent appropriate, student with disabilities, are educated with nondisabled students.
2. Special classes or other removal of students from the general education environment occurs only if the nature and severity of the disability is such that education in general education classes using supplementary aids and services cannot be achieved.
3. The case conference determines the placement in which a student will receive services.
4. A continuum of services is available to meet the individual needs of students with disabilities and makes provision for supplementary services to be provided in conjunction with general education placement.
5. The selection of Least Restrictive Environment with consideration to potential harmful effects on the student or quality of services needed.
6. Each student with a disability has an equal opportunity to participate with nondisabled students in nonacademic and extracurricular services and activities to the maximum extent.
7. Special education services and related services are delivered in the Least Restrictive Environment determined by the case conference.
8. The provision of services to students with different disabilities at the same time and same classroom is permitted.
9. Students with disabilities are in classes with their chronological peers unless an alternative is determined appropriate by the cases conference and the reasons for the determination are documented.

10. Students with disabilities are not removed from education in age-appropriate general education classrooms solely because of needed accommodations in the general curriculum.

Currently, Hoosier Academy partners with Presence Learning to provide speech/language services to all students meeting eligibility criteria for Speech or Language Impairment. These services are provided on a virtual platform. Virtual speech delivery is a recognized and acceptable means by which to deliver these services.

Hoosier Academy has partnerships with Indiana School for the Deaf/Hard of Hearing Outreach and Indiana School for the Visually Impaired to provide services and supports to students with identified eligibility in these areas.

Occupational and Physical Therapy services are currently provided by Presence Learning and Therapy Source.

For students who meet criteria for alternate assessment and a functional curriculum, Hoosier Academy utilizes the Unique Learning System for instruction.

### English Language Learner (ELL/ESL)

Describe instructional plans to fulfill the requirements for ELL students.

#### **Hoosier Academy – Virtual and Hybrid**

Hoosier Academy uses the English as a Second Language (ESL) pull-out model, where students are assigned weekly class connects to further develop language proficiency. Students are identified through their original home language survey, upon entering an Indiana school. Any student that is identified as speaking a language other than English, or having a language other than English spoken at home as a primary means of communication, is given a screening test, W-APT, to determine need for language services. Any student that scores between the levels of 1-3, on the annual ACCESS language proficiency test, meets twice weekly for a one hour a session, and level 4 students meet once a week for 1 hour session. The ESL teacher works with students in small groups and 1:1 sessions, depending on language proficiency and needs.

#### **Communication with Family**

As a school that receives Title III funds, Hoosier must follow all of the state guidelines in communicating with families about student involvement in the ESL program. Parents are mailed and kmailed notification of services through our ESL program. An ILP (Individualized Learning Plan) is sent to the parent and student to inform of yearly goals, as well as past state assessment scores, language proficiency and class connect requirements, modification and accommodation availability based on their rights as language learners, and a copy of the Can Do Descriptors provided by WIDA.

It is the parent's right to withdraw their students from the program at any time and refuse accommodations or assessment modifications; however, all English language learners are still required to participate in the annual language assessment (ACCESS).

It is the belief of any effective language program that parents, students, and teachers all must work together, and be knowledgeable of the students' rights in order to progress language development and scholastic development.

For the ELL Program Guide that includes further details about the ELL program at Hoosier:

<http://tinyurl.com/n9h3hct>

### STI Students

These students traditionally are full academic year (FAY) and maintain the STI status throughout the school year based on broad criteria such as state testing results, benchmarking tests, demographics, etc.

STI students will be identified based on ISTEP, ECA, and Universal Screener data.

Students will be marked as STI if:

1. Student did not pass ISTEP
2. Student did not pass ECA
3. Student is "Well Below Benchmark" on the DIBELS Benchmark assessment
4. Student RIT score is below grade level
5. Student USA TestPrep percentage is below grade level.

Students will be marked as STI at the beginning of the school year after the completion of any Universal Screener tests and based upon standardized test information.

Data will be made available to the Title 1 Coordinator and the Title 1 Coordinator will assign Title 1 staff grade level (s) to mark STI students.

Students that join Hoosier Academies at various points during the year that fit into any of the categories above will also be marked as STI. The homeroom teacher will be responsible for marking these students as STI.

