



2023-24 ANNUAL REVIEW

CAREER ACADEMY MIDDLE SCHOOL

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Education One, L.L.C.

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REPORT OVERVIEW

In order to ensure its schools are operating at the highest level possible, Education One produces 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 measures designed to assess the school's success in local, state, and federal academic standards and goals. All measures 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	Does Not Meet Standard	Approaching Standard	Approaching Standard	

Is the school's educational program successful?

Performance Rubric	Meets Standard	The school complies with and presents minimal to no concerns in the indicator measures.
	Approaching Standard	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school presents concerns in some of the indicator measures with no credible plan to address the issues OR the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

What does the Overall Rating for Academic Performance mean?

Year 1	The school received an overall rating of Not Applicable for the 2020-21 school year due to the COVID-19 pandemic. Due to the COVID-19 pandemic, schools across the state were tasked with providing various instructional delivery methods for students based on health and safety guidelines provided by their county's local health department. Delivery methods, such as in-person, remote, or hybrid models, consistently changed for each school in Education One's portfolio throughout the 2020-21 school year based on COVID-19 related data and guidance. State assessments were canceled the year prior and local assessments were inconsistent at best for this school year. While data was collected and instructional practices monitored, all schools received a rating of Not Applicable. However, the school needs to utilize academic and discipline data/outcomes to identify root causes of observed deficiencies and then create quantifiable action plans for improvement as well as provide differentiated learning opportunities, specifically geared towards math and lower performing subgroups.
Year 2	The school received an overall rating of Does Not Meet Standard for the 2021-22 school year, indicating that the school presented concerns in the majority of the measures with or without a credible plan to address them. The school was held accountable for nine measures. Five of those measures received a rating of Does Not Meet Standard. The school's performance on their local benchmark assessment did not meet standard in reading or math for both proficiency and growth. Also, the school's average attendance fell far below the meets standard requirement. Next steps and focus areas included the implementation of consistent strategies to improve active engagement and rigor/relevance across content areas and grade levels. The school also needs to utilize academic and discipline data/outcomes to identify root causes of observed deficiencies and then create quantifiable action plans for improvement.
Year 3	The school received an overall rating of Approaching Standard for the 2022-23 school year, indicating that the school presented concerns in some measures but had a credible plan to address the issues. The school was held accountable to 13 measures. Five of those measures received a rating of Does Meet Standard and included proficiency on the local benchmark assessment in reading and math, attendance, and chronic absenteeism. Overall the school saw an increase in ratings for subgroup proficiency and growth in both reading and math on the local benchmark assessment from the previous year. It is important, however, to conduct a thorough root cause analysis on attendance rates and create a plan to increase them for the 2023-24 school year. There continues to be discrepancies in discipline gaps. The school needs to utilize academic and discipline data/outcomes to identify root causes of observed deficiencies and then create quantifiable action plans for improvement. Finally, to maintain and build upon the overall growth in ratings, the school needs to continue to provide differentiated coaching to teachers in need.

Year 4

Overall, the school received a rating of Approaching Standard, exhibiting concerns in some of the indicator measures but with a credible plan for moving forward. The school was held accountable to 24 measures, seven of them received ratings of Does Not Meet Standard. Those included the Federal Accountability rating, proficiency on the math state summative assessment, and chronic absenteeism. At the local level, the school received ratings of Does Not Meet Standard for subgroup progress towards proficiency in reading and historical proficiency in both reading and math. For the 2024-25 school year, the school needs to establish systems of intervention that support students in both reading and math simultaneously from the beginning of the year using student data to drive next steps.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	Federal Accountability Rating	N/A	N/A	DNMS	DNMS	
	Proficiency on State Summative Assessment: E/LA	N/A	N/A	N/A	AS	
	Proficiency on State Summative Assessment by Subgroup: E/LA	N/A	N/A	N/A	AS	
	Proficiency on State Summative Assessment: Math	N/A	N/A	N/A	DNMS	
	Proficiency on State Summative Assessment by Subgroup: Math	N/A	N/A	N/A	DNMS	
	Growth on State Summative Assessment: E/LA	N/A	N/A	N/A	MS	
	Growth on State Summative Assessment by Subgroup: E/LA	N/A	N/A	N/A	AS	
	Growth on State Summative Assessment: Math	N/A	N/A	N/A	AS	
	Growth on State Summative Assessment by Subgroup: Math	N/A	N/A	N/A	AS	
	Pass or Pass+ Status Growth: E/LA	N/A	N/A	N/A	ES	
	Did Not Pass Status Growth: E/LA	N/A	N/A	N/A	MS	
	Pass or Pass+ Status Growth: Math	N/A	N/A	N/A	AS	
	Did Not Pass Status Growth: Math	N/A	N/A	N/A	AS	
	Comparison to Local Schools	N/A	MS	MS	AS	
	6th Grade Math	N/A	N/A	AS	AS	
English Language Proficiency	N/A	N/A	N/A	DNMS		
Chronic Absenteeism	N/A	N/A	DNMS	DNMS		

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	N/A	MS	MS	MS	
	Attendance	N/A	DNMS	DNMS	AS	
	Progress Towards Proficiency: E/LA	N/A	N/A	N/A	AS	
	Progress Towards Proficiency by Subgroup: E/LA	N/A	N/A	N/A	DNMS	
	Progress Towards Proficiency: Math	N/A	N/A	N/A	AS	
	Progress Towards Proficiency by Subgroup: Math	N/A	N/A	N/A	AS	
	Historical Proficiency: E/LA	N/A	N/A	N/A	DNMS	
	Historical Proficiency: Math	N/A	N/A	N/A	DNMS	

STATE AND FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating

The Every Student Succeeds Act (ESSA) was signed into law in December 2015. ESSA required states to submit consolidated plans regarding state academic standards, assessments, state accountability systems, and school support and improvement activities. Indiana’s Consolidated State Plan was approved in January 2019. More information on the plan can be found [here](#). The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a rating of Exceeds Expectations for the most recent school year.	The school receives a rating of Meets Expectations for the most recent school year.	The school receives a rating of Approaches Expectations for the most recent school year.	The school receives a rating of Does Not Meet Expectations for the most recent school year. OR The school receives a rating of Approaches Expectations three or more consecutive years.

A school receives one overall, summative rating based on the weighted points earned for each applicable federal measure. The table below represents the school’s designations for each measure, as well as the school’s overall designation. The rating reflects a school’s achievement with respect to performance goals for the State. Data utilized for the ratings is from the 2022-23 school year. The measures included within the Federal Accountability system are also further defined and rated throughout the State and Federal Academic Performance section of this review.

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	Does Not Meet Expectations	Student Attendance	Does Not Meet Expectations

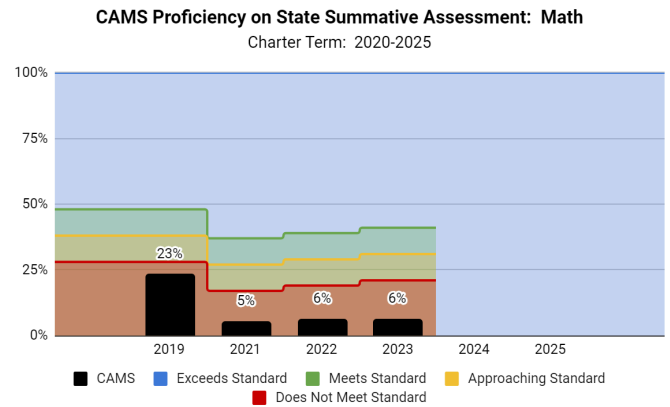
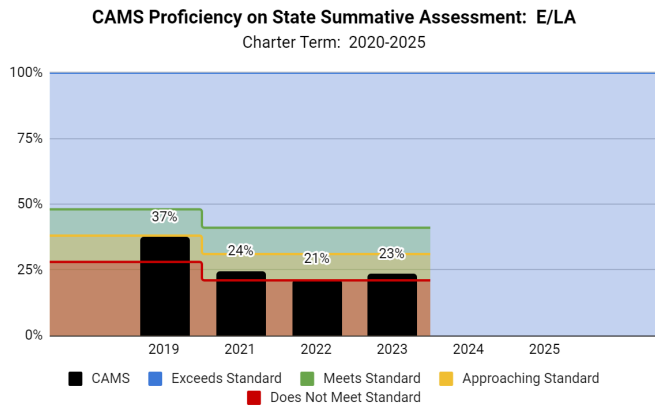
Based on the information released by the Federal Department of Education, Career Academy Middle School (CAMS) receives a rating of **Does Not Meet Standard** based on the school’s Accountability Plan Performance Framework. A rating of Does Not Meet Expectations, according to the state of Indiana, identifies a school that has not met the state’s standard for performance. Students are inconsistent in achieving performance standards. A “does not meet expectations” school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school may be identified for targeted support and improvement by the Indiana Department of Education.

Proficiency on State Summative Assessment

Education One measures the success of the school’s educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana’s summative assessment. Students included in the percentage used for comparison are legacy students. A legacy student is defined as having attended the school for a minimum of three years. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of legacy students at or above grade level proficiency exceeds the state’s percentage of students at or above proficiency.	The percentage of legacy students at or above grade level proficiency is within 0-10.0% of the state’s percentage of students at or above proficiency.	The percentage of legacy students at or above grade level proficiency is within 10.1-20.0% of the state’s percentage of students at or above proficiency.	The percentage of legacy students at or above grade level proficiency is more than 20.0% from the state’s percentage of students at or above proficiency.

Students in grades six through eight at CAMS participated in Indiana’s state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three through eight. All data utilized in this measure’s review is from the 2022-23 school year. The following graphs illustrate the historical trends of the school and state passing rates throughout the school’s current charter term defined within this review. All students, regardless of legacy status, are included.



English/Language Arts: In Indiana, 41% of students met or exceeded standards on the 2023 English/Language Arts assessment. At CAMS, 23% of students met or exceeded standards on the same assessment. With a difference of 18 points, the school is **Approaching Standard**. Despite an increasing percentage of students meeting performance standards (2 points), it’s evident that the rate of improvement is not adequate.

Math: In Indiana, 41% of students met or exceeded standards on the 2023 math assessment. At CAMS, 6% of students met or exceeded standards on the same assessment. With a difference of 35 points, the school **Does Not Meet Standard**. Despite efforts to address deficiencies, the school’s performance continues to fall short of established standards. The persistent lack of improvement raises significant concerns about the effectiveness of current strategies and the overall academic environment.

Subgroup Proficiency on State Summative Assessment

Successful implementation of the educational model is also monitored by comparing the results of the school’s represented subgroups to state’s results of the same subgroups on Indiana’s summative assessment. The school receives annual ratings in English/Language Arts and Math for each of the following subgroups with 10 or more students:

- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).

