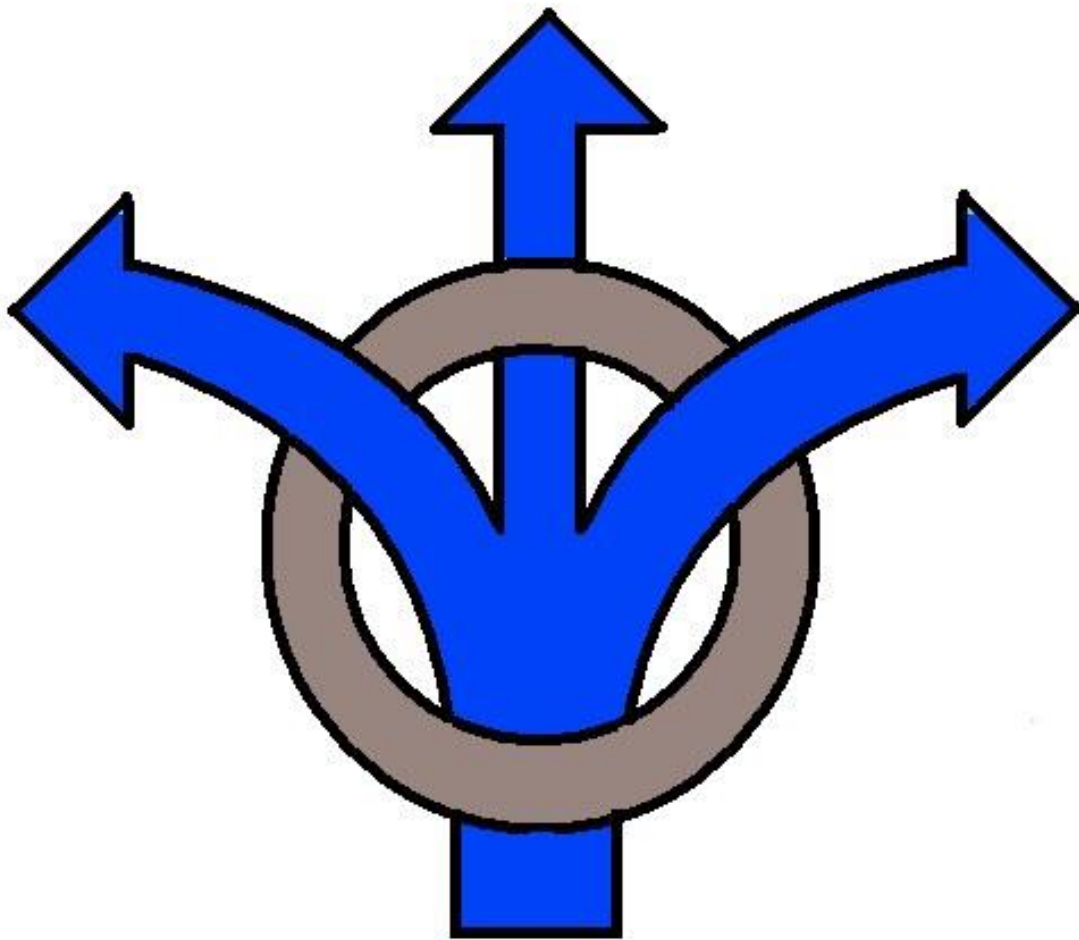


REQUEST FOR REAUTHORIZATION

Options Charter School – Noblesville
9945 Cumberland Point Blvd.
Noblesville, IN 46060
317 773.8659
www.optionsschools.org



Options Charter Schools

RENEWAL NARRATIVE

I. Enrollment and Demographic Overview

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

2017-18 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	281	
# of Students on Waiting List	20	
Gender		
Male	148	
Female	133	
Ethnicity/Race		
White	233	
Black	22	
Hispanic	14	
Asian	3	
Native American	2	
Other	7	
Special Populations		
Students with IEPs	107	
English Language Learners	7	
Homeless Students	10	
Eligible for Free and Reduced Lunch	69	

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

	2013-14	2014-15	2015-16	2016-17	2017-18
Total Student Enrollment	162	184	199	204	281

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

	Year 1	Year 2	Year 2	Year 4	Year 5
Grade	2013-14	2014-15	2015-16	2016-17	2017-18
9					
10					
11					
12					
All Grades	.9537	.9284	.9763	.9583	

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

	Year 1		Year 2		Year 3		Year 4		Year 5	
	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	5	3.09	5	2.72	22	11.06	33	16.18		
Blind of Low Vision	0	0	0	0	0	0	0	0	0	0
Cognitive Disability	3	1.85	3	1.63	1	.5	1	.49		
Deaf or Hard of Hearing	0	0	0	0	0	0	0	0	0	0
Deaf-Blind	0	0	0	0	0	0	0	0	0	0
Development Delay (early childhood)	0	0	0	0	0	0	0	0	0	0
Emotional Disability	21	12.96	16	8.70	10	5.03	12	5.88		
Language or Speech Impairment	0	0	0	0	0	0	1	.49		
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	23	14.2	20	10.87	20	10.05	20	9.8		
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	
Other Health Impairment	6	3.7	10	5.43	9	4.52	6	2.94		

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

ELL STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2013-14		2014-15		2015-16		2016-17		2017-18	
#	%	#	%	#	%	#	%	#	%
4	2.4	7	3.8	8	4.02	8	3.92	7	2.49

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

HOMELESS STUDENT POPULATION									
Year 1		Year 2		Year 3		Year 4		Year 5	
2013-14		2014-15		2015-16		2016-17		2017-18	
#	%	#	%	#	%	#	%	#	%
2	1.23	0	0	7	3.52	11	5.39		

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

HIGH ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2013-14		2014-15		2015-16		2016-17		2017-18	
#	%	#	%	#	%	#	%	#	%
0		0		0		0		0	

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Introduction

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

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

Description of the School

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

Recognized by the Indiana Department of Education as a full alternative high school, Options-Noblesville adds unique educational opportunities for students who need an alternative to the large, traditional high schools in the area. In a highly personalized educational program driven by Individualized Service Plans (ISP), Options maintains high expectations for all, but recognizes that success is defined differently for each student.

