



GRACE SCHOOLS CHARTER AUTHORITY, LLC

Grace Schools Charter Authority, LLC

2023-2024 Accountability Framework

For Charter Schools Authorized by
Grace College
April 2013
Revised March 2019 & July 2023

For more information, please visit [Grace Schools Charter Authority, LLC](https://www.graceschoolscharterauthority.com)
or Email charterschools@grace.edu.

Overview

Indiana Code requires GSCA to hold charter schools authorized by GSCA accountable for fulfilling their duties and obligations under Indiana law and the Charter. In order to determine whether a school has met these duties and obligations, each school that the GSCA authorizes is required to enter into a performance agreement. This agreement's primary purpose is to outline the specific student achievement goals that a school agrees to meet and the specific outcome measures that define what constitutes meeting these goals.

The Accountability Plan consists of a set of standard goals and outcome measures across three performance dimensions:

- Category 1: Academic Success
- Category 2: Financial Health
- Category 3: Organizational Compliance.

These outcome measures enable the GSCA to assess on a consistent basis the performance of each school within its portfolio. A school's progress as measured against the Accountability Plan performance dimensions is assessed through a combination of written reports, data submission, and school site visits. This collective body of evidence is used to assess school performance over the charter term and also forms the basis for charter renewal decisions.

Each category has multiple measures of performance and is scored according to the following scale:

- Exceeds Standard
- Meets the Standard
- Approaches the Standard
- Does Not Meet the Standard

To ensure full transparency, GSCA performance assessments will be reported annually to the school's leader and Board of Directors. It is the intent of the GSCA that annual assessments will encourage constructive dialogue among the school's leadership team regarding continuous improvement efforts.

INDICATOR 1: ACADEMIC SUCCESS

The single most important factor that the Grace Schools Charter Authority, LLC (“GSCA”) considers in making charter renewal determinations is the school’s record in generating successful student achievement outcomes.

Indicator 1.1: State Accountability Grade

State Accountability Grade: Indiana has established a student-centered accountability system to calculate a letter grade given to each school. The grade encompasses the results from three domains: achievement, growth, and multiple measures. Each domain has its own indicators that make up a final score. The letter grade given to the school is a sum of those final scores weighted, based on the grade levels served within the school. GSCA’s rubric for the State Accountability Grade is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school received an A for the most recent school year	The school received a B for the most recent school year	The school received a C for the most recent school year	The school received a D or F for the most recent school year

Indiana’s General Assembly passed legislation during the 2019 session to hold schools harmless for accountability grades for the 2018-19 and 2019-20 school years due to the newly implemented ILEARN assessment, the results of which drive many of the indicators found in the accountability system’s performance and growth domains. Schools, therefore, cannot get a lower grade in 2018-19 or 2019-20 than they had in the 2017-18 school year. Similar legislation was also passed for the 2020-21 and 2021-22 school years due to the COVID-19 pandemic. State Accountability Grades are awarded to schools in the fall of the next school year.

HEA 1592 requires the SBOE to issue a “null” or “no letter grade” for the 2022-2023 and 2023-2024 school years.

Please note, GSCA will continue to monitor changes at the state level and will communicate with schools as information is received

Note: If a school receives an F in any given year, immediate follow-up review is required.

DATA SOURCE: Indiana Department of Education.

Indicator 1.2: Federal Accountability Grade

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school “exceeds Expectations.”	The school “meets Expectations.”	The school “approaches Expectations.”	The school “Does Not Meet Expectations.”

Indicator 1.3: Attendance

Attendance is calculated based on the sum of days attended by students enrolled at the school divided by the sum of the total possible days if all students were to attend. Attendance is monitored monthly through the submission of attendance reports. The school receives an overall rating for this sub-indicator at the end of the year based on data submitted to the Indiana Department of Education (IDOE). Starting at the age of seven, students in Indiana are required to attend school regularly. The IDOE defines habitual truancy as ten or more days absent from school, meaning students are required to attend school for 95% of the 180 days in a school year. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school’s attendance rate is 95% or greater	The school’s attendance rate is between 90.0% and 94.9%	The school’s attendance rate is less than 90.0%

1.3 ACADEMIC ACHIEVEMENT

Indicator 1.3.a Student Achievement on State Summative Assessment ELA

The previous state summative assessment, the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+), was replaced by Indiana Learning Evaluation Assessment Readiness Network (ILEARN) in 2018-19.

