



2022-23 ANNUAL REVIEW

SUCCESS ACADEMY PRIMARY SCHOOL

Evaluated By:

Lindsay Omlor, Director of Charter Schools
Emily Gaskill, Assistant Director of Accountability
Amanda Webb, Assistant Director of Community Connections and Compliance

Education One, L.L.C.

TABLE OF CONTENTS

<u>Part I: Academic Performance</u>	3
<i>Is the school's educational program successful?</i>	
<u>Part II: Financial Performance</u>	19
<i>Is the school in sound fiscal health?</i>	
<u>Part III: Organizational Performance</u>	22
<i>Is the school effective and well run?</i>	
<u>Part IV: School Climate</u>	31
<i>Is the school providing appropriate conditions for student, family, and staff success?</i>	
<u>Part V: Next Steps</u>	32
<i>Does the school or organization require interventions moving forward?</i>	

REPORT OVERVIEW

In order to ensure its schools are operating at the highest level possible, Education One conducts an Annual Review for each school, specifically assessing performance in each indicator found in the school's Accountability Plan Performance Framework (APPF). Indicators measure the school's Academic, Financial, and Organizational capabilities. Quantitative and qualitative data is gathered throughout the year from document submissions, routine site visits, assessment results, and survey conclusions.

Evidence of each indicator's ratings is reported to the school's Board of Directors during regularly scheduled board meetings throughout the school year, when data is available. Through continuous monitoring, Education One is able to identify trends in data over time, address key areas of concern, and highlight successes on a more frequent basis. While the process involves significant time commitments, Education One believes that this high level of accountability, coupled with strong collaboration and partnerships, supports its schools to best meet the needs of the student populations served.

Annual Review reports are presented to key stakeholders, including, but not limited to: School Board Chair, School Leader, and EMO/Superintendent, if applicable. A final copy of each school's Annual Review is posted on Education One's website, www.education1.org, for public viewing.

Part I: Academic Performance

The Academic Performance review gauges the academic success of the school in serving its target populations and closing equity gaps. Part I of the Annual Review consists of various indicators designed to measure success of local, state, and federal academic standards and goals. All indicators are noted in the school's Accountability Plan Performance Framework.

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
	Not Applicable	Approaching Standard	Approaching Standard		

Is the school's educational program successful?		
Performance Rubric	Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the indicators below.
	Meets Standard	The school complies with and presents no concerns in the indicators below.
	Approaching Standard	The school presents concerns in some of the indicators and may or may not have a credible plan to address the issues.
	Does Not Meet Standard	The school presents concerns in a majority of the indicators and may or may not have a credible plan to address the issues; or the school requires an Improvement Plan.

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	N/A	MS	MS		
	Attendance	N/A	AS	AS		
	Achievement on Benchmark Assessment: Reading	N/A	DNMS	DNMS		
	Achievement on Benchmark Assessment by Subgroup: Reading	N/A	ES	ES		
	Achievement on Benchmark Assessment: Math	N/A	DNMS	DNMS		
	Achievement on Benchmark Assessment by Subgroup: Math	N/A	ES	ES		
	Growth on Benchmark Assessment: Reading	N/A	DNMS	AS		
	Growth on Benchmark Assessment by Subgroup: Reading	N/A	DNMS	AS		
	Growth on Benchmark Assessment: Math	N/A	DNMS	AS		
	Growth on Benchmark Assessment by Subgroup: Math	N/A	DNMS	AS		
State Academic Performance	Achievement on State Summative Assessment: Reading	N/A	N/A	N/A		
	Achievement on State Summative Assessment by Subgroup: Reading	N/A	N/A	N/A		
	Achievement on State Summative Assessment: Math	N/A	N/A	N/A		
	Achievement on State Summative Assessment by Subgroup: Math	N/A	N/A	N/A		
	Growth on State Summative Assessment Reading	N/A	N/A	N/A		
	Growth on State Summative Assessment by Subgroup Reading	N/A	N/A	N/A		
	Growth on State Summative Assessment Math	N/A	N/A	N/A		
	Growth on State Summative Assessment by Subgroup Math	N/A	N/A	N/A		

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State Academic Performance cont.	Comparison to Local Schools	N/A	MS	MS		
	Reading Proficiency-Grade 3	N/A	DNMS	AS		
Federal Academic Performance	Federal Accountability Rating	N/A	N/A	DNMS		
	Chronic Absenteeism	N/A	N/A	AS		
	Closing Achievement Gaps	N/A	N/A	N/A		
	Language Proficiency for English Learners	N/A	N/A	N/A		

LOCAL ACADEMIC PERFORMANCE

Instruction: Education One measures and evaluates Instruction during regularly scheduled site visits. During these visits, classroom walkthroughs are conducted, assessing the appropriate implementation of the following instructional best practices:

- Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming;
- Instructional activities use differentiated strategies to meet the individual needs of most learners;
- Checks for understanding are appropriately implemented throughout the lesson;
- Students receive timely, growth oriented feedback from the teacher to improve their instructional practices;
- Classroom management supports content delivery;
- Techniques are implemented to increase active engagement of most learners;
- Instruction is based on core learning objectives and grade level standards; and
- The curriculum is implemented according to its design.

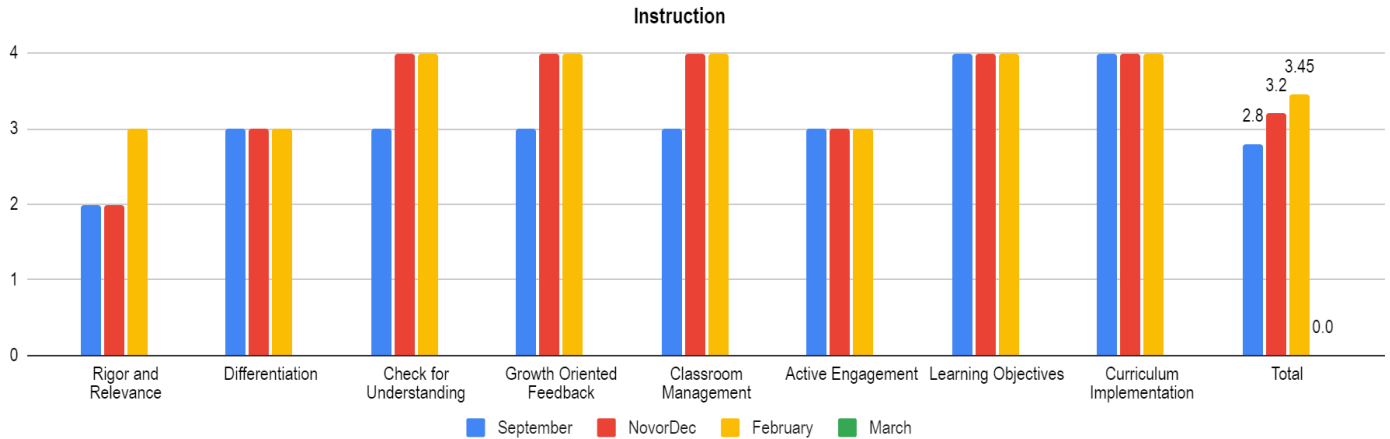
Classroom observation data is compiled to identify overarching trends across the school, both in commendations and recommendations. The school receives points (1-4) for each area observed based on the percentage of classrooms showing a concern. Points are then weighted based on the effect size the component has on student achievement and growth. The school's overall rating coincides with the sum of those weighted points. The rubric for Instruction is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a score of 4.	The school receives a score within the range of 3.0-3.9.	The school receives a score within the range of 2.0-2.9.	The school receives a score within the range of 1.0-1.9.