The Options Charter School-Noblesville educates 281 students from twenty-five (36) school corporations throughout the State of Indiana. (See chart below.) It is located at 9945 Cumberland Pointe Blvd. Though most students opt into the traditional school day program (a full day of classes, 8:30 - 3:00, 6 period day), students facing challenges making that schedule difficult, may be placed in an on-line hybrid option with the support of an after school tutoring program from 3pm-5pm.

Students come to Options for a variety of reasons. These reasons are reported on the 2016 Alternative Learning Report (DOE-AL). The 2016 report is typical of reasons for alternative eligibility enrollment.
Reason for Attendance:

Student has withdrawn or intends to withdraw before graduation

51

Student has failed to comply academically and would benefit from instruction offered in a manner different from instruction available in a traditional school.

223

Student is a parent or an expectant parent and is unable to regularly attend the traditional school program.

9

Student is employed and employment is necessary for the support of the student or student's immediate family and/or interferes with a part of the student's instructional day.

2

The student is a disruptive student (as defined in IC 20-30-8-2).

26

As a "late intervention" model, Options is frequently ranked as a low-performing school on the state's school accountability framework. However, more than 70% of its students enter five (5) or more credits behind their peers, and Indiana has yet to adopt an alternative accountability system that would recognize and reward the progress of its students. Nonetheless, Options-Noblesville received a full five-year renewal from its authorizer in 2012, and has been operating at full capacity since charter schools in Indiana first opened in 2006. Though the enrollment is mostly White (80%), the non-white population makes this school the most diverse of the 9 Hamilton county high schools. While Asians represent one of the largest ethnic groups in Hamilton County (5.6%), second only to the White population (88.2%), they represent only 1% of the Options-Carmel student body. The second and third largest ethnic groups represented at

Executive Summary

Options Charter School Noblesville

Options-Noblesville are African Americans (7%) and students from more than one racial group (6%) respectively. The Hispanic population at Options-Noblesville (4.6%) is also slightly higher than that of Hamilton County (3.8%). The high percentage of non-White students at Options-Noblesville does present a challenge because 92% of the Options-Noblesville staff is White. While the teachers are all highly effective professionals with a strong desire to work with at-risk youth, they do not reflect the same diversity that exists among the student population.

School Corporation County/ Number of Students /Percentage of Students

Noblesville (3070) Hamilton 90 30%

Hamilton-Southeastern (3005) Hamilton 68 12.6%

Hamilton Heights (3025) Hamilton 19 6 3%

Lawrence Township (5330) Marion 18 6%

Sheridan (3055) Hamilton 13 4.3%

Anderson(5275) Madison 7 2.3%

Carmel (3060) Hamilton 6 2%

Westfield (3030) Hamilton 5 1.9%

28 other counties across the state with 4 or less students

School's Purpose

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

The Options program exists for students who have dropped out, or are contemplating dropping out, those who are experiencing significant social and emotional or behavioral barriers, students who have fallen behind academically, and students who are challenged with additional obstacles (e.g. teen parenting, homelessness) requiring intervention strategies not utilized in other public school settings. It is for this reason that the Indiana Department of Education recognizes the Options Charter Schools as a full-time alternative program.

These students were at best underserved or ignored in the area traditional public schools when its doors were first opened in the Noblesville community in 2006. By virtue of the number of students served in Hamilton and surrounding counties, the need for an alternative to the traditional high school programs still exists. While remaining a small school community, Options-Noblesville has increased enrollment from 160 (2012) to 281 students (current).

The school's mission reads:

The Options Charter Schools provide a caring community to students seeking an alternative to the traditional high school program. Utilizing a variety of innovative approaches, we focus on the educational success as well as the health and wellness of each student. Our goal is to develop responsible individuals who are skilled problem solvers and caring and productive citizens;

In 2012, the Options community developed and adopted the following core values:

In an intentional and purposeful way, each student is supported and valued at school.

Though high expectations are consistent for all, success is defined differently for each student.

Teachers are most effective when empowered to innovate, create and inspire.

We believe that the Options Charter Schools will provide:

Purposeful, relevant and powerful educational experiences;

A safe, caring and healthy environment that promotes freedom of thought and respect for diversity;

The opportunity for each student to graduate with the skills, attitude, knowledge, and compassion to be a contributing member of society and a life-long learner;

The flexibility to meet the varied needs of its learners through different instructional techniques and settings;

Executive Summary

Options Charter School Noblesville

A student-centered environment where every student has an adult advocate;

A place that appreciates and encourages creativity as an integral part of every student's educational experience.

The academic curriculum, developed by content area specialists, is based upon the Indiana Academic Standards and all classes are aligned with Indiana High School Course Titles. In addition to the core curriculum that Options-Noblesville offers, partnerships with Ivy Tech and the J. Everett Light Vocational Technical School allow students the opportunity to earn dual high school/college credits and credits for in-demand skills, skills that have practical connections to career pathways, and even career certifications.

The greatest challenge Options-Noblesville faces is the state accountability model, as it is currently applied to Options; and the public's perception of A-F grading of schools.

