



Renewal Application

Career Academy High School

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Table of Contents

Part I: Academic Performance	3
STATE AND FEDERAL ACADEMIC PERFORMANCE	5
Federal Accountability Rating	5
Proficiency on State Summative Assessment	6
Subgroup Proficiency on State Summative Assessment	7
Comparison to Local Schools	9
Graduation Pathways Completion	10
College and Career Credentials	11
College and Career Coursework	11
Diploma Strength	12
Chronic Absenteeism	12
LOCAL ACADEMIC PERFORMANCE	13
Instruction	13
Attendance	14
High School Graduation on Track	14
Historical Proficiency	15
Part II: Financial Performance	17
Financial Management	19
Enrollment Variance	20
Current Ratio	20
Days Cash	21
Debt to Asset Ratio	22
Debt Service Coverage	22
Part III: Organizational Performance	23
GOVERNING BOARD	25
Focus on High Academic Achievement	26
Commitment to Exemplary Governance	26
Fiduciary Responsibilities	28
Strategic Planning and Oversight	28
Legal and Regulatory Compliance	29
SCHOOL LEADER	30
Leadership	30
COMPLIANCE	31
Charter Compliance	31
English Learner Compliance	33
Special Education Compliance	33
Part IV: School Wide Climate	35

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	Meets Standard	Approaching Standard	Meets 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. This should also include providing differentiated learning opportunities, specifically geared towards math and lower performing subgroups.
Year 2	The school received a rating of Meets Standard, indicating that the school complies with and presents minimal to no concerns in the indicator measures. The school was held accountable to 11 measures. While the school received ratings of Does Not Meet Standard on three of those measures, which were proficiency and growth on local assessments, Education One finds these to be of minimal concern as the assessments may or may not be appropriate for gauging overall proficiency and growth at the high school level in the way that the school is being held accountable for. The school should work to identify appropriate benchmark assessments in order to best utilize data to drive next steps for student achievement and growth and create quantifiable action plans for improvement.
Year 3	The school received a rating of Approaching Standard, indicating that the school presents concerns in some indicator measures but there is a credible plan to address the issue. Similar to the 2021-22 school year, the school continued to use the same local benchmark assessments for both reading and math. The results of those assessments indicate a large number of students not meeting grade level standards or growth goals, while state assessments, such as the SAT, are providing differing information. The school was highly advised to seek new assessment opportunities, the likes of which would provide meaningful data to the school to drive change throughout the academic year.
Year 4	Overall, the school received a rating of Meets Standard, with minimal areas of concerns in the indicator measures. As the school moves into the 2024-25 school year, it will be important to identify gaps in math instructional capacity and programming that form the foundation of student outcomes and use assessment results to be intentional with interventions and supports.

	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	AS	MS	U/A
	Proficiency on State Summative Assessment: E/LA	N/A	N/A	MS	ES	AS
	Proficiency on State Summative Assessment by Subgroup: E/LA	N/A	N/A	MS	ES	MS
	Proficiency on State Summative Assessment: Math	N/A	N/A	MS	MS	AS
	Proficiency on State Summative Assessment by Subgroup: Math	N/A	N/A	MS	MS	DNMS
	Comparison to Local Schools	N/A	MS	MS	MS	AS
	Graduation Pathways Completion	ES	ES	ES	ES	U/A
	College and Career Credentials	ES	N/A	ES	N/A	U/A
	College and Career Coursework	N/A	N/A	N/A	ES	U/A
	Diploma Strength	N/A	N/A	MS	AS	U/A
	Chronic Absenteeism	N/A	N/A	ES	MS	U/A

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	N/A	MS	MS	ES	U/A
	Attendance	N/A	AS	AS	MS	U/A
	High School Graduation on Track	N/A	N/A	AS	AS	U/A
	Historical Proficiency: E/LA	N/A	N/A	N/A	MS	U/A
	Historical Proficiency: Math	N/A	N/A	N/A	AS	U/A

N/A: Indicates that data was not applicable for the school year.

U/A: Indicates that data was unavailable at the time of this report.

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 of 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 Career Academy Middle School's (CAHS) designations for each measure over the course of its current charter, as well as the school's overall designation. The rating reflects a school's achievement with respect to performance goals for the state of Indiana. **It is important to note that all goals created by the state were established during the 2018-19 school year, prior to the COVID-19 pandemic. Achievement and individual growth goals created for students have yet to be adjusted to take into account the impact the pandemic had on student performance on state summative assessments.**

Federal Indicator	2019-20 School Year	2020-21 School Year	2021-22 School Year	2022-23 School Year	2023-24 School Year
Overall Designation	N/A due to COVID	N/A due to COVID	Approaches Expectations Weighted Points: 70.53	Meets Expectations Weighted Points: 78.05	U/A
Achievement: E/LA			Approaches Expectations Weighted Points: 98.82	Approaches Expectations Weighted Points: 135.76	
Achievement: Math			Approaches Expectations Weighted Points: 65.96	Approaches Expectations Weighted Points: 73.6	
Graduation Rate			Meets Expectations Weighted Points: 379.64	Exceeds Expectations Weighted Points: 403.16	
Strength of Diploma			Approaches Expectations Weighted Points: 81.54	Approaches Expectations Weighted Points: 82.84	
Language Proficiency for EL			No Rating	No Rating	
Student Attendance			Approaches Expectations Weighted Points: 79.38	Meets Expectations Weighted Points: 85.18	

Federal Accountability data is released in the fall of the following academic year. For this reason, the school was held accountable starting with 2019-20 results during its current charter. The school received an overall rating of **Not Applicable** during Year 1 (2020-21) and Year 2 (2021-22) of their charter due to COVID-19 state and federal legislation that held schools harmless for state assessment results. In Year 3 (2022-23), the school was held accountable to the results of the 2021-22 school year. The school received an overall rating of **Approaching Standard**. The school increased the rating to **Meets Standard** in Year 4 (2023-24) based on 2022-23 school year results. CAHS increased either points received or overall rating in 100% of the federal indicators from Year 3 to Year 4. At the time of this report, Federal Accountability results were not released to the public for the 2023-24 school year.

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:

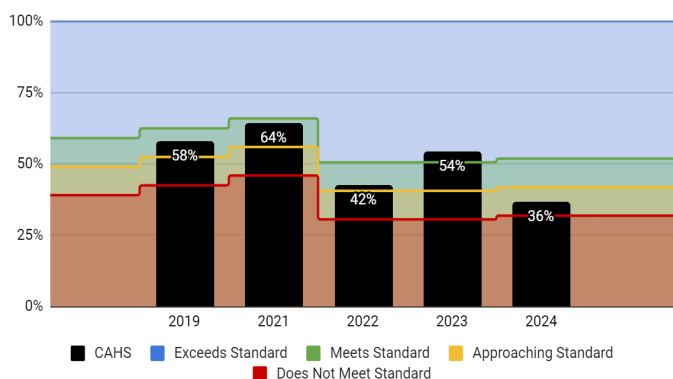
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of legacy students at or above grade level proficiency exceeds the state’s percentage of students at or above proficiency.	The percentage of legacy students at or above grade level proficiency is within 0-10.0% 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 grade eleven at CAHS participated in the Scholastic Aptitude Test (SAT). This assessment, administered in late winter, is considered a Graduation Qualifying Exam (GQE) in the state of Indiana and can be used as a graduation requirement. At the beginning of CAHS ‘current charter, the state assessed tenth grade students on the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+). The state moved to the SAT during the 2021-22 school year, which is why there is a decrease in overall scores from 2021 to 2022.

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. The top of the ‘Meets Standard’ bar is the state’s overall passing percentage. Over the course of the school’s current charter term, the state of Indiana has seen minimal increases in the percentage of students, which is around 51-52%, passing the Evidence Based Reading and Writing SAT since it was first implemented. Math SAT passing percentages have decreased from 31% to 25% since 2022.