Exceeds Standards	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students achieving grade level proficiency is greater than the state’s percentage.	The percentage of students achieving grade level proficiency is within 0-10.0% of the state’s percentage.	The percentage of students achieving grade level proficiency is within 10.1-20.0% of the state’s percentage.	The percentage of students achieving grade level proficiency is 20.0% or more less than the state’s percentage.

Indicator 1.3.b Student Achievement on State Summative Assessment Math

The previous state summative assessment, the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+), was replaced by Indiana Learning Evaluation Assessment Readiness Network (ILEARN) in 2018-19.

Exceeds Standards	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students achieving grade level proficiency is greater than the state's percentage.	The percentage of students achieving grade level proficiency is within 0-10.0% of the state's percentage.	The percentage of students achieving grade level proficiency is within 10.1-20.0% of the state's percentage.	The percentage of students achieving grade level proficiency is 20.0% or more less than the state's percentage.

Indicator 1.3.c Student Achievement on State Summative Assessment ELA Compared with the Previous School Year

Exceeds Standards	Meets Standard	Approaching Standard	Does Not Meet Standard
Increased more than five percent from the previous school year	Increased between two and five percent from previous school year	Less than two percent increase from previous school year	Decrease from the previous school year

Indicator 1.3.d Student Achievement on State Summative Assessment Math Compared with the Previous School Year

Exceeds Standards	Meets Standard	Approaching Standard	Does Not Meet Standard
Increased more than five percent from the previous school year	Increased between two and five percent from previous school year	Less than two percent increase from previous school year	Decrease from the previous school year

Indicator 1.3.e Reading Proficiency- Grade 3

The purpose of the Indiana Reading Evaluation and Determination (IREAD-3) assessment is to measure foundational reading standards through grade three. IREAD-3 is a summative assessment that evaluates reading skills for students who are in grade three to ensure that all students can read proficiently before moving to grade four. IREAD-3 is administered two times per year, round one taking place in the spring and round two taking place in the summer for those students who did not pass the first-round assessment.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
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The percentage of students receiving a passing score greater than the state's passing percentage.	The percentage of students receiving a passing score is within 0-10.0% of the state's passing percentage.	The percentage of students receiving a passing score is within 10.1-20.0% of the state's passing percentage.	The percentage of students receiving a passing score is greater than 20.0% of the state's passing percentage.
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Indicator 1.3.f Comparison to Local Schools

GSCA compares its schools to surrounding community schools that serve students with similar demographics and close to the school's location to ensure the charter school is providing a quality choice to the community.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of proficient students at the school is higher than the percentage at comparable schools by at least 15.0 percentage points.	The percentage of proficient students at the school is higher than the percentage at comparable schools by 5.0 to 14.9 percentage points.	The percentage of proficient students at the school meets or is higher than the percentage at comparable schools by up to 4.9 percentage points.	The percentage of proficient students at the school is lower than the percentage at comparable schools.

1.4 ACADEMIC GROWTH (GRADES 4-8)

Indicator 1.4.a Student Growth on State Summative Assessment ELA

GSCA measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students made in a given year based on their individual growth targets. The school receives separate annual ratings for reading and math growth, utilizing data from the state summative assessment.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
At least 80% of students are achieving "typical" or "high" growth on the state assessment in ELA.	Between 70-79% of students are achieving "typical" or "high" growth on the state assessment in ELA.	Between 60-69% of students are achieving "typical" or "high" growth on the state assessment in ELA.	Fewer than 60% of students are achieving "typical" or "high" growth on the state assessment in ELA.