Options-Noblesville may be one the state's highest performing alternative schools, however, no tool, common to all high school alternative programs, exists to validate that assertion. The Indiana Department of Education's work around; model, to inflate cohort numbers artificially, creates an A-F grade for Options without determining the school's success. Though our authorizer has allowed additional data, these measures are not publicly understood, publicized or widely accepted as valid. With the support of our authorizer and the State Board of Education, Options must help create an alternative accountability model that will effectively identify high-performing alternative schools.

Notable Achievements and Areas of Improvement

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

After eleven years of service to this community, Options-Noblesville is in its best position ever to improve the lives of students who might otherwise leave high school without the requisite skills to succeed. Overcoming the financial challenges faced by small charter schools, Options-Noblesville has increased its end-of fiscal year cash balance from \$19,450 (2012) to \$351,221 (2015). Our current building was purchased in 2016 after leasing for 9 years and we have made renovations to a classroom to create a science lab. For the 2017/2018 school year, with consultation from superintendents of Hamilton County, we started a middle school at Options-Noblesville. This required a \$250,000 renovation to the west end of the building. This project has been a great achievement for servicing more at-risk students in Hamilton County.

While most of the innovative educational program of the original charter still exists, the school has been able to adapt to the changing needs of a rapidly evolving society. In 2015, Options added a after school tutoring program for students who needed to work, or care for family during the traditional school day. Additionally, the availability of robust online course offering with support from teachers that work specifically with our Distance Education students. This program has also added flexibility that keep students in school and working toward their diplomas. With these barriers to success removed, Options-Noblesville is filled to capacity. With improved processes for monitoring progress, the Individualized Service Plan (ISP) has become the primary tool for individualized instruction and student growth. Options has found that while strong relationships and high academic expectations are key, the heart to the success in alternative education lies within the development, implementation, and tracking of these ISPs for students. Professional development is provided to Options staff members on an annual basis to ensure standardization of goal writing and ISP tracking. Staff members are also given instruction sheets to help them teach students how to write meaningful goals as well as sample goals.

We have progressed with our programs to help students earn valuable learning experience for life after high school. We have a more robust CTE program that involves Dual Credit classes at Ivy Tech, CTE courses at Ivy Tech for high school students that can end in a certification, and CTE courses from EdOptions Academy through Plato.

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Additional Information

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



Self Assessment

Options Charter School Noblesville

Options Charter School - Noblesville

9945 Cumberland Pointe Blvd
Noblesville, IN 46060-4905

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Introduction

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

Self Assessment

Options Charter School Noblesville

Standard 1: Purpose and Direction

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

Overall Rating. 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	•ISP Document, CTE Plan, Love and Logic, Mentor Program, Practical Applications and Senior Institute programs, Duel Credit, and Community Service plan. See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 4

Self Assessment

Options Charter School Noblesville

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	•School Improvement Plans. See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 4

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

Options Charter Schools has a strong process for review, revision and communication of the school's purpose. Both major and minor decision making is centered on the backdrop of the core mission for our students, Belong. Believe. Achieve. Critical questions such as: Is this mission aligned? How would this decision affect our current and future students? What if we are wrong about this? are considered at all levels of decision making throughout the organization to ensure we stay mission-aligned and student-centered. Every level of employee, the overall school performance, and even each individual student is held accountable to a systematic continuous improvement process that is documented and reviewed regularly to ensure we are all held to high expectations of professional growth.

Options continues to strive to break the molds of traditional alternative education models by experimenting with new ideas and strong educational practices that may become best-practices for working with at-risk students. This process of experimentation can, at times, become a source of confusion for various stakeholders. Options' leadership team has begun to have conversations to work on how pilot programs or experimental procedures are tested, reviewed, and implemented so as to reduce confusion and create better buy-in from all stakeholders.

Standard 2: Governance and Leadership

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

Overall Rating: 3.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing 	Level 4

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Options Charter School Noblesville

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Agendas and minutes of meetings •See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community, and ownership.	<ul style="list-style-type: none"> •See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing 	Level 4

Self Assessment

Options Charter School Noblesville

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVMFU?usp=sharing	Level 3

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

Options Charter Schools' governing board has established very strong policies and support practices that ensure effective administration, responsible decision making, and ethical practice. Through Policy Governance, Options' leadership is given the autonomy and support needed to meet goals for achievement and instruction according to our overall growth plan. Regular and purposeful reporting of school performance in each of the four pillars of the organization: Governance, Finance, Operations, and Academics are reviewed and discussed at each level of leadership in the organization to ensure mission alignment and a focus on performance.

Options has implemented best practices in the evaluation process for standard school roles such as building leaders and classroom teachers ensuring a focus on improved professional practice and student success. We have identified, however, a need to improve the evaluation processes in place for upper administrators. Options' president and executive director of school operations have begun to create and implement better job descriptions, performance goals, regular reporting against these goals, and time for review and evaluation for these roles for the entire administrative team. We believe that improving these processes can only strengthen our team and improve overall organizational growth towards student success.

Self Assessment

Options Charter School Noblesville

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions •SI and PA Curriculum, See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing 	Level 3

Self Assessment

Options Charter School Noblesville

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 4

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Options Charter School Noblesville

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing 	Level 3

Self Assessment

Options Charter School Noblesville

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVMFU?usp=sharing 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVMFU?usp=sharing	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVMFU?usp=sharing	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVMFU?usp=sharing	Level 4

Self Assessment

Options Charter School Noblesville

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

Options Charter Schools has a strong system of data collection and review in place to ensure all students are serviced in appropriate and challenging academic plans. In alignment with the mission of Options and the unique population of students served, Options creates a unique educational plan for each individual student enrolled. These plans are called Individualized Service Plans (ISP) and are used to map the performance goals for students in the areas of academics, behavior, and social-emotional wellness aligned to the mission of ensuring all students Belong, Believe, and Achieve. Options believes in allowing for a fluid development of the master schedule each semester so building leaders and teachers have the ability to create a schedule and unique courses that best fits the current student population need. Although differentiation is also found within each classroom, a bigger form of differentiation is in place at Options by placing students in courses they are prepared to take, not necessarily by grade order or traditional course sequences.

