

Exhibit 9

Policy 2700 – Annual Performance Report (Rescinded)



Book	Policy Manual
Section	Policies for Board 37-2
Title	Copy of ANNUAL PERFORMANCE REPORT
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2700 - **ANNUAL PERFORMANCE REPORT**

RESCIND POLICY

Each year, not earlier than March 15th or later than March 31st the School Board shall publish in a newspaper in compliance with I.C. 5-3-1 a full annual performance report or a summary annual performance report. If a summary report is published, it shall contain the following data points: 1) student enrollment; 2) graduation rate and the graduation rate excluding students that receive a graduation waiver; 3) attendance rate; 4) all state standardized assessment scores, including the number and percentage of students meeting academic standards; 5) the school's performance category or designation of school improvement assigned by the state; 6) the percentage of graduates considered college and career ready; and 7) financial information and various school cost factors required by the office of management and budget. The summary report must direct the public to a location on the Internet where the full annual performance report may be viewed. The annual performance report shall be available on a prominent page of the School Corporation's website. It also shall provide a copy of the report free of charge to any person who requests it.

The report which is prepared by the Indiana Department of Education (IDOE), may contain information which is outlined in I.C. 20-20- 8-8 and I.C. 20-42.5-3-5, including:

- A. student enrollment;
- B. graduation rate as defined in State law and the graduation rate excluding students that receive a graduation waiver under I.C. 20-32-4-4 or I.C. 20- 32-4-4.1;
- C. attendance rate;
- D. the following test scores, including the number and percentage of students meeting academic standards: all State standardized assessment scores; scores for assessments under I.C. 20-32-5-21, if appropriate; for a freeway school, scores on a locally adopted assessment program, if appropriate;
- E. average class size;
- F. the school's performance category or designation of school improvement assigned under I.C. 20-31-8;
- G. the number and percentage of students in the following groups or programs: alternative education (if offered); career and technical education; special education; high ability; remediation; limited English language proficiency, students receiving free or reduced price lunch under the national school lunch program or school flex program (if offered); and students in foster care;
- H. 1. for advanced placement tests, the percentage of students scoring three (3), four (4), or five (5), and the percentage taking the test;

2. test scores of all students taking the Scholastic Aptitude Test; test scores for students completing the Indiana diploma with a Core 40 with academic honors designation program; and the percentage of students taking the test;
- I. course completion, including the number and percentage of students completing the academic honors curriculum, the Core 40 curriculum, and career and technical programs;
 - J. the percentage of grade eight (8) students enrolled in algebra 1;
 - K. the percentage of graduates considered college and career ready in a manner prescribed by the State Board;
 - L. school safety, including the number of students receiving suspension or expulsion for the possession of alcohol, drugs, or weapons, and the number of incidents of a school employee being a victim of threat, intimidation, battery or harassment which were filed with a law enforcement agency (I.C. 20-33-9);
 - M. financial information and various school cost factors including expenditures per student, average teacher salary, and remediation funding;
 - N. interdistrict and intradistrict student mobility rates if that information is available;
 - O. the number and percentage of teachers who are certificated employees; the number and percentage of teachers who teach the subject area for which the teacher is certified and holds a license; the number and percentage of teachers with national board certification;
 - P. the percentage of grade 3 students reading at grade 3 level;
 - Q. the number of students expelled, including the number participating in other recognized education programs during their expulsion, and the percentage of students expelled disaggregated by race, grade, gender, free or reduced lunch status, eligibility for special education, and students in foster care;
 - R. chronic absenteeism, which includes the number of students who have been absent for ten percent (10%) or more of a school year for any reason; and habitual truancy, which includes the number of students who have been absent more than ten (10) days from school within a school year without being excused or without being absent under a parental request that has been filed with the school;
 - S. the number of students who have dropped out of school, including the reasons for dropping out, and the percentage of students who have dropped out disaggregated by race, grade, gender, free or reduced lunch status, eligibility for special education, and students in foster care;
 - T. the number of out of school suspensions assigned, including the percentage of students suspended disaggregated by race, grade, gender, free or reduced lunch status, eligibility for special education, and students in foster care;
 - U. the number of in school suspensions assigned, including the percentage of students suspended disaggregated by race, grade, gender, free or reduced lunch status, and eligibility for special education, and students in foster care;
 - V. the number of student work permits revoked;
 - W. the number of students receiving an international baccalaureate diploma;
 - X. the percentage of expenditures for student academic achievement, student instructional support, overhead/operational expenses, and non-operational expenses, and the trend line for each of the categories of expenditures during the previous school year;
 - Y. the number of instances in which either seclusion or restraint is used, including any seclusion or restraint implemented by a school resource officer;
 - Z. other indicators of performance as recommended by the education roundtable.

The information concerning each of these benchmarks will relate to the preceding three (3) years of operation and will provide a comparison of graduation rates, attendance rates and test scores from the applicable State-mandated test(s) with the Corporation's performance-based accreditation status.

The Board may provide for a public hearing, within sixty (60) days of publication of the report, at a designated Corporation facility for the purpose of presenting the report to the public and discussing its contents. This hearing may be done at a

regularly-scheduled Board meeting.

The Superintendent shall ensure that a copy of the report is submitted to the State Department of Education and is published prominently on the Corporation's website.