Indicator 1.4.b Student Growth on State Summative Assessment Math

GSCA measures the success of the school’s implementation of its educational model by analyzing the amount of academic progress students made in a given year based on their individual growth targets. The school receives separate annual ratings for reading and math growth, utilizing data from the state summative assessment.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
At least 80% of students are achieving “typical” or “high” growth on the state assessment in Math	Between 70-79% of students are achieving “typical” or “high” growth on the state assessment in Math	Between 60-69% of students are achieving “typical” or “high” growth on the state assessment in Math	Fewer than 60% of students are achieving “typical” or “high” growth on the state assessment in Math

1.5 ACADEMIC EQUITY AND ACHIEVEMENT GAPS (GRADES 3-8 & 10)

Indicator 1.5.a Subgroup Achievement on State Summative Assessment ELA

GSCA measures the success of the school’s implementation of its educational model by analyzing the percentage of students, in the school’s represented subgroups, who are on target to become proficient or maintain proficiency of grade level standards. The school receives separate annual ratings for reading and math growth for the following subgroups with 10 or more students:

- Gender
- Economically Disadvantaged;
- English Learner;
- Race; and
- Special Education.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students in the identified subgroups demonstrating grade level achievement is greater than the state’s percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is within 0-10.0% of the state’s percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is within 10.1-20.0% of the state’s percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is more than 20.0% from the state’s percentage.

Indicator 1.5.b Subgroup Achievement on State Summative Assessment Math

GSCA measures the success of the school’s implementation of its educational model by analyzing the percentage of students, in the school’s represented subgroups, who are on target to become proficient or maintain proficiency of grade level standards. The school receives separate annual ratings for reading and math growth for the following subgroups with 10 or more students:

- Gender
- Economically Disadvantaged;
- English Learner;
- Race; and
- Special Education.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students in the identified subgroups demonstrating grade level achievement is greater than the state’s percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is within 0-10.0% of the state’s percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is within 10.1-20.0% of the state’s percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is more than 20.0% from the state’s percentage.

Indicator 1.5.c: Subgroup Achievement on State Summative Assessment Compared with the Previous School Year ELA

Exceeds Standards	Meets Standard	Approaching Standard	Does Not Meet Standard
Increased more than five percent from the previous school year	Increased between two and five percent from previous school year	Less than two percent increase from previous school year	Decrease from the previous school year

Indicator 1.5.d: Subgroup Achievement on State Summative Assessment Compared with the Previous School Year Math

Exceeds Standards	Meets Standard	Approaching Standard	Does Not Meet Standard
Increased more than five percent from the previous school year	Increased between two and five percent from previous school year	Less than two percent increase from previous school year	Decrease from the previous school year

1.6 HIGH SCHOOL INDICATORS

Indicator 1.6.a Graduation Rate

GSCA monitors the four-year cohort graduation rate of each of its high schools

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
90% or more of students graduated from high school current school year.	80% to 89.9% of students graduated from high school in the current school year.	70% to 79.9% of students graduated from high school in the current school year.	Less than 70% of students graduated from high school in the current school year.

Indicator 1.6. b College and Career Readiness

GSCA monitors the percentage of students who are prepared for postsecondary pursuits by achieving college and/or career credentials. These credentials include:

- Successful completion of an approved industry certification;
- Successful completion of at least three hours of college-level course;
- A passing score on an Advance Placement exam; or
- A passing score on the International Baccalaureate exam. Graduating students included in the reporting are from the most recently finalized cohort.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
90% or more of graduating students in the current school year achieved at least one of the college and career readiness indicators.	Between 75% and 89.9% of graduating students in the current school year achieved at least one of the college and career readiness indicators.	Between 50% and 74.9% of graduating students in the current school year achieved at least one of the college and career readiness indicators.	Less than 50% of graduating students in the current school year achieved at least one of the college and career readiness indicators.

CATEGORY 2: FINANCIAL HEALTH

A school that is in financial distress is at risk for closing down and disrupting the education of enrolled students. Therefore, assessing the financial health of a charter school is an integral part of an authorizer’s accountability responsibilities.