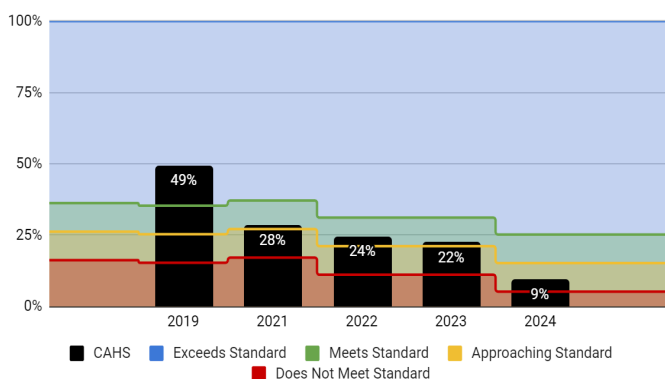
CAHS Proficiency on State Summative Assessment: E/LA

Charter Term: 2020-2025



CAHS Proficiency on State Summative Assessment: Math

Charter Term: 2020-2025



English/Language Arts: In Year 1 (2020-21) of CAHS current charter, the school was held accountable to the results from the previous school year (2019-20). The school received an overall rating of **Not Applicable** due to the COVID-19 pandemic cancellation of assessments in the spring of 2020. In Year 2 (2021-22), the school was held accountable to the results from the 2020-21 school year. All schools in the state of Indiana were held harmless for the results of the spring 2021 assessment due to the COVID-19 pandemic and the school received an overall rating of **Not Applicable**. In Year 3 (2022-23), CAHS was held accountable to the results of the 2021-22 school year. The school received an overall rating of **Meets Standard**.

Year 4 (2023-24) of the current charter used the results from the 2022-23 school year to assign an overall rating. The school continued to increase its overall proficiency from the previous year by 12 points and received an overall rating of **Exceeds Standard**. As its current charter concludes, Year 5 (2024-25) will use the results from the 2023-24 school year. The school decreased its overall proficiency by 22 points from the previous school year. The school will receive an overall rating, however, of **Approaching Standard**.

Math: In Year 1 (2020-21) of CAHS current charter, the school was held accountable to the results from the previous school year (2019-20). The school received an overall rating of **Not Applicable** due to the COVID-19 pandemic cancellation of assessments in the spring of 2020. In Year 2 (2021-22), the school was held accountable to the results from the 2020-21 school year. All schools in the state of Indiana were held harmless for the results of the spring 2021 ILEARN assessment due to the COVID-19 pandemic and the school received an overall rating of **Not Applicable**. In Year 3 (2022-23), CAHS was held accountable to the results of the 2021-22 school year and received a rating of **Meets Standard**.

Year 4 (2023-24) of the current charter used the results from the 2022-23 school year to assign an overall rating. The school's passing percentage decreased by 2 points from the previous school year but maintained an overall rating of **Meets Standard**. As its current charter concludes, Year 5 (2024-25) will use the results from the 2023-24 school year. The school's overall proficiency decreased by 13 points from the previous school year and will receive a rating of **Approaching Standard**.

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 (Free/Reduced 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.

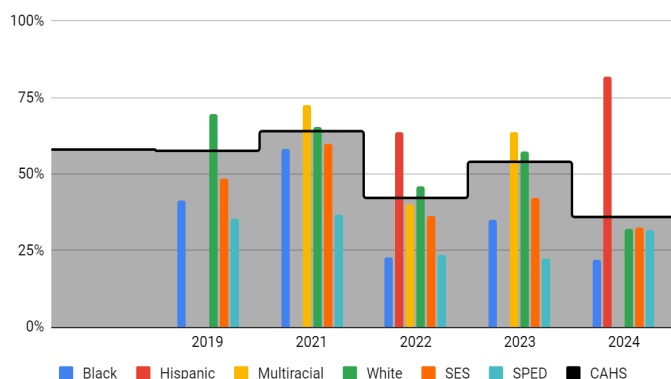
If a the state's passing percentage of a subgroup was less than 20%, the following rubric is utilized:

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 application.

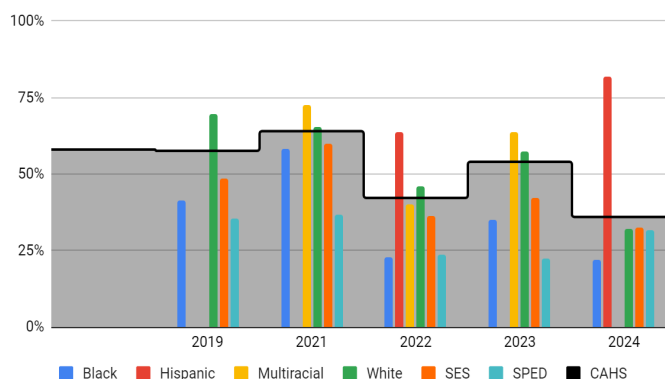
CAHS Subgroup Proficiency on State Summative Assessment: E/LA

Charter Term: 2020-2025



CAHS Subgroup Proficiency on State Summative Assessment: Math

Charter Term: 2020-2025



The following tables highlight the overall rating for each subgroup based on state comparisons, as well as the overall proficiency trends throughout the school's current charter.

Table Key			
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard

English/Language Arts					
	2020	2021	2022	2023	2024
Black	N/A	58%	23%	35%	22%
Hispanic		N/A	64%	N/A	82%
Multiracial		73%	40%	64%	N/A
White		65%	46%	58%	32%
Free/Reduced Lunch		60%	36%	42%	33%
Special Education		37%	24%	22%	32%

Math					
	2020	2021	2022	2023	2024
Black	N/A	25%	14%	10%	0%
Hispanic		N/A	55%	N/A	18%
Multiracial		27%	10%	9%	N/A
White		28%	23%	28%	10%
Free/Reduced Lunch		18%	21%	18%	6%
Special Education		11%	12%	11%	5%

English/Language Arts: Similar to proficiency of the school as a whole, CAHS received a rating of **Not Applicable** for Years 1-2 of its current charter due to lack of assessment data or hold harmless legislation due to the COVID-19 pandemic. Starting in Year 3, the school received an overall rating of **Meets Standard**, with most subgroups either meeting or exceeding standard when compared to the state. In Year 4, the school received an overall rating of **Exceeds Standard**, with all of its subgroups exceeding standard when compared to the state. In Year 5, the school will receive an overall rating of **Meets Standard**, with most subgroups meeting or exceeding standard compared to the state.

Math: CAHS received a rating of **Not Applicable** for Years 1-2 of its current charter due to lack of assessment data or hold harmless legislation due to the COVID-19 pandemic. Starting in Year 3, the school received an overall rating of **Meets Standard**, with most subgroups either exceeding or approaching standard when compared to the state. In Year 4, the school received an overall rating of **Meets Standard**, with most of its subgroups

meeting or exceeding standard when compared to the state. In Year 5, the school will receive an overall rating of **Does Not Meet Standard**, with most subgroups not meeting standard compared to the state.

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.

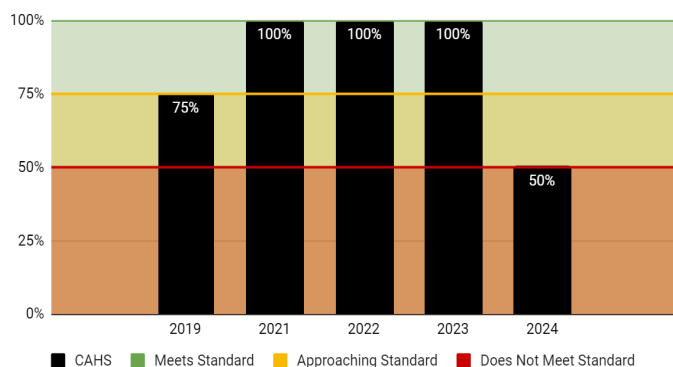
The following table indicates the comparison schools for CAHS, based on the location and subgroups served.

School Name	English Learner Population	F/R Lunch Population	SPED Population	Distance from School
CAHS	4%	50%	26%	
Clay High School	4%	64%	21%	5.9 miles
Riley High School	8%	66%	17%	10.8 miles
Washington High School	13%	77%	20%	5.7 miles
Purdue Polytechnic High School South Bend	13%	52%	20%	10.8 miles

The following graphs illustrate how CAHS has outperformed the aforementioned local schools.