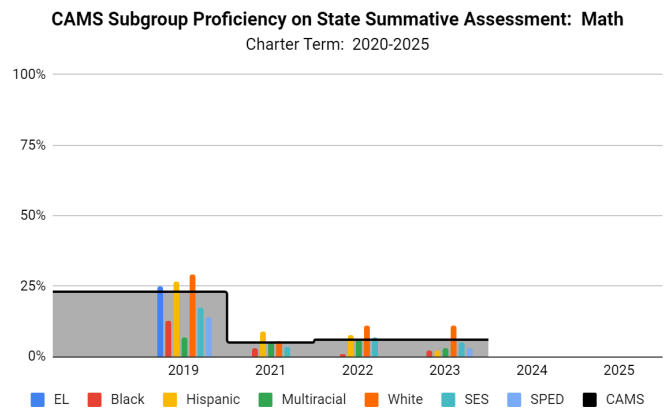
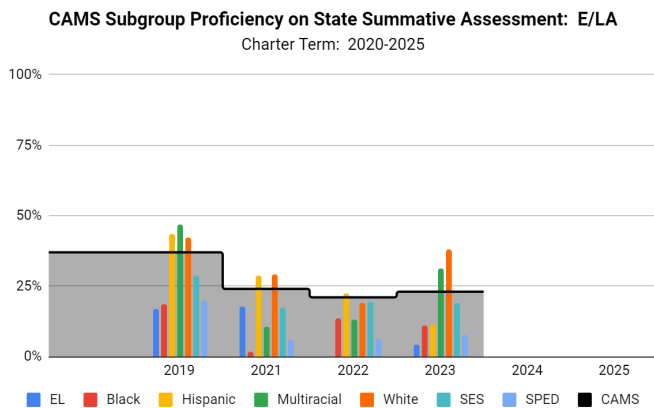
The rubric used for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students within the identified subgroup at or above grade level proficiency exceeds the state’s percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is within 0-10.0% of the state’s percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is within 10.1-20.0% of the state’s percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is more than 20.0% from the state’s percentage of students at or above proficiency in the same subgroup.

If a the state’s passing percentage of a subgroup was less than 20%, the following rubric is utilized:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students within the identified subgroup at or above grade level proficiency exceeds the state’s percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is within 75% of the state’s passing percentage.	The percentage of students within the identified subgroup at or above grade level proficiency is within 50.0-74.9% of the state’s passing percentage.	The percentage of students within the identified subgroup at or above grade level proficiency is less than 50% of the state’s passing percentage.

The following graphs illustrate the proficiency trends of the subgroups served throughout the school’s current charter term defined within this review.



The following table highlights 2023 results and how they compare to the state.

Subgroup Information			English/Language Arts				Math			
Subgroup	School Population	State Population	School Passing %	State Passing %	Difference	Rating	School Passing %	State Passing %	Difference	Rating
EL	6%	8%	4%	13%	-9	DNMS	0%	17.9%	-17.9	DNMS
Black	36%	13%	11%	19.7%	-8.7	AS	2%	16.2%	-14.2	DNMS
Hispanic	14%	14%	12%	27.1%	-15.1	AS	2%	25.9%	-23.9	DNMS
Multiracial	9%	5%	31%	37.1%	-6.1	MS	3%	35.0%	-32	DNMS
White	39%	64%	38%	47.5%	-9.5	MS	11%	48.7%	-37.7	DNMS
F/R Lunch	65%	49%	19%	27.2%	-8.2	MS	5%	26.7%	-21.7	DNMS
SPED	21%	18%	8%	13.1%	-5.1	AS	3%	16.8%	-13.8	DNMS

English/Language Arts: The majority of subgroups found at CAMS are either approaching standard or not meeting standard when compared to their peers across the state. There is still an observed gap in proficiency between racial groups and students who qualify for Free/Reduced Lunch. Overall, the school is **Approaching Standard**.

Math: All subgroups at CAMS are performing well below their peers in math across the state. Upon review of disaggregated data, it’s clear that certain subgroups, such as students from economically disadvantaged backgrounds, English learners, and students of certain racial groups, consistently perform below their school level peers. The school **Does Not Meet Standard**.

Growth on State Summative Assessment

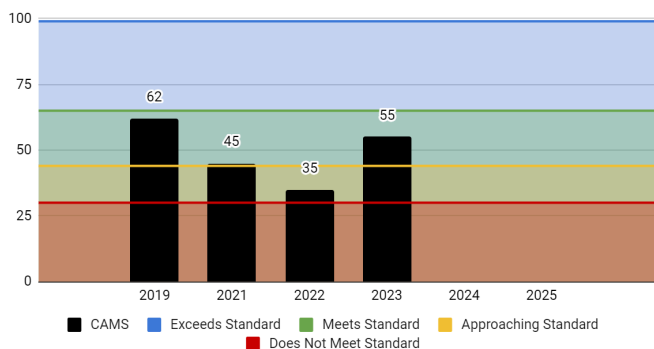
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates growth, click [here](#). The school receives annual ratings for growth in English/Language Arts and Math, utilizing data from the state summative assessment. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's Median Growth Percentile is greater than 65.	The school's Median Growth Percentile is between 45 and 65.	The schools' Median Growth Percentile is between 30 and 45.	The school's Median Growth Percentile is less than 30.

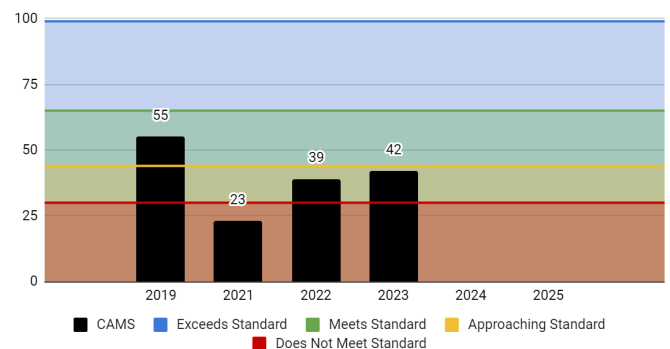
The Median Growth Percentile (MGP) is calculated utilizing individual Student Growth Percentiles (SGP) and finding the median, or midpoint, of those numbers. An SGP describes the relationship between the student's previous scores and their current year's score and compares that difference to the same student's academic peers. An academic peer is defined as a student in the same grade who had similar scores on previous assessments.

The MGP indicates how the school grew its students as well as or better than other schools that serve similar achieving students. The following graphs illustrate the MGP trends throughout the school's current charter term defined within this review.

CAMS Growth on State Summative Assessment: E/LA
Charter Term: 2020-2025



CAMS Growth on State Summative Assessment: Math
Charter Term: 2020-2025



English/Language Arts: CAMS had an MGP of 56 based on 2023 English/Language Arts ILEARN assessment results. Therefore, the school **Meets Standard**. Students demonstrate growth in key content areas, reflecting an effectiveness of the instructional programs and support systems.

Math: CAMS had an MGP of 42 based on 2023 math ILEARN assessment results. Therefore, the school is **Approaching Standard**. The recent data indicates a positive trend in the school's Median Growth Percentile, but the rate of improvement falls short of expectations. The discrepancy between the increased Median Growth Percentile of the school and the overall performance of the school warrants further investigation.

Subgroup Growth on State Summative Assessment

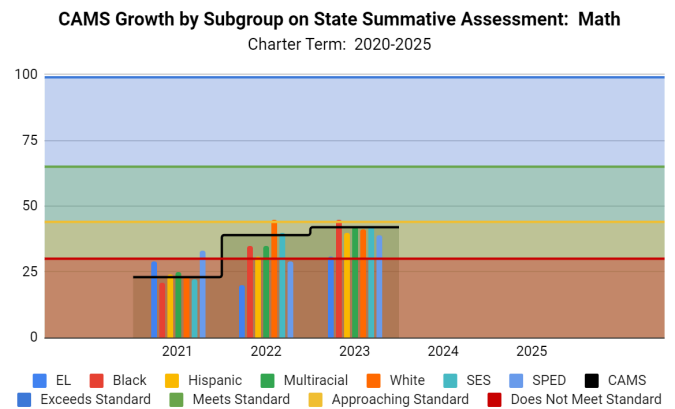
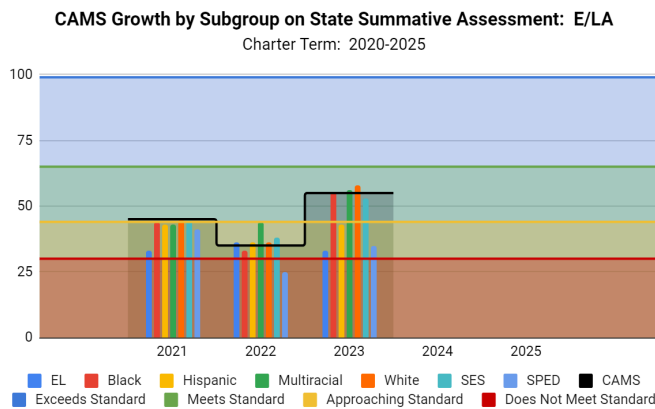
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress subgroups make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language Arts and Math utilizing data from the state summative assessment.

- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).

The rubric used for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The subgroup's Median Growth Percentile is greater than 65.	The subgroup's Median Growth Percentile is between 45 and 65.	The subgroup's Median Growth Percentile is between 30 and 45.	The subgroup's Median Growth Percentile is less than 30.

The following graphs illustrate the growth trends of the subgroups served throughout the school's current charter term defined within this review.



English/Language Arts: While most subgroups have experienced an increase in growth percentiles, it is clear that certain subgroups, such as English learners, students with disabilities, and students of certain racial groups, consistently underperform compared to their peers in key growth measures. Overall, the school is **Approaching Standard**.

Math: The school has made progress in closing gaps amongst student subgroups. Through concerted efforts and targeted interventions, the school has seen an improvement in academic growth outcomes for marginalized groups. Overall, the school is **Approaching Standard**.

Passing Status Growth on State Summative Assessment

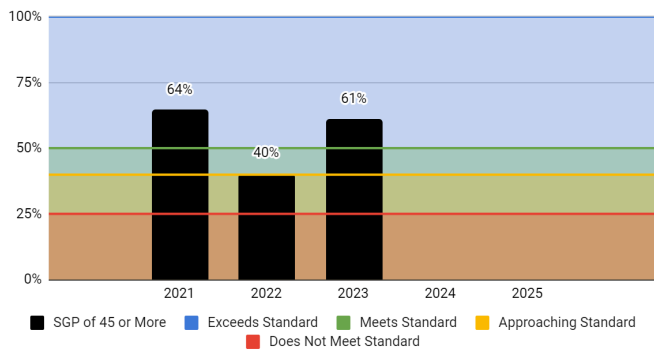
Education One analyzes the percentage of students whose growth supports the maintenance of or obtaining proficiency. The school receives separate annual ratings for students based on previous proficiency status of 'Pass/Pass+' or 'Did Not Pass' for both English/Language Arts and Math.