The following table summarizes the indicators by which the financial health of a school is assessed by the GSCA. A school that scores two or more “Does Not Meet Standard” in one year, or one “Does Not Meet Standard” for two years in a row, is in questionable financial health and warrants

an in-depth financial review and possible corrective action. Note that some financial indicators are absolute, and a school either does or does not meet the standard.

Finally, please note that several of the indicators include a three-year trend analysis. Therefore, the Year 1 and Year 2 outcomes consider financial data from prior fiscal years. The process for evaluating schools that have been open for less than five years is addressed in the individual indicators.

NOTE: Throughout this document, financial statements will be referred to in the common, for-profit nomenclature for easier reference. For example, the Balance Sheet is synonymous with the Statement of Financial Position and also with the Statement of Net Assets.

DATA SOURCES: Audited financial statements, including notes to the audited financial statements; charter school board-approved budget with enrollment targets; actual enrollment information; annual debt schedule indicating the total principal and interest due.

Indicator 2.1 Financial Management

GSCA measures the capacity of the school’s financial management by the following characteristics:

- Submission of an annual audit that is timely, complete, and has identified no significant deficiencies or weakness with the school’s financial controls; and
- Submission of quarterly financial statements that are timely, complete and able to be utilized to assess financial sub-indicators

These characteristics are observed on a quarterly basis as well as annually when the new financial information is provided by the school and State Board of Accounts(SBOA).

Meets Standard	Approaching Standard	Does Not Meet Standard
The School meets standard for both the financial audit and quarterly financial reporting requirements.	The School meets standard for either its financial audit or quarterly financial reporting requirements.	The school does not meet standard for either its financial audit or quarterly financial reporting requirements.

NEAR-TERM INDICATORS

Indicator 2.2 Current Ratio

GSCA assesses if the school’s current assets (cash or other assets that can be accessed in the next twelve months) exceeds it current liabilities (debt obligations due in the next twelve months). The rubric for this sub-indicator is as follows

Meets Standard	Approaching Standard	Does Not Meet Standard
Current Ratio is greater than 1.10 or Current Ratio is between 1.0 and 1.1- and one-year trend is positive (current year ratio is	Current ratio is between 1.0-1.1	The Current Ratio is less than 1.0

higher than last year's)		
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Indicator 2.3 Days Cash on Hand

GSCA calculates days cash on hand as an important measure of the school's fiscal health. This metric measures how many days a school can pay its expenses without another inflow of cash. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
Days cash on hand equals or exceeds 45 days	Days Cash on hand is between 30-45 days	Days cash on hand is less than or equal to 30 days

Indicator 2.4 Enrollment Variance

The State of Indiana calculates its state tuition based on the number of students enrolled at various times per academic school year. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
Enrollment variances equals or exceeds 95%	Enrollment variance is between 90%-95%	Enrollment variance is less than or equal to 89%

Indicator 2.5 Debt Default/Delinquency

This sub-indicator indicates whether or not a school is meeting debt obligations or covenants. This sub-indicator is determined by both the auditor's comments in the audited financial statements and contact with the school's creditors. The rubric for this sub-indicator is as follows:

Meets Standard	Does Not Meet Standard
The school is not delinquent with debt service payments or in default of any outstanding debt	The school is delinquent with debt service payments and/or in default of loan covenants

SUSTAINABILITY INDICATORS

Indicator 2.6 Total Margin

This sub-indicator measures the deficit or surplus a school yields out of its total revenues.

Meets Standard	Does Not Meet Standard
Aggregated Three-Year Margin is positive and the most recent year Change in Net Assets Margin is positive; or Aggregated Three-Year Margin is greater than negative one-point five percent (-1.5%), the trend is positive for the last two years, and the most recent year Change in Net Assets Margin is positive.	Aggregated Three-Year Margin is less than or equal to negative one point five percent (-1.5%); or o The most recent year Change in Net Assets Margin is less than negative ten percent (-10.0%).

