BALL STATE
UNIVERSITY

Office of Charter Schools

Indiana Connections Academy

and

Indiana Connections Career Academy

2020-21 CHARTER RENEWAL APPLICATION

December 18, 2020

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RENEWAL NARRATIVE

I. ENROLLMENT AND DEMOGRAPHIC OVERVIEW

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

This data is based off the reported population from the Pupil Enrollment that took place on October 1, 2020.

INCA 2020-21 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	6702	
# of Students on Waiting List		
Gender		
Male	3117	46.51
Female	3585	53.49
Ethnicity/Race		
White	5647	84.24
Black	507	7.56
Hispanic	536	8.00
Asian	95	1.42
Native American	6	0.09
Other	414	6.18
Special Populations		
Students with IEPs	1174	17.52
English Language Learners	107	1.60
Homeless Students	36	0.54
Eligible for Free and Reduced Lunch	2743	40.93

INCC 2020-21 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	532	
# of Students on Waiting List		
Gender		
Male	230	43.23
Female	302	56.77
Ethnicity/Race		
White	431	81.02
Black	42	7.89
Hispanic	49	9.21
Asian	5	0.94
Native American	9	1.69
Other	43	8.08
Special Populations		
Students with IEPs	80	15.04
English Language Learners	8	1.50
Homeless Students	4	0.75
Eligible for Free and Reduced Lunch	213	40.04

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

This data is based off the reported population from the Pupil Enrollment that took place on October 1, 2020.

	2016-17	2017-18	2018-19	2019-20	2020-21
INCA Total Student Enrollment	6078	6064	6122	6817	6702

	2016-17	2017-18	2018-19	2019-20	2020-21
INCC Total Student Enrollment	0	186	409	447	532

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

This data is based off the reported population from the Pupil Enrollment that took place on October 1, 2020.

INCA Student Attendance					
	Year 1	Year 2	Year 3	Year 4	Year 5
Grade	2016-17	2017-18	2018-19	2019-20	2020-21
K	74	129	132	116	269
1	80	145	168	107	277
2	108	118	142	144	292
3	108	130	147	124	333
4	127	133	161	147	364
5	161	201	208	196	362
6	223	292	304	279	495
7	306	368	382	408	576
8	405	496	603	580	668
9	642	482	410	594	642
10	642	648	574	731	790
11	670	781	767	825	823
12	486	729	856	817	811
All Grades	4032	4652	4854	5068	6702

INCC STUDENT ATTENDANCE					
	Year 1	Year 2	Year 2	Year 4	Year 5
Grade	2016-17	2017-18	2018-19	2019-20	2020-21
K	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	18	79	30	100
10	0	24	147	88	121
11	0	30	77	145	145
12	0	0	82	110	166
All Grades	0	72	385	373	532

Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on each school year's December 1 count.

INCA SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY										
	Year 1		Year 2		Year 3		Year 4		Year 5	
	2016-17		2017-18		2018-19		2019-20		2020-21	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	118	1.94	135	0.02	155	0.03	146	0.02	190	3.00
Blind of Low Vision	4	0.00	4	0.00	4	0.00	4	0.00	5	0.08
Cognitive Disability	39	0.64	43	0.01	37	0.01	57	0.01	58	0.92
Deaf or Hard of Hearing	10	0.16	8	0.00	14	0.00	8	0.00	21	0.33
Deaf-Blind	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Development Delay (early childhood)	0	0.00	0	0.00	0	0.00	2	0.00	19	0.30
Emotional Disability	94	0.02	100	0.02	95	0.02	111	0.02	113	1.79
Language or Speech Impairment	55	0.01	52	0.01	48	0.01	41	0.01	89	1.41
Multiple Disabilities	3	0.00	4	0.00	7	0.00	7	0.00	8	0.13
Orthopedic Impairment	8	0.00	14	0.00	12	0.00	13	0.00	11	0.17
Specific Learning Disability	230	0.04	253	0.04	294	0.05	289	0.04	355	5.61
Traumatic Brain Injury	1	0.00	1	0.00	3	0.00	6	0.00	5	0.08

INCC SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY										
	Year 1		Year 2		Year 3		Year 4		Year 5	
	2016-17		2017-18		2018-19		2019-20		2020-21	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	0	0	5	2.69	17	4.16	11	2.46	11	1.91
Blind of Low Vision	0	0	0	0	0	0	0	0	0	0
Cognitive Disability	0	0	0	0	4	0.98	3	0.67	3	0.52
Deaf or Hard of Hearing	0	0	0	0	0	0	1	0.22	0	0
Deaf-Blind	0	0	0	0	0	0	0	0	0	0
Development Delay (early childhood)	0	0	0	0	0	0	0	0	0	0
Emotional Disability	0	0	2	1.08	7	1.71	2	0.45	17	2.95
Language or Speech Impairment	0	0	0	0	3	0.73	1	0.22	2	0.35
Multiple Disabilities	0	0	0	0	0	0	0	0	0	0
Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0
Specific Learning Disability	0	0	6	3.23	29	7.09	16	3.58	27	4.69
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0

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

INCA ELL STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2016-17		2017-18		2018-19		2019-20		2020-21	
#	%	#	%	#	%	#	%	#	%
30	0.49	52	0.90	44	0.72	80	1.17	107	1.60

INCC ELL STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2016-17		2017-18		2018-19		2019-20		2020-21	
#	%	#	%	#	%	#	%	#	%
0	0	5	2.69	9	2.20	16	3.58	8	1.50

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

INCA HOMELESS STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2016-17		2017-18		2018-19		2019-20		2020-21	
#	%	#	%	#	%	#	%	#	%
12	0.20	32	0.53	31	0.51	42	0.62	36	0.54

INCC HOMELESS STUDENT POPULATION									
Year 1		Year 2		Year 3		Year 4		Year 5	
2016-17		2017-18		2018-19		2019-20		2020-21	
#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	3	0.67	4	0.75

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

INCA HIGH ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2016-17		2017-18		2018-19		2019-20		2020-21	
#	%	#	%	#	%	#	%	#	%
119	1.96	112	1.85	69	1.13	134	1.97	86	1.28

INCC HIGH ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2016-17		2017-18		2018-19		2019-20		2020-21	
#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	0	0

You may enter an optional narrative about your Enrollment Diagnostic below. If you do not have an optional narrative, enter N/A.

INCA requests an enrollment cap of 7,000 students. Due to adding grades 6-8, INCC is requesting to increase its enrollment cap from 2,000 to 3,000 students.

II. EXECUTIVE SUMMARY

A.   *School and Community Overview*

1.   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?

2.   State the charter school's mission and describe the educational needs the school's founders were seeking to address in your community. Describe why this initiative is important to the community the school serves.

B.   *School Design*

1.   Provide a brief summary of the school's key design elements and specific examples of how the school implements the key design elements. Key design elements support the implementation of the school's mission and make the school unique and distinct from any other school. Key design elements should all relate to the mission statement or the intentions set out in the school's original (or amended) charter.

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

3.   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.

C.   *Goals and Plans (6000 character limit)*

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

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

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

The entire executive summary is completed and provided as Attachment A to stay within the required 25-page limit.

III. STUDENT PERFORMANCE DIAGNOSTIC

A. Continuous Improvement Practices

> 1.   Describe the school's assessment system and how it is used to improve instructional decision-making, support student learning and implement professional development.

INCA and INCC deliver instruction primarily through web-based digital learning strategies providing students with choice over time, place, path and modality of learning.

Using Assessment and Performance Data to Evaluate and Inform Instruction

Whenever possible, state standardized test results are integrated into an incoming student's basic information in the EMS. Likewise, results for state standardized tests that students take while enrolled at INCA and INCC are included in the EMS, along with benchmark pre-, mid-, and post-test data. This data is used to track student progress from year to year and within the year, and to inform the course placement and instructional needs of students.

Formative assessments provide educators with critical information about student progress and can be used to adjust the teacher's approach and the pace of instruction throughout the year. Formative assessments are often used as tools for uncovering opportunities for instructional intervention because they give teachers information about where additional practice and support may be needed. Research has shown that timely and specific feedback from formative assessments can enable teachers to make a significant impact on student learning. In *Formative Assessment in Seven Good Moves* posted to the Association for Supervision and Curriculum Development (ASCD) website, Brent Duckor stated, "The research is clear: What teachers do in their classrooms matters. But which practices really make a difference?" John Hattie (2012) conducted an extensive meta-analysis, looking at 800 meta-analyses that focused on locating a specific student achievement outcome and identifying an influence on that outcome. Formative assessment topped his list of the most influential practices that improve student outcomes."[1]

Beginning in the 2020-21 school year, INCA began using the Renaissance 360 Benchmark assessments for early literacy, reading, and math, assessing students three times a year. At the same time, INCC began using the NWEA MAP Benchmark assessments for their students in reading and math. The beginning of the year test provides critical information to the teacher on the students' starting point, especially for those students where data about their previous year state assessment score isn't available. The middle and end of year benchmark assessments are used to determine if students are making the expected level of growth during the year allowing for adjustments to instructional approach. The benchmark assessments are also utilized along with formative assessments to identify the need for instructional interventions. This includes INCA utilizing Freckle Math, an instructional supplement for math that is directly connected to the Renaissance benchmark assessments. In the case, of INCC, Imagine Math is used as the instructional supplement as it is better suited for high school students.