### Academically At-Risk Students

These students will move in and out of designated groupings based on progress monitoring using items such as on-going formative assessments, student work, trackers, teacher identification, etc.

All Hoosier Academies staff members participated in a book study and learned about the four key principles of data-driven instruction; assessment, analysis action, and culture. Hoosier Academies staff has been working diligently to apply these principles and create a data-driven culture.

Students that perform below grade level on Universal Screeners are identified and become involved in the RTI process as described above. Students participate in specific interventions and their progress is monitored. All stakeholders (students, staff, and learning coaches) are involved in this process and communicated with on a regular basis.

During the 2015-2016 school year, the goal is to get parents actively involved and becoming experts in looking at their child's data. Parents will be invited to receive specific trainings on how to look at data that is provided on standardized tests and Universal Screeners in order for parents to be better equipped to assist their child.

Teachers that are looking for a certain piece of data for one student tend to use the OLS to find needed information. If teachers are looking for multiple pieces of data for multiple students, the OLS tracker is a useful tool.

Teachers would like a refresher at the beginning of the year with specific ways that the OLS tracker can be utilized. Teachers received 1 training session this year but would benefit from a professional development session about this tool at the beginning of the year. An additional follow-up session would also need to be arranged that would allow for teachers to collaborate and share how the tracker is being utilized. Teachers might also benefit from collaborating with other K12 schools about how they are using the tracker information.

Administrators would also benefit from a professional development session at the beginning of the year about how the tracker tool can be utilized. Administrators would also like the opportunity to hear from other K12 schools about what they are doing in order to leverage the use of the tracker tool.

### Data Meetings

Teachers participate in individual, department, and grade level data meetings on a bi-weekly basis. During these data meetings, grade level teams, individuals, and departments view data from various sources (classroom assessments, NWEA assessments, DIBELS, USA Test Prep assessments, etc.) Concerns are addressed and next steps are determined. The following protocol is used to conduct the data meetings.

#### **50 MINUTE DATA MEETING OVERVIEW**

Objectives:

- To understand that student outcomes are important for improving achievement
- To understand that looking at data collaboratively provides a method for being accountable for evaluating and modifying our instructional practices to meet student needs

Guiding Questions:

- What do we expect students to learn?



- How will we know what students are learning?
- How will we respond to students who are not learning?

**Norms:**

- Promptness
- Be prepared
- Show Respect
- Be present
- Be positive
- Assume positive intent

**Roles:**

- Facilitator
- Timekeeper
- Recorder/Notetaker

**Protocol Summary:**

- Before the meeting: each team member has a copy of the latest classroom data, has reviewed it and brings a copy to the meeting
- Introduction (2min): Begin the meeting
- Sharing (5min): Successes and Ideas
- Current Challenges (5min): Focus Areas
- Proposed Solutions (20min): Brainstorm strategies as a team
- Action Plan (10min): Agree on a strategy
- Closing the meeting (5min): Debrief and Summarize
- After the meeting: Distribute notes and summaries

**DATA MEETING PROTOCOL**

- ❖ **PRIOR TO THE MEETING**
  - Data: teachers have up-to-date data and have had time to review for discussion (Classroom Data Analysis)
  - Tools: BBC Whiteboard
- ❖ **INTRODUCTION (2 minutes)**
  - Review the purpose for the meeting
  - Review the norms
  - Review agenda
  - Facilitator commits to staying to the agenda: any off-topic ideas will be discussed at the end of the meeting
- ❖ **SHARING IDEAS (5 minutes)**
  - Record these ideas where everyone can see them WB
  - Members share successes –Classroom Data Analysis form