The table on the following page provides data collected throughout the 2022-23 school year and indicates the percentage of classrooms that showed a concern in each observable best practice. Boxes highlighted in yellow indicate an area that was a concern in at least a half of the classrooms observed and were recommended as areas of possible focus and/or improvement with the school's leadership team and Board of Directors during regularly scheduled site visits and board meetings.

2022-23 Site Visit Percentage of Classrooms Showing a Concern								
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Sept.	33%	21%	25%	25%	13%	17%	4%	4%
Dec.	33%	20%	7%	0%	7%	20%	0%	0%
Feb.	27%	27%	9%	0%	9%	18%	5%	5%

The following graph illustrates the progress of each best practice throughout the year based on the percentage of classrooms that showed a concern. Consistent with the Instruction rubric, an area receiving a minimum of a '3' would be meeting standard.



Based on the qualitative and quantitative evidence collected throughout the 2022-23 school year, Success Academy Primary School (SAPS) receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework, with an average instructional rating of 3.2 points.

Attendance: Starting at the age of seven, students in Indiana are required to attend school regularly. The Indiana Department of Education (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 Attendance is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school's attendance rate is 95.0% or greater.	The school's attendance rate is between 90.0 and 94.9%.	The school's attendance rate is less than 90.0%.

The table below identifies the average attendance rate per grade level and the school's overall average attendance. SAPS had an average attendance rate of 90.2% and receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Attendance Breakdown		
Kindergarten	88.0%	✗
First Grade	90.9%	✗
Second Grade	91.2%	✗
Third Grade	90.6%	✗
Fourth Grade	90.6%	✗
Fifth Grade	90.0%	✗
Whole School	90.2%	✗
Key: ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard		

Achievement on Benchmark Assessment: The success of the schools implementation of its educational model and programming is measured by analyzing the achievement results of legacy students attending the school. A legacy student is defined as having attended the school for a minimum of two years.

Education One requires all schools in its portfolio to measure student progress multiple times throughout the school year using an assessment tool selected by the school. SAPS utilized the i-Ready Diagnostic assessment during the 2022-23 school year. This computer adaptive assessment is designed to provide teachers with actionable insight into student needs and is aligned to grade level standards in reading and math.

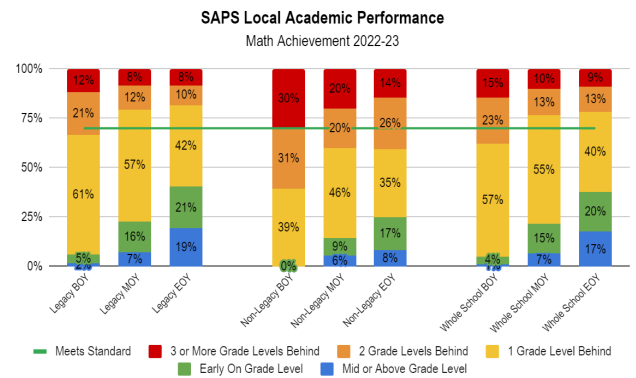
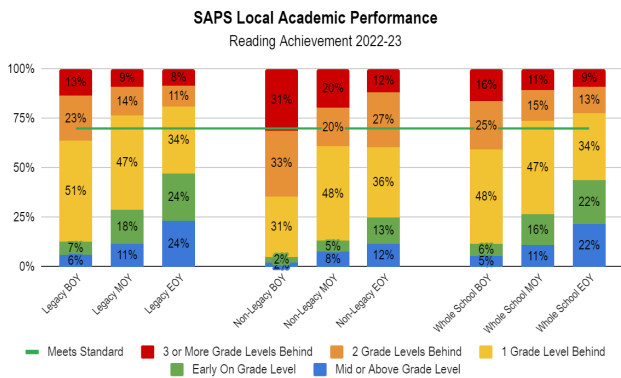
The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	70.0-79.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	60.0-69.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	Less than 60% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.

During the 2022-23 school year, SAPS gave its benchmark assessment in the fall, winter, and spring. These results were consistently collected, analyzed, and discussed to identify areas of immediate improvement and/or celebration. Students falling in the 'Early On Grade Level' and 'Mid or Above Grade Level' categories demonstrated appropriate grade level proficiency.

The following table and graphs illustrate the achievement of legacy students in reading and math for the 2022-23 school year, compared to their non-legacy peers and the school's overall achievement percentage.

	Population %	Reading			Math		
		BOY Achievement	EOY Achievement	Change	BOY Achievement	EOY Achievement	Change
Legacy Students	84%	13.0%	47.3%	+34.3	6.1%	40.3%	+34.3
Non-Legacy Students	16%	4.8%	25.0%	+20.2	0%	25.0%	+25.0
Whole School	100%	11.7%	43.8%	+32.1	5.1%	37.8%	+32.7



The following tables indicate the percentage of all students enrolled at SAPS, by grade level and whole school, that met proficiency targets on the end of the year benchmark assessment in reading and math.

Reading				
Grade Level	Number of Students	Number of Students with Grade Proficiency	Percentage of Students with Grade Level Proficiency	Proficiency Rating
Kindergarten	85	60	71%	✓
First Grade	93	43	46%	✗
Second Grade	92	39	42%	✗
Third Grade	89	43	48%	✗
Fourth Grade	85	26	31%	✗
Fifth Grade	86	21	24%	✗
Whole School	530	232	44%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard				

Math				
Grade Level	Number of Students	Number of Students with Grade Proficiency	Percentage of Students with Grade Level Proficiency	Proficiency Rating
Kindergarten	83	49	59%	✗
First Grade	94	27	29%	✗
Second Grade	92	33	36%	✗
Third Grade	85	36	42%	✗
Fourth Grade	85	33	39%	✗
Fifth Grade	87	21	24%	✗
Whole School	526	199	38%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard				

Reading: 47.3% of legacy students were considered proficient on the i-Ready reading assessment. The school saw an overall increase from the previous school year by 4.5 points. However, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

Math: 40.3% of legacy students were considered proficient on the i-Ready math assessment. The school saw similar results from the previous school year. However, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

Subgroup Achievement on Benchmark Assessment: Successful implementation of the educational model is also monitored by analyzing the results of the school's represented subgroups to ensure equitable opportunities are provided for all students enrolled and achievement gaps are closing. The school receives separate annual ratings in reading and math for each of the following subgroups with 20 or more students, based on benchmark assessment results:

- English Learner;
- Gender;
- Race;
- Socioeconomic Status; and
- Special Education

The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
<p>The percentage of students in the identified subgroup increased overall achievement by more than 15.0% from beginning of the year to end of the year.</p> <p style="text-align: center;">OR</p> <p>80.0% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.</p>	<p>The percentage of students in the identified subgroup increased overall achievement by 10.0-15.0% from beginning of the year to end of the year.</p> <p style="text-align: center;">OR</p> <p>70.0-79.9% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.</p>	<p>The percentage of students in the identified subgroup increased overall achievement by 7.5-9.9% from beginning of the year to end of the year.</p> <p style="text-align: center;">OR</p> <p>60-69.9% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.</p>	<p>The percentage of students in the identified subgroup increased overall achievement by less than 7.5% from beginning of the year to end of the year.</p> <p style="text-align: center;">OR</p> <p>Less than 60.0% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.</p>