Teachers review assessment data as a regular part of their daily routine. Teachers review unit tests and align curriculum-based assessment (CBA) questions accordingly. Teachers review student progress on the benchmark assessments and student membership in various subgroups. During this review, teachers note which students, in which subject areas, need additional assistance to achieve mastery. In addition,

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[1] Dukor, Brent. "Formative Assessment in Seven Good Moves". Educational Leadership, Mar 2014. Available (paywall) at: <http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/Formative-Assessment-in-Seven-Good-Moves.aspx>

teachers identify what a student must know to move forward in a course to be successful in the next course in the sequence. The instructional methodology depends on teachers monitoring data sets that indicate if a student is or is not learning. These data sets guide teachers towards identifying a student's specific skill set that needs remediation. The tools within the EMS, such as the Student Performance Reporting for students in grades K–8, are helpful in showing alignment between assessments and the curriculum. With support from the administrative team, teachers use that data to determine the difference between a whole group reiteration and a small group remediation. The school also uses this data to help determine additional instructional sessions. Students may be asked to participate in required tutoring sessions and/or supplemental programs to help build their foundation skills. Students who are excelling can participate in small group LiveLesson sessions as well as join the National Honor Society.

Additionally, teachers spend several days of professional development, throughout school year, learning how to look at and understand the data results. Teachers use this data to drive instruction and identify at-risk students. Staff meet regularly to evaluate students' progress and make changes as needed in the instructional program.

INCA and INCC's instructional methods, educational philosophy, and program include unique elements from OBL. OBL provides specific educational products and services, always with the oversight and approval of the INCA and INCC Board. The following descriptions of OBL's unique core model elements explain how the school's assessment system operates and how it is used to improve instructional decision-making, support student learning and implement professional development. OBL is committed to continual improvement. Accordingly, OBL routinely updates its systems and techniques to incorporate best practices and lessons learned. OBL continually improve its offering to INCA and INCC.

Teacher: INCA and INCC are comprised of highly qualified, state-credentialed teachers, as required by law, who are also specially trained in online delivery and personalized instruction. Teachers work from either a school office location and/or work remotely to deliver instruction to an online classroom of students and work with students through highly interactive, technology-facilitated communication tools and quality timely feedback on assignments

Teacher Professional Development: INCA and INCC receive customized professional development which is based on school-specific needs, some of which arise from reviewing assessment results.

The INCA and INCC educational program model is supported by the high-performing OBL program that is available for enrollment to all Indiana pupils. OBL has significant experience in delivering a quality education program that improves pupil academic achievement. Students benefit from a top-quality, curriculum that meets all Indiana Academic Standards. Effective, Indiana-credentialed teachers are a key part of the program. Teachers are in regular contact with students via email, telephone, LiveLesson® sessions, discussion boards, message boards, and other channels. Teachers instruct, motivate, monitor, and evaluate student progress; personalize the curriculum; provide feedback; intervene as needed to ensure student success; lead field trips; and clarify the curriculum for the students. There is a healthy interplay between formative and summative assessment to inform instructional decision making and additional student support.

Student Performance Reporting: Reports provide real-time student performance data on assessments. The reports identify the student score and the performance against each item. For some courses, objective level performance data is also provided. Teachers can use this data to determine which

students need more help with a concept. They may then participate in individual or small group tutoring virtually with these students targeting specific skills.

Curriculum-Based Assessments: Teachers conduct CBAs, via telephone conversation or through one on one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. CBAs are used to validate a student's understanding of concepts against the collected formative data within the EMS, and identify areas where they may need additional support or practice. CBAs also assist teachers in verifying that students are doing their own work. CBAs pinpoint strengths and weaknesses in student mastery of concepts and verify that student learning.

OBL's Education Management System (EMS): The EMS is the platform for organizing and supporting INCA and INCC's entire educational environment. This suite of web-based software delivers assignments and tracks activities (whether conducted virtually or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. The EMS operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students, teachers, administrators, and Learning Coaches access the EMS to organize, document, and interact, ensuring an unprecedented level of engagement. The EMS is continually updated and improved upon for the success of schools and families. All new releases and updates of the EMS are automatically provided.

Interactive Reviews: Interactive reviews are additional practice opportunities embedded in the curriculum and serve to give students targeted feedback on concepts and skills.

LiveLesson® Session/Synchronous Contact: A real-time, interactive web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with students using voice-over IP, electronic whiteboard, and shared web surfing based on Adobe® Connect™. These sessions are also recorded so students can watch on their own schedule. This live support is a direct reflection of formative assessment that indicates to the teacher where additional efforts are needed to help students master the content. Teachers document all synchronous contact with a student within the student's Log in the EMS. INCA and INCC meet the requirements of an online provider to maintain synchronous contact with students.

Summative Assessments: Units of online instruction culminate with a summative unit test. Teachers review these results and make decisions regarding instructional supports needed to improve learning outcomes.

Personalized Learning Plan with Real-Time Performance Data: This instructional process creates a unique learning experience for each student. During enrollment, academic placement advisors and school counselors review students' past records and performance to properly place them in INCA and INCC. The EMS provides teachers with data to inform ongoing progress monitoring and instructional modifications Teachers use student performance data to create lesson modifications, customize assignments, customize assessments to address students' learning needs, or to provide students with additional practice opportunities.

Graduation Plan: Within the platform, the Graduation Planning tool assists school staff and families to define and track graduation requirements tailored to the diploma type and student post-graduation goals. The counseling department is heavily involved in the graduation plan for each student. Counselors meet with 9-11 grade students at a minimum one time a school year to discuss the student's

graduation plan. In the senior year, the counselor meets with the student in the fall to ensure the student and parent have a complete understanding of the graduation requirements, timeline and post-secondary opportunities

Benchmark Assessments: Both INCA and INCC use formative, benchmark assessments to measure student proficiency in reading and math and to obtain a scaled score that can be used to measure academic growth. INCA uses the Renaissance Star Assessments to assess students in grades K-10 and INCC uses the NWEA MAP® assessment to assess students in grades 6-10. INCA and INCC use versions aligned with the Indiana Academic Standards that provide teachers with reports and information to address individual student needs.

State Testing: As a public school, students participate in required state testing including summative assessments such as the I AM, ILEARN (Grades 3-8), ISTEP+, IREAD-3, and WIDA.

Student Status/Escalation Process: The school tracks and reports ongoing student progress based on the objective quantitative data generated by the EMS. Staff members analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than "On-Track" to ensure students continue to gain the full benefits of this educational option and unique school choice.

Cognitive Abilities Test (CogAT): CogAT is a multiple-choice test designed to measure a child's academic aptitude and gifted abilities. INCA uses this assessment to place gifted students in elementary school. While participation is voluntary, we encourage all grade 2 and 5 students to take part in this assessment.

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

Managing and Interpreting Data

Teachers access the Student Performance Reports which provide real-time student performance data on assessments. The reports identify the student score and the performance against each item. For some courses, objective level performance data is also provided. Teachers can use this data to determine which students need more help with a concept. They may then participate in individual or small group intervention virtually with these students targeting specific skills.

At both the section and individual student levels, the Student Performance Reports can be generated displaying the essential skills and standards for a course and exactly where in the curriculum each are assessed. The Student Performance Reports provide real-time student performance on each of the essential skills and standards based upon individual assessment items which measure standards-based objectives that students should master by the end of that grade level. Data can be used to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing regarding each of the skills and standards for that subject and grade. This method enhances the multi-tiered instruction model; identifies essential skills and standards by subject/grade level; identifies where these essential skills and standards are assessed; adheres to the RtI model; provides access to and analysis of real-time data to determine mastery/proficiency; incorporates data-driven decisions throughout instruction; identifies the need for tiered interventions for non-mastered/proficient skills and standards; and identifies students' response to the implemented interventions.

Each year, the Partner School Leadership Team (PSLT) coordinates with the School Leader and INCA and INCC Board to create a School Improvement Plan (SIP) to address any issues or challenges that the school has identified. The SIP is comprised of Action Plans used to identify the priority concerns, create a hypothesis on why the challenge is occurring, and set goals to meet those challenges. The school sets measurable objectives, delineates the task, assigns responsible parties for completing the action step, sets a time frame for meeting the goal/measuring progress, provides resources that will be needed to successfully complete the actions, and provides a metric for evaluating success. This goal setting, monitoring, and measuring process puts the focus on continuing school improvement.

INCA and INCC consistently looks for strategies to mark improvement in student learning and academic achievement, and uses many different data points to provide direction for the school. For instance, data will include parent satisfaction, state testing, formative testing, attendance, retention, and graduation rate, among others, to detail the growth and accountability of INCA and INCC.

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

Prior to the start of the students' school year, all teachers and school leadership participate in staff development sessions in which they review the previous year's data including retention rates, state assessment scores, student achievement rates, and parent satisfaction surveys. Using these data points as well as state and federal accountability metrics, the school leadership team and staff set goals and strategies for the upcoming school year. This is best known as the School Improvement Plan, as described in response to Question 2. Teachers collaborate with one another on strategies to increase student performance and enhance their experience with the program. Teachers and staff meet monthly for regular meetings to discuss current issues affecting the school and potential solutions. Grade level teachers meet on a weekly basis in subject-based Professional Learning Communities (PLCs) guided by DuFour's four essential PLC questions. Teachers participate in weekly team meetings to target individual students who may need interventions or additional attention. All teachers take the OBL Teacher Training and Orientation course, which stays on their home page in EMS as a resource throughout the year.