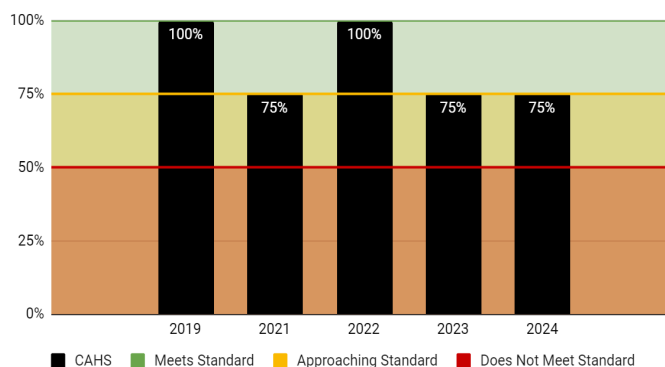
CAHS Comparison to Local Schools: E/LA

Charter Term: 2020-2025



CAHS Comparison to Local Schools: Math

Charter Term: 2020-2025



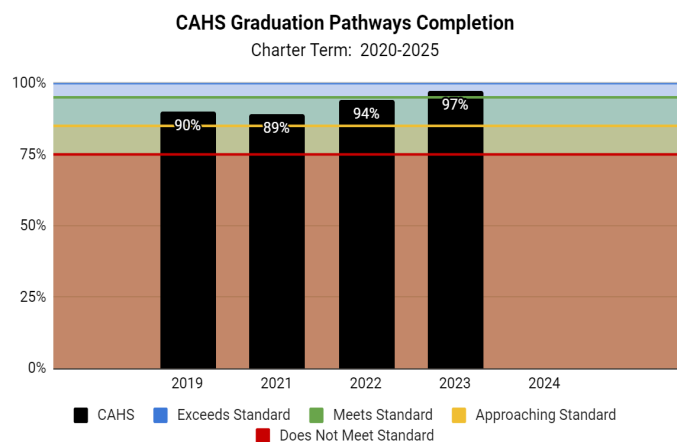
Similar to previous measures, due to hold harmless legislation or lack of data, the school received a rating of **Not Applicable** for the first two years of its current charter. Data was collected, however, if available to observe trends overtime. CAHS received an overall rating of **Meets Standard** in Years 3 and 4 by outperforming local comparison schools 100% of the time on the E/LA assessment and 75-100% of the time on the math assessment. Based on most recent proficiency data from the 2024 SAT assessment that will be used for Year 5, the school had a higher passing percentage than 50% of the four comparison schools in Evidence Based Reading and Writing and 75% in math. That data is illustrated in the table on the below. The school is on track to receiving an overall rating of **Approaching Standard** for Year 5, outperforming local comparison schools 62.5% of the time in either reading or math.

School Name	2024 EBRW Proficiency	2024 Math Proficiency
CAHS	36.4%	9.1%
Clay High School	36.7%	7.3%
Riley High School	34.3%	5.6%
Washington High School	11.5%	3.4%
Purdue Polytechnic High School South Bend	40.0%	13.3%

Graduation Pathways Completion

Education One assesses a school's ability to support students in completing Indiana's graduation requirements. This measure illustrates the percentage of students in the most current grade 12 cohort that completed state requirements for graduating in four years. This is also commonly referred to as a graduation rate. Data is collected from the previous school year. The rubric for this measure is as follows and follows current goals the state of Indiana has:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 95.0% of grade 12 students complete graduation requirements.	85.0%-95.0% of grade 12 students complete graduation requirements.	75.0-84.9% of grade 12 students complete graduation requirements.	Less than 75.0% of grade 12 students complete graduation requirements.



The corresponding graph illustrates the trends of the school's graduation rates throughout the school's current charter term defined within this review.

Official graduation rates are released well into the next academic year in the state of Indiana. Throughout the school's current charter term, CAHS has received an rating of **Meets Standard**. Most recently the school received a rating of **Exceeds Standard** in Year 4 of their charter for their 2023 graduating cohort. The school has surpassed its graduation rates pre-COVID, which averaged around 91% from 2016-2019.

College and Career Credentials

Education One measures its high school's ability to provide students with high quality college and career credentials. Data collected to calculate this measure is from the Indiana Commission on Higher Education and

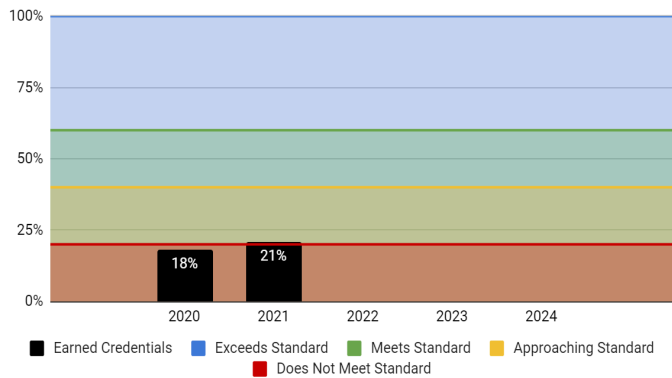
local student information systems. High quality college and career credentials include earning an associates degree, Indiana College Core (ICC), Technical Certificate (TC), Certificate of Graduation (CG), or Certificate (CT). The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 60.0% of grade 12 students earn high quality college and/or career credentials.	40.0-60.0% of grade 12 students earn high quality college and/or career credentials.	20.0%-39.9% of grade 12 students earn high quality college and/or career credentials. OR The percentage of grade 12 students who earn high quality college and/or career credentials is less than 20.0%	Less than 20.0% of grade 12 students earn high quality college and/or career credentials.

		but is greater than the local school district.	
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CAHS College and Career Credentials

Charter Term: 2020-2025



In Year 1 of its current charter, CAHS received an rating of **Exceeds Standard** with a previous rubric indicating any school with a percentage greater than the state is exceeding standard. The state's percentage of students earning college and career credentials in 2019-20 was only 4.7% compared to CAHS' 18.1%. The trend continued into the next year. The state's percentage was 5.5% and CAHS' was 20.8%.

The new rubric has changed based on the state's current goal for this measure. However, data has been unavailable on any state site since the 2020-21 school year.

College and Career Coursework

The College and Career Coursework measure focuses on the percentage of students in the most recent grade 12 cohort who met the criteria for completing college credit. Data used for this measure is collected by the

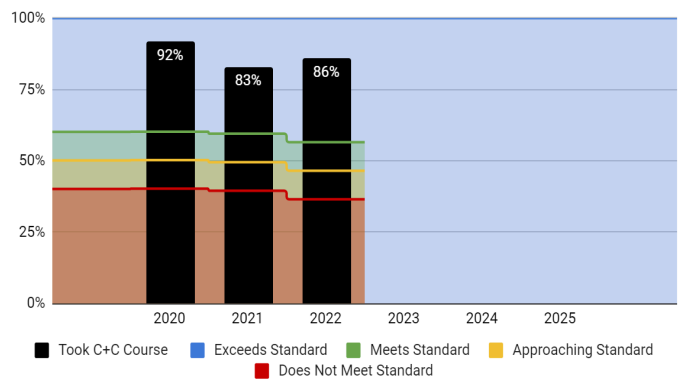
IDOE from the Advanced Placement (AP) test vendor and the school. Students included in this percentage have passed an AP assessment or Dual Credit course. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 12 students who met the College and Career Coursework criteria is greater than the state's percentage.	The percentage of grade 12 students who met the College and Career Coursework criteria is within 0-10.0% of the state's percentage.	The percentage of grade 12 students who met the College and Career Coursework criteria is within 10.1-20.0% of the state's percentage.	The percentage of grade 12 students who met the College and Career Coursework criteria is greater than 20.0% from the state's percentage.

The school has maintained a rating of **Exceeds Standard** for College and Career Coursework offered at CAHS. The state has averaged at about 60% of students passing an Advance Placement or dual credit course from 2020-2022. CAHS has averaged 87%. Data has been unavailable on any state site since the 2021-22 school year.

CAHS College and Career Coursework

Charter Term: 2020-2025



Diploma Strength

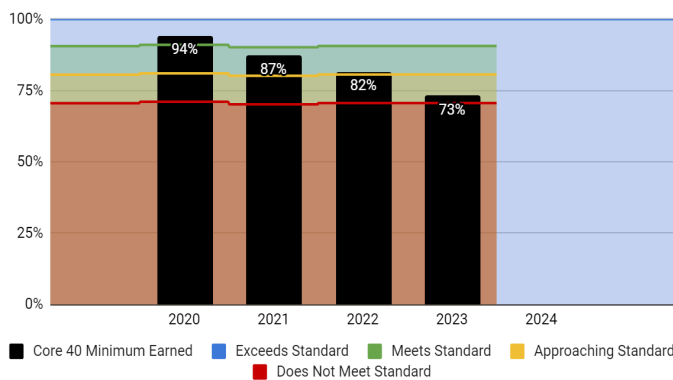
Education One measures its high schools effectiveness in providing rigorous and relevant experiences for students to be prepared for college and/or careers. The Diploma Strength measure calculates the percentage of students in the most recent grade 12 cohort who earned any of the following Indiana diploma designations:

- Core 40;
- Academic Honors;
- Technical Honors;
- Academic and Technical Honors; and
- International Baccalaureate

Data is collected by the IDOE from individual schools from the previous school year. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 12 students who earned an above-named diploma is greater than the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is within 0-10.0% of the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is within 10.1-20.0% of the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is greater than 20.0% from the state's percentage.