The following table illustrates the achievement of each subgroup of students in reading and math for the 2022-23 school year based on beginning and end of year assessment results. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown									
Subgroup	Pop. %	Reading				Math			
		% of BOY Grade Level Proficiency Legacy Students	% of EOY Grade Level Proficiency Legacy Students	Change	Proficiency Rating	% of BOY Grade Level Proficiency Legacy Students	% of EOY Grade Level Proficiency Legacy Students	Change	Proficiency Rating
Whole School	100%	13%	47%	+34	✓	6%	40%	+34	✓
English Learner	9%	11%	33%	+21	✓	0%	24%	+24	✓
Female	49%	13%	52%	+39	✓	5%	43%	+38	✓
Male	51%	13%	43%	+30	✓	7%	38%	+31	✓
Black	40%	7%	41%	+34	✓	1%	28%	+27	✓
Hispanic	6%	13%	48%	+35	✓	0%	33%	+33	✓
Multiracial	16%	14%	58%	+44	✓	6%	47%	+41	✓
White	36%	19%	50%	+31	✓	13%	52%	+39	✓
Free/Reduced Lunch	71%	10%	43%	+33	✓	3%	37%	+34	✓
SPED	17%	7%	27%	+20	✓	1%	18%	+17	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard									

Reading: Overall, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Math: Overall, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Growth on Benchmark Assessment: Education One analyzes the percentage of students who meet or exceed growth targets established by the school's benchmark assessment. Students included in this percentage took the benchmark assessment at the beginning and end of the year. The school receives separate annual ratings for both reading and math. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students met or exceeded established growth targets.	70.0-79.9% of students met or exceeded established growth targets.	60.0-69.9% of students met or exceeded established growth targets.	Less than 60.0% of students met or exceeded established growth targets.

The following tables indicate the percentage of students that met growth targets by the end of the year benchmark assessment in reading and math.

Reading				
Grade Level	Number of Students	Number of Students Meeting Growth Target	Percentage of Students Meeting Growth Target	Growth Target Rating
Kindergarten	85	59	69%	✘
First Grade	93	61	66%	✘
Second Grade	92	65	71%	✔
Third Grade	89	66	74%	✔
Fourth Grade	85	51	60%	✘
Fifth Grade	86	53	62%	✘
Whole School	530	355	67%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Math				
Grade Level	Number of Students	Number of Students Meeting Growth Target	Percentage of Students Meeting Growth Target	Growth Target Rating
Kindergarten	83	61	74%	✔
First Grade	94	62	66%	✘
Second Grade	92	67	73%	✔
Third Grade	85	61	72%	✔
Fourth Grade	85	38	45%	✘
Fifth Grade	87	56	64%	✘
Whole School	526	345	66%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Reading: 67.0% of students met growth targets on the i-Ready reading assessment. The school saw an overall increase from the previous school year by 9.3 points. The school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Math: 65.6% of students met growth targets on the i-Ready reading assessment. The school saw an overall increase from the previous school year by 11.4 points. The school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Subgroup Growth on Benchmark Assessment: Growth is also measured through the lens of subgroups served at the school. The school receives separate annual ratings in reading and math for each of the following subgroups with 20 or more students, based on benchmark assessment results:

- English Learner;
- Gender;
- Race;
- Socioeconomic Status; and
- Special Education

The rubric for Subgroup Student Achievement on Benchmark Assessment is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students in the identified subgroups met or exceeded typical growth expectations.	70.0-79.9% of students in the identified subgroups met or exceeded typical growth expectations.	60.0-69.9% of students in the identified subgroups met or exceeded typical growth expectations.	Less than 60.0% of students in the identified subgroups met or exceeded typical growth expectations.

The following table illustrates the growth made by each subgroup of students in reading and math for the 2020-21 school year based on end of year assessment data and how those percentages rate against the indicator's rubric. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown					
Subgroup	Pop. %	Reading		Math	
		Percentage of Students Meeting Growth Target	Growth Target Rating	Percentage of Students Meeting Growth Target	Growth Target Rating
Whole School	100%	67.0%	✘	65.6%	✘
English Learner	9%	57.4%	✘	70.8%	✔
Female	49%	69.6%	✘	61.9%	✘
Male	51%	64.4%	✘	69.2%	✘
Black	40%	66.0%	✘	59.8%	✘
Hispanic	6%	55.9%	✘	71.4%	✔
Multiracial	16%	65.5%	✘	69.3%	✘
White	36%	70.2%	✔	68.6%	✘
Free/Reduced Lunch	71%	65.0%	✘	66.3%	✘
SPED	17%	53.3%	✘	50.5%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard					

Reading: Overall, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework. The majority of subgroups were approaching standard while White students were meeting standard. English Learner, Hispanic, and Special Education students were not meeting standard.

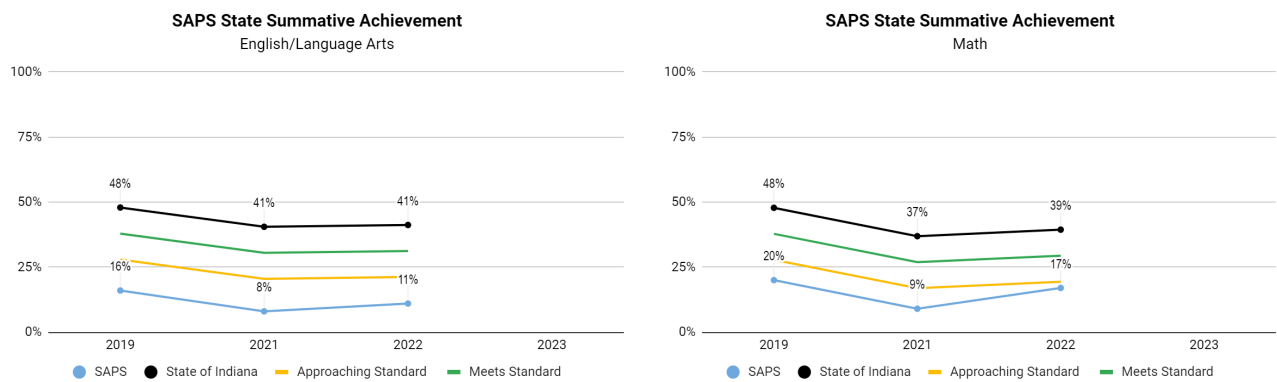
Math: Overall, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework. The majority of subgroups were approaching standard while English Learner and Hispanic students were meeting standard. Black, and Special Education students were not meeting standard.

STATE ACADEMIC PERFORMANCE

Achievement on Summative Assessment: Education One measures the school's educational model by comparing the percentage of students achieving grade level proficiency to the state's results. Students included in the percentage used for comparison are legacy students, as defined above in local academic performance. The rubric for Legacy Student Achievement on Summative Assessment is as follows:

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

The corresponding charts illustrate trend data for legacy students' achievement compared to the state of Indiana on the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) assessment, which is administered each spring to summatively measure grade-level standard achievement and annual growth for students in grades three through eight. ILEARN was first implemented in the spring of 2019. Due to the COVID-19 pandemic, all state testing was canceled in 2020 but was re-established in 2021.



English/Language Arts: In Indiana, 41% of students in grades 3-8 met or exceeded grade-level standards on the 2022 English/Language Arts ILEARN assessment. At SAPS, 11% of students in grades 3-8 met or exceeded grade-level standards on the 2022 English/Language Arts ILEARN assessment. Due to harmless legislation, the school receives a rating of **Not Applicable**.

Math: In Indiana, 39% of students in grades 3-8 met or exceeded grade-level standards on the 2022 English/Language Arts ILEARN assessment. At SAPS, 17% of students in grades 3-8 met or exceeded grade-level standards on the 2022 English/Language Arts ILEARN assessment. Due to harmless legislation, the school receives a rating of **Not Applicable**.