Staff members participate in monthly professional development meetings (based on their level of experience with online learning) with OBL School Support representatives. During this time, teachers receive training in best practices in education and, specifically, online education. OBL provides ongoing professional development activities throughout the year. Sessions are open to all. Sessions are organized by teacher experience level with a special focus on teachers who are new to OBL and online learning. New teachers benefit from the re-occurring training opportunities.

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

Staff Development is embedded in the fabric of our schools; it is a part of our bi-weekly touch-base meetings between staff/manager, whole-staff meetings, OBL provided PD sessions, on-boarding for new teachers by both OBL and INCA/INCC Master Teachers. INCA and INCC also encourage external professional development as appropriate and as budget allows, particularly when the training/professional development focuses on trauma-informed practices or cultural competency and racial inequities, instructional best practices (both online and traditional) or high need contents like Math, English, Science, or for special populations like SPED or ELL.

Teacher Evaluation is conducted in partnership with OBL HR, using a school-created rubric. Counselors use the Indiana State Counselors Evaluation tool. Yearly evaluation of all certified and non-certified staff includes the employee's self-assessment, Managers Mid-Year and End of Year performance expectations and observations.

Staff evaluations are tied to our school's outcomes. We review our staff's evaluations ratings, and use this performance data to design professional development or coaching cycles. Our professional development, coaching and evaluation cycles are geared towards improving the staff's performance, which in turn improves our students' successes.

B. Needs of Learners

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

The EMS captures all needed data about students, their attendance, and their performance. Incorporating all necessary precautions to protect identifiable and private student data, data is only accessible for viewing by the appropriate school staff, teachers, and parents/guardians on a moment-by-moment, day-by-day basis. In addition, aggregated data is used for formal reporting to various stakeholders on the students' and the school's instructional progress.

- **Grade Book and Data Tools:** Both Learning Coaches and teachers have access to an electronic grade book that tracks all results and serves as the basis of changes in the student's learning plan. A key aspect of student success is the detailed feedback provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles. INCA and INCC also use a variety of advanced data visualization tools that provide students, parents, teachers, school administrators, institutional education partners, regulators and researchers with views of how students are performing.
- **All Required Reports:** The EMS is fully customizable to meet district and state reporting needs.
- **Ongoing Communication with Learning Coaches:** Communication with parents and Learning Coaches are frequent and purposeful throughout the school year and communicates formative and summative progress. Scheduled phone calls, LiveLesson sessions, and face-to-face meetings may all be used to help teachers gauge student's mastery of concepts and to determine appropriate instructional recommendations. Teachers conduct follow-up conversations by parent-teacher/teacher-student conferences using messaging, LiveLesson sessions, feedback when grading, phone conversations, and/or face-to-face interactions. Students also interact with teachers through asynchronous communications (e.g., messages, assessment feedback, posts, etc.) more frequently. In the secondary model, the student's six subject teachers and homeroom teacher may rotate this responsibility among them. The dialogue occurs by telephone, in online synchronous sessions, or in person to ensure progress is being made.
- **Curriculum-Based Assessments:** As mentioned previously, teachers conduct CBAs as a quick and effective way to gather information on students' understanding of concepts. CBAs are used to validate a student's understanding of concepts against the collected formative data within the EMS, and identify areas where they may need additional support or practice. CBAs also assist teachers in verifying that students are doing their own work. CBAs pinpoint strengths and weaknesses in student mastery of concepts and verify that student learning.
- **Multi-tiered Systems of Support (MTSS):** INCA and INCC employ a multi-tiered Systems of Support framework based upon the Response to Intervention (RTI) model that deeply links

curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. Through this model every student has access to the resources they need to be successful: Tier I core curriculum with differentiation, Tier II supplemental instructional supports, and Tier III supplemental instructional supports. Student Support teams (SST) meet regularly to develop an intervention plan and strategies for improvement for students who need more frequent, targeted learning support.

Students should expect work to be graded, based on the assignment and format, from immediately to up to one week, with the average being 24-hour turnaround time. In addition to formal, graded assignments, teachers continuously monitor student work via the EMS, noting performance on auto-graded quizzes and checks for understanding and reaching out to students via synchronous telephone or LiveLesson based CBAs to verify student work and/or diagnose difficulties in mastering discrete skills and concepts. The EMS tracks teacher response time and teacher-student/teacher-parent communications, providing the Head of School with rich, actionable data on this key aspect of teacher performance.

2.	Explain how the school supports for diverse learners.

INCA and INCC are tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick-and-mortar classroom. INCA and INCC serve the general education students, students with disabilities, at-risk students, gifted students, and English language learners.

INCA and INCC complies with the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C.A.§§ 1400 et. seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504) and the Americans with Disabilities Act. INCA and INCC provides a free and appropriate public education (FAPE) to students with disabilities, as identified under such Acts. These supports include, but are not limited to, identifying, evaluating students with disabilities, and developing 504 plans or individualized education programs that meet each student's unique needs, in accordance with state and federal requirements. INCA and INCC special education leaders and intervention specialists will work closely with the general education teachers to ensure that every student receives needed services to access and progress in the general education curriculum in the Least Restrictive Environment according to each student's 504 Plan or IEP.

C. Areas of Notable Achievement and Areas for Improvement

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

In 2018-2019, INCA performance on the English Language Arts (ELA) ISTEP/ILEARN state assessment was equivalent to other schools in the state on Grade 3 students at INCA achieved proficiency on the IREAD-3 assessment (76.2% in 2018-19).

INCC state assessment data is limited to students in grade 10. Performance on the ELA state assessment fell below the state in 2018-2019 (51.4% vs. 62.4%) but showed strong growth (10 percentage points) over the prior year.

Grade 3 students at INCA are achieving proficiency IREAD-3 assessment (meeting standard; 76.2 for 2018-19).

Both INCA and INCC performed below the state average on the ISTEP/ILEARN math state assessment.

The graduation rate for INCA has significantly improved with an 11-percentage point increase from 2018 to 2019. Graduation rates were 49% in 2014-15, 43.9% in 2015-16, 49.5% in 2016-17, 49.8% in 2017-18, and 61.4% in 2018-19. The graduation rate for INCC in 2018-2019 was 61.9%.

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

It is important to understand how INCA students perform when they enroll beyond the first year. The comparisons can be expressed as "*what percent of the Indiana statewide performance did INCA students achieve?*". A percentage of 100 means that INCA students performed equal to the state, while a percentage greater than 100 indicates that INCA outperformed other schools in the state. The 2018-2019 state test data reveal that with consecutive years of enrollment, the gap between the state and INCA closes significantly, and INCA students far exceed the state in reading and science by four years. However, the gap in math closes only slightly and continues to be a key focus for improvement. Note that an insufficient number of years of state test data for INCC were available for this analysis.

An analysis of post-secondary readiness indicators revealed several positive trends among 11th and 12th grade students at INCA. Among students participating in AP courses, 80% earned a 3 or above on AP tests (up from 51% in the prior year). INCA students who participated in the SAT (n=167) far exceeded the SAT benchmark of college readiness in Evidence-Based Reading and Writing (EBRW, 559 vs. 530) as well as total SAT score (1075 vs. 1010). Per the mission of INCC, which serves students who do not normally take college-prep tests, data for INCC is not available, as an insufficient number of students were tested.

Figure 1. Consecutive Year Stat Analysis
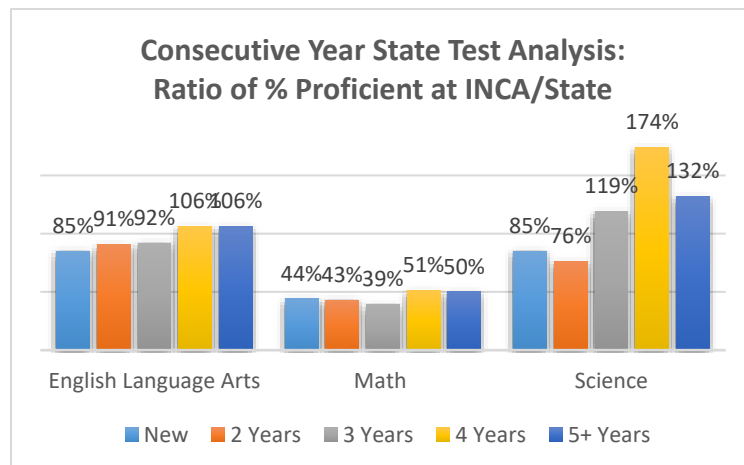
Students Enrolled Three+ Years

In the Academic Framework, Q1 1.2.K, INCA was not rated. INCA students enrolled three or more years perform better than students overall on state assessments in both ELA and Math. Percentages are the percent of students scoring proficient or above.

2017-18

- ELA: All Students - 57.61%, Students enrolled 3 or more years - 67.86%, increase of 10.25 percentage points

- Math: All Students - 27.94%, Students enrolled 3 or more years - 32.32%, increase of 3.48 percentage points

2018-19

- ELA: All Students - 47.41%, Students enrolled 3 or more years - 52.63, increase of 5.22 percentage points
- Math: All Students - 18.39%, Students enrolled 3 or more years - 18.93%, increase of 0.54 percentage points

3. Between which subgroups is the achievement gap closing and between which is the gap widening? Please support with data.