Pass or Pass+ Students: The rubric for this measure is as follows:

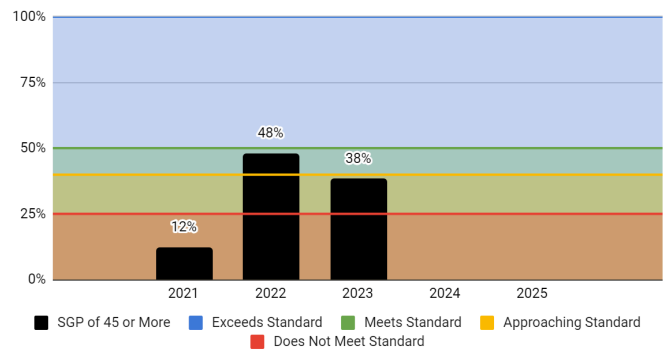
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	40.0-50.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	25.0-39.9% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	Less than 25.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.

The following graphs illustrate the growth trends of students with previous pass or pass+ status served throughout the school's current charter term defined within this review.

CAMS Growth on State Summative Assessment: E/LA Pass or Pass+
 Charter Term: 2020-2025



CAMS Growth on State Summative Assessment: Math Pass or Pass+
 Charter Term: 2020-2025



English/Language Arts: 61% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023 English/Language Arts assessment. The school receives a rating of **Exceeds Standard**. The school has observed significant growth among passing students. The school's observable outcomes indicate that a number of students who met proficiency standards on their assessment are also demonstrating growth in their academic performance over time, ensuring that they maintain proficiency and continue to progress academically.

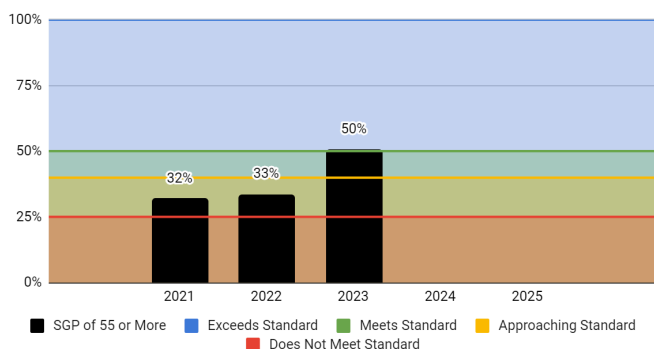
Math: 38% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023 math assessment. The school receives a rating of **Approaching Standard**. While meeting proficiency standards is an essential benchmark of academic achievement, it is equally important for students to demonstrate growth and progress over time. Growth reflects the effectiveness of teaching methods, curriculum, and interventions in supporting students' ongoing development and mastery of skills. The decrease from the previous year also indicates that students are not maintaining their proficiency over time.

Did Not Pass Students: The rubric for this measure is as follows:

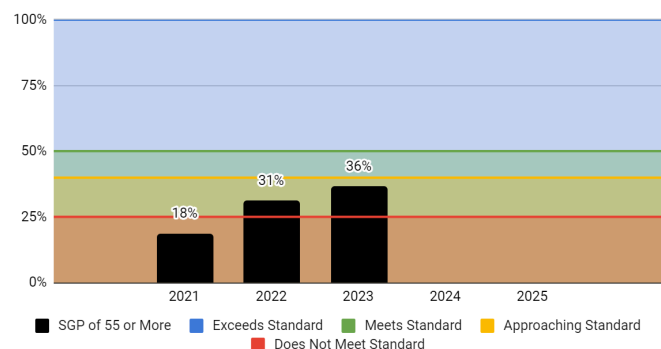
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of Did Not Pass have an SGP of at least 55.	40.0-50.0% of students with a previous status of Did Not Pass have an SGP of at least 55.	25.0-39.9% of students with a previous status of Did Not Pass have an SGP of at least 55.	Less than 25.0% of students with a previous status of Did Not Pass have an SGP of at least 55.

The following graphs illustrate the growth trends of students with previous did not pass status served throughout the school's current charter term defined within this review.

CAMS Growth on State Summative Assessment: E/LA Did Not Pass
 Charter Term: 2020-2025



CAMS Growth on State Summative Assessment: Math Did Not Pass
 Charter Term: 2020-2025



English/Language Arts: 50% of 'Did Not Pass' students had an SGP of at least 55 on the 2023 English/Language Arts assessment. The school receives a rating of **Meets Standard**. The school has observed significant growth among non-passing students, indicating progress towards proficiency and demonstrating the school's commitment to supporting every student on their academic journey, indicating that instructional practices, interventions, and support systems are effectively addressing students' academic needs and enabling them to make meaningful progress towards proficiency, regardless of their starting point.

Math: 36% of 'Did Not Pass' students had an SGP of at least 55 on the 2023 math assessment. The school receives a rating of **Approaching Standard**. The lack of growth among non-passing students is a pressing concern that demands our immediate attention and concerted efforts. This observation raises significant concerns about the effectiveness of current interventions and support systems in addressing the diverse learning needs of all students.

Comparison to Local Schools

Education One compares its public charter schools to surrounding traditional and/or charter public schools that serve students with similar demographics and are within 10 miles of the school's location to ensure a quality choice is being provided to the community. Proficiency and/o growth results from Indiana's summative assessment in English/Language Arts and Math are utilized to calculate this measure. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's overall performance in proficiency and growth outpaces comparison schools 100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 75.0-99.9% of the time. OR The school is meeting or exceeding standard in proficiency and median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time. OR The school is meeting or exceeding standard in proficiency or median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time.

The following table indicates the comparison schools for CAMS, based on the location and subgroups served.

School Name	English/Learner Population	F/R Lunch Population	SPED Population	Distance from School
CAMS	6%	63%	20%	
Clay International Academy	4%	60%	21%	4.7 miles
Dickinson Fine Arts Academy	19%	76%	19%	4.9 miles
Edison Middle School	11%	69%	25%	10.5 miles
Navarre Middle School	24%	73%	22%	6.7 miles

The following tables illustrate the performance measures that CAMS outperformed the aforementioned local schools, which are highlighted in green.

School Name	E/LA Proficiency	Math Proficiency	E/LA Growth	Math Growth
CAMS	23%	6%	27%	4%
Clay International Academy	20%	12%	28%	13%
Dickinson Fine Arts Academy	12%	3%	18%	6%
Edison Middle School	9%	3%	12%	4%
Navarre Middle School	7%	1%	10%	2%

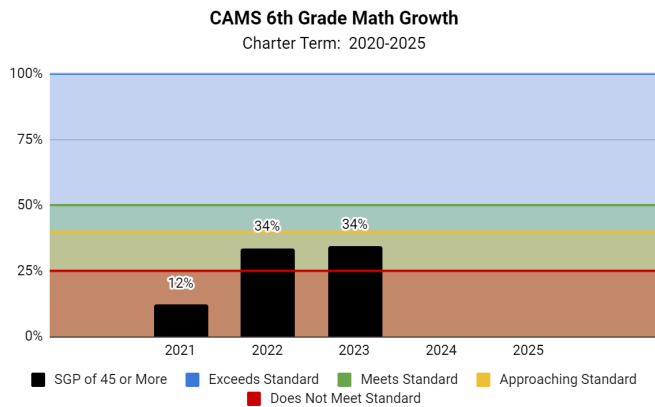
Overall, CAMS outperformed comparison schools 68.8% of the time when looking at proficiency and growth. The overall math data indicating that the school is not outperforming comparison schools is a reminder of the importance of focusing on students' academic needs and providing comprehensive support. Targeted interventions, resources, and professional development to address areas of weakness and improve student outcomes must become a priority. Therefore, the school receives a rating of **Approaching Standard**.

6th Grade Math

The 6th Grade Math Growth measure calculates the percentage of grade six students meeting their individual growth targets on the state's summative math assessment. These targets are determined based on individual student performance and academic needs. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of grade 6 students have an SGP of at least 45.	40.0-50.0% of grade 6 students have an SGP of at least 45.	25.0-39.9% of grade 6 students have an SGP of at least 45.	Less than 25.0% of grade 6 students have an SGP of at least 45.

The following graph illustrates the trends of sixth grade students with an SGP of at least 45 on the ILEARN math assessment throughout the school's current charter term defined within this review.



In 2023, 34% of sixth grade students had an SGP of at least 45 on the ILEARN math assessment. Therefore, the school receives a rating of **Approaching Standard** according to their Accountability Plan Performance Framework.

Struggles in 6th-grade math can serve as an early warning sign of potential academic challenges that may require intervention and support. Identifying and addressing these challenges early on can help prevent academic setbacks and ensure that students receive the necessary assistance to succeed academically.

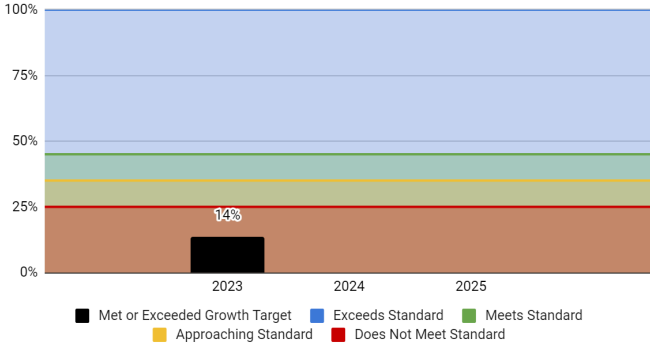
English Language Proficiency

Education One measures the success of the school's English Learner (EL) program by analyzing the percentage of EL students who are on target to develop or attain English language proficiency within six years. Student growth percentiles from the WIDA ACCESS 2.0 assessment are used to determine whether students are making adequate growth annually to meet targets created by the state of Indiana. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 45.0% of EL students met or exceeded growth targets.	35.0-45.0% of EL students met or exceeded growth targets.	25.0-34.9% of EL students met or exceeded growth targets.	Less than 25.0% of EL students met or exceeded growth targets.

In 2022-23, the school served 25 EL students, which made up 6.4% of its overall population. The following graph illustrates the growth percentages overtime in the school's current charter term. This school year is the first year the school has had enough data to be publicly displayed.

CAMS English Language Proficiency
Charter Term: 2020-2025



WIDA results indicated that only 14% of students met or exceeded growth targets. Therefore, the school receives a rating of **Does Not Meet Standard**. The EL program may not be effectively addressing the diverse needs of English language learners or providing instruction that is aligned with their language proficiency levels and academic goals.