Subgroup Achievement on Summative Assessment: Similar to legacy student achievement, Education One compares the percentage of students in each subgroup served at the school who met or exceeded grade-level standards to the state's percentage of each similar subgroup. This indicator measures how successful the implementation school's educational model is in serving special populations found in the community that may be underrepresented across the state as a whole. The rubric is as follows:

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.

The following tables illustrate the percentage of students that met or exceeded grade-level standards on the state summative assessment by subgroup for the 2021-22 school year. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown: English/Language Arts ILEARN 3-8						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	11%	100%	41%	-30	✘
Free/Reduced Lunch	71%	8%	44%	27%	-19	✘
English Learner	6%	15%	8%	14%	+1	✔
Female	49%	16%	49%	45%	-29	✘
Male	51%	6%	51%	37%	-31	✘
Black	44%	3%	12%	19%*	-16	✘
Hispanic	10%	12%	14%	28%	-26	✘
Multiracial	13%	13%	5%	37%	-24	✘
White	32%	19%	65%	48%	-29	✘
Special Education	21%	0%	16%	13%*	-13	✘
Key: ✔ = Exceeds Standard, ✓ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard						

*Student subgroups with a state passing percentage less than 20% need to be within at least half of the state's subgroup passing percentage to approach standard and within a quarter to meet standard.

Subgroup Breakdown: Math ILEARN 3-8						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	17%	100%	39%	-22	✗
Free/Reduced Lunch	71%	13%	44%	25%	-12	✗
English Learner	6%	0%	8%	17%*	-17	✗
Female	49%	18%	49%	37%	-19	✗
Male	51%	17%	51%	42%	-25	✗
Black	44%	9%	12%	15%*	-6	✗
Hispanic	10%	9%	14%	25%	-16	✗
Multiracial	13%	17%	5%	33%	-16	✗
White	32%	31%	65%	47%	-16	✗
Special Education	21%	5%	16%	16%*	-11	✗

Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard

*Student subgroups with a state passing percentage less than 20% need to be within at least half of the state's subgroup passing percentage to approach standard and within a quarter to meet standard.

Reading: The school did not meet standard in 89% of the identified subgroups in English/Language Arts. However, the Free/Reduced Lunch students' passing percentage qualified as approaching standard. The school's English Learners performance was better than the state's English Learner population performance, providing an exceeds standard rating. Due to harmless legislation, the school receives a rating of **Not Applicable**.

Math: The school did not meet standard in any of the identified subgroups in Math. However, 67% of subgroups' performance was approaching standard. Due to harmless legislation, the school receives a rating of **Not Applicable**.

Growth on Summative Assessment: Under the Indiana Growth Model, the Indiana Department of Education compares each student's growth on the state summative assessment from one year to the next and determines whether students made low, average, or high growth when compared to their academic peers. For more information, click [here](#). To measure student growth overall, Education One uses the school's median growth percentile (MGP), which summarizes student growth percentiles by ordering individual student growth percentiles from lowest to highest, and identifying the middle score, or the median. MGPs range from 1 (lowest) to 99 (highest). An MGP of 50 indicates average growth. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's Median Growth Percentile is 75 or more (top quartile).	The school's Median Growth Percentile is between 50 and 74.9.	The school's Median Growth Percentile is between 25 and 49.9.	The school's Median Growth Percentile is less than 25 (bottom quartile).

Reading: SAPS had an MGP of 37 the 2022 ILEARN English/Language Arts assessment. Due to harmless legislation, the school receives a rating of **Not Applicable**.

Math: SAPS had an MGP of 41.5 the 2022 ILEARN Math assessment. Due to harmless legislation, the school receives a rating of **Not Applicable**.

Subgroup Growth on Summative Assessment: Education One measures the success of the school's educational model by analyzing the percentage of students in each of the school's represented subgroups who are on target to become proficient or maintain proficiency of English/Language Arts and Mathematics standards based on growth exhibited. Student growth percentiles are used to determine whether students are making adequate growth annually to make these targets. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is greater than the state's percentage.	The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is within 0-10.0% of the state's percentage.	The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is within 10.1-20.0% of the state's percentage.	The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is more than 20.0% from the state's percentage.

Growth data was not publicly released by the state of Indiana for the 2022 state summative assessment by subgroup. Therefore, the SAPS receives a rating of **Not Applicable** for Subgroup Student Growth on Summative Assessment.

Comparison to Local Schools: Education One compares its portfolio schools to surrounding community schools that serve students with similar demographics and are within 10 miles of the school's location to ensure the charter school is providing a quality choice to the community. Achievement and growth results from the state summative assessment are utilized to identify how Education One schools are performing against their comparative local schools. The table below indicates the comparison schools for SAPS based on the subgroups served and location are:

School Name	Economically Disadvantaged	English Learner	Special Education	Location
SAPS	76%	6%	21%	-
Coquillard Elementary School	60%	12%	14%	1 mile
Muessel Elementary School	84%	5%	18%	2 miles
Madison S.T.E.A.M Academy	93%	13%	20%	3 miles
McKinley Elementary School	83%	22%	18%	4.5 miles

To meet standard, a school's overall performance in both achievement and growth outpaces the comparison schools at least 75% of the time. The rubric for Comparison to Local Schools is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school's overall performance in proficiency and growth outpaces comparison schools 75.0-100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time.

The table on the following page identifies the performance measures that SAPS outperformed, which are highlighted in green. The school outperformed local public schools 88% of the time in achievement for both English/Language Arts and Math. In terms of growth, the school had a higher percentage of students meeting growth targets 67% of the time. Overall, the SAPS outperformed local schools 79% of the time and receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework.

School Name	E/LA Achievement %	Math Achievement %	E/LA Growth %	Math Growth %
SAPS	11%	17%	24%	12%
Coquillard Elementary School	3%	3%	15%	U/A
Muessel Elementary School	4%	2%	18%	U/A
Madison S.T.E.A.M Academy	5%	3%	15%	5%
McKinley	12%	10%	29%	13%

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. Education One compares its schools' passing percentage after both rounds of testing to the passing percentage of the state. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students receiving a passing score after both spring and summer assessments is greater than the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 0-10.0% of the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 10.1-20.0% of the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is greater than 20.0% of the state's passing percentage.

In 2021-22, SAPS had a total passing rate of 62% on IREAD-3. The state of Indiana's passing percentage was 82%. With a difference of 20%, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework.

FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating: In accordance with Every Student Succeeds Act (ESSA), Indiana developed a federal accountability system to drive student success where each school's performance is measured in relation to the respective statewide performance goals, and reflected by the following designations:

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations
- Does Not Meet Expectations

The performance of all indicators is combined to determine the overall annual performance rating of the school. To learn more about Indiana's federal accountability system and ESSA click [here](#). The rubric for Federal Accountability Rating is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school received a rating of Exceeds Expectations.	The school received a rating of Meets Expectations.	The school received a rating of Approaches Expectations.	The school received a rating of Does Not Meet Expectation for the most recent school year OR received a rating of Approaches Expectations for at least two or more consecutive years.

The table below represents the school's designations for each of the statewide goals as well as the overall designation. Data utilized for these designations was from the 2021-22 school year. The school received a designation of Does Not Meet Expectations and receives a rating of **Does Not Meet Standard**.