Indicator 2.7 Debt to Asset Ratio

GSCA monitors the school’s debt to asset ratio on an annual basis. This ratio indicates the percentage of assets that are being financed with debt. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
Debt to Asset Ratio is less than .90	Debt to Asset Ratio is between 0.90-0.95	Debt to Asset Ratio equals or exceeds 0.95

Indicator 2.8 Three Year Aggregate Net Income (Cash Flow)

This sub-indicator indicates whether a school operates with a surplus or a deficit in a given time period. The three-year aggregate net income is simply the sum of the net incomes for the most recent three years to understand if the school is generating a surplus in the long run.

Meets Standard	Approaching Standard	Does Not Meet Standard
Aggregate three-year Net Income is positive and most recent year Net Income is positive.	Aggregate three-year Net Income is positive and most recent year is negative OR Aggregate three-year Net Income is negative and most recent year Net Income is positive.	Aggregate three-year Net Income is negative OR Aggregate three-year net income is not available and most recent year net income is negative.

Indicator 2.9 Debt Service Coverage Ratio

This sub-indicator is a measurement of the cash flow available to pay current debt obligations. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
Debt Service Coverage Ratio equals or exceeds 1.20	Debt Service Coverage Ratio is between 1.05-1.20	Debt Service Coverage Ratio is less than or equal to 1.05

CATEGORY 3: ORGANIZATIONAL COMPLIANCE

Indicator 3.1 Admissions, Enrollment & Retention

GSCA assesses to ensure the school has conducted lawful, unbiased admissions, enrollment and retention processes including conducting appropriate randomized lotteries where required.

GSCA measures the capacity of the school’s organizational compliance by the following characteristics:

- Recruitment
 - Followed fair and open recruitment practices
 - Did not seek or use information in ways that would have been discriminatory or otherwise contrary to law
- Lottery process
 - Implemented all required admissions preferences and only allowable discretionary preferences
 - Carried out lottery consistent with applicable rules and policies
- Waiting list procedures
 - Compiled and utilized waiting list consistent with applicable rules and policies
- Enrollment
 - Enrolled students in accordance with a lawful admissions policy, lottery results, and waiting list results
- Retention
 - Did not for any reason attempt to persuade or “counsel out” students either in advance of enrollment or thereafter

Meets Standard	Does Not Meet Standard
The school has materially complied with admissions, enrollment and retention requirements based on applicable laws, rules, and regulations as well as any relevant provisions of the charter agreement. Any shortcomings or failures to comply have been inadvertent and any adverse consequences have been promptly remedied.	The school has failed, in one or more material respects, to comply with admissions, enrollment and retention requirements based on applicable laws, rules, and regulations as well as any relevant provisions of the charter agreement. Such shortcomings or failures have had adverse consequences and/or have not been promptly remedied.

Indicator 3.2 Discipline

The school followed appropriate and lawful student discipline processes.

Meets Standard	Does Not Meet Standard
The school has conducted suspensions and expulsions in material compliance with applicable laws, rules, and regulations as well as any relevant provisions of the charter agreement. The school has promptly and effectively remedied shortcomings when identified.	The school has conducted suspensions and/or expulsions in violation of applicable laws, rules, and regulations as well as any relevant provisions of the charter agreement. The school has failed to promptly and effectively remedy shortcomings when identified.

Indicator 3.3 Special Education Compliance

To ensure that laws and requirements are being upheld and students with special needs are being service appropriately, GSCA conducts compliance checks annually and looks for the following components:

- IEPs: Student Individualized Education Plans and Section 504 plans were established, current and up to date;
- Identification: It consistently complied with rules relating to identification & referral
- Operational Compliance: It consistently complied with rules relating to the academic program, assessments, discipline, and all other aspects of the school’s program and responsibilities
- Accessibility: Access to the school’s facility and program was provided to students and parents in a lawful manner and consistent with their abilities
- Funding: All applicable funding was secured and utilized in ways consistent with applicable laws, rules, regulations and provisions of the school’s charter agreement

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with all state and federal laws and provides appropriate documentation to evidence meeting each component	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components but has a credible plan to address the issues	The school presents concerns with documentation and/or compliance in a minimal or majority of the sub-indicator components and/or provides no evidence of a credible plan to address the issues.