Teachers may need additional training or support to implement research-based instructional strategies and the WIDA assessment overall. It is also worth noting that the state's percentage of students meeting growth targets was 23.7%.

Chronic Absenteeism

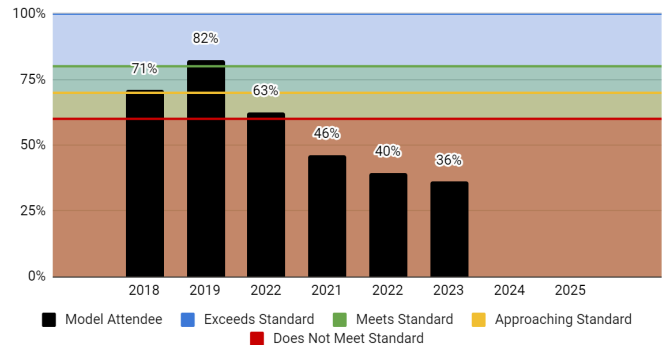
Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason. The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE and ESSA goals created by the state of Indiana. The rubric for this indicator is as follows.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 80.0% of students had a model attendee rate.	70.0-80.0% of students had a model attendee rate.	60.0-69.9% of students had a model attendee rate.	Less than 60.0% of students had a model attendee rate.

The following graph illustrates trends overtime for CAMS. Based on the current model attendee rate of 36%, the school receives a rating of **Does Not Meet Standard**. Students who are chronically absent are likely to miss valuable instruction and classroom activities, which can negatively impact their academic achievement and progress. High rates of chronic absenteeism may correlate with lower academic performance and proficiency levels in the school.

High rates of chronic absenteeism may indicate barriers to access that prevent students from attending school regularly. These barriers could include transportation issues, health problems, housing instability, family responsibilities, or other socioeconomic factors that affect students' ability to attend school consistently.

CAMS Chronic Absenteeism
Charter Term: 2020-2025



LOCAL ACADEMIC PERFORMANCE

Instruction

Education One evaluates this measure on a monthly, quarterly, or bi-annual basis during scheduled site visits, where classroom observations are conducted to monitor the implementation of the following instructional best practices:

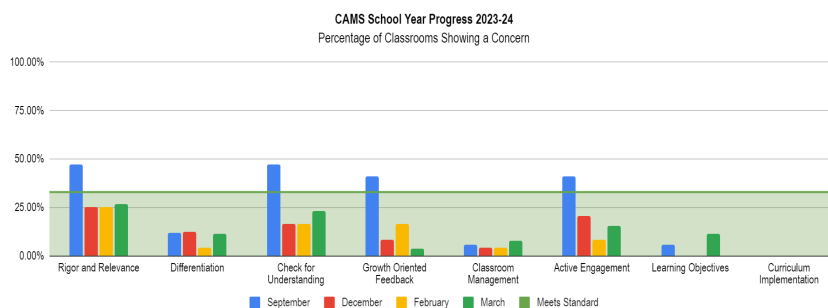
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction to meet the diverse needs of students.
- **Checks for Understanding:** Checks for understanding are strategies used by teachers to assess whether students have grasped the material being taught. These checks help teachers gauge student comprehension and inform instructional decisions.
- **Growth Feedback:** Growth feedback in a classroom focuses on providing constructive input that encourages and supports students in their academic and personal development.
- **Classroom Management:** Effective classroom management is crucial for creating a positive and productive learning environment.
- **Active Engagement:** Active engagement in a classroom refers to students being fully involved, participating, and invested in their learning.
- **Learning Objectives:** Learning objectives are specific, measurable, and observable statements that describe what students should know or be able to do by the end of a lesson, unit, or course.
- **Curriculum Implementation:** Curriculum implementation refers to the process of putting educational plans and materials into practice in the classroom.

Classroom observation data is compiled to identify overarching trends across the school. The overall score is based on the percentage of classrooms that may not have implemented a component appropriately or at all when it would have been appropriate. This ties back to the school's overall capacity to provide a quality instructional experience. Each component is weighted based on its effect size on student proficiency and growth. Based on the percentage of classrooms with observed miss opportunities, points (1-4) are given to each component. The corresponding table illustrates the percentage to point conversion.

Points Received Key	
0-9.9% of Classrooms Showed Concern	4 points
10-33.2% of Classrooms Showed Concern	3 points
33.3-49.9% of Classrooms Showed Concern	2 points
50-100% of Classrooms Showed Concern	1 point

The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives an instructional rating of 3.5 to 4.0.	The school receives an instructional rating within the range of 3.0-3.4.	The school receives an instructional rating within the range of 2.0-2.9.	The school receives an instructional rating within the range of 1.0-1.9.



The corresponding graph illustrates the percentage of classrooms showing a concern in each observable best practice throughout the 2023-24 school year. The goal is for a bar to be within the green 'Meets Standard' shaded area of the graph.

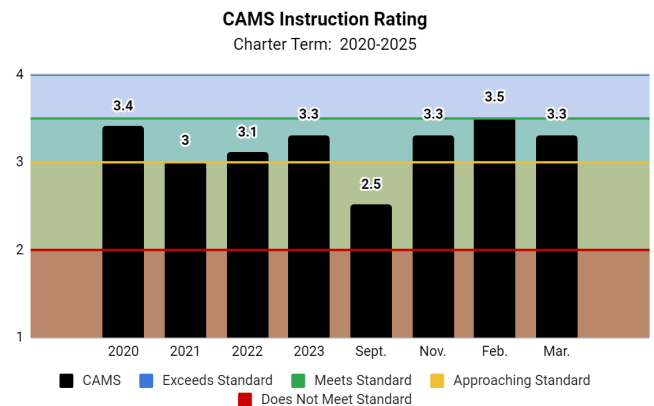
Any area that had 50% or more classrooms exhibiting misalignment to the best practice were recommended as areas of focus and

improvement with the school leadership team at the site visit and to the Board of Directors during regularly scheduled board meetings.

To coincide with the graph, the following table indicates the actual percentage of classrooms where there was an observable concern.

	September	November	February	April
Rigor + Relevance	47.1%	25.0%	25.0%	26.90%
Differentiation	11.8%	12.5%	4.3%	11.5%
Checks for Understanding	47.1%	16.6%	16.6%	23.0%
Growth Oriented Feedback	41.2%	8.3%	16.6%	3.8%
Classroom Management	5.9%	4.2%	4.3%	7.7%
Active Engagement	41.2%	20.8%	8.3%	15.4%
Learning Objectives	5.9%	0.0%	0.0%	11.5%
Curriculum Implementation	0.0%	0.0%	0.0%	0.0%

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier IIa school, receiving site visits on a bi-monthly basis during the 2023-24 school year. The following graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).



Following the first site visit, CAMS exhibited no real instructional concerns in any of the components previously identified. The school leadership team, including school leaders and coaches, worked diligently to support teachers individually through professional development and coaching cycles to improve upon and maintain a high level of instructional capacity. Students were often observed demonstrating their learning through analysis and evaluation and engaging with peers, making connections to the real-world. Teachers used a variety of techniques to check for understanding and provided immediate feedback that would allow students to understand what they did well and where they could improve. Teachers and staff built a positive and respectful relationship with students inside and outside of their classrooms.

Based on the qualitative and quantitative evidence collected throughout the 2023-24 school year, CAMS receives a rating of **Meets Standard** with an average instruction rating of 3.2 points.

Attendance

The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE. Average attendance is submitted to and reported out by Education One, however, on a monthly basis. Starting at the age of seven, students in Indiana are required to attend school regularly. IC 20-20-8-8 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. Attendance is calculated in the following way:

$$\frac{\text{Sum of Days Attended by Students}}{\text{Total Possible Days of All Students}}$$

The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school's calculated attendance is at least 95.0%.	The school's calculated attendance is between 90.0 and 94.9%.	The school's calculated attendance is less than 90.0%

The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. CAMS had an average attendance rate of 90.3% and, thus, is **Approaching Standard** according to the school's Accountability Plan Performance Framework. The school has experienced low attendance rates post-covid, all of which being well under the approaching standard mark. While the school has seen a positive trend of 4 points since 2022, the school needs to continue efforts in increasing overall attendance to ensure it does not further exacerbate academic deficiencies.

Attendance Breakdown					
Sixth	91.2%	X	Eighth	87.8%	X
Seventh	91.7%	X	School	90.3%	X
Key: ✓ = Meets Standard, X = Approaching Standard, X = Does Not Meet Standard					

Progress Towards Proficiency

The success of the school's educational model is measured by analyzing the percentage of students who demonstrate grade level proficiency and/or those who are growing appropriately towards proficiency. Ratings for both reading and math are based on the results of the school's chosen benchmark assessment and standards. 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 demonstrate grade level proficiency standards or met growth targets.	70.0-79.9% of students demonstrate grade level proficiency standards or met growth targets.	60.0-69.9% of students demonstrate grade level proficiency standards or met growth targets.	Less than 60.0% of students demonstrate grade level proficiency standards or met growth targets..

During the 2023-24 school year, CAMS utilized the i-Ready Diagnostic, which is a computer adaptive assessment designed to provide teachers with actionable insight into student needs and is aligned to grade level standards in reading and math. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of immediate improvement and celebration.

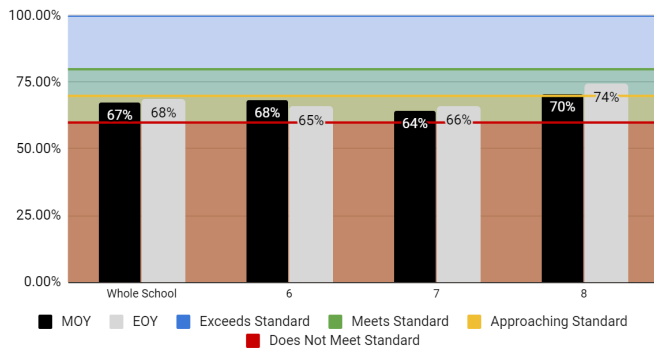
The following tables and graphs illustrate the overall proficiency and progress towards proficiency (whether or not a student maintained grade level proficiency or met growth targets) throughout the school year and current charter term.