Overall Designation	Does Not Meet Expectations		
Achievement: E/LA	Does Not Meet Expectations	Achievement: Math	Does Not Meet Expectations
Growth: E/LA	Does Not Meet Expectations	Growth: Math	Does Not Meet Expectations
Closing the Gaps: E/LA	Does Not Meet Expectations	Closing the Gaps: Math	Does Not Meet Expectations
Language Proficiency for EL	Approaches Expectations	Addressing Chronic Absenteeism	Does Not Meet Expectations

Chronic Absenteeism The state's student attendance goal measures whether students are considered "model attendees." A "model attendee" is a persistent attendee, a student who is in attendance for at least 96% of his or her enrolled days during the school year, or an improving attendee, a student whose attendance improved by at least three percentage points from the prior school year. Education One measures the success of a school's model attendee rate by comparing it to the state's rate. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The model attendee rate is greater than the state's percentage.	The model attendee rate is within 0-10.0% of the state's percentage.	The model attendee rate is within 10.1-20.0% of the state's percentage.	The model attendee rate is more than 20.0% away from the state's percentage.

Data utilized for this sub-indicator is from the previous school year. In 2021-22, SAPS had a model attendee rate of 40.3%, while the state's rate was 60.1%. Therefore, the school receives a rating of **Approaching Standard**.

Closing Achievement Gaps: Education One utilizes data from the school's most recent state summative assessment to measure growth towards becoming proficient or maintaining proficiency of grade-level standards in reading and math for the lowest performing 25% of students in the school. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is greater than the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is within 0-10.0% of the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is within 10.1-20.0% of the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is more than 20.0% away from the state's percentage.

The state did not release public data regarding closing achievement gaps. Therefore the school receives a rating of **Not Applicable**.

Language Proficiency for English Learners: English language proficiency measures whether students learning the English language are on target to develop or attain English language proficiency within six years. Student Growth Percentiles (SGPs) from the WIDA ACCESS 2.0 assessment are used to determine whether students are making adequate growth to meet these targets on an annual basis. The rubric from Language Proficiency for English Learners is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of EL students that met or exceeded growth targets is greater than the state's percentage.	The percentage of EL students that met or exceeded growth targets is within 0-10.0% of the state's percentage.	The percentage of EL students that met or exceeded growth targets is within 10.1-20.0% of the state's percentage.	The percentage of EL students that met or exceeded growth targets is more than 20.0% away from the average state's percentage.

The state did not release public data regarding language proficiency for English Learners. Therefore the school receives a rating of **Not Applicable**.

Part II: Financial Performance

The Financial Performance section gauges both short-term financial health as well as long term financial sustainability, while accounting for key financial reporting requirements. Part II of this review consists of various indicators designed to measure the overall financial viability of a school. All indicators are noted in the school's Accountability Plan Performance Framework.

Overall Rating for Financial Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
	Meets Standard	Meets Standard	Meets Standard		

Is the school in good financial standing?	
Financial Performance Rubric	Exceeds Standard The school consistently and effectively complies with and presents no concerns in the indicators below.
	Meets Standard The school complies with and presents no concerns in the indicators below.
	Approaching Standard The school presents concerns in a minimal number of indicators and may or may not have a credible plan to address the issues.
	Does Not Meet Standard The school presents concerns in a majority of the indicators with no evidence of a credible plan to address the issues; or the school requires an Improvement Plan.

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	Financial Management	MS	MS	AS		
	Enrollment Variance	MS	ES	MS		
	Current Ratio	MS	MS	MS		
	Days Cash	MS	MS	MS		
	Debt/Default Delinquency	MS	MS	MS		
	Debt to Asset Ratio	MS	MS	MS		
	Debt Service Coverage	N/A	N/A	N/A		

Financial Management: Education One 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 deficiency or weaknesses with the school's financial controls; and
- Submission of quarterly financial statements that are timely, complete, and able to be utilized to assess financial indicators.

These characteristics are observed on a quarterly basis as well as annually when new financial information is provided by the school and the State Board of Accounts (SBOA). Updated information is shared out at regularly scheduled school board meetings each quarter. The rubric for Financial Management is as follows:

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

The school regularly submitted complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. However, at the time of this report, the network did not have a completed financial audit submitted to the State Board of Accounts for the period July 1, 2021 to June 30, 2022. Multiple extension requests were filed by the network for this most current audit.

With no audit to measure the network's financial control, the school receives a rating of **Approaching Standard** for the 2022-23 school year.

Enrollment Variance: Indiana calculates its state tuition support for schools based on the number of students enrolled in September and February of the same school year. Enrollment variance measures the schools ability to create a budget centered on an appropriate enrollment target. The rubric for this indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Actual enrollment is greater than the budgeted enrollment.	Actual enrollment is between 98.0 and 100% of the budgeted enrollment.	Actual enrollment is between 93.0 and 97.9% of budgeted enrollment.	Actual enrollment is less than 93.0% of budgeted enrollment.

According to the Indiana Department of Education, the CASB Network submitted an enrollment report of 1,435 students as of October 1, 2022 for Success Academy Primary School, Career Academy Middle School, and Career Academy High School. By February 2023, the school's enrollment decreased to 1,222, also based on the submitted report. With a budgeted enrollment 1,353 for the entire network, the enrollment variance in September was 106.1% and 90.3% in February. With an average enrollment variance of 98.2%, the CASB Network receives a rating of **Meets Standard**.

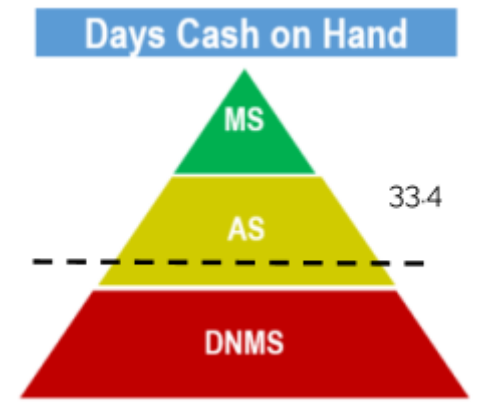
Current Ratio: With regard to its current ratio, the school's current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months) with a ratio of 9.4 and therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Framework for Current Ratio. The rubric is as follows:

Meets Standard	Does Not Meet Standard
The current ratio is 1.10 or greater	The current ratio is less than 1.10

Days Cash: Additionally, Education One also calculates days cash on hand as an important measure of a charter school's fiscal health. This indicator shows how many more days after June 30, 2023 the school would be able to operate. The rubric for Days Cash is:

Meets Standard	Approaching Standard	Does Not Meet Standard
Days cash on hand is at least 60 days. OR between 30 and 60 days cash and one-year trend is positive.	Days cash on hand is at least between 15-30 days. OR between 30 and 60 days cash and one-year trend is negative.	Days cash is less than 15 days.

Based on the most current quarterly financials, the CASB Network has 33.5 days cash. The school falls below the desired metric for days cash, with a one-year negative trend. With regard to days cash, the network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on July 7, 2022 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2025. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair, and, for this reason, the network receives a rating of **Meets Standard**.



Debt/Default Delinquency: This metric is determined by both the auditor's comments in the audited financial statements and contact with the school's creditors. The rubric for Debt/Default Delinquency is as follows:

Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loans.	The school is delinquent and/or in default on any outstanding loans.

In the case of the CASB Network, neither its auditors nor its creditors provided any indication that the school had defaulted on its debt obligations. Based on that summary, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

Debt to Asset Ratio: Education One monitors the school's debt to asset ratio on a quarterly basis, reporting out at the school's regularly scheduled board meetings. This ratio indicates the percentage of assets that are being financed with debt. Based on the most current financial statement, the network's ratio is 0.98. However, due to the aforementioned letter of assurance, the school receives a rating of **Meets Standard**. The rubric for Debt to Asset Ratio is as follows:

Meets Standard	Does Not Meet Standard
The debt to asset ratio is less than 0.90.	The debt to asset ratio is 0.90 or greater.