The achievement gaps among economically disadvantaged, special education, Hispanic, and African American subgroups are substantially smaller at INCA in Math, Science, and ELA than at the state level. Moreover, state test performance among Hispanic students at INCA meets or exceeds performance of their white peers across all subject areas.

Figure 3 shows state test achievement gaps at Indiana and INCA reflected as the percentage point difference between students in each subgroup and that of their peers.

Figure 2. State Test Achievement Gaps at Indiana and INCA

	Economically Disadvantaged		Special Education		Hispanic		African American	
	Indiana	INCA	Indiana	INCA	Indiana	INCA	Indiana	INCA
ELA	28 pts	**16 pts**	38 pts	**37 pts**	19 pts	**-3 pts**	30 pts	**8 pts**
Math	20 pts	**13 pts**	35 pts	**19 pts**	20 pts	**-2 pts**	32 pts	**10 pts**
Science	31 pts	**21 pts**	33 pts	**23pts**	25 pts	**-14 pts**	37 pts	**25 pts**

In ELA and Math, the achievement gap among African American and Hispanic students has decreased over time as shown in Figure 4.

Figure 3. ELA and Math Achievement Gaps
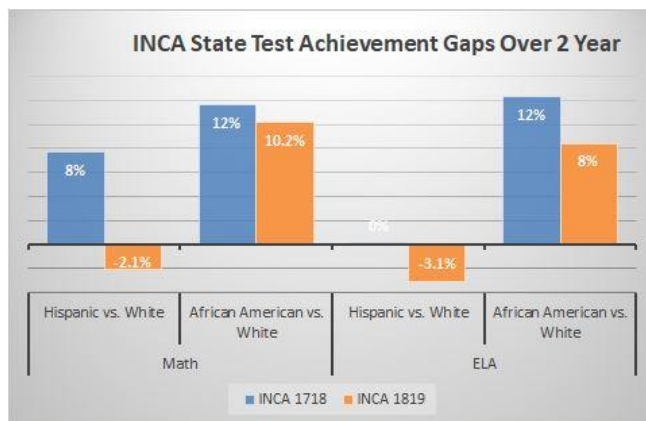
4.   Which subgroup(s) show a trend toward increasing performance, and which toward decreasing performance? Please support with data.

INCA students from economically disadvantaged, special education, Hispanic, and African American subgroups outperform students from the same populations statewide in English Language Arts and Science. However, students underperform relative to their same subgroup peers in Math.

Figure 5 shows the percent of students within each subgroup scoring proficient on state tests.

Figure 4. State Test Achievement (% Scoring Proficient)

	Economically Disadvantaged		Special Education		Hispanic		African American	
	Indiana	INCA	Indiana	INCA	Indiana	INCA	Indiana	INCA
ELA	34%	**41%**	16%	**20%**	36%	**52%**	25%	**41%**
Math	33%	19%	19%	12%	34%	29%	23%	16%
Science	32%	**38%**	20%	**31%**	31%	**64%**	19%	**26%**

5.   Discuss areas of academic concern, and changes made to address any deficiencies.

INCA has had an intense focus on math improvement since the last charter renewal. Instructional staff have had intense professional development from both OBL and external providers in teaching math and analyzing math performance. The math curriculum was renewed with a more intense focus on the identification of essential standards and critical vocabulary, and the vertical alignment of content.

In the past two years, INCA has utilized Math XL as a supplementary instructional tool for helping ensure students' 6-12 are getting sufficient practice and application of math concepts. This year, a new formative benchmark assessment was adopted, Renaissance Star Assessments (INCA). The benchmark assessment program is instrumental in supporting INCA in properly assessing content knowledge and skills, and then providing appropriate content to help close the gaps. Freckle Math, in addition to Math XL, will be used for these purposes beginning in 2020-21 with students grades 3-12.

6.   If academic performance has resulted in a rating of 'Falls Far Below' on any Quality indicator in the Ball State Academic Framework during the charter term, please provide the school's assessment of those results and describe what has been done, and is planned to improve academic performance.

INCA

INCA has adopted Renaissance Star Assessments and Freckle Math to help identify and intervene with students who are not making expected yearly growth in both ELA and Math. INCA is using these programs with grades 3-10. Additionally, our instructional staff for ELA and Math are continually refining our curriculum to ensure high expectations, rigor and practice are woven throughout each course in ELA and Math. INCA has a robust MTSS cycle for all grade levels. INCA has math and ELA interventionists who are assigned to work with students who are scoring at the urgent level in ELA/Math, according to Renaissance 360. These interventionists work in partnership with our ELA and math teachers to ensure struggling students get the support and practice needed to work towards mastery of skills and concepts.

While INCA has improved on the state's A-F accountability, scoring a D for the first time in 2018, INCA continues to understand the importance of improving their letter grade. Deep data analysis and year-long improvement strategies, such as cohort maintenance and the use of ELA/Math benchmark assessments and interventionists, are utilized as part of INCA's continual growth plan.

Graduation is the top academic goal for INCA. INCA, as described in other sections, made strong improvements to their graduation rate over the last 3 years. INCA continues to positively impact the graduation of their students using a strong, rigorous curriculum, MTSS cycles for skill and knowledge gaps, quarterly cohort maintenance to ensure students who have left the school have the appropriate cohort exit code and documentation and an internal program, Choices, to help accelerate credit attainment for our 11th and 12the grade students.

Additionally, through INCA's IDOE School Improvement Grant, awarded for 2020-2023, INCA will be working with Equitable Education Solutions. The goals for this work include alignment and mapping of Core Curriculum, K-12; professional development for all staff around cultural competency and instructional best practices for all students; the improvement of assessments, specifically towards increasing the depth of knowledge; and the development and implementation of a graduate profile.

INCC

Graduation is the top academic goal for INCC. INCC has made improvements to their graduation rate in the last year. INCC continues to positively impact the graduation of their students using a strong, rigorous curriculum, MTSS cycles for skill and knowledge gaps, quarterly cohort maintenance to ensure students who have left the school have the appropriate cohort exit code and documentation, and career planning and training which helps students actualize how graduation can be of benefit to their life beyond high school.

In the 2021-2022 school year, INCC will also utilize the Choices program for their severely credit deficient 11th and 12th grade students (more than 1 year off-track with credit attainment). Choices is an internal program, housed at INCA. This program, with approval through the IDOE Alternative Education district enrollment rule, will be open to both schools' students who fit the need for at-risk alternative placement for accelerated credit attainment.

IV. STAKEHOLDER DIAGNOSTIC

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

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

Each year, we survey INCA and INCC parents to get their feedback on our program and help identify what we're doing well and how we can improve. Our parents review the school on several criteria including student progress, teacher support, and quality of the curriculum. 2,637 INCA parents and 282 INCC parents completed the survey. For INCA, the areas that indicate the overall highest levels of satisfaction include the Academic experience:

- 94.2% of parents agree strongly or agree that the curriculum is high quality
- 94.2% of parents agree strongly or agree that the use of computer and EMS is improving the learning experience
- 91.5% of parents agree strongly or agree that they are satisfied with the variety of learning activities provided by the program

For INCA, the areas that indicate the overall lowest levels of satisfaction include:

- 26% of parents think we can improve upon providing opportunities for interactions with other families
- 32% of parents think we can make our curriculum more challenging
- 25% of parents would like to personalize the curriculum more to fit the learning demands and interests of their child

For INCC, the areas that indicate the overall highest levels of satisfaction include the Academic experience:

- 96.8% of parents agree strongly or agree that the curriculum is high quality
- 98.9% of parents are satisfied with the amount of contact their child has with CA teachers
- 97.2% of parents are satisfied with the CA program

For INCC, the areas that indicate the overall lowest levels of satisfaction include:

- 33% of parents think we can make our curriculum more challenging
- 19% of parents think we can improve upon providing opportunities for interactions with other families
- 15% of parents would like to personalize the curriculum more to fit the learning demands and interests of their child

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

Each year, we survey INCA and INCC students to get their feedback on our program and help identify what we're doing well and how we can improve. Our students review the school on several criteria including student progress, teacher support, and quality of the curriculum. 710 INCA students and 29 INCC students completed the survey. For INCA, the areas that indicate the overall highest levels of satisfaction include the Academic experience:

- 88% of students agree strongly or agree that the curriculum is high quality

- 82% of students agree strongly or agree that the use of computer and EMS is improving the learning experience

For INCA, the areas that indicate the overall lowest levels of satisfaction include:

- 29% of students think we can make our curriculum more challenging

For INCC, the areas that indicate the overall highest levels of satisfaction include the Academic experience:

- 96% of students agree strongly or agree that the curriculum is high quality
- 91% of students agree strongly or agree that the use of computer and EMS is improving the learning experience

For INCC, the areas that indicate the overall lowest levels of satisfaction include:

- 26% of students think we can make our curriculum more challenging

In summary, the student satisfaction survey backs up the parent satisfaction survey with similar statistical findings. In addition, in a recent school year, 1,107,974 lesson ratings were submitted by parents and students attending schools supported by Connections Academy, with an average rating of 4.31 out of five stars. This rating further shows that curriculum is high quality.

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

In addition to our most important stakeholders, the students we serve each day, INCA and INCC has many other stakeholders including teachers, parents, and community members. Consistently, all virtual schools are lumped into one bucket in terms of important stakeholders in the community and/or legislative arenas. It is not a fair or accurate assumption that all virtual school performance, mission, and ethos is the same. It has been a challenge to differentiate between quality virtual schools and those that do not prioritize quality.