Through experimentation and continued research, Options continues to develop alternative education best practices. As a team, we continue to push ourselves to grow in this area each year. Recently, the Options' leadership team has identified the need to do a better job of ensuring new methods, backed by data, are being documented in policy manuals and training developed to ensure all team members new and old have what they need to implement effectively. New staff member induction and mentoring programs need to be developed in order to maintain these areas of strength.

Options teachers and leadership team have also identified the need to continue to develop better ways to identify standards students have mastered as well as those in which they need to continue to develop. Students often enroll at Options with courses having been partially completed or low to average grades in their previous schools that are not necessarily a true reflection of what they have actually learned and mastered. Options believes that credits earned and grades should be a reflection of what the student knows and is able to apply, not the number of assignments completed. We believe we can accomplish this goal through better defining curriculum maps and possibly a form of standard-based grading. These are areas in which we will continue to explore and experiment.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.71

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar •See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 4

Self Assessment

Options Charter School Noblesville

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 4

Self Assessment

Options Charter School Noblesville

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none">•Student assessment system for identifying student needs•Agreements with school community agencies for student-family support•List of support services available to students•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVMFU?usp=sharing	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVMFU?usp=sharing	Level 3

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

Options Charter Schools has created policies and procedures to ensure time and resources are applied in ways to continue to support the advancement of innovative practices that ultimately result in improved student performance. The 5-year strategic plan ensures the school building is continuously maintained and improved as needed, instructional media and supplies are supplied and renewed, technology infrastructures are kept up to date, and classrooms receive appropriate and at times even advanced instructional tools to aide in the engagement of at-risk students. Instructional time is fiercely protected while still being able to offer powerful professional development for team members, climate and culture building activities to help students improve behavior and social emotional wellness, small group testing environments and more. Options takes pride in being good stewards of the monetary resources entrusted to us through public funding, awarded grants, and local business partnerships. Our policies, procedures, and strategic plan support our belief that every child should have equal access to high quality learning environments and that every program should be an options for every student. A recent example of this is how Options is supplying free and reduced lunch choices for students even without the federal lunch program to support the costs of such a program. We are proud to be able to say that 100% of our employees believe in the mission of Options so much so that they each give a portion of their paycheck back to the school to be used for students programs like the lunch program.

The Options' leadership team has identified the need to better identify and develop strong bridges to beyond high school education and workforce opportunities for students. We have developed a Career and Technical Education Plan that would allow us to do this over the next four years. We have found many challenges in year one due to our size and fiscal capacity but continue to be encouraged that through

Self Assessment

Options Charter School Noblesville

strong community partnerships we'll be able to accomplish this goal for our students. In addition, Options would like to develop better partnerships with local mental health support systems in order to offer students and families better access to these supports. To date, this effort has been met with many fiscal challenges but we continue to work to grow partnerships and funding in order to support these efforts.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 3

Self Assessment

Options Charter School Noblesville

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 3

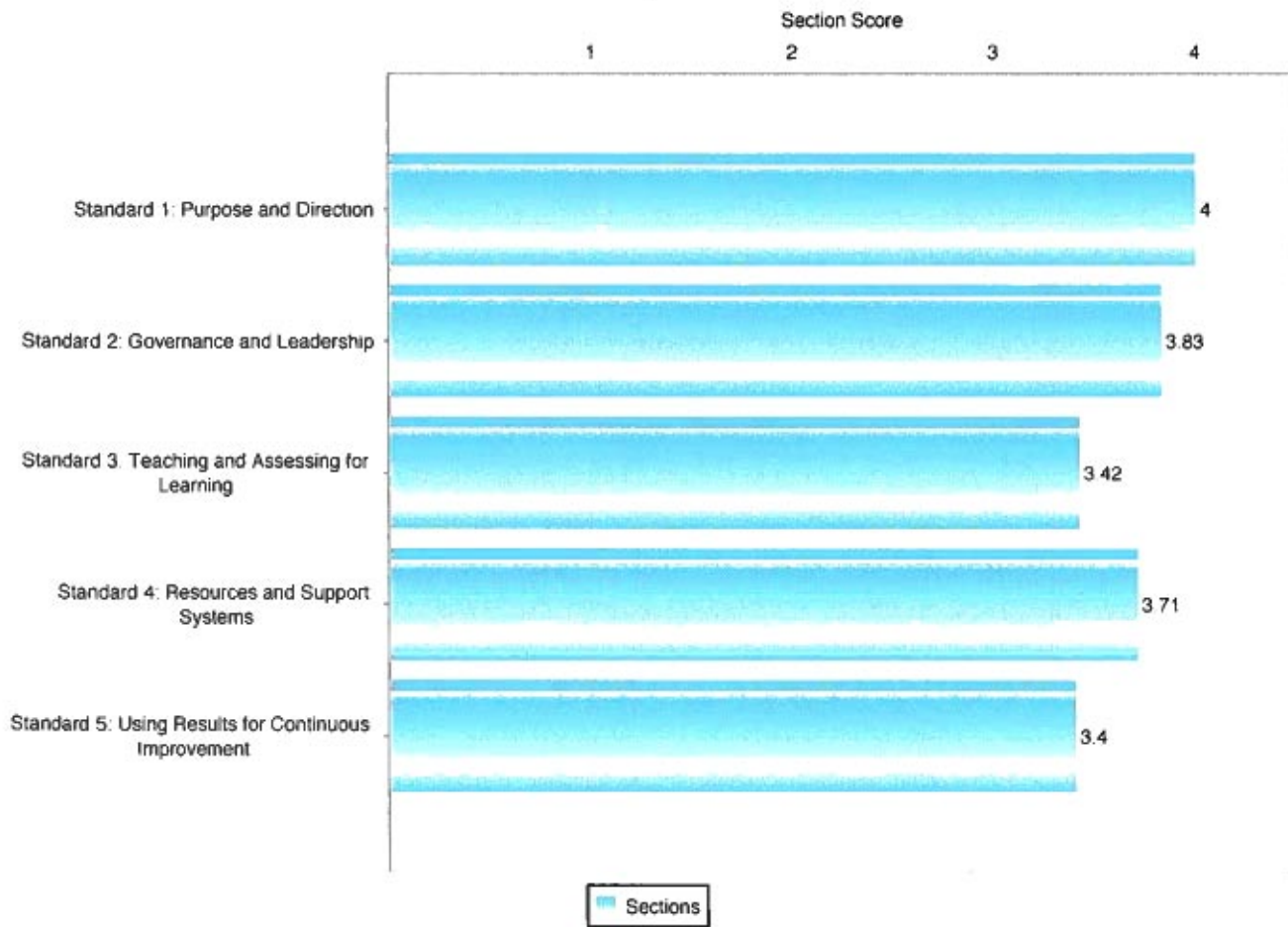
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	•See Advanced Ed google folder, https://drive.google.com/drive/folders/0BxNg7aH70-zuX2pvWTJqUHVXMFU?usp=sharing	Level 4