CAHS Diploma Strength
 Charter Term: 2020-2025



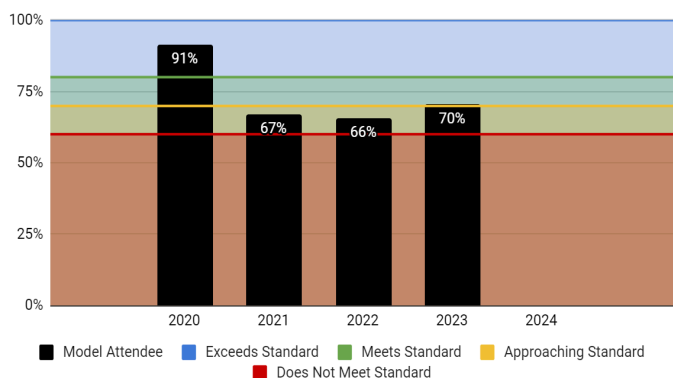
The school was not held accountable to this measure in Year 1 and 2 of its charter, which would have been based on the graduating cohorts of 2020 and 2021. Starting in Year 3, however, the school received a rating of **Meets Standard** with a diploma strength just within the range of that rating. Diploma strength decreased in Year 4 to 73% and the school received a rating of **Approaching Standard**. At the time of this report data for the 2024 cohort was unavailable.

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.

CAHS Chronic Absenteeism
 Charter Term: 2020-2025



The corresponding graph illustrates trends overtime for CAHS throughout its current charter term. The school received a rating of **Exceeds Standard** in Year 1 of its current charter. However, the percentage of students with a model attendee rate gave the school a rating of **Approaching Standard** for both Year 2 and 3. By Year 4, however, the school received a rating of **Meets Standard** with a rate of 70%. The state of Indiana's model attendee rate in 2020 was 77%. It has also decreased overtime to 61%, a 20% decrease. The local traditional public school district observed a model attendee rate of 42% in 2023, a decrease of 17% since 2020.

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.

Instruction Rating Key	
0-9.9%	4 points
10.0-33.2%	3 points
33.3-49.9%	2 points
50-100%	1 point

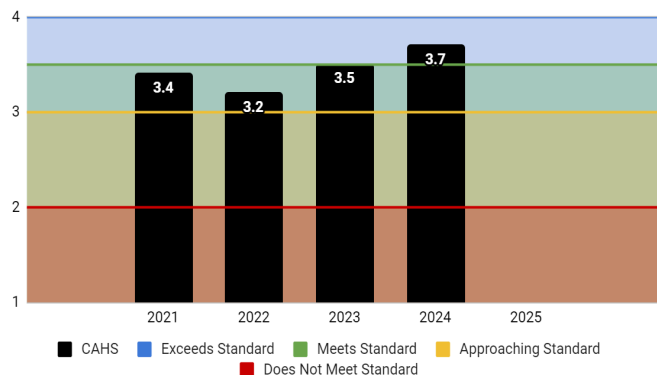
The rubric for this measure is as follows:

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 following table indicates the actual percentage of classrooms where there was an observable concern for each year of the school's current charter term.

Table Key					
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard		
	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Rigor + Relevance	13.9%	24.7%	23.3%	18.2%	U/A
Differentiation	8.3%	7.3%	10.3%	8.2%	
Checks for Understanding	18.9%	18.6%	21.3%	18.3%	
Growth Oriented Feedback	11.1%	12.5%	11.7%	6.1%	
Classroom Management	5.6%	0.0%	2.3%	2.0%	
Active Engagement	8.3%	29.0%	26.3%	16.4%	
Learning Objectives	0%	0%	2%	4.1%	
Curriculum Implementation	0%	0%	2%	0.0%	
Overall Rating (Points)	3.4	3.2	3.5	3.7	

CAHS Instruction Rating
Charter Term: 2020-2025



In Year 1 of CAHS' current charter the school received an overall rating of **Not Applicable**. The school was implementing a hybrid model and instructional delivery was still inconsistent due to COVID-19 restrictions. The Education One team conducted both in person and virtual site visits during the 2020-21 school year to maintain oversight and support.

The school received an overall rating of **Meets Standard** in Year 2 and has maintained a rating of **Exceeds Standard** for Year 3 and 4. Most areas of concern instructional delivery were minimal and supported by differentiated coaching supports or professional development. At the time of this report, the school has not received any instructional site visits for the 2024-25 school year.

Attendance

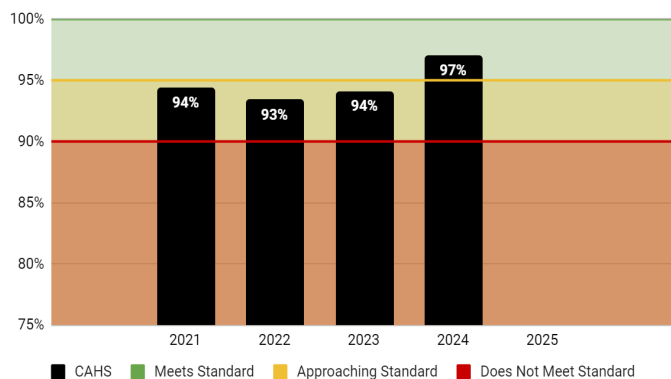
The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE. Average attendance is submitted to and reported out by Education One, however, on a monthly basis. Starting at the age of seven, students in Indiana are required to attend school regularly.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

CAHS Average Attendance Rating
Charter Term: 2020-2025



The corresponding chart identifies the school's overall average attendance rate throughout its current charter term. The school has received a rating of **Approaching Standard** in Years 1-3 of its current charter term.

In Year 4 of its current charter, CAHS saw an increase in its average attendance to 97% and received a rating of **Meets Standard**. At the time of this report, attendance data has been unavailable for the 2024-25 school year.

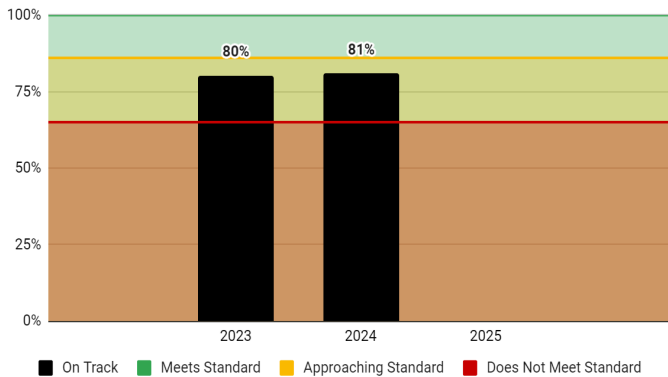
High School Graduation on Track

Education One evaluates the school's ability to ensure students are earning the expected number and type of credits annually in order to graduate on time. Data is collected on a bi-annual basis to monitor this measure, however, the school receives an overall rating based on end

of year data collection. The rubric is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students earning the expected number and type of credits in order to graduate on time is greater than 85.0%.	The percentage of students earning the expected number and type of credits in order to graduate on time is between 65.0 and 85.0%.	The percentage of students earning the expected number and type of credits in order to graduate on time is less than 65.0%.

CAHS High School Graduation On Track Rating
 Charter Term: 2020-2025



This measure was first introduced to the schools Accountability Plan Performance Framework in Year 3 of the school’s current charter term. The school has received an overall rating of **Approaching Standard** for the last two years. When looking at disaggregated data, students in grades eleven and twelve are meeting standard and on track to graduate. The corresponding graph illustrates the percentage of students, by grade level, that are on track to graduate on time through earning the expected number and type of credits for that grade level.