Debt Service Coverage: Education One tracks the school's debt service coverage on a quarterly basis, similar to the other financial indicators. This indicator was not available for the school during the 2022-23 school year. The network receives a rating of **Not Applicable**.

Part III: Organizational Performance

The Organizational Performance review gauges the academic and operational leadership of the school. Part III of this review consists of various indicators designed to measure how well the school's administration and the school's Board of Directors comply with the terms of their charter agreement, applicable compliance requirements and laws, and authorizer expectations. All indicators are noted in the school's Accountability Plan Performance Framework.

Overall Rating for Organizational Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
	Approaching Standard	Approaching Standard	Approaching Standard		

Is the school's organizational structure successful?		
Performance Rubric	Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the indicators below.
	Meets Standard	The school complies with and presents no concerns in the indicators below.
	Approaching Standard	The school presents concerns in a minimal number of indicators and may or may not have a credible plan to address the issues.
	Does Not Meet Standard	The school presents concerns in a majority of the indicators with no evidence of a credible plan to address the issues; or the school requires an Improvement Plan.

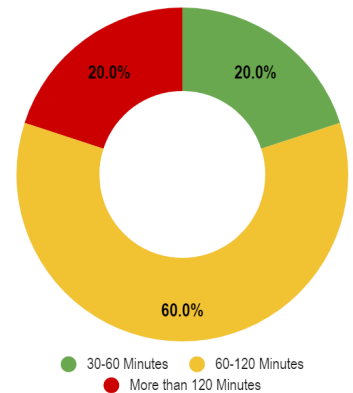
Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Governing Board	Focus on High Academic Achievement	AS	MS	MS		
	Commitment to Exemplary Governance		AS	AS		
	Fiduciary Responsibilities		AS	AS		
	Strategic Planning and Oversight		MS	MS		
	Legal and Regulatory Compliance		MS	MS		
School Leader	Leadership	AS	MS	MS		
Compliance	Reporting Requirements	AS	MS	MS		
	English Learner Compliance	MS	MS	MS		
	Special Education Compliance	MS	MS	MS		

GOVERNING BOARD

Focus on High Achievement: Education One expects governing boards to consistently work towards fulfilling the mission of the school and promises of the charter, and to know whether or not students are on track for high-level academic achievement, as evidenced by the following characteristics:

- Board members believe in the mission of the school;
- Agree on the definition of academic excellence (high-level academic achievement);
- Assume ultimate responsibility for school and student success;
- Understand how student achievement is measured in the school;
- Use student data to inform board decisions; and
- Review indicators of student success regularly to measure progress toward school goals.

2022-23 Career Academy Network Board by Meeting Length



Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

The Career Academy Network (CAN) governing board showed consistent evidence that board members not only believe in the mission and vision of the school, but assume ultimate responsibility for the success of the students and the school. The board was regularly presented with relevant student data and school initiatives to indicate academic progress towards goals and inform board decisions. This was evidenced through the types of questions board members were asking. 31% of questions during the 2022-23 school year were geared towards academic performance. The board is aligned in their definition of high academic achievement and maintains high expectations for school achievement and growth in results and programming initiatives. For these reasons, the network receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

Commitment to Exemplary Governance: Education One measures the quality of a governing board through their commitment to exemplary governance, as evidenced by their ability to build and maintain a high-functioning and engaged board, and the implementation of best governance practices. More specifically, exemplary boards exhibit the following characteristics:

- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;
- Investment in the board's development, through orientation for new members and ongoing training for existing members;
- Clearly defined roles and responsibilities for officers, committees, and board members;
- Employment of a robust committee structure to accomplish board work strategically and efficiently;

- Engagement during meetings through questioning, commenting, etc. based on a comprehensive review of all board materials prior to the meeting;
- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One; and
- Timely distribution of board meeting materials to Education One prior to any publicly held meeting, that includes academic, financial, and organizational updates.

Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the indicator characteristics.	The governing board presents concerns in a minimal number of the indicator characteristics with a credible plan to address the issues.	<p>The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues.</p> <p style="text-align: center;">OR</p> <p>The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.</p>

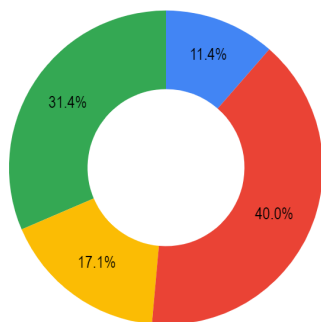
Education One values a governing board with a diverse skill set. The corresponding illustration indicates the skill sets represented on the board at the time of this report. Current board members represent varied skill sets within business, community engagement, education, and finance. However, the board needs further development in the area of legal.

The board was led by Board President Larry Garatoni during the 2022-23 school year. He has proven to be able to effectively lead the board and engage members in various aspects of governance and commitments to the school. The board experienced change in membership throughout the year, with members retiring from the board. Mr. Garatoni was able to recruit and replace retired members in a timely manner with those who had appropriate background, skills, and connections in the community to support the mission and vision of the school.



The Career Academy Network board had an average attendance rate of 91.1%, an increase of 12.9 points from the 2021-22 school year. The majority of members averaged between 80.0 and 100% attendance, indicating members are invested in the schools and their success. Engagement during public meetings averaged around two questions per meeting. This was a decrease from previous school years, but could be a result from appropriate executive structures put into place.

2022-23 Career Academy Network Board Meeting by Question Type



Questions and comments were more evenly distributed amongst board members, further proving improved overall engagement during meetings. Based on the corresponding graph that illustrates the types of questions being asked, the board is evidencing a comprehensive review of materials and general understanding of the school's mission and goals. 88.6% of questions posed were reflective of the three main performance areas in which the schools are being held accountable to, also an improvement from the previous school year.

Mr. Garatoni and Superintendent Jeremy Lugbill maintained consistent and timely communication, including the discussion of any deficiencies, during

regularly scheduled meetings with the Executive Director of Education One. Complete and coherent meeting materials and notes were provided in a timely fashion throughout the school year.

Continued board development and/or ongoing training could prove beneficial for this board as the network is expanding its portfolio during the 2023-24 school year. A more robust committee structure may need to be implemented to support the board in being as efficient as possible with the oversight of five schools and four locations. The board's self-assessment aligns with these recommendations. With a minimal number of concerns, the network receives a rating of **Approaching Standard**.

Fiduciary Responsibilities: Education One measures the quality of a governing board through their commitment to managing resources responsibly, expanding awareness of the program, and raising funds to support the program. More specifically, exemplary boards exhibit the following characteristics:

- Ensure that all members understand the school's finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically and aligns with the student performance goals of the school;
- Set and meet realistic fundraising goals through donor engagement to provide additional resources the school needs;
- Require that each board member make the school a top personal philanthropic priority each year; and
- Understand the political context of public charter schools and advocate for policies that promote and support the charter sector.

Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

Based on submitted board meeting minutes and attendance at regularly scheduled meetings, the board reviewed and approved financial data regularly. The board maintained a balanced budget during the 2022-23 school year. Financials provided to the board include a high level summary for better overall understanding and ability to ask questions during public meetings. The board appropriately approves a budget each year, strategically aligning resources to support student achievement and growth, programming, and the overall mission and vision of the school.

The Career Academy Network board, as a whole, has not set a standard to invest time or other resources to the school outside of board meeting attendance. As such, the school receives a rating of **Approaching Standard** according to its Accountability Plan Performance Framework.