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

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Report Summary

Scores By Section





Stakeholder Feedback Diagnostic

Options Charter School Noblesville

Options Charter School - Noblesville

**9945 Cumberland Pointe Blvd
Noblesville, IN 46060-4905**

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Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2015/2016 Alternative Education Survey 2014/2015 Alternative Education Survey 2012/2013 Alternative Education Survey 2013/2013 Alternative Education Survey 2016/2017 Alternative Education Survey 2016:2017 Noblesville Teacher Survey Admin Team Survey results Board Member Survey results

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

In our advanced ed student survey, we had the best results in the following categories.

I feel supported and respected by teachers. (4.37)

I feel supported and respected by counselors. (4.39)

I feel supported and respected by administrators. (4.30)

Our focus on building solid relationships with our students is represented in these results.

In our advanced ed teacher survey, we had the best results in the following categories (0-4):

The sense of community within the school/program is strong (fully united and caring) (3.93)

A very high percentage of the school/program faculty and staff have a strong sense of shared mission. (3.87)

Ongoing Process Monitoring (3.80)

Technology as a Learning Resource (3.73)

Our focus on building solid relationships with our students is represented in these results.

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

School Community

For the following items, choose the appropriate response to indicate how well each statement describes your school/program. Performance

(04)

1. The sense of community within the school/program is strong (fully united and caring). 3.93

2. The school corporation/district and the alternative school/program are mutually supportive and work together (high collaboration). 3.40

3. A very high percentage of the school/program faculty and staff have a strong sense of shared mission (buy in to the school vision). 3.87

4. The school/program is a learning community where there is a high degree of collaboration on educational improvement. 3.80

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

We did not submit other surveys.

Areas in Need of Improvement

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

The following results are from the Alternative Ed Student Survey:(0-4)

I help determine how my schoolwork is graded. (3.69)

I feel supported and respected by other students. (3.9)

The following results are from the Alternative Ed Teacher Survey:(0-4)

Services for Parents/Guardians. (1.60)

Project based Instruction. (2.07)

Teaching Lecturing. (2.33)

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

There are only a few questions that trended down.

I have worked harder than I expected at the alternative school. - .03

Parent Involvement. -.24

What are the implications for these stakeholder perceptions?