- o Members identify areas where students were most improved
- ❖ CHALLENGES (5 minutes)
  - o Record these ideas where everyone can see them
  - o Determine areas of highest need –Classroom Data Analysis form
  - o Identify any common areas of need between classrooms
- ❖ PROPOSED SOLUTIONS (20 minutes)
  - o Record these ideas where everyone can see them
  - o Brainstorm possible solutions for challenges
  - o State each possible solution as a concrete, doable intervention
- ❖ ACTION PLAN (10 minutes)
  - o Examine successful strategies from SHARING IDEAS and ideas from PROPOSED SOLUTIONS
  - o Select one strategy that everyone will work on between now and the next meeting
  - o Articulate a goal for the team
  - o Record the Focus Goal/SMARTER Goal where everyone can see
- ❖ CLOSING THE MEETING (5 minutes)
  - o Note what went well and what was difficult during the meeting: how well did the team do based on agreed norms and goals of the meeting?
  - o Complete the Meeting Summary Form
- ❖ PARKING LOT
  - o If time permits, the team may now address off topic ideas
  - o Any items not discussed may be placed on the agenda at a later time

**CLASSROOM DATA ANALYSIS (Completed prior to the meeting)**

Teacher: \_\_\_\_\_

Assessment: \_\_\_\_\_

Date: \_\_\_\_\_

Standards/Questions that were not mastered	Analysis	Action Steps: What will you do to help students achieve mastery?	
	What misunderstandings are revealed in the data? Why do you think students failed to reach mastery? What gaps in instruction of the standard contributed to the misunderstanding?	Reteach Activity: Students to Target:	Measurable Goal/Timeline:
	What misunderstandings are revealed in the data? Why do you think students failed to reach mastery? What gaps in instruction of the standard contributed to the misunderstanding?	Reteach Activity: Students to Target:	Measurable Goal/Timeline:
	What misunderstandings are revealed in the data? Why do you think students failed to reach mastery? What gaps in instruction of the standard contributed to the misunderstanding?	Reteach Activity: Students to Target:	Measurable Goal/Timeline:

### MEETING SUMMARY

Meeting name: \_\_\_\_\_ Date: \_\_\_\_\_

Participants: \_\_\_\_\_

1. What was the intended goal of this meeting?
2. What were our successes?
3. What did we learn?
4. What is our next goal?
5. What is the focus of our next meeting?
6. Our next meeting will be:
  - a. Date:
  - b. Time:
  - c. Location:
  - d. Facilitator:

In order to evaluate data meetings the rubric below is utilized:



## Data Meeting Rubric

Date:
School:
Team:

Data Meeting Components	Beginning 1	Implementing 2	Proficient 3	Exemplary 4	Comment
Agenda	<input type="checkbox"/> No agenda provided <input type="checkbox"/> Agenda provided but contains elements that are not pertinent to data meetings	<input type="checkbox"/> Agenda provided at the time of the meeting <input type="checkbox"/> Agenda may or may not be adhered to	<input type="checkbox"/> Agenda provided prior to the meeting and all participants reviewed <input type="checkbox"/> Participants and leader adhere to meeting agenda and avoid tangents or extraneous discussions	<input type="checkbox"/> Agenda provided prior based on previous meeting action items and current needs with participant input	
Expectations	<input type="checkbox"/> No established norms <input type="checkbox"/> Lack of norms makes it difficult to participate	<input type="checkbox"/> Established norms <input type="checkbox"/> Participants are inconsistent in adhering to the norms	<input type="checkbox"/> Established norms <input type="checkbox"/> Participants are consistent in adhering to the norms	<input type="checkbox"/> Participants and team leader hold each other accountable to the norms	
Participation	<input type="checkbox"/> Not all participants are present and/or prepared <input type="checkbox"/> Participants do not share thoughts, ideas, successes, challenges <input type="checkbox"/> Participants do not follow through on agreed action <input type="checkbox"/> Participants are not open to collaboration <input type="checkbox"/> Leader does most of the talking	<input type="checkbox"/> Participants are present and prepared with data <input type="checkbox"/> Most participants share thoughts, ideas, successes, challenges <input type="checkbox"/> Most participants followed through on agreed action <input type="checkbox"/> Most members contribute to the action plan but lack of reflection on previous plan	<input type="checkbox"/> All participants come prepared <input type="checkbox"/> Participants actively implement the agreed action <input type="checkbox"/> Reflect on previous action <input type="checkbox"/> Share ideas, thoughts, successes, challenges and learn from others <input type="checkbox"/> Adhere to the meeting norms and agenda <input type="checkbox"/> Assist others in adhering to the purpose of the data meeting	<input type="checkbox"/> Participants actively solicit ideas, successes and challenges from each other <input type="checkbox"/> Participants do most of the participating with leader facilitating	