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

In our agreement with OBL, an expert educator known as a Director of Schools from the Partner School Leadership Team (PSLT) is available to support INCA and INCC. The Director of Schools supports INCA and INCC with improvement planning as well as monitoring, advising, and training.

OBL is constantly working on improving the Connections Academy curriculum. The most recent initiative has been enhancing student's learning with new courses developed using the latest research to deliver engaging and interactive instruction. Each new course meets state standards and presents the concepts and skills necessary for the subject. There are upgrades in both course content and the way students will interact with the material, including:
- Peer instruction videos that make lessons appealing (research shows that learning from a peer is more meaningful for students, making this a powerful and effective learning tool).
- Multiple ways to learn in each lesson, so your student uses various strategies to explore material and gain understanding
- Critical-thinking and problem-solving practice built into lessons
- Integrated social and emotional learning lessons on topics such as goal setting, positive social interaction, and healthy attitudes

V. ORGANIZATIONAL AND FINANCIAL DIAGNOSTIC

A. Organizational

1.	Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.

INCA and INCC are actively recruiting for a fifth Board member to have an odd number for quorum and voting purposes. The Board has a long history of recruitment and small Board member numbers, primarily due to the in-person Board meeting requirement. Due to COVID-19, the Board has been meeting virtually on a month-to-month basis with state approval, but intends to continue meeting in person after COVID-19 pandemic ceases. There are no anticipated changes to the committee structure. The Board does not expect to revise the terms of the INCA and INCC School Board's composition as defined within Article II, Section II of the by-laws.

2.	Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO).

No, we do not intend to terminate our contract with OBL, our educational service provider. We contracted with OBL during the original term and the renewal in 2015 and intend to continue to contract with the same education service provider.

a.	(OPTIONAL) If Yes, please describe evidence illustrating an effective working relationship with an ESP, and describe the ESP's roles and responsibilities in relation to the school's management and governing board; describe how the governing board holds the operator accountable for specific academic, operational or financial outcomes from the agreed upon contract.
b.	(OPTIONAL) If Yes, please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible.

The Board is not anticipating any significant changes to service contract or provider over the next charter term.

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

INCA facility is located at 6640 Intech Boulevard, Suite 250 and Suite 260A in Indianapolis, Indiana. INCC is a full-time virtual school and shares administrative space with INCA. INCA as leaseholder today, occupies 8.235 sq. ft. of office space that is expiring June 30, 2021. INCC also has a PO Box address. On 10/29/2020, the INCA and INCC Board approved to move forward with downsizing the office space as the majority of work has shifted to a virtual-first workplace. The relocation will be within the existing building to a smaller suite on the first floor. The proposed rent is market competitive with potential savings by relocating prior to June 2021 lease expiration. The Board approves any real estate transactions such as signing a lease agreement and governs the operations of the school, but leave daily

operations to the School Leader including the facilities management. The next steps include: 1) to formalize approvals; 2) align on Board constraints (if any) relating to funding of construction costs; 3) negotiate the lease amendment to relocate intra-building; 4) negotiate to revise the tenant entity to the Indiana Online Learning Options (IOLO Board); 5) Refine construction cost estimates through architectural design and related bids. The landlord will manage the construction with tenant involvement; OBL will perform supervisory role. The proposed plan as shown in Figure 6. represents a 75% reduction of 6,145 square feet.

Figure 5. INCA and INCC Proposed Facility Plan
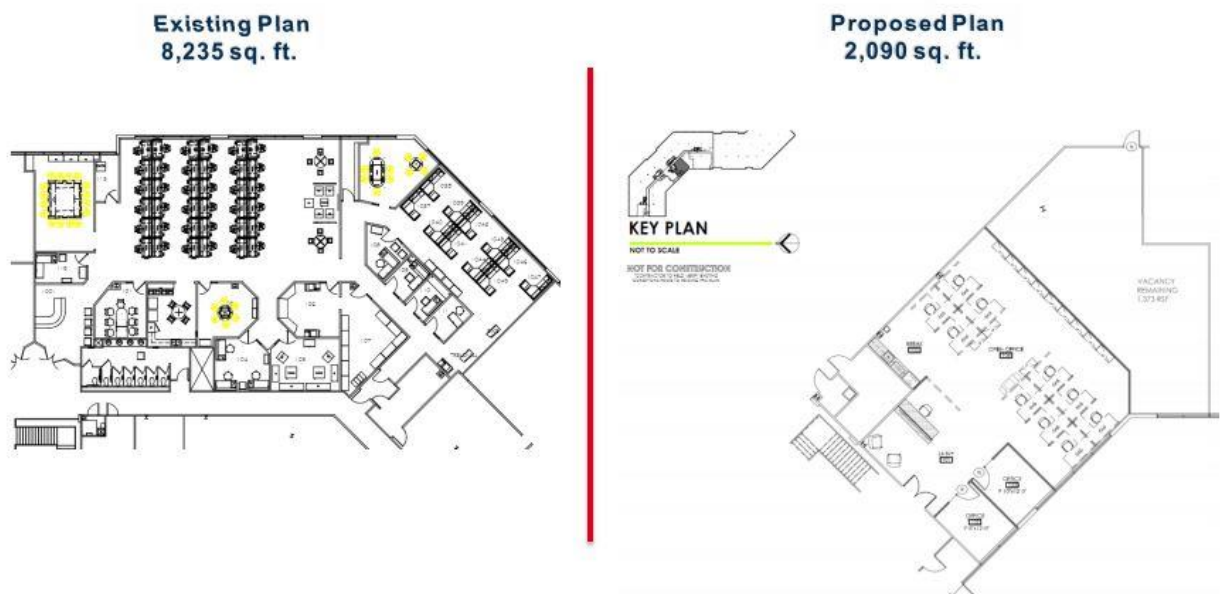
4. If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

INCA and INCC has an annual independent financial audit and no organizational deficiencies or findings were noted. No organizational deficiencies were noted in any onsite reviews or prior renewal letter. Cognia, which was previously known as AdvancED, only had one standard as "need improvement" in their 2018 Engagement Review Report. The Learning Capacity Standard that "needs improvement" was "the institution provides programs and services for learners' educational future and career planning."

As mentioned throughout this application, both INCA and INCC are committed to helping all students prepare for bright futures after high school. Today, students need a broad education and 21st century skills to ensure successful long-term careers. Fortunately, students no longer need to choose between the academic courses needed for college and a vocational or technical training program. The Career and Technical Education (CTE) courses offered by Connections Academy schools allow students to combine both college preparation and real-world workforce skills development into one customized education program. CTE courses encourage students to explore and prepare for careers in finance, marketing, psychology, criminal justice, and more.

Programs of study are organized by career clusters, which include distinct groupings of occupations and industries based on the knowledge and skills they require. These clusters branch into career pathways to help students narrow their interests further and design an education plan utilizing career technology for achieving career goals.

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

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

As a statewide virtual charter school, INCA and INCC's obligation to provide transportation services is limited to those students whose IEP and/or Section 504 plan require services to be provided that are typically provided outside the home. INCA utilizes three options for providing students with access to these services. 1) INCA and INCC compensate service providers to provide services in the student's home, whenever possible; 2) For parents who prefer students to receive services outside the home, or when a service provider is not available to provide services inside the home, INCA and INCC provide mileage reimbursement to parents who are available to transport the student; 3) In all other circumstances, INCA and INCC contracts with one or more third-party transportation providers at no cost to the student or parent to transport the student to the service provider location.

B. Financial

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

Annually, the Board evaluates and adopts a financial budget in support of the School's overall goals. Both schools have added significant resources to support academic achievement during the term of its Charter. In the past three years alone, 20% more resource have been shifted to the focus on academics. In its most recent year, the INCA allotted more than 85% of its total revenues towards this focus and INCC allocated 82% of its total revenues.

In addition to on-going support from the Partner School Leadership Team (whose purpose is to provide support and direction in the areas of academics, accountability, instruction, organization and operation), the school also works closely with an Instructional Leadership Coach (ILC) consultant. This consultant works to support school-based instructional leaders in guiding teachers/staff throughout the school year.

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

The School received no significant deficiencies or material weakness findings during its independent annual audit during the term of the Charter. INCA has received a known Qualified Opinion since 2013 with regards to a funding receivable.

During the Supplemental Audit Reports for the Indiana State Board of Accounts the following findings were noted and addressed:

Year	Finding	Response
16/17	The School's certification on the Gateway platform on the adoption of and training on internal control standards was made incorrectly. The school personnel did not understand the requirements set forth by IC 5-11-1-27(g) prior to the certification and have since realized that they should have answered that the School was not in compliance.	Management of the School agrees with the finding and will take necessary actions to comply with the minimum internal control requirements set forth by IC 5-11-1-27(g). In addition, management will draft changes to the current fiscal controls policy and will have personnel attend training as mandated by IC 5-11-1-27(g).
18/19	IOL is required to file two biannual financial reports ("Form 9") that accurately reflect its cash activity. Neither Indiana Connections Academy nor Indiana Connections Career Academy properly separated grants by fund on the Form 9. Additionally, funds with negative balances do not agree to the balance of federal awards awaiting reimbursement.	The Form 9 submitted for IOLO for the period of January 2019 – June 2019 was due on July 31, 2019 and was prepared and submitted based on preliminary financial statements for the period and submitted to the Indiana Department of Education timely. Subsequent to the submission of the Form 9, adjustments were recorded to the financials which resulted in variances between the final financial statements and the information captured in the Form 9. The School will continue to finalize financials as timely as possible to ensure variances between Form 9 submissions and final financial statements are mitigated.
18/19	We selected thirteen expenses for testing and noted Indiana Connections Career Academy paid sales tax on two items selected for testing. The taxes paid were minimal.	Prior to invoice payment, IOLO will implement additional review procedures to ensure sales tax is not remitted with invoice payment. Upon receipt of invoices from vendors, IOLO will review invoices to verify sales tax has not been captured on the invoice prior to payment of the invoice and will provide Sales Tax Exemption certificate to vendors where sales tax has been captured on the invoice.