Historical Proficiency

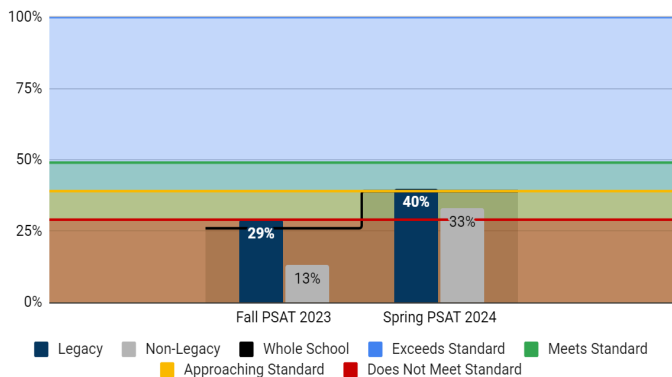
The success of the school’s educational model is measured by analyzing how legacy students perform compared to non-legacy students. A legacy student is identified by having attended the school for a minimum of three consecutive years. The rubric for this sub-indicator is as follows:

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

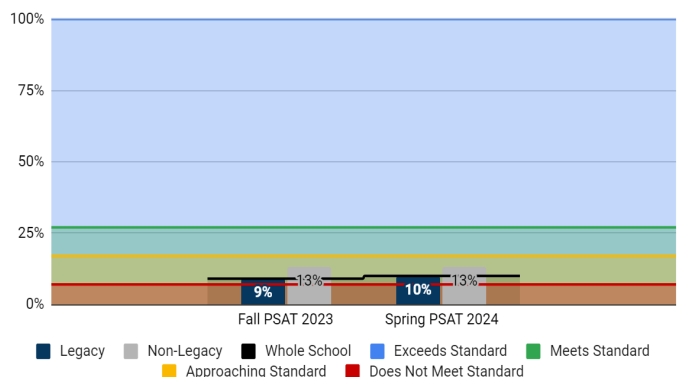
The following graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term. This measure was first introduced to all Education One schools’ Accountability Plan Performance Frameworks during the 2023-24 school year. The school utilized the Preliminary SAT (PSAT) as its chosen benchmark test, which is administered by the College Board. This assessment serves primarily as a practice test for the SAT, which is a Graduation Qualifying Exam (GQE) for the state of Indiana. The PSAT was given in the fall and spring of the current school year.

The 2023-24 school year was the first year CAHS implemented this assessment at their benchmark. Previous school years in CAHS’ current charter term utilized other forms of assessment, however they did not provide the school or Education One with valid data to indicate success or need improvements. The following graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the current school year. A legacy student for CAHS is a student who has attended the school for three years. By definition, a legacy student would be an eleventh grade student who has been enrolled at CAHS for the entirety of their high school career. A non-legacy student is defined as an eleventh grade student who has been previously enrolled at one or more other high schools.

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



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



Reading: At the end of the 2023-24 school year, 40% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 33% of non-legacy students. With a difference of 7 percentage points, the school received a rating of **Meets Standard**. The school's legacy students are also performing in line with how the state performed on the SAT during the 2022-23 school year. Both groups, legacy and non-legacy, observed large increases in the percentage of students meeting the standards of the assessment from the fall to the spring, with the entire grade seeing an increase of 13 points

Math: At the end of the 2023-24 school year, 10% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 13% of non-legacy students. While legacy students are underperforming compared to their non-legacy peers, the 10% falls within 17 points of the state's previous math SAT passing percentage. Therefore, the school received a rating of **Approaching Standard**.

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	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 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	U/A
	Enrollment Variance	MS	ES	MS	MS	U/A
	Current Ratio	MS	MS	MS	MS	U/A
	Days Cash	MS	MS	MS	MS	U/A
	Debt/Default Delinquency	MS	MS	MS	MS	U/A
	Debt to Asset Ratio	MS	MS	MS	MS	U/A
	Debt Service Coverage	N/A	N/A	N/A	N/A	U/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.

Success Academy Primary School is a part of the Career Academy Network of Public Schools (CANOPS). During Year 1 of CAHS current charter, the network utilized Kruggel, Lawton & Company LLC, Independent Public Accountants for their audit for the period of July 1, 2019 to June 30, 2020. The report was filed with the State Board of Accounts in March of 2021. There were six findings that involved receipts and deposits, required timely submission of reports, textbook rentals, vendor disbursements, proper bonding, and travel claims. The contents of the report were discussed with the network's Superintendent, Business Manager, and Board President in March of 2021. The network issued a formal response to the Supplemental Audit Report the same month with appropriate next steps to remedy the findings. Quarterly financial statements were submitted to Education One complete and on time for the entirety of the 2020-21 school year. For these reasons, the school received a rating of **Meets Standard** for the 2020-21 school year.

During its second year, the CANOPS continued to utilize Kruggel, Lawton & Company LLC, Independent Public Accountants for their audit for the period of July 1, 2020 to June 30, 2021. The report was filed with the State Board of Accounts in July of 2022. There were three findings that involved textbook rentals, credit card policy, and vendor disbursements. The contents of the report were discussed with the network's Superintendent, Business Manager, and Board President in May of 2022. The network issued a formal response to the Supplemental Audit Report in June of 2022 with appropriate next steps to remedy the findings. The network did regularly submit complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. For these reasons, the network received a rating of **Meets Standard** for the 2021-22 school year.

In 2022-23, the school's third year of its current charter term, the network was unable to complete the audit for the period of July 1, 2021 to June 30, 2022. The network submitted multiple extensions throughout the school year. The network regularly submitted complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. Without a current audit to measure the network's financial controls, the network received a rating of **Approaching Standard** for the 2022-23 school year.

In Year 4 of its current charter, the network was able to submit the audit for the period of July 1, 2021 to June 30, 2022 in April of 2024. There were two findings that involved textbook rentals and average daily membership. The contents of the report were discussed with the network's Superintendent, Business Manager, and Board President in March of 2022. The network issued a formal response with appropriate next steps to remedy the findings. The network regularly submitted quarterly financial statements that were complete, but often significantly late. While the network was able to complete their 2021-22 audit during the 2023-24 school year, they were still one audit behind. The network made swift action in remedying the issues that were causing late submission of quarterly reports and getting audited complete in a timely fashion. The network received a final rating of **Approaching Standard** for the 2023-24 school year.

The annual audit for the period of July 1, 2022 to June 30, 2023 began on May 15, 2024 and has not been completed by the time of this report. The audit is due to be submitted during the Fall of 2024. Similarly, due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year.

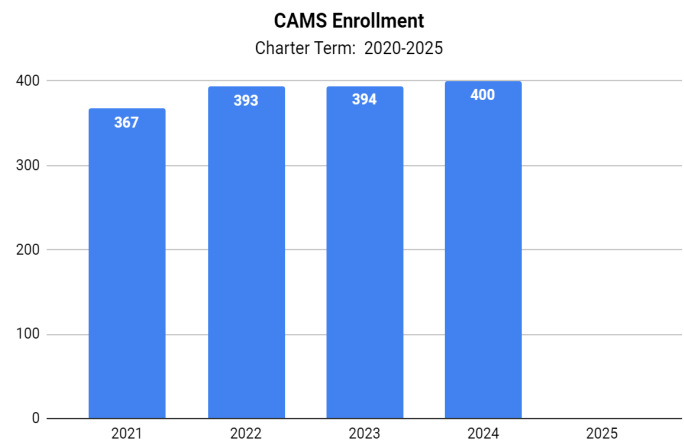
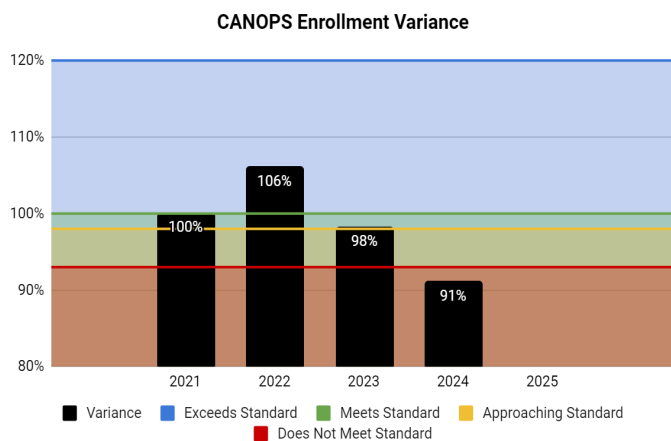
Enrollment Variance

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.