Data Meeting Steps	Beginning 1	Implementing 2	Proficient 3	Exemplary 4	Comments
Prepare data	<input type="checkbox"/> Data is not prepared ahead of time <input type="checkbox"/> Participants spend more time finding and loading/sharing data than analyzing data	<input type="checkbox"/> Data is prepared but not in the discussion format <input type="checkbox"/> Data is not disaggregated to meet the needs of the discussion <input type="checkbox"/> Data is old and/or not relevant <input type="checkbox"/> Not all participants received and/or reviewed the data prior to the meeting	<input type="checkbox"/> Data is assembled in the discussion format prior to the meeting <input type="checkbox"/> Data is disaggregated by teacher, student, and item/question or topic when possible <input type="checkbox"/> Data is timely, specific, and relevant <input type="checkbox"/> Participants have reviewed the data prior to the meeting	<input type="checkbox"/> Additional data sources are prepared for a comprehensive analysis	
Analyze data	<input type="checkbox"/> Participants get overwhelmed by the data and are easily sidetracked <input type="checkbox"/> Focus on non-academic factors and never get to performance based causes <input type="checkbox"/> Data is not analyzed to the student level	<input type="checkbox"/> Data is analyzed to identify student strengths and weaknesses for the team as a whole <input type="checkbox"/> Little time given to individual teacher data to identify class or student specific strengths and weaknesses <input type="checkbox"/> Team rarely sets priorities <input type="checkbox"/> Team identifies too many priorities that implementation of action will be problematic	<input type="checkbox"/> Sufficient time is allotted to individual teacher data and/or specific student or subgroup <input type="checkbox"/> Analyze items and distractors to define precise student misunderstandings and root causes <input type="checkbox"/> Define skills to re-teach based on misunderstandings <input type="checkbox"/> Needs and skills are prioritized to reflect those areas that will have the largest impact	<input type="checkbox"/> Prioritized needs reflect areas that will have impact within multiple skill areas <input type="checkbox"/> Participants are able to talk to their data and have action items prepared prior to meeting	
Respond to data	<input type="checkbox"/> Participants spend little if any time discussing instructional strategies <input type="checkbox"/> Participants may lack familiarity with a variety of research-based instructional strategies <input type="checkbox"/> No agreements are made to trying different approaches	<input type="checkbox"/> Instructional strategies are discussed however they are not clearly linked to the analysis of the data	<input type="checkbox"/> Instructional strategies discussed are clearly linked to need based on the analysis of the data <input type="checkbox"/> All participants understand the strategies and agree to implement <input type="checkbox"/> Strategies chosen address both skills and concepts	<input type="checkbox"/> Instructional strategies or re-teach methods are linked directly to the analysis of the data and are specific to which students will be targeted and how they will implement <input type="checkbox"/> Instructional strategies or re-teach methods include how students will be assessed to determine success	
Take action	<input type="checkbox"/> No evidence of an action plan <input type="checkbox"/> Action items touched on but not formalized into a plan	<input type="checkbox"/> Action plan includes goals <input type="checkbox"/> Goals established are not based on most critical needs <input type="checkbox"/> Not all goals are measurable <input type="checkbox"/> Timeline is not included <input type="checkbox"/> Participants receive copy of action plan	<input type="checkbox"/> Action plan is complete <input type="checkbox"/> All goals are measurable <input type="checkbox"/> All participants agree on the goals and instructional strategies listed in the plan <input type="checkbox"/> Timeline is included	<input type="checkbox"/> Expectations of timeline are met <input type="checkbox"/> Goals are met <input type="checkbox"/> Reflection-	

### Individualized Learning Plan (ILP)/Grad Plan

- List your acceptable ILP Actions for individualized learning for K - 12.

- Describe how you will communicate individualized options to your learning coaches. Please include an example of this communication.

#### ILP Actions

- Small group or 1:1 intervention sessions
- Graduation Plans
- Phone call help sessions
- Informal and Formal Back on Track Plans
- Supplemental program participation

#### Communication

- Kmail
- Email
- Phone call
- Automated phone calls

- For High School, describe your process for creating a grad plan, storing it and sharing it with students.