VI. FINANCIAL DASHBOARD

Figure 6. INCA Financial Performance Framework

Financial Performance Framework Dashboard		6/30/2017	6/30/2018	6/30/2019	6/30/2020
Indiana Connections Academy		Meets	Meets	Meets	Meets
		Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
		Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below
1. NEAR TERM INDICATORS					
1.a. Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	0.998	1.000	0.999	1.001
1.b. Cash to Current Liabilities	Cash divided by Current Liabilities	0.5	0.6	0.5	0.8
1.c. Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	0	0	0	0
1.d. Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	105%	103%	96%	98%
1.e. Default		No	No	No	No
2. SUSTAINABILITY INDICATORS					
2.a. Total Margin	Net Income divided by Total Revenue	0.0%	0.0%	0.0%	0.0%
	Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	0.0%	0.0%	0.0%	0.0%
2.b. Debt to Asset Ratio	Total Liabilities divided by Total Assets	1.00	1.00	1.00	1.00
2.c. Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	$1,362,241	$2,978,090	$1,048,453	-$1,524,310
2.d. Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	0.11	0.14	0.03	0.08
	Current Assets	$9,386,238	$12,387,792	$10,880,189	$8,102,736
	Current Liabilities	$9,402,517	$12,385,277	$10,889,295	$8,098,393
	Cash	$4,808,547	$7,844,364	$5,857,000	$6,320,054
	Unrestricted Cash	$4,808,547	$7,844,364	$5,857,000	$6,320,054
	Total Expenses	$26,269,424	$28,697,940	$32,096,329	$33,578,105
	Depreciation	$12,488	$11,538	$11,358	$12,896
	Enrollment Projection in Charter School Board-Approved Budget	3900	4350	4999	5200
	Actual Enrollment	4106	4499	4786	5103.5
	Default	No	No	No	No
	Net Income	$4,540	$8,692	-$6,985	$392
	Total Revenue	$26,273,964	$28,706,632	$32,089,344	$33,578,497
	Total 3 Year Net Income	$5,492	$13,321	$6,247	$2,099
	Total 3 Year Revenues	$71,736,665	$79,344,166	$87,069,940	$94,374,474
	Total Liabilities	$9,417,966	$12,409,418	$10,906,451	$8,098,393
	Total Assets	$9,417,966	$12,409,418	$10,906,451	$8,116,103
	Year 1 Total Cash	$3,446,306	$4,866,274	$4,808,547	$7,844,364
	Year 2 Total Cash	$4,866,274	$4,808,547	$7,844,364	$5,857,000
	Year 3 Total Cash	$4,808,547	$7,844,364	$5,857,000	$6,320,054
	Interest	$0	$0	$0	$0
	Annual Principal, Interest, and Lease Payments	$153,669	$144,427	$158,486	$161,526

Year	Net Income	Revenue	Margin
2020	$392	$33,578,497	0.0
2019	-$6,985	$32,089,344	0.0
2018	$8,692	$28,706,632	0.0
2017	$4,540	$26,273,964	0.0
2016	$89	$24,363,570	0.0
2015	$863	$21,099,131	0.0

Figure 7. INCC Financial Performance Framework

Financial Performance Framework Dashboard		6/30/2017-not open	6/30/2018	6/30/2019	6/30/2020
Indiana Connections Career Academy			Meets / Does Not Meet / Falls Far Below	Meets / Does Not Meet / Falls Far Below	Meets / Does Not Meet / Falls Far Below	Meets / Does Not Meet / Falls Far Below
1. NEAR TERM INDICATORS					
1.a. Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	not open	1.1	1.0	1.1
1.b. Cash to Current Liabilities	Cash divided by Current Liabilities	not open	1.0	0.9	0.9
1.c. Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	not open	0	0	0
1.d. Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	not open	27%	309%	88%
1.e. Default		not open	No	No	No
2. SUSTAINABILITY INDICATORS					
2.a. Total Margin	Net Income divided by Total Revenue	not open	0.9%	0.0%	2.1%
	Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	not open	n/a	n/a	0.2%
2.b. Debt to Asset Ratio	Total Liabilities divided by Total Assets	not open	1.00	1.00	0.87
2.c. Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	not open	$112,836	$263,674	$244,178
2.d. Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	not open	0.00	0.00	0.00
	Current Assets	not open	$129,166	$410,863	$445,873
	Current Liabilities	not open	$117,517	$398,754	$387,831
	Cash	not open	$112,836	$376,510	$357,014
	Unrestricted Cash	not open	$112,836	$376,510	$357,014
	Total Expenses	not open	$1,256,863	$2,251,433	$2,163,694
	Depreciation	not open	$0	$0	$0
	Enrollment Projection in Charter School Board-Approved Budget	not open	250	100	400
	Actual Enrollment	not open	68	309	353.5
	Default	not open	No	No	No
	Net Income	not open	$11,649	$460	$45,933
	Total Revenue	not open	$1,268,512	$2,251,893	$2,209,626
	Total 3 Year Net Income	not open	n/a	n/a	$12,109
	Total 3 Year Revenues	not open	n/a	n/a	$5,730,031
	Total Liabilities	not open	$129,166	$410,863	$387,831
	Total Assets	not open	$129,166	$410,863	$445,873
	Year 1 Total Cash	not open	n/a	n/a	$112,836
	Year 2 Total Cash	not open	n/a	$112,836	$376,510
	Year 3 Total Cash	not open	$112,836	$376,510	$357,014
	Interest	not open	$0	$0	$0
	Annual Principal, Interest, and Lease Payments	not open	$0	$0	$0

Year	Net Income	Revenue	Margin
2020	$45,933	$2,209,626	2.1
2019	$460	$2,251,893	0.0
2018	$11,649	$1,268,512	0.9
2017	not open	not open	#VALUE!
2016	not open	not open	#VALUE!
2015	not open	not open	#VALUE!

ATTACHMENT A – EXECUTIVE SUMMARY

A.   School and Community Overview

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

Indiana Connections Academy (INCA) is Indiana's first statewide online school to serve students in all grades K-12. In August 2010, INCA opened as a virtual pilot school under the sponsorship of the Indiana Department of Education (IDOE) and served 280 students in grades 1-8. Because of the pilot program's success and the demand for online schools, the Indiana Legislature passed a law allowing INCA to open as a public charter school. On December 19, 2011, INCA was approved as a public charter school by the Ball State University Office of Charter Schools. Each year, INCA has experienced enrollment growth. In August 2011, INCA had 1,600 students enrolled. By 2020, the enrollment has grown to 6,702 students.

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

On January 6, 2017, Indiana Connections Career Academy (INCC) was approved to be added as an additional school by an amendment to the current charter agreement. INCC currently serves students in high school grades 9-12 and is focused on students entering the workforce or seeking additional career training post-high school in a select set of career clusters and pathways. Students attend the school that most fits their needs, allowing the staff to focus and personalize the educational experience of the students. Students who choose to attend school at INCA focus on college readiness and post-secondary college planning. Students who choose to attend INCC focus their post-secondary exploration on the full continuum of school-to-work-to-career activities and experiences for a select set of career clusters. This increased focus at each school allows students to shape their high school path to prepare them to reach their post-secondary goals.

INCC has experienced enrollment growth starting out with 72 students in 2017 to 532 students enrolled in 2020. INCC will be adding middle school grades (6-8) in 2021. Adding middle school will integrate rigorous curriculum and relevant course sequences focused on career exploration and skill-building; work-based experiences; and support services to provide guidance on pathways to employability, career, or postsecondary matriculation. As such, STEAM builds a solid foundation to support high-quality transition into the school-to work-to career activities and career clusters that INCC offers. The following career pathways prepare students for various careers: Healthcare, Hospitality and Human Services, Information Technology, ARTS, A/V, Business and Marketing, Manufacturing, Trades and Transportation.

Students choose to enroll in INCA and INCC for many reasons, including but not limited to:

1.   Being gifted and needing an accelerated and challenging curriculum or are struggling academically and seeking a curriculum where academic barriers are able to be overcome without the interruptions of the "live" classroom setting;

2. Homebound due to chronic or terminal illness or grappling with social, discipline, or emotional issues;

3. They may be interested in a highly technical learning experience, or are an elite athlete or performer seeking a more flexible schedule.

INCA and INCC students also have a variety of prior educational backgrounds. Except for Kindergarteners, the highest percentage of new students enroll from current public schools, based on the October 31, 2020 Monthly School Report. At INCC, most of the students previously attended virtual (38.3%) or traditional public school (49.7%). 7.5% of INCA's student population was formerly homeschooled and 7.6% previously attended a private school. The high attendance of previous virtual schools is due to many students transferring from INCA. INCA and INCC students reside in almost every county of the state, and 41.0% of students at INCA and 39.6% of students at INCC reported being eligible for Free and Reduced Meals per federal guidelines.