Strategic Planning and Oversight: Education One believes that an effective governing board determines the strategic direction of a school, understands and respects the balance between oversight and management, and evaluates and holds school leaders and management partners accountable. More specifically, strong boards exhibit the following characteristics:

- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the school's future;
- Set annual goals for the school, board, and each board committee;
- Organize the board, its committees, and all meetings in order to meet the school's annual goals and strategic plan;
- Ensure the school leader has the autonomy and authority to manage the school while maintaining strong and close oversight of outcomes;
- Collaborate with the school leader in a way that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback/addressing concerns, engaging the school leader in school improvement plans and setting goals for the future;
- Maintain an up-to-date school leader and board succession plan; and
- Conduct a formal evaluation of the school leader, management partner/Education Service Provider (if applicable) and completion of a board self-evaluation, at least annually, and hold each stakeholder accountable for results.

Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

In April of 2023, the board completed and submitted a self-assessment, evaluating their strengths and areas for improvement, in relation to the school's Accountability Plan Performance Framework. This provided the board with an opportunity to evaluate their performance in order to set goals and plan strategically for the future. Feedback and evidence to support ratings were included.

The network's superintendent, Mr. Lugbill, established an organizational structure during public board meetings to allow the network to collaborate closely with each of the three schools' leaders. Board minutes and attendance at meetings evidenced each school leader having a regularly scheduled time during board meetings to report academic and operational updates. Overall, the board has worked throughout the 2022-23 school year to ensure that Mr. Lugbill and each school leader had the autonomy and authority to manage the school. The board gave direction to Mr. Lugbill to complete a formal evaluation of each school leader to highlight areas of commendation and growth.

The board does not have a clear succession plan in place for the school leader and/or new members, however, as board positions have opened up throughout the year, Career Academy Network has been able to maintain a full board, through strong recruitment efforts. This has also been evidenced through the high quality hires of new school leaders at Career Academy Middle School and Success Academy Primary School for the 2022-23 school year. Based

on these findings, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

Legal and Regulatory Compliance: Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets all expectations set forth in the charter agreements and bylaws. More specifically, legally compliant boards exhibit the following characteristics:

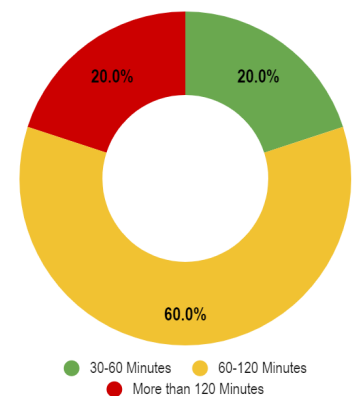
- Hold all meetings in compliance with Indiana's Open Door Law;
- Maintain the highest standards of public transparency by accurately documenting meeting proceedings and board decisions;
- Adherence to all terms set forth in the charter agreement;
- Comply with established board policies and procedures, including those established in the by-laws;
- Conduct routine revisions of policies and procedures, as necessary;
- Adherence to all state and federal laws, including requirements set forth by the SBOA and/or IRS; and
- Apply sound business judgment by avoiding conflicts of interest, maintaining liability insurance, observing tax requirements, etc.

Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the indicator characteristics.	The governing board presents concerns in a minimal number of the indicator characteristics with a credible plan to address the issues.	<p>The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues.</p> <p style="text-align: center;">OR</p> <p>The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.</p>

All meetings during the 2022-23 school year were held in compliance with Indiana's Open Door Law and met all state and federal laws. The board maintained the highest standards of public transparency, accurately documenting meetings and board decisions, and adhering to all terms set for in the school's charter agreement. The corresponding graph illustrates the percentage of meetings based on length. Majority of the meetings were an hour and a half or less. The network receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

2022-23 Career Academy Network Board by Meeting Length



SCHOOL LEADER

Leadership: Education One measures the quality of the school's leadership team by looking for the following characteristics:

- Demonstration of sufficient academic and leadership experience;
- Leadership stability in key administrative positions;
- Communication with internal and external stakeholders;
- Clarity of roles and responsibilities among school staff;
- Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner; and
- Consistency in providing information to and consulting with the schools' board of directors.

Characteristics of a quality leadership team are observed during regularly scheduled site visits, communication with

Page 27

school leadership, and school leader reviews conducted by the governing board. The rubric for this sub-indicator is as follows:

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

SAPS is part of the Career Academy Network, which included three schools in South Bend during the 2022-23 school year. The network's board delegated daily oversight obligations to Jeremy Lugbill, Superintendent, for all three schools. Each of the three schools had its own School Leader. The Superintendent, along with the School Leaders and network staff, supported each of the three schools in areas such as curriculum and instruction, professional development, reporting, financial management, human resources, and technology.

Becky Bartlett was School Leader for SAPS during the 2022-23 school year. This was her first year as principal of the school, however she comes with years of experience in multiple leadership roles from other local school districts. Ms. Bartlett has demonstrated more than sufficient academic and leadership experience as she continuously improved upon or enhanced the programming and structures at SAPS throughout the year.

While Principal Bartlett was a new addition to the school's leadership team, the network overall saw stability in key administrative positions to be able to support her in this new role. She effectively communicated with internal and external stakeholders, maintaining or improving stakeholder satisfaction results and increasing parent involvement through the revived Parent Teacher Association.

Ms. Bartlett was an active participant in the continuous process of improvement with both internal and external stakeholders. There were clear systems and processes in place to address areas of deficiency in a timely manner. Ms. Bartlett utilized network curriculum support to effectively improve instructional practices in areas in need of help throughout the school year, based on qualitative and quantitative evidence. Throughout the school year she has consistently provided relevant information to the network's board of directors as well as the Education One team during meetings and/or site visits.

Based on this summary, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

COMPLIANCE

Reporting Requirements: Education One requires its schools to submit monthly reports consistent with state reporting and what is required of the authorizer to maintain according to legislation. Education One reports the following characteristics to the governing board on a monthly basis:

- Submission of all required compliance documentation in a timely manner as set forth by Education One, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation;
- Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws;
- Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; and
- Participation in scheduled meetings with Education One

The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with and presents no concerns in the sub-indicator characteristics.	The school presents concerns in a minimal number of characteristics and has a credible plan to address the issues.	The school presents concerns in a minimal or majority of characteristics and/or with no credible plan to address the issues.

SAPS complied with all sub-indicator characteristics, including the submission of all required documentation in a timely manner, complying with the terms of its charter, collaborating with and participating in all scheduled meetings with the Education One team. Thus, SAPS receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

English Learner Compliance: To ensure that laws and requirements are being upheld and students who are English Learners (EL) are being serviced appropriately, Education One conducts an EL compliance check on a quarterly basis, looking for the following components:

- Evidence that ILP goals are established, current, and up to date;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of interventions and ILPs are appropriately communicated with the classroom teacher;
- Evidence of high quality interventions and ILPs are implemented;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and
- Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the services

The rubric for this sub-indicator is as follows:

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.

The following table identifies the ratings SAPS received from the compliance checks conducted during the 2022-23 school year.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Meets Standard	Meets Standard	Meets Standard	Meets Standard

The school's overall population is made up of 6.3% English Learners. The school continued best practices in communication between classroom teachers and interventions, evidenced by the pull out program focusing on the school's curriculum maps and pacing guide so that students are receiving support to benefit what is being taught in the classroom. It is evident that intervention time is maximized through appropriate materials and planning. The intervention time and materials available. Based on the qualitative and quantitative evidence collected, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

Special Education Compliance: To ensure that laws and requirements are being upheld and students with special needs are being serviced appropriately, Education One conducts a Special Education compliance check on a quarterly basis and looks for the following components:

- Evidence that IEP goals are established, current, and up to date;

- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of high quality interventions and IEPs are appropriately communicated with the classroom teacher and implemented;
- Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to services
- Evidence that disciplinary actions are appropriate, legal, equitable, and fair;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and
- The percentage of disciplinary actions of SPED students does not exceed the percentage of students identified as SPED.