Progress Towards Proficiency: Reading							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Sixth	17%	27%	68%	X	30%	65%	X
Seventh	23%	30%	64%	X	27%	66%	X
Eighth	25%	38%	70%	✓	41%	74%	✓
School	22%	32%	67%	X	32%	68%	X
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, X = Approaching Standard, X = Does Not Meet Standard							

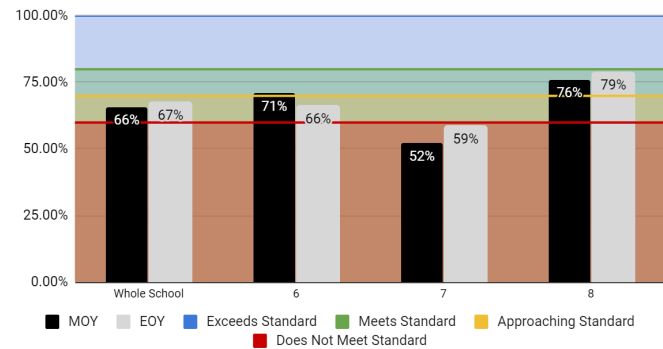
Progress Towards Proficiency: Math							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Sixth	10%	20%	71%	✓	28%	66%	✗
Seventh	5%	7%	52%	✗	11%	59%	✗
Eighth	6%	18%	76%	✓	28%	79%	✓
School	7%	15%	66%	✗	22%	67%	✗

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

CAMS 2023-24 Progress Towards Proficiency: Grade Level
Reading



CAMS 2023-24 Progress Towards Proficiency: Grade Level
Math



Reading: 68% of students were considered proficient and/or met growth targets on the reading i-Ready Diagnostic. Therefore, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Math: 67% of students were considered proficient and/or met growth targets on the math i-Ready Diagnostic. Therefore, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework.

The school's emphasis on continuous improvement is reflected in the progress students made in meeting proficiency and/or growth targets from the beginning of the school year. However, the school needs to continue its efforts in providing differentiated, data driven support to students who are either not meeting proficiency standards and/or growth metrics.

Subgroup Progress Towards Proficiency

Similarly, Education One monitors the school's individual subgroup proficiency and growth results to ensure equitable opportunities are provided for all students enrolled. The school receives separate annual ratings in reading and math for each of the following subgroups with 10 or more students, based on benchmark assessment results and standards.

- Bottom 25%;
- English Learner;
- Race;
- Socioeconomic Status; and
- Special Education.

The rubric for this sub-indicator is as follows, for each subgroup:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students demonstrate grade level proficiency standards or met growth targets.	70.0-79.9% of students demonstrate grade level proficiency standards or met growth targets.	60.0-69.9% of students demonstrate grade level proficiency standards or met growth targets.	Less than 60.0% of students demonstrate grade level proficiency standards or met growth targets.

The following tables and graphs illustrate proficiency and growth outcomes throughout the school year and current charter term.

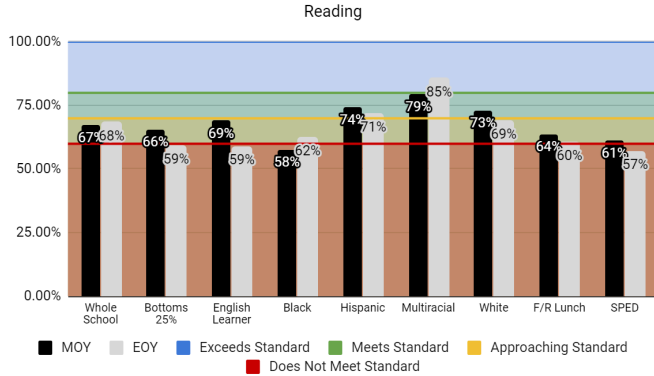
Progress Towards Proficiency: Reading								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	25%	0%	0%	66%	X	1%	59%	X
EL	8%	7%	14%	69%	X	7%	59%	X
Black	38%	9%	20%	58%	X	22%	62%	X
Hispanic	9%	14%	17%	74%	✓	17%	71%	✓
Multiracial	12%	41%	47%	79%	✓	47%	85%	✓
White	39%	30%	42%	73%	✓	43%	69%	X
SPED	20%	9%	7%	61%	X	12%	57%	X
F/R Lunch	58%	17%	26%	64%	X	25%	60%	X
School		22%	32%	67%	X	32%	68%	X

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

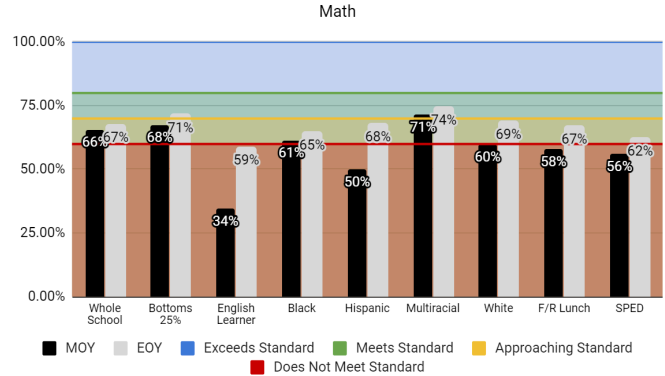
Progress Towards Proficiency: Math								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	25%	0%	0%	68%	X	4%	71%	✓
EL	8%	0%	3%	34%	X	10%	59%	X
Black	38%	2%	10%	61%	X	14%	65%	X
Hispanic	9%	3%	9%	50%	X	15%	68%	X
Multiracial	12%	9%	17%	71%	✓	23%	74%	X
White	39%	12%	18%	60%	X	29%	69%	✓
SPED	20%	3%	3%	56%	X	6%	62%	X
F/R Lunch	58%	4%	10%	58%	X	19%	67%	X
School		7%	15%	66%	X	22%	67%	X

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

CAMS 2023-24 Progress Towards Proficiency: Subgroup



CAMS 2023-24 Progress Towards Proficiency: Subgroup



Reading: Upon review of disaggregated data, it's clear that certain subgroups, such as students from economically disadvantaged backgrounds, English Learners, students with disabilities, and students of certain racial groups, consistently perform below their peers in key academic areas. Students performing in the bottom 25%, Free/Reduced Lunch students, English Learners, and Special Education students saw a decrease in the percentage of students meeting proficiency or growth targets from middle-of-year testing to end-of-year testing. As the school continues to implement data driven interventions, it is important that the system created supports students in both content areas. Overall, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

Math: Overall, each identified subgroup saw an increase in the percentage of students meeting proficiency or growth targets from mid-year testing by the end of the year. The English Learner subgroup saw an increase of 25 points based on information received in the middle of the year. Most subgroups grew from ratings of not meeting standard to approaching standard. Scores still indicate, however, disparities in academic achievement among various subgroups of students within the school, based on race and/or language barriers. The school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Historical Proficiency

The success of the school's educational model is measured by analyzing how legacy students perform compared to non-legacy students. A legacy student is identified by having attended the school for a minimum of three consecutive years. The rubric for this sub-indicator is as follows:

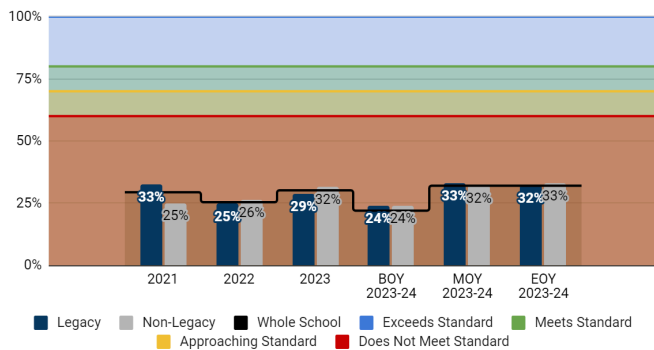
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Legacy students outperform non-legacy students by more than 7.5%	Legacy students outperform non-legacy students by 5.0-7.5%.	Legacy students outperform non-legacy students by 2.5-4.9%.	Legacy students outperform non-legacy students by less than 2.5%.
Or	Or	Or	Or
The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	The percentage of legacy students meeting grade level proficiency standards is between 70.0-79.9%.	The percentage of legacy students meeting grade level proficiency standards is between 60.0-69.9%.	The percentage of legacy students meeting grade level proficiency standards is less than 60.0%

The following table and graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term. A legacy student is a seventh or eighth grade student who has attended CAMS for at least two years. A non-legacy student is a seventh or eighth grade student who has attended the school for less than two years. All sixth grade student outcomes are included in the whole school percentages. The ratings in the table below are indicative of the end of year proficiency percentage, only, for context of overall expectations to move students towards 70% proficiency.

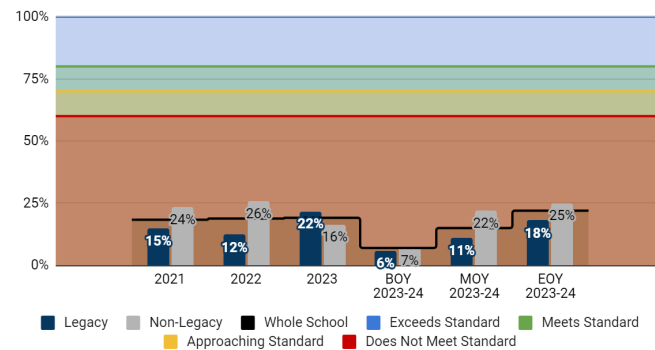
Historical Proficiency									
		Reading				Math			
	Population %	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
Legacy	54%	24%	33%	32%	✗	6%	11%	18%	✗
Non-Legacy	28%	24%	32%	33%	✗	7%	22%	25%	✗
Whole School		22%	32%	32%	✗	7%	15%	22%	✗

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

CAMS Legacy Student Proficiency: Reading
 Charter Term: 2020-2025



CAMS Legacy Student Proficiency: Math
 Charter Term: 2020-2025



Reading: At the end of the 2023-24 school year, 32% of legacy students were considered on grade level on the school’s chosen benchmark assessment, compared to 33% of non-legacy students. The school receives a rating of **Does Not Meet Standard**, according to the school’s Accountability Plan Performance Framework. Both legacy and non-legacy students at the school are performing comparably, indicating a lack of achievement gap and supporting students at their level. However, the school requires further analysis as to why legacy students aren’t performing at a higher level overall.

Math: At the end of the 2023-24 school year, 18% of legacy students were considered on grade level on the school’s chosen benchmark assessment, compared to 25% of non-legacy students. The school receives a rating of **Does Not Meet Standard**, according to the school’s Accountability Plan Performance Framework. The gap in academic performance between legacy and non-legacy students prompts reflections and further root cause analysis about the efficacy of the school’s instructional practices.

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 measures designed to assess the overall financial viability of a school. All measures 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	Approaching Standard	

Is the school in good financial standing?

Performance Rubric	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school complies with and presents minimal to no concerns in the indicator measures.	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.	The school presents concerns in some of the indicator measures with no credible plan to address the issues OR the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

What does the Overall Rating for Financial Performance mean?