INCA and INCC employ a diverse staff of 225 talented, highly-qualified, state-certified teachers. Intensive professional development is ongoing throughout a teacher's career, but is particularly focused for first- and second-year teachers including mentoring by experienced teachers and administrators.

INCA and INCC partner with Connections Education LLC DBA Pearson Online & Blended Learning K-12 USA (referred throughout the application as "OBL"), to provide services such as accredited curriculum; curriculum support personnel; a comprehensive EMS; professional development; enrollment and marketing services, student, family, and educator technical assistance; human resources; state reporting; along with additional consulting and support. As student strengths and weaknesses are identified, teachers modify curriculum and provide targeted instruction and/or academic support programs to meet each student's individual needs. Students access grade-appropriate, standards-based curriculum; daily lesson plans; a weekly planner; teacher-led LiveLesson sessions (real-time synchronous learning opportunities); an internal email system; their grade book; and other resources. Learning Coaches (usually parents) help monitor the home learning environment and partner with the school staff to ensure students are engaging and achieving instruction while they access their lessons, which provides caretaker involvement.

Learning Coaches are provided detailed information about the program rigor and required student attendance prior to enrollment, so families have a clear understanding of expectations. INCA and INCC provide Learning Coach orientation and support sessions throughout the school year, offering suggestions for optimizing student success. The online orientation has been designed to familiarize Learning Coaches with the important role they play in supporting their student as a learner. The course explains how the program works and demonstrates how to use the platform.

INCA and INCC also provide numerous services beyond academics. To develop a sense of community, expand educational opportunities, and provide channels for students and Learning Coaches to connect, field trips and social events are held all over the state. Students can choose to participate in one or more of INCA and INCC's 11 Clubs and Activities and the school has established chapters of the National Honor Society and National Junior Honor Society. Students interact with teachers during in-person state testing activities and the traditional, graduation ceremony, and prom.

Challenges

INCA and INCC's significant growth, while indicative of a need for an online option for students, presents certain challenges. INCA and INCC hire only highly qualified, certified teachers and finding teacher talent mid-school year can be difficult. As the rate of enrollment growth slows down, we anticipate fewer mid-year teacher hires permitting all teachers to be trained and ready at the start of the school year. INCA and INCC have attracted many struggling students who have not been successful in prior educational settings. Teachers work diligently to differentiate instruction and provide intervention for students who arrive behind grade level, over-age, and/or credit-deficient in high school. Engaging students who are far behind can be difficult, and INCA and INCC focuses to creatively engage those students, some of whom have been chronically absent from school.

Student mobility also impacts overall school performance. Parents often intentionally choose a virtual charter school for a limited time to solve a problem (e.g. illness, bullying). Particularly at the high school level, instructional strategies require time and practice to have an impact on students. We are working to improve student orientation and engagement processes to lower the rate of mobility. The withdrawal rate has been positive over the past seven years and has been steadily decreasing. The withdrawal rates have decreased a total of 12% for INCA since the 2013-14 school year (32%) and have decreased 6% since last school year. The withdrawal rate for INCA was 26% in 2018-19 school year and 20% in 2019-20 school year. The withdrawal rates for INCC have remained relatively low and decreased by 2.4% (18.5%) since 2017-2018.

2.   State the charter school's mission and describe the educational needs the school's founders were seeking to address in your community. Describe why this initiative is important to the community the school serves.

Our current mission statement for INCA is "Indiana Connections Academy maximizes academic achievement for Indiana students by engaging them in a rigorous, college and career readiness curriculum that is tailored to their learning needs."

The mission statement for INCC is "The mission of Indiana Connections Career Academy (INCC) is to prepare students for success after graduation by building student academic and employability skills, exposing them to postsecondary career and educational options, and creating opportunities for learning and skills application in Indiana's most in-demand career fields. "

INCA and INCC exist to maximize academic achievement for Indiana students by engaging them in a rigorous, college- and career-readiness curriculum that is tailored to their learning needs. Our increased focus on college- and career-readiness is, in part, connected to the IDOE's shift in focus. Yet, it has always been a part of INCA and INCC's core belief that the schools have an obligation to provide students with an educational opportunity that leads to post-secondary success. Our school programs have increased focus on systematically, positively impacting student achievement and preparedness for success at the next level.

Founding of the School and Import to the Community INCA and INCC Serves

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

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

Every year since INCA and INCC'S inception, enrollment of special education students has increased. Most recently, 17.52% of INCA students and 15.04% of INCC students were designated as special education.

B.   *School Design*

1.   Provide a brief summary of the school's key design elements and specific examples of how the school implements the key design elements. Key design elements support the implementation of the school's mission and make the school unique and distinct from any other school. Key design elements should all relate to the mission statement or the intentions set out in the school's original (or amended) charter.

INCA

As a community, INCA embraces four core values and challenges all members of its community to "be brave; be imaginative; be accountable; and be decent."

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

INCA implements the Connections Academy instructional model which incorporates key facets such as 1) the Learning Triad (teachers, Learning Coaches, and curriculum); 2) Counselors; and 3) Student Motivation. This instructional model supports the school's mission and philosophy and is aligned to the Indiana Core Standards.

1) *The Learning Triad*:

   a) **Highly Qualified Teachers –** Each student has certified IN teachers specially trained in teaching in an online environment, the OBL curriculum, and specific instructional methods.

   b) **Supportive Learning Coaches -** Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' teachers.

   c) **A high quality, standards-aligned curriculum -** The OBL curriculum is fully aligned to the IN Core Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades.

2) *Counselors:* At INCA, Counselors work with students and their families to develop a four year plan, so students can meet their postsecondary goals. Counselors also help to identify students who have

gotten off track for graduation and establish a plan for successfully meeting requirements to earn their diploma.

3) **_Student Motivation_**[2]: Teachers are trained to apply three engagement strategies to their instruction to create a motivational online learning environment: 1) making instruction fun and engaging, 2) providing a safe way to respond, and 3) helping students succeed.

INCC

INCC is an accredited online public school for students in grades 9-12, but the IOLO board is seeking to expand to serve grades 6-12 starting in 2021. We're a tight-knit school community providing an award-winning curriculum, caring teachers, and opportunities for parent involvement. More than just online courses, INCC provides a full-time school experience with a virtual learning community that connects students, teachers, and families through unique technology tools as well as face-to-face interaction. INCC builds a solid foundation in the core subject areas and focuses on career and technical education with a work-based continuum to serve students who desire and require this additional focus and support. INCC offers CTE courses that provide students the opportunity to take courses that fulfil pathway requirements, including certifications where applicable, in six out of 16 national career clusters. The courses include interactive presentations, real-world activities and assignments, career connections, and an online study guide to help students obtain the skills and competencies of their chosen career pathway. Certificates/ internships/ apprenticeships are based on these career clusters. Teachers lead online synchronous and asynchronous activities focused on career exploration, readiness, and experiences.

The career cluster focuses include the following, depending on enrollment and student interests: Healthcare, Hospitality and Human Services, Information Technology, ARTS, A/V, Business and Marketing, Manufacturing, Trades and Transportation.

INCC implements a work-based learning continuum which supports students at various stages of the continuum and supports students as they move through the continuum as illustrated in Figure 1. The model implements ideas from Linked Learning for the continuum.[3]

Figure 8. Work-Based Learning Continuum

	1. Career Awareness	2. Career Exploration	3. Career Preparation	4. Career Training
Concept	• Learning **ABOUT** work • Build awareness among groups of students of variety of careers available and their education requirements	• Learning **ABOUT** work • Explore career options to inform individualized student decision making	• Learning **THROUGH** work • Apply learning through practical experience to develop transferable skills for career & college success	• Learning **FOR** work • Train for employment in a specific occupation
Experience	• Virtual job shadowing • Guest speakers • Videos of professionals	• Informational interviews / mentorship • Interest and aptitude assessments with career recommendations	• Competitions, work-based simulations • Student-run enterprises with some industry partner involvement • Projects with partners through industry student organizations • Internship connected to curriculum – primary benefit is learning for the student	• Apprenticeship • Internship to acquire credential or entry to occupation – primary benefit is to the industry partner

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[2] http://www.connectionsacademy.com/blog/posts/2015-02-11/The-Fundamentals-of-Online-Classroom-Motivation.aspx
[3] http://www.linkedlearning.org/linked-learning-in-action/work-based-learning/

In addition to multiple levels of courses, INCC offers a standard sequence that requires consultation with a counselor with a greater level of effort than a traditional school. Beyond traditional academic counseling, counselors with expertise in career counseling and school-to-work transition support students in their career exploration and pursuits, as well as the social, emotional, and engagement needs of the student population and their future-focused "continuum" success planning. INCC offers a continuum of work based learning courses that support career awareness, exploration, preparation, and training, including interest and aptitude assessments, career readiness index, virtual job exploration and shadowing, career planning, work experience, internships, and school–to-work transition.

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

INCA and INCC thoroughly review the school's mission with their charter renewals. The process includes three steps: 1) The school works with the Board with the ESP input to review, assess, and propose any changes if needed; 2) the School Leader reviews and proposes changes, or approves; 3) the INCA and INCC Board reviews and proposes changes or approves. If anyone proposes changes along the process it starts over again with reviews at Step 1. For design updates, a strategic planning update is included as an agenda item of the Board meetings each month; these updates include discussion of any necessary topics related to strategic planning, which may include the school's mission and design, student achievement, staff retention/development, marketing/enrollment, balanced budget, and systematic growth.