The following graphs illustrate trends in enrollment variance of the network over the course of CAHS' current charter term as well as the student enrollment at the school.



CANOPS had an overall enrollment variance of 100% and received an overall rating of **Meets Standard** in 2020-21. The network increased its enrollment variance to 106% in 2021-22 and received the rating of **Exceeds Standard**. During the third year of CAHS charter term, the was a decreased in overall enrollment variance at the network level but the network had a rating of **Meets Standard** in 2022-23

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 received a rating of **Meets Standard** for the 2023-24 school year, despite an enrollment variance of 91%. The projected enrollment for CAHS was 605 students. The school had 588 students enrolled in October of 2023 and 568 in February 2024. The average enrollment variance for the school would have been 95%, an approaching standard outcome.

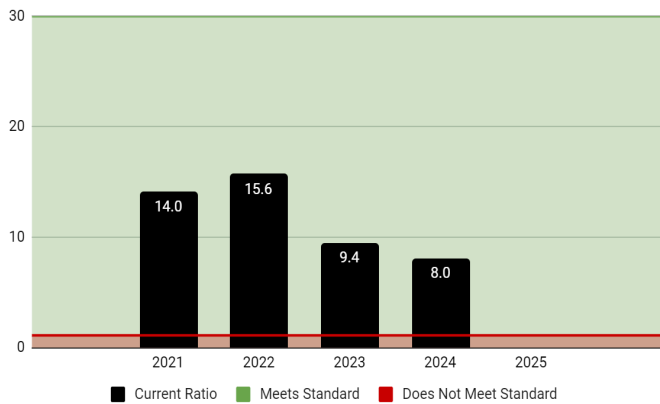
At the time of this report, the school did not have updated enrollment numbers for the 2024-25 school year.

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.

CANOPS Current Ratio



The corresponding graph illustrates trends of this measure. The network has consistently received a rating of **Meets Standard** throughout the school's current charter term. 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**. Due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year to assess 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.

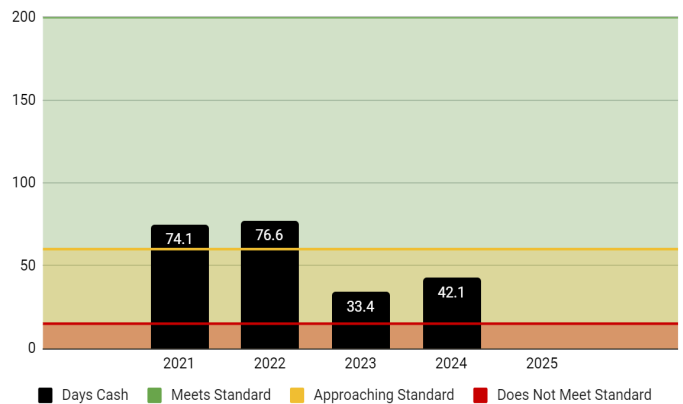
The rubric for this sub-indicator is as follows:

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.

The corresponding graph illustrates trends in days cash for the CANOPS network. In Year 1 and Year 2 of the school's current charter term, CANOPS received **Meets Standard** ratings with days cash amounts well over the 60 days required. Starting in Year 3, however, the network saw an overall decrease of 43.2 days. With the aforementioned letter from the network Board Chair, Lawrence Garatoni, the network maintained a rating of **Meets Standard**.

At the end of the 2023-24 school year, CANOPS had increased their days cash to 42.1. The network exhibited a one-year positive trend of 8.7 days. The network received a rating of **Meets Standard**. Due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year to assess this measure.

CANOPS 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:

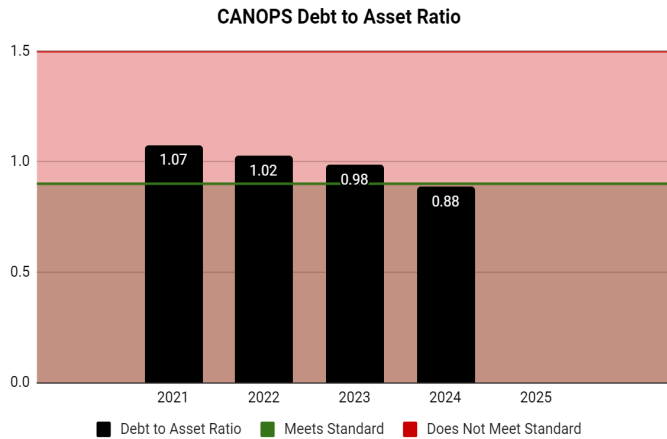
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

Throughout the school's current charter term, neither the network's auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the network received a rating of **Meets Standard** from the 2020-21 school year. Due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year to assess this measure.

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 corresponding graph illustrates trends in debt to asset ratio throughout the school's current charter term. Overtime, the network has worked to decrease its debt to asset ratio. While the ratios from the 2020-21 through the 2022-23 school year did not meet standard, the network received the rating of **Meets Standard** due the aforementioned letter from the network Board Chair, Lawrence Garatoni. During the school's fourth year of its current charter term, the network was able to decrease its debt to asset ratio to 0.88, an appropriate ratio and received a rating of **Meets Standard**. Due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year to assess this measure.

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 throughout its current charter term and the network received a rating of **Not Applicable** each year. 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?	
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 minimal concerns in the indicator measures. As the school transitions from an interim school leader to a principal, it will be necessary for the network to support the school's new leader in improving staff satisfaction, building upon observed academic successes, and supporting the school in increasing student proficiency.

	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	U/A
	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

Education One established new measures for its schools' governing boards during the 2021-22 school year to increase board capacity and expectations. Prior to, each board, including CANOPS' was held accountable to the following characteristics:

- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Managing Director of Education One;
- Clear understanding of the mission and vision of the school;
- Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary;
- Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school;
- Effective and transparent management of conflicts of interest;
- Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns;
- Adherence to its charter agreement as it pertains to governance structure;
- Collaboration with the school leader to establish clear objectives, priorities, and goals;
- Quarterly board training for all members;
- Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, engaging the school leader in school improvement plans; and
- Holding of all meetings in accordance with Indiana Open Door Law

Characteristics of quality board governance were observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the president and committees of the board. The findings were reported to the school's board of directors and leadership on a monthly basis. To receive a rating of 'Meets Standard,' a governing board would present no concerns in the characteristics of this sub-indicator.

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the sub-indicator characteristics.	The governing board presents concerns in a minimal number of the sub-indicator 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.

The Career Academy Network of Public Schools (CANOPS) governing board presented concerns in a minimal number of sub-indicator characteristics with a credible plan to address issues during the 2020-21 school year and received an overall rating of **Approaching Standard**. These included the implementation of processes and procedures to formally evaluate school leaders, the superintendent, and the board in a timely manner and communicating deficiencies or major organizational changes with the Executive Director of Education one in a timely manner.

These characteristics were expanded starting in Year 2 of the school's current charter term, the 2021-22 school year, to the following overarching measures:

- Focus on High Achievement;
- Commitment to Exemplary Governance;
- Fiduciary Responsibilities;
- Strategic Planning and Oversight; and
- Legal and Regulatory Compliance

Each measure has its own set of characteristics and is rated against the following rubric:

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.

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.

In Year 1 of the school's charter, the CANOPS governing board showed consistent evidence that board members not only believed in the mission and vision of the school, but assumed ultimate responsibility for the success of the students and the school. With the transition to new superintendent, the board was regularly presented with relevant student data to indicate academic progress towards goals and inform board decisions. The board was aligned in their definition of high academic achievement and maintained pre-pandemic expectations for school achievement and growth in results and programming initiatives. For those reasons, the network received a rating of **Meets Standard** during the 2021-22 school year.

During the 2022-23 school year, the governing board showed consistent evidence that board members not only believe in the mission and vision of the school, but assumed ultimate responsibility for the success of the students and the school. The board was regularly presented with relevant student data and school initiatives to indicate academic progress towards goals and inform board decisions. This was evidenced through the types of questions board members were asking. 31% of questions during the 2022-23 school year were geared towards academic performance. The board was aligned in their definition of high academic achievement and maintained high expectations for school achievement and growth in results and programming initiatives. For these reasons, the network continued to receive a rating of **Meets Standard**.