Indicator 3.4 English Learner Compliance

To ensure that laws and requirements are being upheld and students who are English Learners (EL) are being service appropriately, GSCA conducts EL compliance checks annually looking for the following components:

- Identification: The school consistently and effectively implemented steps to identify students in need of ELL services
- Delivery of Services: Appropriate ELL services were equitably provided to identified students pursuant to the school’s policy and educational program
- Accommodations: Students were provided with appropriate accommodations on assessments
- Exiting: Students were exited from ELL services in accordance with their capacities.

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with all state and federal laws and provides appropriate documentation to evidence meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components but has a credible plan to address the issues.	The school presents concerns with documentation and/or compliance in a minimal or majority of the sub-indicator components and/or provides no evidence of a credible plan to address the issues.

Indicator 3.5 Due Process

The school has materially complied with the rights of students.

Meets Standard	Does Not Meet Standard
The school has materially complied with due process protections, civil rights and student liberties requirements. It also respected and deferred to student liberties (including First Amendment protections relating to free speech and religion).	The school has materially compromised or violated students' civil rights or liberties or has otherwise failed to respect student rights.

Indicator 3.6 Safety, Security and Health

The school complies with applicable laws, rules, regulations and provisions of its charter agreement relating to safety, security and health related services with the following components:

- Fire inspections and related records
- Maintaining a viable certificate of occupancy
- Maintaining student records and testing materials securely
- Maintaining documentation of requisite insurance coverage
- Offering appropriate nursing services
- Appropriate dispensing of pharmaceuticals
- Provision of food services

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with all state and federal laws and provides appropriate documentation to evidence meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components but has a credible plan to address the issues.	The school presents concerns with documentation and/or compliance in a minimal or majority of the sub-indicator components and/or provides no evidence of a credible plan to address the issues.

Indicator 3.7 Fiduciary Responsibilities of the Governing Board

The school has complied with applicable laws, rules, regulations and provisions of its charter agreement relating to governance.

- The governing board operates in compliance with its articles of incorporation, by-laws, code of ethics and conflict of interest policy
- The governing board complies with Indiana's Open-Door Law

- Oversight of Educational Management Organization (if applicable)
- The governing board keeps minutes of all board meetings
- Board meeting schedules, meeting notices and copies of board minutes are easily accessible and available to the public on the school's website

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the in	The governing board presents concerns in a minimal number of the indicator characteristics with a credible plan to address the issues	The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues.

School-Wide Satisfaction

GSCA requires its schools to conduct an annual survey of all stakeholders, staff, students, and families to gauge the school's effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

Meets Standard	Approaching Standard	Does Not Meet Standard
The average percentage of parents, students, and staff reporting overall satisfaction is at or above 80.0%.	The average percentage of parents, students, and staff reporting overall satisfaction is between 70.0 and 79.9%.	The average percentage of parents, students, and staff reporting overall satisfaction is less than 70.0%.

TRIGGERS FOR FOLLOW-UP REVIEW AND CORRECTIVE ACTION

The GSCA carefully monitors each school's performance throughout the five-year charter term. The following outcomes will result in immediate follow-up review and may result in the school's submission of a Corrective Plan as described in Section 15.4 of the charter agreement. Follow-up review will take into consideration unique characteristics of individual school models.

Category 1: Academic Success

For All Schools

- **State Accountability Grade Indicator:** A school is graded an F in any given year.
- **State Accountability Grade Indicator:** A school is graded a D for two years in a row.

For Elementary and Middle Schools

- **Student Achievement on State Summative Assessment (Reading & Math), Reading Proficiency Grade 3 & Student Growth on State Summative Assessment (Reading & Math) Indicators:** A school scores a Does Not Meet Standard on individual measures within two or more separate indicators for two years in a row.