Year 1	The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on August 11, 2015 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2022. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. Because of this guarantee, the school received an overall rating of Meets Standard. However, the network needs to continue to decrease the debt to asset ratio.
Year 2	The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on August 11, 2015 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2022. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. Because of this guarantee, the school received an overall rating of Meets Standard. However, the network needs to continue to decrease the debt to asset ratio.
Year 3	The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on August 11, 2015 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2022. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. The school received an overall rating of Meets Standard. However, the network must complete the financial audit for July 1, 2021 through June 30, 2022. The network also needs to build back its days cash reserve and continue to decrease the debt to asset ratio.
Year 4	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. The school received an overall rating of Approaching Standard due to the lack of a completed financial audit for July 1, 2022 through June 30, 2023. This is the second year in which the network has been a year behind in financial audits. The network has restructured its financial team to increase capacity for submitting financials and completing audits in a timely manner. The network has decreased its debt to asset ratio to a Meets Standard metric and has worked to increase days cash since June of 2023.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	Financial Management	MS	MS	AS	AS	
	Enrollment Variance	MS	ES	MS	MS	
	Current Ratio	MS	MS	MS	MS	
	Days Cash	MS	MS	MS	MS	
	Debt/Default Delinquency	MS	MS	MS	MS	
	Debt to Asset Ratio	MS	MS	MS	MS	
	Debt Service Coverage	N/A	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 deficiencies or weaknesses that are within the school's financial controls; and
- Submission of quarterly financial statements that are timely, complete, and able to be utilized to assess financial measures.

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). The rubric for this sub-indicator 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 the financial audit or quarterly financial reporting requirements.	The school does not meet standard for either the financial audit or quarterly financial reporting requirements.

The network regularly submitted quarterly financial statements that were complete, but often significantly late.

The State Board of Accounts reviewed the annual audit for the period July 1, 2021 to June 30, 2022 on April 4, 2024. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts. The audit did indicate the following deficiencies:

- The network does not have a formal policy to address uncollectible accounts for when the school pursues collections for delinquent fees (i.e., textbook rentals for those who do not qualify for state reimbursement).
- The network needs to ensure it is maintaining enrollment documents and attendance records in accordance with guidance by the Indiana Department of Education (IDOE). One hundred three students were tested in the audit, 4 students raised concerns.

The contents of the report were discussed with appropriate school personnel on March 7, 2024 and the school provided an official response, already indicating that some issues had been resolved.

Currently, the network is still one annual audit behind. This particular audit should have been submitted during the 2022-23 school year. The annual audit for the period of July 1, 2022 to June 30, 2023 began on May 15, 2024 and was not complete by the time of this report.

There is a clear plan and evidence that the network has been working to get the management of financials back to meets standard. Without the 2022-23 audit, however, the network receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework.

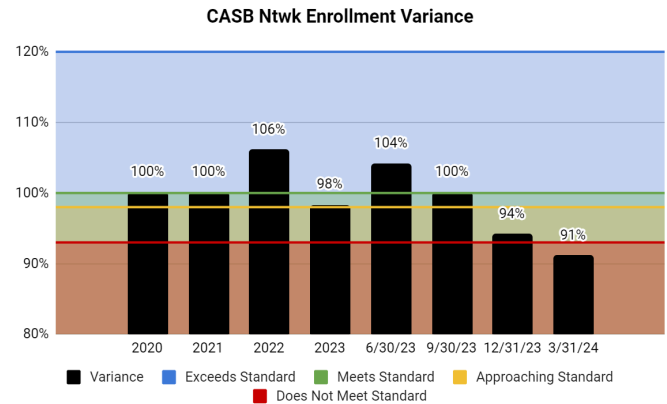
Enrollment Variance

The state of Indiana calculates its state tuition based on the number of students enrolled at various times per academic school year. A school's ability to identify an appropriate enrollment target to support its budget creates stability with staffing and operations.

The rubric for this sub-indicator is as follows:

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

According to the Indiana Department of Education, the Career Academy Network of Public Schools (CANOPS) submitted enrollment reports of 1,532 as of October 2023 for Success Academy at Boys and Girls Club, Success Academy Primary School, Career Academy Middle School, Career Academy High School, and The Portage School of Leaders. By February of 2024, that count decreased to 1,519. The network observed an average enrollment variance of 91%.

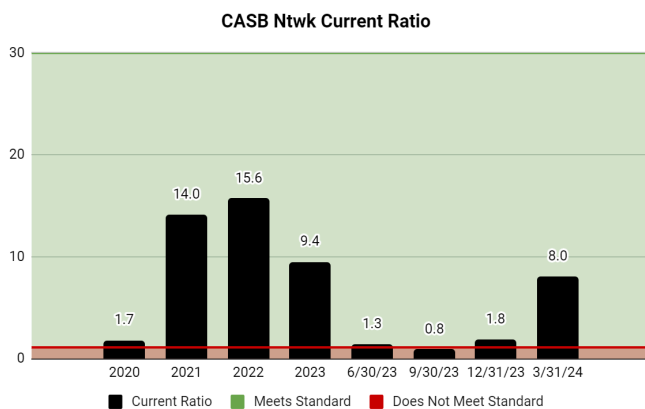


The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on July 7, 2022 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2025. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. Therefore, the school receives a rating of **Meets Standard**. The corresponding graph illustrates trends in enrollment variance.

Current Ratio

Education One assesses if the school's current assets (cash or other assets that can be accessed in the next twelve months) exceed its current liabilities (debt obligations due in the next twelve months). The rubric for this sub-indicator is as follows:

Meets Standard	Does Not Meet Standard
The current ratio is 1.1 or greater.	The current ratio is less than 1.1.



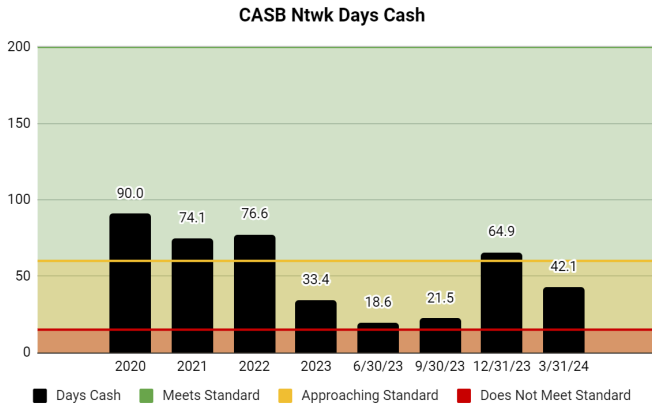
At the time of this report, the school's assets exceed its current liabilities with a ratio of 8.0, and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends of this measure.

Days Cash

Education One calculates days cash on hand as an important measure of the school's fiscal health. The metric indicates how many more days after the end of the current fiscal year (June 30) the school would be able to operate.

The rubric for this sub-indicator is as follows:

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.



At the time of this report, CANOPS had 42.1 days cash. The network has exhibited a one-year positive trend of 8.7 days but has substantially increased this metric from financial statements through June 30, 2023. Based on the aforementioned letter, the network **Meets Standard**. The corresponding graph illustrates trends in days cash.

Debt/Default Delinquency

This sub-indicator is determined by both the auditors’ comments in the audited financial statements and contact with the school’s creditors. The rubric for this sub-indicator is as follows:

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

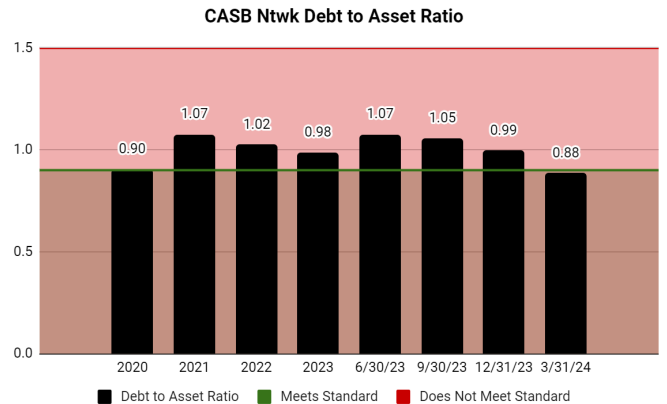
At the time of this report, neither the school’s auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the school receives a rating of **Meets Standard**.

Debt to Asset Ratio

Education One monitors the school’s debt to asset ratio, which indicates the percentage of assets that are being financed with debt. The rubric for this sub-indicator 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.

The school receives a rating of **Meets Standard** with a ratio of 0.88. The corresponding graph illustrates trends in debt to asset ratio.



Debt Service Coverage

Education One monitors the school’s debt service coverage ratio, which is a measurement of the cash flow available to pay current debt obligations. This measure was not available for the school during this school year. The school will receive a rating of **Not Applicable**.

The rubric for this sub-indicator is as follows:

Meets Standard	Does Not Meet Standard
The debt service coverage ratio is at least 1.15.	The debt service coverage ratio is less than 1.15.

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	Meets Standard	

Is the school's organizational structure successful?		
Performance Rubric	Meets Standard	The school complies with and presents minimal to no concerns in the indicator measures.
	Approaching Standard	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school presents concerns in some of the indicator measures with no credible plan to address the issues OR the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received an overall rating of Approaching Standard by presenting concerns in indicator measures but having a credible plan to address the issues. The school was held accountable to five measures, three of which received a rating of Approaching Standard. For the next school year, the governing board needs to implement processes and procedures to formally evaluate school leaders, superintendents, and the board in a timely manner. Timely communication of deficiencies or major organizational changes also need to be improved.
Year 2	The school received an overall rating of Approaching Standard, with some concerns in indicator measures but a credible plan to address those concerns. Overall, the school was held accountable to nine measures and received a rating of Approaching Standard in two of those measures. Moving into the 2022-23 school year, a more robust committee structure could support the board in being more strategic, efficient, and actively engaged during meetings. The board needs to also prioritize the investment of time and/or resources to the network outside of board meeting attendance.
Year 3	The school received an overall rating of Approaching Standard. The school was held accountable to nine measures and received a rating of Approaching Standard in two of them. The recommendation of a more robust committee structure remains from the previous year, especially as the network will be expanding to five schools in the 2023-24 school year. Similarly, there has been no movement in investing time and/or resources outside of board meetings to the network of schools.
Year 4	Overall, the school received a rating of Meets Standard, with no concerns in the indicator measures. However, moving into the 2024-25 school year, English Learner and Special Education programs need to assess program effectiveness as it pertains to student growth outcomes.