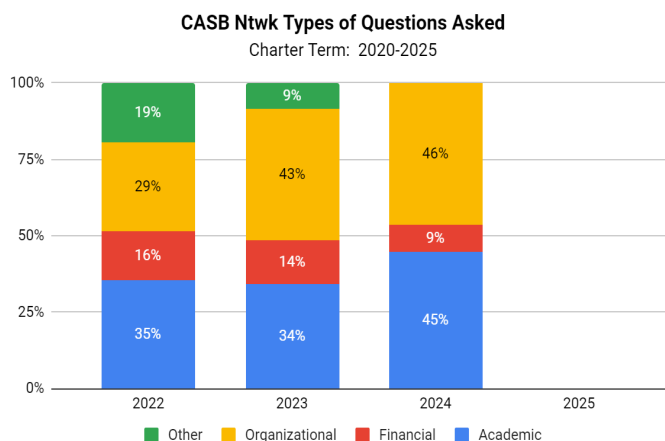
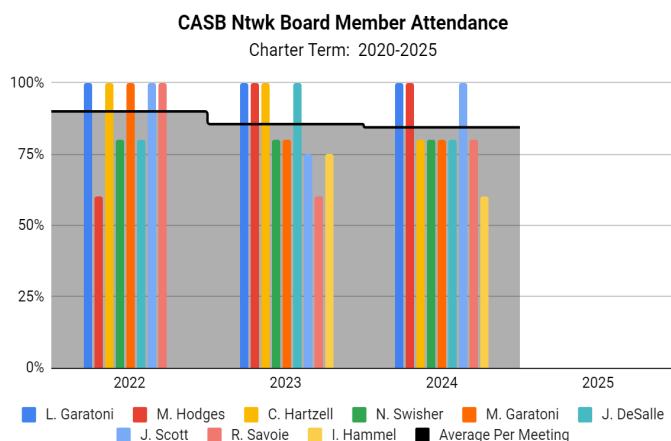
It was evident, throughout the 2023-24 school year, that each member of the CANOPS board believed in the mission of the network overall and those of each individual school. There was a clear agreement on what academic excellence was and members assumed ultimate responsibility for each school and the students and families they serve. Members of the board had a general understanding of how student achievement is measured at all levels, and sought 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. Based on evidence collected throughout the school year, the CANOPS governing board received a rating of **Meets Standard** in the fourth year of the school's charter term.

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.

The following graphs illustrated the trends in board member attendance and types of questions asked during the board meetings, starting in the 2021-22 school year.



In 2021-22, the second year of the school's current charter term, the CANOPS board members represented varied skill sets within business, community engagement, education, and finance. However, the board needs further development in the area of legal. The board was led by Board President Larry Garatoni. He proved to be able to effectively lead the board and engage members in various aspects of governance and commitments to the school. The board experienced change in membership throughout the year, with members retiring from the board. Mr. Garatoni was able to recruit and replace retired members in a timely manner with those who had appropriate background, skills, and connections in the community to support the mission and vision of the school.

The Career Academy Network governing board had an average attendance rate of 78.2% throughout the 2021-22 year. Majority of members averaged between 75.0 and 100% attendance. This indicated member investment in the school and its success. Engagement during public meetings averaged just over six questions per meeting. The majority of the questioning came from less than 30% of the board. The board evidenced comfortability or was provided with more opportunity to discuss academic and organizational issues during public meetings. Mr. Garatoni maintained consistent and timely communication, including the discussion of any deficiencies, during regularly scheduled meetings with the Executive Director of Education One. Complete and coherent meeting materials and notes were provided in a timely fashion throughout the school year.

Overall the network received a rating of Engagement of **Approaching Standard** with some concern around clarity in defined roles and responsibilities of members and committee. A more robust committee structure could have supported the board in being more strategic and efficient during meetings.

During the third year of the school's charter term, the board maintained a vast representation of skill sets mentioned previously with an area of growth to incorporate members with legal backgrounds. The board continued to be led by Board President Larry Garatoni. He led the board effectively and engaged members in various aspects. The board experienced change in membership again during the 2022-23 school year with retirements. Again, Mr. Garatoni was able to recruit and replace retired members in a timely manner with those who had appropriate background, skills, and connections in the community to support the mission and vision of the school.

The CANOPS board had an average attendance rate of 91.1%, an increase of 12.9 points from the 2021-22 school year. The majority of members averaged between 80.0 and 100% attendance, indicating members are invested in the schools and their success. Questions and comments were more evenly distributed amongst board members, further proving improved overall engagement during meetings. Based on the types of questions being asked, the board evidenced a comprehensive review of materials and general understanding of the school's mission and goals. 88.6% of questions posed were reflective of the three main performance areas in which the schools are being held accountable to, also an improvement from the previous school year.

Mr. Garatoni and Superintendent Jeremy Lugbill maintained consistent and timely communication, including the discussion of any deficiencies, during regularly scheduled meetings with the Executive Director of Education One. Complete and coherent meeting materials and notes were

provided in a timely fashion throughout the school year. Continued board development and/or ongoing training would prove beneficial for the board as the network expands its portfolio. A more robust committee structure could be implemented to support the board in being as efficient as possible with the oversight of more schools and locations. With a minimal number of concerns, the network received a rating of **Approaching Standard**.

During the 2023-24 school year, the board saw an average attendance rate of 84%. Mr. Garatoni remained Board President and continued to engage members during meetings. The board was composed of nine members, all of which brought a unique and diverse perspective to the board. They were 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 continue to 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. 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. With no areas of concern, the governing board received a rating of **Meets Standard** for Year 4 of the school's current charter term.

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.

In 2021-22 and 2022-23, based on submitted board meeting minutes and attendance at regularly scheduled meetings, the board reviewed and approved financial data regularly. The board maintained a balanced budget and financials provided to the board included a high level summary for a better overall understanding and ability to ask questions during public meetings. The board appropriately approved a budget each year, strategically aligning resources to support student achievement and growth, programming, and the overall mission and vision of the school.

As a whole, the board did not set a priority to investing time or other resources to the school outside of board meeting attendance for both of these years. As such, the school received a rating of **Approaching Standard** during the second and third year of the school's current charter term.

During the school's fourth year of its current charter term, the board approved a budget 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 increased 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, and engaged well with national, state, and local level leaders to support and advance the charter school sector.

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 and the board took the necessary steps required to rectify the situation. Based on evidence collected throughout the school year, the CANOPS governing board received a rating of **Meets Standard** for the 2023-24 school year.

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.

Every April, the board submits an annual self-assessment to Education One to evaluate the boards effectiveness in meeting the governance measures outlined in the school's Accountability Plan Performance Framework.

In 2021-22, the network's superintendent, Mr. Lugbill, established an organizational structure during public board meetings to allow the network to collaborate closely with each of the then three schools' leaders. Board minutes and attendance at meetings evidenced each school leader having a regularly scheduled time during board meetings to report academic and operational updates. Overall, the board worked throughout the 2021-22 school year to ensure that Mr. Lugbill and each school leader had the autonomy and authority to manage the school. The board gave direction to Mr. Lugbill to complete a formal evaluation of each school leader to highlight areas of commendation and growth.

The board did not have a clear succession plan in place for the school leader and/or new members, however, as board positions opened up throughout the year, CANOPS was able to maintain a full board, through strong recruitment efforts. Based on those findings, the network received a rating of **Meets Standard**.

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

The board still did not have a clear succession plan in place for the school leader and/or new members, however, as board positions opened up throughout the year, CANOPS has been able to maintain a full board, through strong recruitment efforts. This was also evidenced through the high quality hires of new school leaders at Career Academy Middle School and Success Academy Primary School for the 2022-23 school year. Based on these findings, the network received a rating of **Meets Standard**.

In 2023-24, the board developed a clear strategic plan, with the support of the network's superintendent. Annual goals were created that served as the foundation of the network and school leadership quarterly goals. The board, as previously stated, was organized in a way 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 has created and maintained an up-to-date succession plan and formal evaluations were conducted of all school leaders. For the fourth year of the school's charter term, the network received 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.

The CANOPS governing board has met all the characteristic requirements of this measure throughout Year 2, 3, and 4 of the school's current charter term. All meetings have been held in compliance with Indiana's Open Door Law and met all state and federal laws. The board maintained the highest standards of public transparency, accurately documenting meetings and board decisions, and adhering to all terms set for in the school's charter agreement. Policies and procedures were regularly created, reviewed, and revised when appropriate. Based on evidence collected throughout the charter term, the CANOPS governing board received consistent ratings 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.