For High Schools

- Indicators 1.6.a & Indicator 1.6.b. A school scores a Does Not Meet Standard on individual measures within two or more separate indicators for two years in a row.

Note that follow-up review will not be triggered solely on the basis of the comparative measures described with comparison schools. Instead, outcomes on these measures will supplement the GSCA's assessment of a school's performance as determined by the absolute proficiency, growth and (if applicable) college and career readiness indicators and measures.

Category 2: Financial Health

For All Schools

- All Indicators: A school scores two or more "Does Not Meet Standard" in the same year.
- All Indicators: A school scores one "Does Not Meet Standard" for two years in a row.

Category 3: Organizational Compliance

For All Schools

- All Indicators: A school scores one or more "Does Not Meet Standard" in the same year.

Site Visit Policies

One of the most important ways that the GSCA gathers performance information about the schools it authorizes is through site visits. Site visits allow the authorizer to observe the school firsthand, interact with key stakeholders, and corroborate school-reported information. Pre-Opening site visits are conducted at least once prior to the start of the school's first year. Once a school has opened its doors and is serving students, the GSCA regularly conducts Formal, Monitoring and End-of-Term site visits.

Pre-Opening Site Visit: A charter school's ability to successfully fulfill the terms of its charter agreement depends a great deal upon what happens before the doors of the school ever open. Some of the most complicated tasks and critical timelines occur during a charter school's pre-operational year(s).

Guided by a detailed Prior Action Checklist, GSCA staff members work with each new school to ensure that it is ready to start its first school year in full compliance with education, financial, health, legal, safety and other requirements. Progress toward completion of Prior Action Checklist items will be regularly assessed by GSCA staff. In addition, the school should anticipate a minimum of one Pre-Opening site visit. For additional guidance, please refer to the Prior Action Checklist attached to the charter agreement and posted on the GSCA website.

Formal Site Visit: Formal site visits are conducted in the spring of each year to gauge the school's progress toward meeting academic success, financial health, and organizational compliance goals. Formal site visits are conducted by GSCA staff members and/or their authorized designees, who interview key stakeholders, conduct classroom observations, review documentation, and attend a Board meeting. Written feedback is provided to the Board of Directors and school leadership.

Monitoring Site Visit: In addition to Formal site visits, GSCA staff members conduct informal Monitoring site visits for follow-up oversight, special events, and general check-ins. One Monitoring site visit is held each year and consists of a meeting with the school's leadership and staff. In addition, the GSCA may conduct Monitoring site visits at other times throughout the year to fulfill its authorizer duties. Reasons for additional monitoring visits may include, but are not limited to: follow-up on implementation of improvement plans, documentation of best practices, or investigation of a complaint. Such visits may be impromptu or without notice. At its discretion, GSCA staff may opt not to conduct Monitoring visits for schools that are performing well across all Accountability Plan dimensions.

End-of-Term Site Visit: The End-of-Term site visit is conducted by GSCA staff and expert external evaluators in the Fall of Year 5. This site visit is conducted after a school has submitted a Charter Renewal Application and provides a summative evaluation of the school's performance over the entire term of the charter. Written feedback is provided to the Board of Directors and school leadership and is used to determine charter renewal recommendations. External evaluator fees are paid by the GSCA.

OPTIONAL ACADEMIC OUTCOMES MEASURES

Accountability Plan outcome measures are established by the GSCA and go into effect for the initial **five**-year charter term once the charter agreement is executed. As described under Section IV: Academic Performance, a school may wish to establish additional academic outcomes measures by which school performance will also be assessed. However, applicants should note that any supplemental measures will not supplant or dilute the GSCA's consideration of the required measures in its evaluation of the goals.

Any school wishing to add optional academic measures must submit draft measures to the GSCA by March 15 of the school's first operational year. GSCA staff will review any draft measures and provide feedback to the school. The final version of any optional measures must be submitted to the GSCA by May 15 of the school's first operational year.