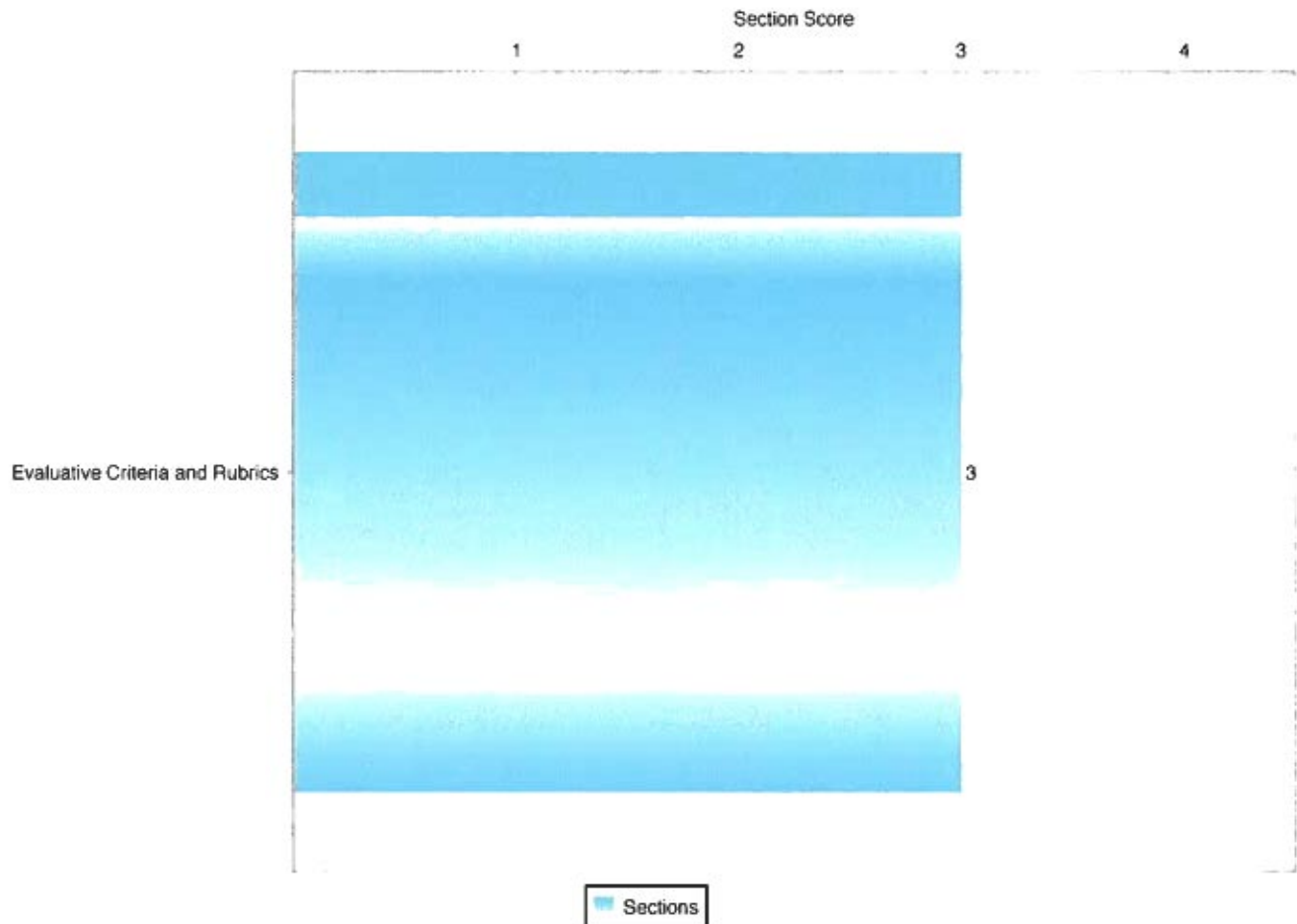
Our school culture is trending in very positive way with only a few areas that need to be improved. Parental involvement is a difficult area to improve at our school. We need to look for ways to improve the parent/school relationship.

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

No other stakeholder surveys.

Report Summary

Scores By Section





Student Performance Diagnostic

Options Charter School Noblesville

Options Charter School - Noblesville

9945 Cumberland Pointe Blvd
Noblesville, IN 46060-4905

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Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		16-17 School Performance Rubric 15-16 School Performance Rubric

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

Our graduation rates all increased which can be difficult with the life situations and struggles that our students have. The 4-year graduation rates were especially encouraging because our time frame for graduation can be difficult when students enroll 10 or more credits behind. We continue to strive to help our students get back on track which allows them to see graduation in 4-years as a possibility again.

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

The Individualized service plan is a very important part of our school plan. Students have specific goals for themselves based on their risk situation. Our goal success rate on ISP goals has increased from 58% to 68% which is very encouraging.

Which area(s) indicate the overall highest performance?

Overall the credit attainment by the students was the best performing area of all the performance assessments for each of the last 2 years.

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

Due to our small population, we have not broken down data into subgroups. We, however, will need to look at breaking up the school into sub groups by risk factor as detailed in their ISP.

Between which subgroups is the achievement gap closing?

No subgroups

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

Graduation rates are consistent with the A-F reporting of the IDOE.

Areas in Need of Improvement

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

The ECA and ISTEP+ results continue to be a struggle due to the varying levels of knowledge and engagement that our students are coming in with. Their ISP's help show their progress from year to year but that is not always translating into a high enough performance on the ECA and ISTEP+. It has been taking time to grow the students knowledge to the point of passing the ECA or ISTEP+ exams.

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

Credit Attainment percentage has decreased in the morning core classes but has increased in our recovery and online classes. Our overall credit attainment has increased but the core classes need to be more effective.

Which area(s) indicate the overall lowest performance?

ECA and ISTEP+ test results

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

No subgroups

Between which subgroups is the achievement gap becoming greater?