Grade level counselors create and update grad plans for students by the end of the first nine weeks of school. Grad plans are kmailed to students and stored on Egynte.

- For High School, what is your plan to staff courses with only certified teachers?

For courses that we cannot staff with our own certified teachers will be outsourced to Middlebury and IST managed schools.

### **ASSESSMENT (TO BE MODIFIED BASED ON RECENT RECOMMENDATIONS FROM THE GREEN TEAM)**

You must have a diagnostic, interim/formative and summative assessments for all students.

#### Diagnostic Assessment

All students grades K-8 will take the NWEA assessment for Reading and Math. The testing windows will be August 17-28, 2015, December 1-11, 2015, and April 11-22, 2016. High school students in Algebra, English 10, Math Lab, and English lab will take the USA Test Prep diagnostic August 10-23, 2015. Students will be identified for RTI and supplemental programs (Title I) based on the assessment data. Students that perform below grade level will be referred to the RTI team for an intervention plan. We plan to communicate this to students and families at the beginning of the year. With the encouragement of our homeroom teachers, our goal is to reach 95% participation.

### Summative Assessment

- What test(s) will you be using that gives a final snapshot for every student and possibly growth?
- What grade levels will be tested?
- What subjects will be tested?
- What are the dates for your testing windows if internal testing?
- How do you plan to reach your participation goals if internal testing?

For grades K-2, NWEA will be used as the final snapshot April 11- 22, 2016. Grades 3-8, and 10 will use ISTEP+, and students in grades 10-12 will use End of Course Assessment (ECA) for English and Math. The testing window for ISTEP+ is February 29-March 11, 2016 and April 18- May 6, 2016. The ECA testing dates are May 2-11, 2016. We plan to communicate the testing window to students and families at the beginning of the year as well as notify families via email, kmail and phone one month prior to testing. With the encouragement of our homeroom teachers, our goal is to reach 95% participation.

### Interim Assessments/Formative Assessments

NWEA for grades K-8 and DIBELS for grades K-6 will be used as interim assessments three times a year. The NWEA testing windows will be August 17-28, 2015, December 1-11, 2015, and April 11-22, 2016. DIBELS will be given August 24-September 4, 2015, December 7-18, 2015, and April 11-22, 2016. Teachers will use the NWEA RIT score and learning continuum to create small groups and develop lessons that are targeted to address student needs. From these lessons, teachers will collect exit ticket data to analyze daily and drive instruction.

Students will also be identified for RTI and supplemental programs (Title I) based on the assessment data. We plan to communicate these interim assessments to students and families at the beginning of the year via kmail, email and phone calls. With the encouragement of our homeroom teachers, our goal is to reach 95% participation. The Reading and Math skills that we are assessing in NWEA are mirrored to the state standards and assessed on the ISTEP + assessment.

USA Test Prep will serve as the curriculum for Algebra, English 10, English Lab and Math Lab courses. Math Lab and English Lab are assigned to students in grades 10-12, who have previously taken, but failed the ECAs in Math and English. Teachers will use USA Test Prep diagnostic and benchmark data to guide targeted intervention sessions for our Math Lab and English Lab students.

Students are given a USA Test Prep diagnostic at the beginning of the semester, followed by benchmark assessments every 6 weeks. Teachers are able to run reports from USA Test Prep in an excel format. Teachers sort and filter by standard and indicator for each student, thus narrowing down which students need interventions by standard and indicator. Intervention sessions are offered, and targeted students are invited to attend the sessions. Teachers also assign additional practice in USA Test Prep based off of the student's weakest areas. The standards addressed in USA Test Prep are tied to the state standards. The testing blueprint has already been given to the USA Test Prep company for state standards alignment.

In addition to formative benchmark assessments, teachers analyze course assessment data and exit ticket data to inform instruction. Data from these daily assessments is used to identify students for small group and one-one targeted intervention sessions. Targeted students are invited to attend class connect sessions to focus on the area of need.

### Writing Samples

Writing prompts and assignments are assigned in all courses. Rubrics within the curriculum are used to score the assignments. Results are used to inform instruction on an individual basis.