In January 2019, the Board completed a formal, full-day of strategic planning for INCA and a follow up a few months later. The Board initiates any necessary discussion on resources to fulfill the Strategic Plan each month during Board meetings. The Board also receives a Financial Report each month, and reviews all school financials and invoices to ensure resources are appropriated properly.

3.   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.

INCA does not have any mission changes or any substantial revisions to the educational program for this renewal charter term.

The mission of INCC is to prepare students for success after graduation by building student academic and employability skills, exposing them to postsecondary career and educational options, and creating opportunities for learning and skills application in Indiana's most in-demand career fields.

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

The impact of COVID on learners in all environments is yet to be known. Our online schools have become a place of refuge for students seeking an alternative learning environment. It stands to reason that the significant increase in enrollment will have lasting impact on both INCA and INCC accountability for years to come. It is imperative that both schools include strategies for risk mitigation in their comprehensive school improvement plans.

In addition to the risk to school accountability, the COVID crisis has also prompted the opening of more independent virtual school and district-sponsored virtual providers within the state.

With the 2020 election, there will be a change to the State Superintendent role. As of this election cycle, that position will be appointed by the Governor. This change in office could have an impact on virtual school policy.

C.   Goals and Plans (6000 character limit)

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

The INCA Goals

Goal 1 Student Performance: Mastery of grade-level standards/concepts across all core academic subjects of Math, English, Social Studies and Science and measured on internal assessments, including quizzes, tests and portfolios: Students will average a 75% performance rate over the course of the school year. The performance rate, the average of all enrolled students' weighted grade point averages, is reported each month to the INCA School Board.

Goal 2 Student Growth: Renaissance 360 student growth percentile (SGP) will be used as a measure of growth. SGP reflects students' growth from one time-period to the next in comparison to peers from the same grade and with a similar score history. Among INCA students taking both the beginning of year and end of year assessment, the median growth percentile in Early Literacy and Reading (grades K-10) and Math (grades 3-10) will be 35 in Year 1, increasing to 50 by Year 5. (Note that Renaissance reports that while a SGP of 50 is commonly viewed as typical growth, other state and local policy makers define typical growth as ranging from 35 to 65 SGP.)

Goal 3 Student Achievement: INCA students will perform as well as or better than those in comparable Indiana public schools on the ILEARN. Comparable Indiana public schools is defined as other virtual schools enrolling students state-wide. In year 1, the school intends to meet or exceed the performance on required state assessments of the majority of other virtual schools. By Year 3, the school intends to meet or exceed the performance on state assessments of all other virtual schools. By Year 5, the school will exceed the performance on state assessments of all other virtual schools.

Goal 4: High Quality Teaching: 90% of teachers "meet or exceed" expectations on evaluations. 100% of teachers are appropriately licensed, per ESSA.

Goal 5 Family Satisfaction: INCA will have an average of 80% positive responses on the Parent Satisfaction Survey questions that are most directly affected by schools.

Goal 6 Staff Climate and Culture: INCA's overall Engagement score on the annual Engagement Survey will be 80% or above.

Plans for INCA to Accomplish Goals

INCA instructional staff will engage in professional learning cycles to ensure the existence of high-quality core instruction. Specific focus will be given to ensuring high expectations, literacy development across

content areas, and mathematical reasoning. Additionally, tiered supports will be developed to serve new teachers, emergency permit teachers, and teachers that are on improvement plans.

To increase the level of content taught, the knowledge and skills teachers bring to instruction and student engagement the leadership and teachers of INCA will receive training through the 2020-2021 school year to assist in the implementation of newly adopted/created curriculum resources.

INCA staff will engage in a cycle of professional learning to develop a Graduation Profile that identifies the key knowledge, skills, and dispositions that will serve as the compass for school and system redesign of the educational experience for students as they progress through their grad pathways. Through this process, INCA staff and students will define the key competencies learners will develop as they progress through their academic coursework. Upon completion of the Graduation Profile, INCA staff will engage in a cycle of professional learning to develop their cultural competency. Through this process, INCA staff and students will develop common language regarding diversity to foster positive relationships and embed culturally responsive instructional practices in all aspects of student learning.

As INCA works to increase educator capacity in delivering high-quality instruction with equity in access and rigor, they will take specific measures to differentiate instruction in order to better serve the population of students with IEPs.

INCC Goals

Goal 1 Student Performance: Mastery of grade-level standards/concepts across all core academic subjects of Math, English, Social Studies and Science and measured on internal assessments, including quizzes, tests and portfolios: Students will average a 75% performance rate over the course of the school year. The performance rate, the average of all enrolled students' weighted grade point averages, is reported each month to the INCC School Board.

Goal 2 Student Growth: NWEA MAP conditional growth percentile (CGP) will be used as a measure of growth. CGP reflects students' growth from one time period to the next in comparison to growth for the national sample of peers. Among INCC students taking both the beginning of year and end of year assessment, the median conditional growth percentile in grades 6-10 in reading and math will be 35 in Year 1, increasing to 50% by Year 5.

Goal 3 Student Achievement: INCC students will perform as well as or better than those in comparable Indiana public schools on the ILEARN. Comparable Indiana public schools is defined as other virtual schools enrolling students state-wide. In year 1, the school intends to meet or exceed the performance on required state assessments of the majority of other virtual schools. By Year 3, the school intends to meet or exceed the performance on state assessments of all other virtual schools. By Year 5, the school will exceed the performance on state assessments of all other virtual schools.

Goal 4: High Quality Teaching: 90% of teachers "meet or exceed" expectations on evaluations. 100% of teachers are appropriately licensed, per ESSA.

Goal 5 Family Satisfaction: INCC will have an average of 85% positive responses on the Parent Satisfaction Survey questions that are most directly affected by schools.

Goal 6 Staff Climate and Culture: INCC's overall Engagement score on the annual Engagement Survey will be 80% or above.

Plans for INCC to Accomplish Goals

As a public school, INCC will measure and report the academic achievement of all students annually, as well as ongoing progress and performance of the graduation rate and the school. With student performance as the ultimate measure of success, INCC will engage in ongoing review and revisions of policies, processes, and systems, with improvements based on evidence analyzed and lessons learned. This is facilitated by ongoing and strategic events focused on improving learner outcomes. Some of the events include weekly data reviews and SMART goal-focused teacher Professional Learning Community (PLC) meetings focused student outcomes as well as staff meetings that will focus on key processes from Welcome Calls to regular Curriculum-Based Assessments to Response to Intervention (RTI). Monthly Data Training sessions and PLCs will be used to process data, review student outcomes, and share and discuss best practices.

Periodic after-action reviews will focus on outcomes and lessons learned from major improvement initiatives, such as beginning of the year on-boarding of new families and the winter INCC leadership intervention identification and assignment campaigns. At regularly held meetings, INCC leadership will be provided opportunities to reflect on Quarterly Metrics, Goals, and Improvement Plans – reviewing results, efforts related to those results, and ways to improve those continuous improvement processes and tools themselves. Assessment data is the primary focus, however numerous other data types from multiple data sources will also be used.

INCC will accomplish the goals by providing differentiated, tiered interventions to 100% of students exhibiting academic need. INCC will identify and provide interventions for 100% of students at risk of not passing ISTEP (based on NWEA AND/OR ISTEP data). In addition, interventions will be provided to 100% of seniors who exhibit off-track lesson completion and/or failing grades. Lastly, 100% of credit deficient students will work with assigned counselor on plan to earn missing credits.

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

We use data to drive our decision-making processes to improve instruction, student achievement, and the satisfaction of our students and families. Administrators and teachers meet regularly to improve student learning outcomes. Recurring meetings are held to discuss classroom performance.

INCA

INCA has put in measure to address the past academic deficit. INCA adopted Renaissance Star Assessments and Freckle Math to identify students and intervene with those who are not making expected yearly growth in ELA and Math. Math curriculum was updated with a more intense focus on the identification of essential standards and critical vocabulary, and the vertical alignment of content. In addition, intense professional development from OBL and external providers in teaching math and analyzing math performance has been implemented. In 2018-19 and 2019-20, INCA utilized Math XL as a supplementary instructional tool. INCA will continue the Choices programming for our severely off-cohort 11th and 12th grade students. INCA graduation rates have improved the last couple years.

INCC

INCC graduation rate is on par with INCA. In the 2021-2022 school year, INCC's 11th and 12th grade severely off-cohort students. will have the opportunity to join the INCA Choices Program through a LEA MOU with INCA. This will further help support on-time graduation for students, while providing intentional and supportive guidance to our high school students who are at high-risk of dropout.

Adopted NWEA Map to help identify students and intervene for those who are not making expected yearly growth

We are also committed to integrating Social-Emotional Learning (SEL) into new products and school support offerings to strengthen the overall student experience at INCA and INCC. Our SEL efforts focus on helping students develop *Learning to Learn* skills (Self-awareness and Self-management) and also *Skills to Learn* that promote college and career readiness (Social awareness, Relationship skills, and Responsible decision-making). In 2019-20, INCA and INCC students completed the WCSD Social and Emotional Competency Assessment in the fall and again in the spring (1259 INCA students and 85 INCC students). Students at both schools showed fall to spring growth on all skills with the most pronounced increase for Self-management: Emotional regulation (Defined as effectively regulating your emotions and behaviors in different situations).