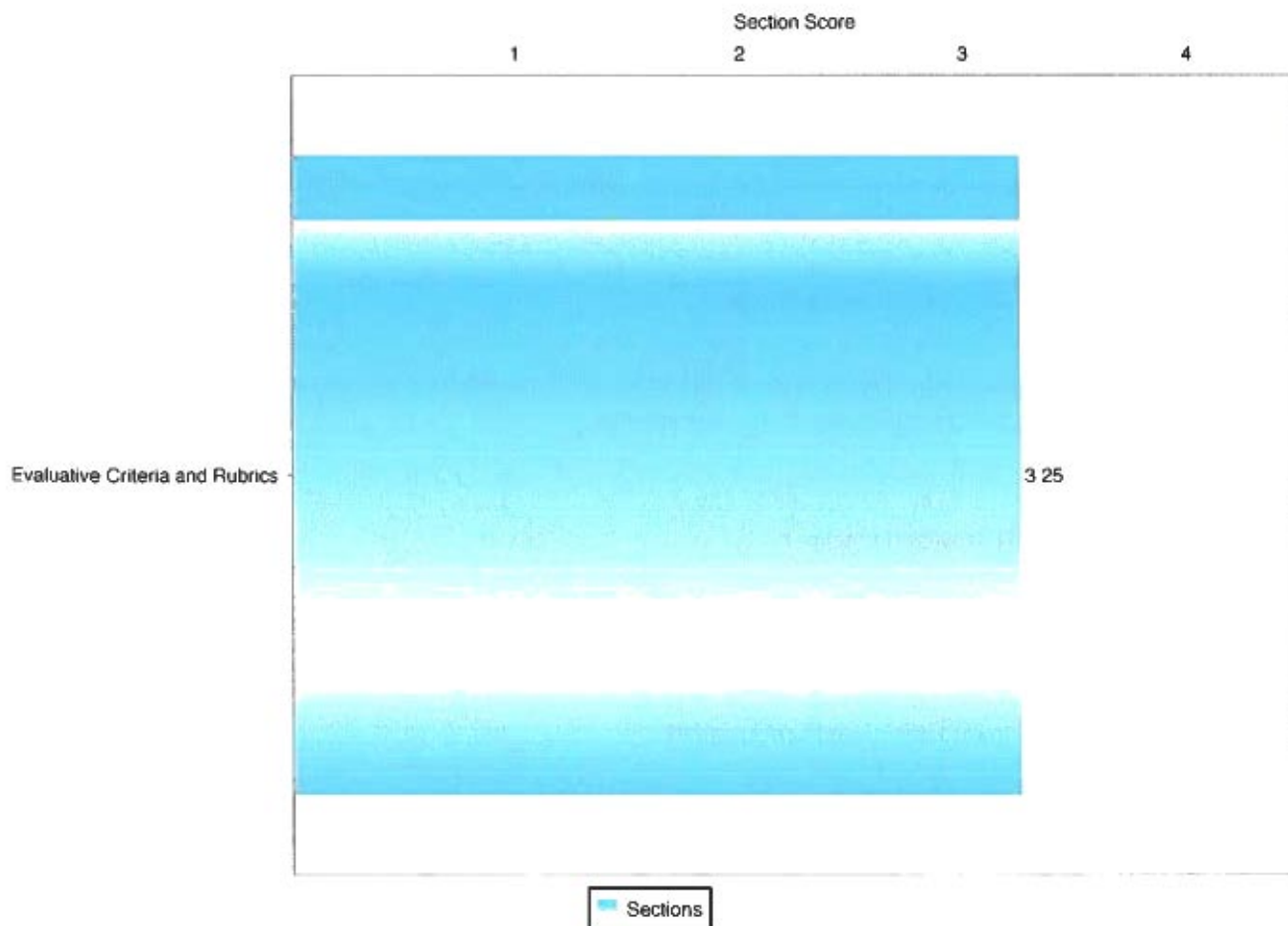
No subgroups

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

NA

Report Summary

Scores By Section



Organizational and Financial Performance Diagnostic

Options Charter School Noblesville

Options Charter School - Noblesville

9945 Cumberland Pointe Blvd
Noblesville, IN 46060-4905

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Introduction

BSU OCS will review and verify the organizational and financial documents submitted through by schools during the renewal process and evaluate a school's performance using the BSU Organizational and Financial Accountability Frameworks.

Organizational and Financial Strategic Planning-Required Responses

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.

Options Charter Schools- Noblesville has performed extremely well in the area of governance and organizational performance since the charter was renewed in 2013. The board has developed strong policies, established a clear and focused mission, and established processes within Policy Governance for continued reporting on the operations of the organization against the policies and mission. There are no anticipated changes to the governance or management of the school. We have established a class system for board recruitment. In doing so, we are better able to manage the natural turnover that occurs when board members leave. Currently, we have six board members and two board candidates that will join our board. In November, we will attend the annual Get-on-Board event in Indianapolis, Indiana that specifically operates to allow non-profits to recruit new board members. Our target number of board members is nine; give or take two to three members. We also target board members from different professions or have unique backgrounds. We continue to recruit from pools such as: former student/parent, business, education, legal background, accounting, etc. All of our board members commit to three-year terms, sign conflict of interest statements, and adhere to policies outlined in our bylaws and Policy Governance documents.

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), and describe the nature of that contractual relationship. If no such relationship exists, please respond "Not Applicable."

Not Applicable

If applicable, please provide 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. If no such relationship exists, please respond "Not Applicable."

Not Applicable

If applicable, 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. If no such relationship exists, please respond "Not Applicable."

Not Applicable

Organizational and Financial Performance Diagnostic

Options Charter School Noblesville

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?

Options Charter Schools- Noblesville purchased the facility located at 9945 Cumberland Pointe Blvd Noblesville, Indiana 46060 in 2016. The building is currently mortgaged on a 10 year- 1% loan. The 13,000 square foot facility has undergone one minor remodel in the summer of 2016 and one major remodel in the summer of 2017. About 10,500 square feet of the facility is used for teachers and students and the remaining 2,500 square feet is for administrative and support personnel. In total, a little more than \$300,000 was spent in two years updating the building to better serve students.

The building is well-suited to serve middle school and high school students in grades 6-12. With our various education platforms the building can easily sustain the number of students we recruit and report in our charter. There are no anticipated changes to the facility in the next five-years.

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.

All of our audits, any required census documents, etc. were uploaded into ASSIST. We have excellent personnel in each of our positions that answer to regulatory agencies. They do an excellent job of completing reports, prepping for audits, completing surveys, census, and questionnaires in a timely and effective manner. As a result, there has not been one major deficiency or finding in any review from an outside regulatory agency. You are welcome to review any these documents and interview any school personnel to confirm this. We can discuss the very positive relationship that we have with the professionals we interact with and the high quality work that is completed.