	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	MS	
	Commitment to Exemplary Governance		AS	AS	MS	
	Fiduciary Responsibilities		AS	AS	MS	
	Strategic Planning and Oversight		MS	MS	MS	
	Legal and Regulatory Compliance		MS	MS	MS	
School Leader	Leadership	AS	AS	MS	MS	
Compliance	Charter Compliance	AS	MS	MS	MS	
	English Learner Compliance	MS	MS	MS	MS	
	Special Education Compliance	MS	MS	MS	MS	

GOVERNING BOARD

Focus on High Academic Achievement

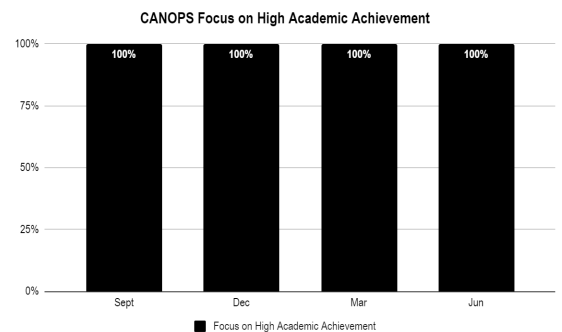
Education One expects governing boards to consistently work towards fulfilling the mission of the school and promises of the charter, and to know whether or not students are on track for high-levels academic achievement, as evidenced by the following characteristics:

- 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.

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 measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

It was evident, throughout the 2023-24 school year, that each member of the board of Career Academy Network of Public Schools (CANOPS) believes in the mission of the network overall and those of each individual school. There was a clear agreement on what academic excellence is and members assume ultimate responsibility for each school and the students and families they serve. Members of the board have a general understanding of how student achievement is measured at all levels, seeking clarification from school leadership teams when needed. Student data was regularly presented to the board and used to inform decisions and measure progress towards individual school goals and each school's Accountability Plan Performance Framework. The corresponding graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, CANOPS governing board receives a rating of **Meets Standard**.



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:

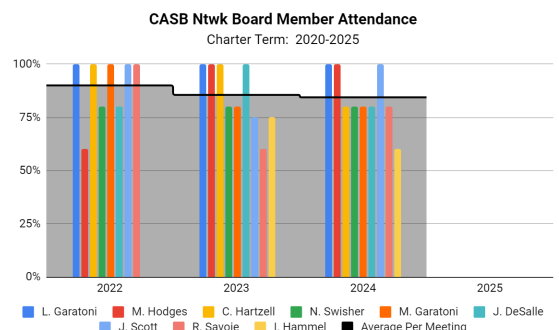
- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;

- 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.

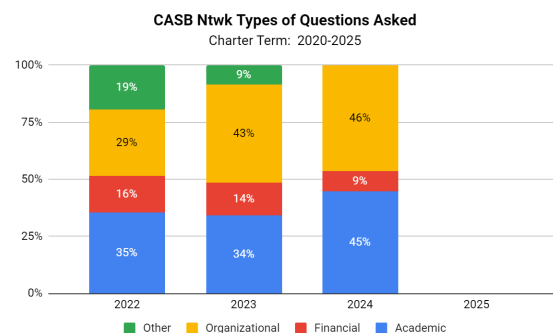
Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

The CANOPS board was led by board chair Mr. Lawrence Garatoni. He has served as the network’s board chair since its inception and was successful during the 2023-24 school year of leading the board and engaging all of its members. The board saw an average attendance rate of 84%. The corresponding chart illustrates the attendance of each current member and the average attendance rate of the board overtime.



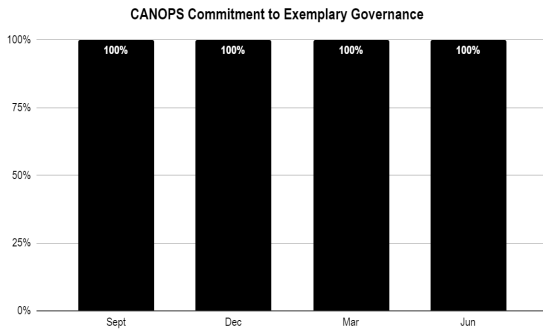
The board is composed of nine members, all of which bring a unique and diverse perspective to the board. They are all highly qualified with experiences in business, community engagement, education, and finance. The board does engage with legal counsel during and outside of meetings. However, it would benefit the board to have members with a legal background.



A more robust committee structure was implemented, allowing for more intentional conversation and efficient use of time during board meetings. The way in which network and school level leadership teams presented information also allowed the board to engage in meaningful discussion around goals and next steps. The chart to the left demonstrates how this type of meeting structure focused on student and organizational performance and outcomes.

Finally, there was timely communication of any deficiencies to the Director of Education One and meeting materials were provided well in

advance of the scheduled board meeting.



The corresponding graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, the governing board receives a rating of **Meets Standard**.

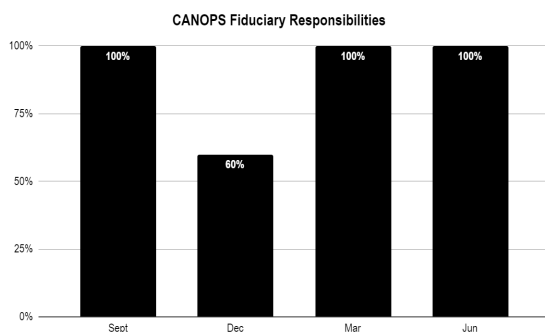
Fiduciary Responsibilities

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 priority each year through the investment of time, energy, and/or resources (monetary or otherwise); and
- Understand the political context of public charter schools and advocate for policies that promote and support the charter sector.

Characteristics of quality 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 measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



The board approved a budget for the current year that allocated resources strategically and appropriately based on the network’s goals. The network received multiple high dollar grants that provided additional resources for the schools’ needs. Board members also increase their investment in time and resources outside of scheduled board meetings by attending open houses and building openings and participating at school level initiatives. The board had a clear understanding of the political context of charter schools, engaging well with national, state, and local level leaders to support and advance the charter school sector.

The graph illustrates the measure characteristics met throughout this current school year. The network experienced some concerns in regards to quarterly financials being submitted to Education One in a timely fashion and the network not being current in the audit of its financial systems and processes.

These deficiencies were brought to the board's attention in September and there was still no overall improvement to remedy the situation, which is why the board was not able to meet all of the measures characteristics in December of 2023. However, starting in the beginning of 2024, the board took the necessary steps required to rectify the situation. Based on evidence collected throughout the school year, the CANOPS governing board receives a rating of **Meets Standard**.

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:

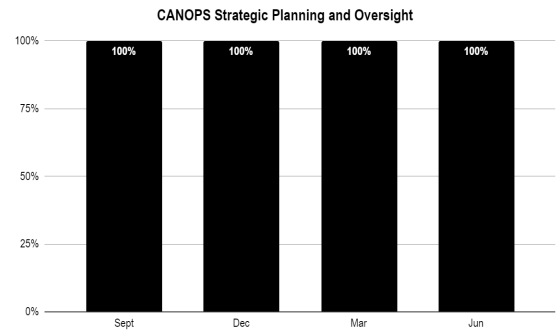
- Oversee the development of a clear strategic plan that reflects the board’s vision and priorities for the school’s future;
- Set annual goals for the school, board, and each board committee;
- Organize the board, its committees, and all meetings in order to meet the school’s annual goals and strategic 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 and Education Service Provider (if applicable) 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 and Education Service Provider (if applicable) 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 quality 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 measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

The board has developed a clear strategic plan, with the support of the network’s superintendent. Annual goals have been created that serve as the foundation of the network and school leadership quarterly goals. The board, as previously stated, was organized in a way that allowed it to be efficient and focused.

The network’s leadership team and individual school leaders had the autonomy and authority to manage the schools, with the board maintaining strong and close oversight on outcomes. The board collaborated well with leadership on a frequent basis, with plans and goals in mind. The board maintained an up-to-date succession plan and formal evaluations were conducted of all school leaders. The following graph illustrates the measure characteristics met throughout this current school year and the board receives a rating of **Meets Standard**.



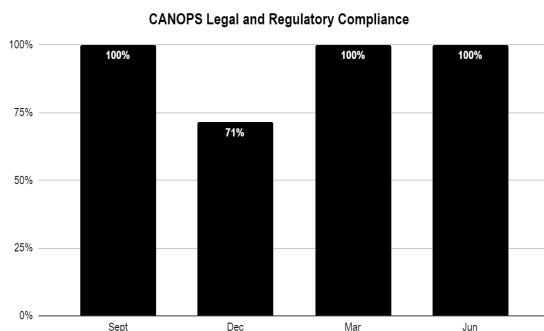
Legal and Regulatory Compliance

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 quality 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 measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



All meetings during the 2023-24 school year were held in compliance with Indiana’s Open Door Law and met all state and federal laws. Based on being behind in the audit required of charter schools, the board did not meet all characteristics of this measure in December. However, as previously mentioned, the board rectified those concerns starting in early 2024.

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. Based on evidence collected throughout the school year, CANOPS governing

board receives a rating of **Meets Standard**.

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 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 leader and/or team complies with and presents no concerns in the measure characteristics.	The school leader and/or team presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school leader and/or team presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The school leader and/or team presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

CAMS is a part of the Career Academy Network of Public Schools (CANOPS). The network is made up of five schools in South Bend, two high schools, one middle school, and two elementary schools. The network’s board delegated daily oversight obligations to Jeremy Luginbill, the network’s Superintendent. Each of the five schools had its own principal. Mr. Luginbill, along with other network staff and school leaders, supported each school in areas such as curriculum and instructional, professional development, tiered systems of support, reporting, financial management, human resources, and technology.

Ms. Maria Reilly served as CAMS’ principal for the 2023-24 school year, her second year as the school’s leader. Ms. Reilly has brought years of academic and leadership experience to the school during her tenure as she worked to establish more refined processes and systems to address deficiencies in a timely manner. Along with other network leaders and her instructional coaches, Principal Reilly led the engagement in a continuous process of improvement after receiving the Indiana Department of Education’s School Improvement Grant, receiving professional development around the implementation of Professional Learning Communities and consistently reflecting and using data to drive next steps in creating new processes and systems.

The school observed stability in key leadership positions that support the implementation of the mission and model. Staff have a clear understanding of roles and responsibilities. Principal Reilly was engaged throughout the school year with his team and Education One and consistently provided information to all stakeholders, specifically her network leadership team and the board of directors. Based on evidence collected throughout the school year, CAMS’ school leadership receives a rating of **Meets Standard**.

COMPLIANCE

Charter Compliance

Schools are held accountable to be in compliance with the terms of its charter and collaborate effectively with Education One. The following components are assessed 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 measure characteristics.	The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. <div style="text-align: center;">OR</div> The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

CAMS, as part of the CANOPS network, submitted all required compliance documentation in a timely manner as set forth by Education One. At the time of this report, the network was responsible for the timely submission of items from July 2023 through May 2024. 87% of items for all five schools were submitted on time or with a reasonable explanation as to why the item would be late. Currently, the network is missing the following items from January and May:

- Completed Audit from the Previous Fiscal Year (In Process)
- Projected Budget for Upcoming Fiscal Year (In Process)
- Statement of Assurance Regarding ESSER Funding (In Process)

The school was in compliance throughout the 2023-24 school year of its charter, policies, regulations, and all applicable state and federal laws. Network and school leadership teams, as well as members of the board, participated in all scheduled meetings with Education One. Based on evidence collected throughout the school year, CAMS receives a rating of **Meets Standard**.