ADDITIONAL REPORT REQUIREMENTS FOR TITLE I PURPOSES

In any year that the Corporation receives Title I funding, its annual report also must meet the following requirements:

Reports must be concise and presented in an understandable and uniform format that is developed in consultation with parents and accessible to persons with disabilities and, to the extent practicable, in a language that parents can understand.

The report must include: 1) an overview section; and 2) a detail section. Reports must begin with a clearly labeled overview section that is prominently displayed. The overview section of Corporation reports must include information on key metrics of State, Corporation, and school performance and progress and is intended to help parents and other stakeholders quickly access and understand such information and provide context for the complete set of data included in the report.

The overview section of the annual report must include, for the Corporation as a whole and each school, if appropriate, the following information:

- A. student achievement data (i.e., the number and percentage of students at each level of achievement on the State mathematics, reading/language arts, and science assessments), including how achievement in the Corporation compares to the State as a whole and, for each school in the Corporation, how that school compares to the Corporation and the State as a whole;
- B. English language proficiency of English learners (i.e., the number and percentage of English learners achieving English language proficiency as measured by the State's English proficiency assessment);
- C. performance on each measure within the Academic Progress indicator used by the State for elementary schools and secondary schools that are not high schools;
- D. high school graduation rates, including the four (4) year adjusted cohort and the extended-year adjusted cohort;
- E. performance on other indicators of school quality or student success used by the State;
- F. school identifying information, including, at a minimum, the name, address, phone number, email, student membership count, and Title I participation status;
- G. summative determination for each school;
- H. whether the school was identified for comprehensive support and improvement or targeted support and improvement, and the reason(s) for such identification.

The overview section must include disaggregated data for specific student subgroups as required by the United States Department of Education (e.g., each major racial and ethnic group; children with disabilities; English learners; and economically disadvantaged students).

Report cards must include student achievement data overall and by grade, including the percentage of students at each level of achievement as determined by the State for all students and disaggregated by each major racial and ethnic group, gender, disability status, migrant status, English proficiency status, status as economically disadvantaged, status as a homeless student/youth, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces on active duty (which includes full-time National Guard duty). Data for these subgroups must be included in the detail section of report cards if it is not included in the overview section.

The detail section of the Corporation report card must include the remaining information required in the statute and applicable regulations. The Corporation need not include information in the detail section of the report if it includes such information in the overview section. The annual report detail section must include, if appropriate:

- A. student achievement data (i.e., the number and percentage of students at each level of achievement on the State mathematics, reading/language arts, and science assessments), including how achievement in the Corporation compares to the State as a whole and, for each school in the Corporation, how that school compares to the Corporation and the State as a whole;
- B. percentages of students assessed and not assessed in each subject (i.e. participation rates on required

assessments);

- C. the extent alternate assessments aligned with alternate academic achievements standards were used for students with the most significant cognitive disabilities (i.e., the number and percentage of students assessed using alternate academic achievement standards, by grade and subject);
- D. as applicable, number and percentage of recently arrived English learners exempted from one administration of the reading/language arts assessments or whose results are excluded from certain State indicators;
- E. high school graduation rates, including the four (4)-year adjusted cohort, and the extended-year adjusted cohort;
- F. postsecondary enrollment rates for each high school;
- G. information collected and reported in compliance with the Civil Rights Data Collection (CRDC) under 20 U.S.C. 3413(c)(1), including rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (excused and unexcused), incidences of violence (including bullying and harassment) and the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs;
- H. progress toward State-designed long-term goals for academic achievement, graduation rates, and English learners achieving English language proficiency (including measurements of interim progress);
- I. level of performance on each indicator included in State accountability system including, as applicable, results on each individual measure within each indicator not already included in the school overview section;
- J. information on educator qualifications, including the number and percentage of inexperienced teachers, principals and other school leaders, teachers teaching with emergency or provisional credentials, and teachers who are not teaching in the subject or field for which the teacher is certified or licensed;
- K. information on per-pupil expenditures (i.e., actual personnel and actual non-personnel for the Corporation as a whole and each school);
- L. results on State academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress compared to the national average of such results;
- M. description and results of State accountability system (the Corporation may provide the web address or URL of, or a direct link to, a State plan or other location on the State Department of Education's website to meet this requirement);
- N. additional information best-suited to convey the progress of each school;
- O. other information as required by the State Department of Education.

When presenting data on a report card, the Corporation shall protect the privacy of individuals and the privacy of personally identifiable information contained in students' education records in accordance with the Family Educational Rights and Privacy Act (FERPA).

The Corporation's annual report card information must be made publicly available through such means as posting on the Corporation's website and distribution to local media and public agencies.

The Board will provide the school level overview directly to all parents in each school served by the Corporation annually.

The data from the local report card is to be used by each of the schools and the Corporation as a whole in revising and upgrading school and Corporation improvement plans.

Revised 8/7/14

Revised 3/3/16

Revised 7/19/18

Revised 1/10/19

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Legal

I.C. 5-3-1

I.C. 20-20-8-3, -4, -5, -6, -8

I.C. 20-26-13-6

I.C.20-42.4-3-4, -5

513 IAC 1-2-7(e)

20 U.S.C. 6311-6314, Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

34 C.F.R. Part 200