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

The Board of Directors of Options Charter Schools has established its' expectations for student achievement in the Policy Governance document, Policy 1:1D. It has established its' expectations for sound financial planning in the Policy Governance document, Policies 2.4 and 2.5. The board holds the president accountable to these expectations in many ways. First, the president reports to the board annually or bi-annually on the performance of all policies. The performance is then reflected in the evaluation of the president. Second, the board approves and annual budget that is prepared by the president and chief financial officer. The board then hears a monthly report that includes a stoplight report. This report indicates how we are performing against the board approved budget. To ensure the money is being spent properly we have board members, employees (CFO, president, and bookkeeper), a third-party CPA, and our annual audits with Donovan involved in financial oversight. The process works extremely well! We couple this financial oversight process with a 5-year strategic plan targeting student needs to improve achievement and bi-annual reports of student progress. As the president of Options Charter Schools, it is my responsibility to understand the board's vision for student achievement and financial planning. I use this vision and my expertise of the school finance triangle (income, expenses, and educational vision) to manage the daily operations and report to the board.

Organizational and Financial Strategic Planning-Optional Responses

Discuss how your charter school has avoided creating conflicts of interest where possible and, when necessary what policies has the school utilized to manage those conflicts of interest in a clear and transparent manner. Please address any related parties, including management company, landlord, and other associated non-profits, and overlapping Board members or employees.

The Options Charter Schools Board of Directors sign an annual Conflict of Interest statement. It is their responsibility to self-report any conflict to the board for resolution. If the board member does not, but any other board member or the president recognizes a potential conflict it is the responsibility of that person to report any suspected conflict of interest. In the past five years, this topic has only arisen one time. We had one board member who completed a school climate and culture review and was paid for her time. The board reviewed the combined request of the board member and school leadership, established parameters to ensure the work the board member did as a consultant and the work she performed as a board member did not overlap. The board member refrained from any vote that pertained to her contract. The climate and culture survey was successfully completed, the board member was paid for her time as a consultant, the results were reported to school leadership and the board, and the entire interaction was very positive. To my knowledge, that is the one time a conflict of interest was discussed.

How does the board ensure the charter school is meeting its legal obligations to students with special needs and English Language Learners? Please describe the board's role in responding to parent complaints with regards to these populations.

Charter Schools were only just required in 2016 to start writing and submitting ELP plans under the federal ESSA legislation. Options Charter Schools does comply with this law and has submitted an ELP plan for the 2016-17 school year. To date, there have been no parent complaints rising to the level of board intervention in the areas of special needs or English Language Learners. In the future, however, if any parent has a complaint, we ask that they move through our leadership chain-of-command resolve their problem(s). In the event they cannot, our board does take public comment at the beginning of each board meeting. It would be the choice of the board to directly intervene, send that parent back to me with instructions, or to dismiss the complain outright.

How does the board ensure that admission policies are legally compliant and promote equitable access to diverse student populations? How does the board address parent complaints with regards to admission policies?

Options Charter Schools has never had a complaint regarding our admissions policies. We employ processes that are legal and compliant with the state of Indiana and our authorizer.

How does the board ensure that discipline policies are legally compliant and promote equitable treatment of diverse student populations? How does the board address parent complaints with regards to discipline (e.g. bullying policy, expulsion policy)?

Options Charter Schools has a unique approach to discipline using a system known as Love and Logic. We specialize in repairing relationships and looking for alternative methods of student discipline. The lower student to teacher ratio and our unique approach to discipline results in far fewer student suspensions and rarely a student expulsion. As with any process, we ask that parents who wish to lodge a complaint work first with the school leadership in the chain-of-command. To my knowledge, no parent has ever needed to lodge a

Organizational and Financial Performance Diagnostic

Options Charter School Noblesville

complaint the Options Board of Directors.

Provide evidence that illustrates how the school creates a professional working climate for all staff. Please describe the board's process for addressing teacher complaints or concerns.

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

Options Charter Schools does not receive state funding for transportation. Because of this, our students and their parent transport the student to our facility. In some rare cases, we are able to assist students and parents with local transportation solutions. Recently, Options Charter Schools has convinced some the local traditional school districts to transport their former students, who are now enrolled at Options, to our facility.

Describe the charter school's food services program, indicating whether a food contractor is used and whether individuals on site preparing and serving food are employees of the contractor or school.

Options Charter Schools partners with BluFalls to provide additional cafeteria options for our students. This is the first year that we have been able to provide a lunch program for students. For the student who are free and reduced, the school pays for their food costs. The money is primarily raised by donations through the schools foundation, the Options in Education Foundation. Any remaining balance is paid for through the general fund. Students pre-order lunches the week before and the food is dropped off to the schools each day just prior to lunch.

Please describe the health services offered to students, including medical examinations, dental examinations, vision screenings, mental health screenings, hearing screening, and height/weight measurements. Specify the frequency, grades, service providers, and follow up interventions based on student results or whole-school findings.

How does the school's board oversee the financial management of the school? Specify any relevant officers or committees. Provide evidence that demonstrates how the school operates in a financially sound and publicly accountable manner.

Who is responsible on a daily basis for the oversight and accountability of the school's budget? If there are multiple parties involved (i.e. board treasurer, finance committee, school administrators, management organization, business manager), explain how they work together to ensure a high level of budget oversight.

Describe the school's internal accounting procedures, addressing budget preparation and planning, bank accounts, purchase requests, authorized check signers, competitive bidding, credit/debit cards, and petty cash. Also provide details regarding the use of any accounting software or contracted services to track financial transactions.

Describe the regular review of lease/mortgage agreements, refinancing efforts or considerations, insurance revisions, human resource services, and/or Educational Management Organization contracts.

Describe the school's marketing plan and objectives. What have been successful and unsuccessful marketing strategies throughout the life of the school?

Please analyze and explain any financial challenges or trends that may be significantly different than originally proposed, including how projected and actual enrollment has influenced the school's budget.