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 in Indiana’s online system;
- 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 in push in and/or pull out settings;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided.

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 measure characteristics.	The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

The school exhibited no concerns in evidencing ILP goals were established, current, and up to date in Indiana’s online system and that case conference meetings occurred in compliance with all state and federal laws. ILPs contained high quality interventions and were appropriately communicated to classroom teachers and staff.

Staff to student ratios were adequate in providing services to students and were in accordance with recommended guidelines. Moving into the 2024-25 school year, a system needs to be in place for English Learner students to receive targeted interventions in both reading and math based on beginning of year data. It is clear when the school focused on reading intervention and then focused more on math intervention, data for one would improve and the other would decline. Evidence of quality interventions were observed during regularly scheduled site visits, in both pull-out and push-in settings. However, interventions did not translate consistently to student outcomes. Based on evidence collected throughout the school year, CAMS receives a rating of **Meets Standard**.

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 in Indiana’s online system;
- 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;
- Evidence of high quality interventions and IEPs are implemented in push in and/or pull out settings;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided;
- Evidence that disciplinary actions are appropriate, legal, equitable, and fair; 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 and presents no concerns in the measure characteristics.	The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

Throughout the 2023-24 school year, the school evidenced that IEP goals were established, current, and up to date in Indiana’s online system. Case conference meetings occurred in compliance with all state and federal laws and there was evidence of high quality interventions and IEPs being appropriately communicated with classroom teachers. The school was appropriately staffed throughout the school year to handle its large population of Special Education students.

During scheduled site visits, instructional capacity of the Special Education teachers was inconsistent. Moving into the next school year, teachers need more development in intentional lesson planning that provides scaffolded support of what is happening in the classroom. As evidenced by the local academic outcomes, students need continued differentiated support to meet growth targets in both reading and math. Based on evidence collected throughout the school year, CAMS receives a rating of **Meets Standard**.

Part IV: School Wide Climate

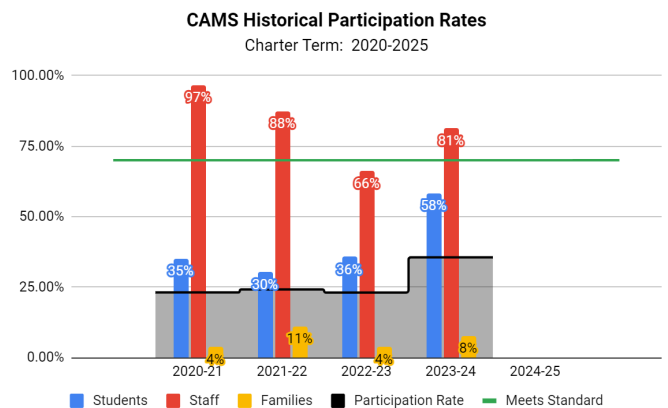
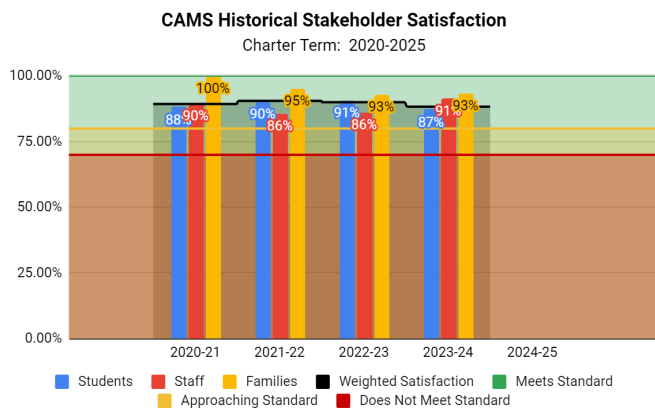
Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school’s effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

Overall Rating for School Climate	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	Meets Standard	Meets Standard

The rubric for this indicator is as follows:

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school. With an overall weighted satisfaction rate of 88.2%, the school receives a rating of **Meets Standard**.



While survey participation is not a measure found in the school’s Accountability Plan Performance Framework, it is an important metric to understand the viability of the rating provided above. The following table indicates the total number of possible participants for each stakeholder group, the number of stakeholders that took the survey, and the participation rate of each stakeholder. Education One’s standard for survey viability is a participation rate of at least 70.0%. The only stakeholder group to meet that metric was the school’s staff. Students and family participation falls far below the expectation and causes pause on the validity of overall results of those groups.

CAMS’ Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	386	225	58.3%
Staff	43	35	81.4%
Families	386	30	7.8%

Part V: Next Steps

As a part of a routine process for authorization, and in accordance with our Guiding Principles, Education One takes a differentiated approach to monitoring and oversight, in order to ensure high expectations for ourselves and our schools. It is the belief that providing schools with individualized support, coupled with high levels of accountability, creates an environment where students and communities thrive. This process emphasizes school autonomy, partnership and collaboration, and, most importantly, continuous improvement.

Education One utilizes a tiered approach of providing differentiated supports to meet each school’s unique needs, based on quantitative and qualitative data points. Schools are tiered twice a year. The support tier at the beginning of a new school year is based on end of year outcomes found in the school’s Annual Review from the previous school year. School’s are then re-tiered based on the school’s performance outcomes from the first half of the school year. For more information on Education One’s Intervention and Support Policy, click [here](#).

Education One’s Intervention framework is composed of three tiers:

- **Tier I:** A school has minimal to no noted deficiencies and receives an overall rating of Exceeds or Meets Standard in regards to the performance indicators.
- **Tier II:** A school exhibits some noted deficiencies with a credible plan to address the deficiencies and receives an overall rating of Approaching Standard in regards to a performance indicator.
- **Tier III:** A school exhibits noted deficiencies in some or most of the performance measures with or without a credible plan to address the deficiencies and receives an overall rating of Does Not Meet Standard in regards to a performance indicator.
Schools who qualify for Tier III interventions are immediately placed on Probationary Status, which could lead to charter revocation and/or non-renewal of the charter, if not rectified.

An overview of the tiered supports and/or interventions for each performance indicator are highlighted in the following table:

	Tier I	Tier II	Tier III
Academic Performance	<ul style="list-style-type: none"> ● The school receives an instructional site visit in Quarter 1 and 3. ● The school participates in a data dive after each major assessment administered, focusing on school specific goals. 	<ul style="list-style-type: none"> ● The school receives bi-monthly instructional site visits from September to March. ● The school participates in support checks focusing on data analysis and school specific initiatives to improve noted deficiencies. 	<ul style="list-style-type: none"> ● The school receives monthly instructional site visits from September to March. ● The school has a School Improvement Plan and participates in support checks focusing on data analysis and school specific initiatives to improve noted deficiencies.
Financial Performance	<ul style="list-style-type: none"> ● The school receives an evaluation of financials on a quarterly basis. 	<ul style="list-style-type: none"> ● The school receives an evaluation of financials on a quarterly basis. 	<ul style="list-style-type: none"> ● The school receives an evaluation of financials on a quarterly basis. ● Required monthly finance meetings with Education One, school leadership and the board chair/treasurer
Organizational Performance	<ul style="list-style-type: none"> ● The school’s Board Chair participates in quarterly checks. ● A member of the Education One team attends regularly scheduled board meetings. 	<ul style="list-style-type: none"> ● The school’s Board Chair participates in quarterly checks that focus on noted deficiencies. ● A member of the Education One team attends regularly scheduled board meetings. 	<ul style="list-style-type: none"> ● The school’s Board Chair participates in quarterly checks with frequent checkpoints that focus on noted deficiencies. ● The school has a School Improvement Plan, with required interventions for school leadership and/or the board, based on noted deficiencies. ● A member of the Education One team attends regularly scheduled board meetings.

Next Steps Overview for 2024-25 School Year

Based on the school's overall ratings found in this annual review, the following are commendations and recommendations for the 2024-25 school year, by performance indicator. Performance areas with measures rated as Does Not Meet Standard may have required next steps for the 2024-25 school year, and are also noted.

Academic Performance		
Rating	Tier	Probationary Status?
Approaching Standard	Tier II	No

Commendations:

- Increasing Median Growth Percentile in reading by 20 points based on the 2023 ILEARN assessment
- Increasing the percentage of on grade level students making adequate growth to maintain proficiency based on the 2023 ILEARN assessment by 21 points
- Increasing the percentage of below grade level students making more than adequate growth to progress towards proficiency based on the 2023 ILEARN assessment by 17 points
- Establishing systems and processes to increase attendance to an approaching standard rating
- Providing differentiated coaching supports and systems to increase teacher capacity and effectiveness

Recommendations:

- Provide targeted intervention systems at the start of the school year that can support both reading and math deficiencies

Financial Performance		
Rating	Tier	Probationary Status?
Approaching Standard	Tier II	No

Commendations:

- Increasing the current ratio by the end of the school year
- Increasing Days Cash over the course of the year by 8.7 days, while opening two new schools requiring substantial building renovations
- Decreasing Debt to Asset Ratio to a meets standard number, for the first time since 2020
- Increasing the capacity of the network's financial department

The following are **required next steps for the 2024-25 school year** based on the ratings of this review and progress over time:

- Complete and submit Fiscal Year 2022-23 Audit by Fall 2024
- Complete and submit Fiscal Year 2023-24 Audit by Winter 2025

Organizational Performance		
Rating	Tier	Probationary Status?
Meets Standard	Tier I	No

GOVERNING BOARD

Commendations:

- Increasing focus of board meetings to academic and student outcomes
- Engagement of members during the board meeting and outside at school events and initiatives
- Establishing effective committees and executive working sessions in between public board meetings
- Ensuring the school leadership team has autonomy and authority to manage the school while maintaining strong and close oversight of outcomes

LEADERSHIP

Commendations:

- Implementing the Educational Transformation Team and developing the school's Professional Learning Communities systems and processes
- Collaborating with multiple stakeholders to ensure the school is showing progress towards goals
- Creating a culture of respect amongst teachers and staff with student interests at the center of all decisions
- Establishing an environment of high expectations for teacher performance

Recommendations:

- Implement Professional Learning Communities
- Build Guiding Coalition that is comprised of more teachers

COMPLIANCE

Commendations:

- Collaborating and communicating proactively with Education One
- Submission of all reporting requirements in a timely fashion and in accordance with Education One's policy

Recommendations:

- Provide English Learner and Special Education teachers with development on intentional lesson planning that gives scaffolded support of what is happening in the classroom

School Wide Climate
Meets Standard

Commendations:

- Creating a culture where stakeholders are satisfied with their school

Recommendations:

- Increase student and family participation in surveys to validate overall satisfaction but also use results to drive next steps, especially with the transition of a new school leader