The rubric for this sub-indicator is as follows:

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.

The following table identifies the ratings SAPS received from the compliance checks conducted during the 2022-23 school year.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Meets Standard	Meets Standard	Meets Standard	Meets Standard

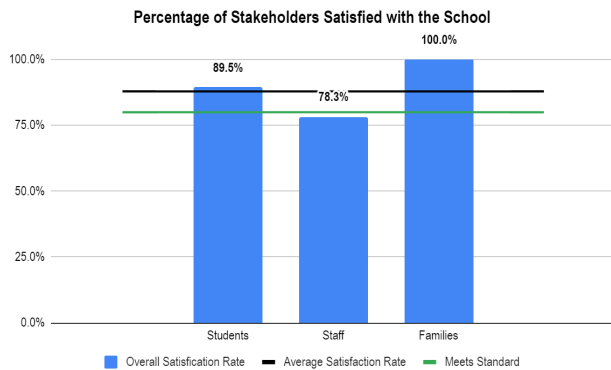
The school's Special Education population made up 26.3% of overall enrollment for the 2022-23 school year, an increase of 5 points. SAPS implemented an effective balance of push in and pull out services. Similar to the English Learner program, Special Education staff communicated appropriately with general education classroom teachers to ensure student services were being implemented and interventions supported grade level content being provided during whole group instruction. Site visits during compliance checks further evidenced this communication as skills observed in general education settings were also observed in pull out settings. Based on the qualitative and quantitative evidence collected, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

Part IV: School Climate

Education One requires its schools to conduct an annual third-party 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.

Overall Rating for Organizational Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
	Approaching Standard	Meets Standard	Meets Standard		

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%.



The graph illustrates the satisfaction rate of each stakeholder as well as the overall average. With a weighted satisfaction rate of 87.9%, the school receives a rating of **Meets Standard**.

While survey participation is not a metric that is measured in the Accountability Plan Performance Framework, understanding the survey's population size as well as the sample size is valuable in determining the validity of the overall survey. A school's population size is defined as the total number of possible respondents. The sample size indicates the number of completed responses the survey received. Population size and sample size are listed for each stakeholder in the table below.

SAPS's Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	266	189	71.1%
Staff	69	46	66.7%
Families	266	12	4.5%

Education One believes a participation rate of at least 70% validates the satisfaction rate of each stakeholder. Student surveys had a participation rate above this standard, validating the results from students. However, the total number of possible respondents seems low compared to the school's enrollment. Education One recommends putting appropriate processes and procedures in place to effectively survey staff and families.

Part V: Next Steps

Does the school or organization require interventions moving forward?

All schools receive high-quality authorization practices to ensure that any areas of deficiency are not due to inadequate authorization. Education One couples oversight and support to ensure that each school remains autonomous in a structure of high expectations and continuous improvement. The authorizer utilizes a Tiered System of Support Rubric to tier each of its schools on a bi-annual basis at the end of the 2nd and 4th quarter of the school year. Schools can be moved in and out of tiered levels based on need at any point throughout the school year.

Education One utilizes the school's performance against the Accountability Plan Performance Framework indicators to tier each school and monitors progress towards meeting standard of those indicators through the following supports:

- **Site Visits:** Members of the Education One accountability team and the school's leadership team conduct classroom walkthroughs to identify overall commendations and recommendations to ensure that instructional best practices are being implemented throughout the school.
- **Compliance Checks:** Members of the Education One accountability team monitor files and implementation of EL/SPED programs of the school to ensure that applicable laws, regulations, and best practices are followed with these special populations.
- **Academic Support Checks:** Members of the Education One accountability team collaborate with school leadership teams to help them reach more school specific goals, analyze data, and formulate improvement plans to ensure that schools are on track to meeting their accountability goals set forth in the Accountability Plan Performance Framework.
- **Board Meetings and Support Checks:** Members of the Education One Team attend regularly scheduled board meetings of each of its schools to monitor board governance indicators and provide status updates to all stakeholders on the school's academic, financial, and organizational performance. The Board Chair meets with the Executive Director on a regular basis to discuss progress towards goals and formulate next steps for improvement or areas of concern.

Schools that receive an overall rating of "Does Not Meet Standard" in any performance area of the Annual Review will automatically be placed in Tier III and will require a school improvement plan.

Tiered Supports

	Tier I Weighted Points: 3.0-4.0 from State and Federal Academic Rubric	Tier IIa Weighted Points: 3.0-4.0 from Local Academic Rubric	Tier IIb Weighted Points: 2.0-2.9 from Local Academic Rubric	Tier III Weighted Points: 1.0-1.9 from Local Academic Rubric
Site Visit	The school receives a site visit in Quarter 1 and 3.	The school receives a site visit in Quarter 1-3.	The school receives bi-monthly site visits from September to March.	The school receives monthly site visits from September to March.
Compliance Checks	Schools receive quarterly compliance checks regardless of Tier. These checks may increase in level or quantity based on the discretion of the authorizer and level of urgency in any compliance deficiency.			
Support Check-In	The school participates in a data dive at the end of the school year during its annual review.	The school participates in data dives after each major assessment administered, with a focus on school specific goals.	The school participates in data dives after each major assessment administered, with a focus on school specific goals. The school participates in discussing site visit next steps and/or school initiatives.	The school participates in data dives after each major assessment administered, with a focus on school specific goals. The school has a school improvement plan.
Board Meeting and Checks	Education One attempts to attend all regularly scheduled board meetings. Board chairs participate in quarterly checks with Education One, regardless of Tier. These checks may increase in level or quantity based on the discretion of the authorizer and level of urgency in any compliance deficiency.			

Education One commends the school for the following:

Academic Performance

- Consistently improving instructional site visit outcomes through intentional coaching practices and implementation of curriculum supports;
- Improvement in the percentage of students meeting growth targets for both reading and math when looking at the school as a whole and by subgroup;
- Consistently outperforming local schools serving similar populations of students and families;
- Utilizing network supports in coaching and curriculum; and
- Implementation of the PLCs with fidelity

Financial Performance

- Exceeding enrollment targets at the beginning of the school year; and
- Maintaining a balanced budget in order to support the network's overall mission and vision, but also school specific initiatives and focuses.

Organizational Performance

- Intentionally partnering with Education One at the network level to support the mission and vision, as well as school level programming;
- Board engagement focused on outcomes related to the three main performance areas of accountability (Academic, Financial, and Organizational);
- Ability to recruit and maintain high quality board members and staff in key leadership roles; and
- Maintaining level satisfaction rates for stakeholders with change in leadership and increase in expectations

2023-24 Next Steps:

Success Academy Primary School received the following overall ratings in the three main performance areas of the Accountability Plan Performance Framework for the 2022-23 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Approaching Standard**

Improvement in the following areas is required for the 2023-24 school year:

Academic Performance

- Utilize academic and discipline data/outcomes to identify root causes of observed deficiencies and then create quantifiable action plans for improvement; and
- Continue to provide differentiated coaching to teachers in need.

Financial Performance

- Complete FY2022 Audit;
- Increase Days Cash; and
- Decrease the network's debt to asset ratio.

Organizational Performance

- Implement board training and/or development schedules, processes, and procedures;
- Identify expectations around board member investment in the network outside of board attendance (i.e., time or resources invested to schools); and
- Utilize board self-assessment results to identify how committee structures could be more effective, especially with the growth in network schools.