In Year 1 of the school's current charter, the network delegated daily oversight obligations to Alex Hammel, Superintendent for all three CANOPS schools, as well as to three School Leaders. The Superintendent, along with the School Leaders and network staff, supported each of the three schools in areas such as curriculum and instruction, professional development, reporting, financial management, human resources, and technology.

Jeremy Lugbill served as the School Leader of CAHS during the 2020-21 school year, his second year in this role. As School Leader, he was primarily responsible for ensuring that academic and instructional development occurred, with support from the Curriculum Director. Mr. Lugbill also oversaw the implementation of discipline and behavior strategies. He was also accountable for state and authorizer reporting requirements and special education oversight.

Principal Lugbill continued to create an environment that emphasizes the importance of technology integration and project based learning experiences. Mr. Lugbill's major accomplishment this year was obtaining Early College accreditation for CAHS. Principal Lugbill attended all CASB Network board meetings as well as regularly scheduled meetings with the Assistant Director of Accountability and the Education One team. During these meetings, he collaborated and provided general updates pertaining to student performance, student recruitment and retention, school initiatives, and major events.

The 2020-21 school year proved to be nothing short of extraordinary due to a worldwide pandemic that caused all schools across the state to change instructional delivery methods. Mr. Lugbill and the CANOPS leadership team worked tirelessly with teachers and staff to create structures to ensure that the needs of families and scholars were met physically, mentally, emotionally, and academically. CAHS experienced frequent changes in approaches and strategies for implementing in-person and remote learning.

It is evident that Principal Lugbill was open to feedback and strove for continuous improvement pertaining to his own professional practices. However, data used towards continuous improvement needed to be analyzed at a deeper level to support differentiated instructional strategies to

meet the needs of a more diverse school population. Education One worked collaboratively with not only leadership at the school level, but with the network's overall leadership team, including the Superintendent and Director of Curriculum. While school level leadership communicated in an effective and timely manner, this same level of communication was not consistent with these two roles throughout the 2020-21 school year. CAHS received a rating of **Approaching Standard** for leadership due to the school and network leadership presenting concerns in a minimal number of sub-indicator characteristics.

During the 2021-22 school year, the second year of the school's current charter term, the network delegated daily oversight obligations to Jeremy Lugbill, as he took on the role of Superintendent, for all three schools. Nick Garstka, who had served as School Leader of Career Academy Middle School during the 2020-21 school year, began serving as school leader of CAHS during the 2021-22 school year. Over his tenure at Career Academy Network, he has demonstrated sufficient academic and leadership experience.

Mr. Garstka showed consistent communication with internal and external stakeholders, including presenting at public board meetings regarding school updates and programming. He engaged in a continuous process of improvement during scheduled site visits and data analysis meetings. Principal Garstka collaborated with Education One in various partnerships, including the principal's panel and speaking to pre-service teachers. The school received a rating of **Meets Standard** in the second year of its current charter term.

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

Nick Garstka was School Leader for CAHS during the 2022-23 school year. This was his second year as principal of the school and he demonstrated sufficient academic and leadership experience as he continuously improved upon or enhanced the programming and structures at CAHS throughout the year. CAHS and the network overall saw stability in key administrative positions throughout the school year. He effectively communicated with internal and external stakeholders. Mr. Garstka was an active participant in the continuous process of improvement with both internal and external stakeholders. He worked diligently to ensure classrooms were established with high quality staff and faculty. Principal Garstka also collaborated with Education One in various partnerships, including the principal's panel and speaking to pre-service teachers. The school maintained its rating of **Meets Standard**.

In 2023-24, the network was made up of five schools in South Bend, two high schools, one middle school, and two elementary schools. The network's board continued to delegate daily oversight obligations to Jeremy Lugbill, the network's Superintendent. Each of the five schools had its own principal. Mr. Lugbill, 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.

Mr. Nick Garstka served as CAHS' principal for the 2023-24 school year, his third year as the school's leader. Mr. Gartska continued to evidence the academic and leadership experience needed to lead CAHS. The school observed stability in key leadership positions that support the implementation of the mission and model. Staff had a clear understanding of roles and responsibilities. Principal Garstka was engaged throughout the school year with his team and Education One to support continuous improvement and systems that address deficiencies in a timely manner. Mr. Garstka consistently provided information to all stakeholders, specifically his network leadership team and the board of directors. Based on evidence collected throughout the school year, CAHS' school leadership received 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. OR The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

In Year 1 of its current charter, CAHS complied with all sub-indicator characteristics, including the submission of all required monthly documentation in a timely manner, complying with the terms of its charter, collaborating with Education One to meet various obligations, and participating in all scheduled meetings with the Education One team. However, documentation regarding leadership evaluations and school data required for the annual review were incomplete when due or not submitted at all. Thus, CAHS received a rating of **Approaching Standard** during the 2020-21 school year.

In Year 2, CAHS complied with all sub-indicator characteristics, including the submission of all required documentation in a timely manner, complying with the terms of its charter, collaborating with and participating in all scheduled meetings with the Education One team. Thus, CAHS received a rating of **Meets Standard**.

CAHS continued to comply with all sub-indicator characteristics, including the submission of all required documentation in a timely manner, complying with the terms of its charter, collaborating with and participating in all scheduled meetings with the Education One team. The school received a rating of **Meets Standard** for the third year of its current charter term.

In 2023-24, the school submitted all required compliance documentation in a timely manner as set forth by Education One, with some items missing that are network level reports. 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, CAHS received a rating of **Meets Standard**.

At the time of this report, no new evidence has been collected for the 2024-25 school year.

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.

In Year 1 of the school's current charter term, the school met standard throughout each quarterly compliance check for the creation and implementation of Individualized Learning Plans and instructional interventions and received an overall rating of **Meets Standard**. This trend continued into Year 2 of the charter term as the school's overall English Learner population continued to grow to 4%. The school provided monthly professional development for teachers to support the implementation of interventions specific to supporting English Learners. WIDA scores were analyzed at the beginning of the year to identify accommodations and interventions. The school maintained consistent communication with parents to provide updates on progress towards goals on a quarterly basis. Based on the qualitative and quantitative evidence collected, the school received a rating of **Meets Standard**.

In Year 3, the school's overall population is made up of 4.2% English Learners. The school continued best practices in communication between classroom teachers and interventions, evidenced by the pull out program focusing on the school's curriculum maps and pacing guide so that students are receiving support to benefit what is being taught in the classroom. It was evident that intervention time is maximized through appropriate materials and planning. Based on the qualitative and quantitative evidence collected, the school received a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

In 2023-24, 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. 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, CAHS received a rating of **Meets Standard**. At the time of this report, no new evidence has been collected for this measure for the 2024-25 school year.

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.

In Year 1 of the school's current charter term, the school met standard throughout each quarterly compliance check for the creation and implementation of Individualized Education Programs and instructional interventions and received an overall rating of **Meets Standard**. In Year 2, the school's Special Education population made up just under 25% of overall enrollment for the 2021-22 school year. CAHS provided scaffolded supports as students got older. Special Education students were provided with specific career supports to reinforce the school's mission and vision. The teacher of record met regularly with grade level teams to ensure push-in services were appropriate and consistent with what was being taught in the classroom. Similar to the English Learner program, Special Education staff provided monthly professional development for teachers to support the implementation of various interventions and strategies. Based on the qualitative and quantitative evidence collected, the school received a rating of **Meets Standard**.

During the 2022-23 school year, the school's Special Education population made up 26% of overall enrollment for the 2022-23 school year. CAHS implemented an effective balance of push in and pull out services. Similar to the English Learner program, Special Education staff communicated appropriately with general education classroom teachers to ensure student services were being implemented and interventions supported grade level content being provided during whole group instruction. Site visits during compliance checks further evidenced this communication as skills observed in general education settings were also observed in pull out settings. Based on the qualitative and quantitative evidence collected, the school received a rating of **Meets Standard** in Year 3 of its current charter term.

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. State outcomes indicate that Special Education students outperform their peers across the state. Based on evidence collected throughout the school year, CAHS receives a rating of **Meets Standard**. At the time of this report, no new evidence has been collected for this measure for the 2024-25 school year.

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 throughout its current charter term, as well as the participation rate of stakeholders.

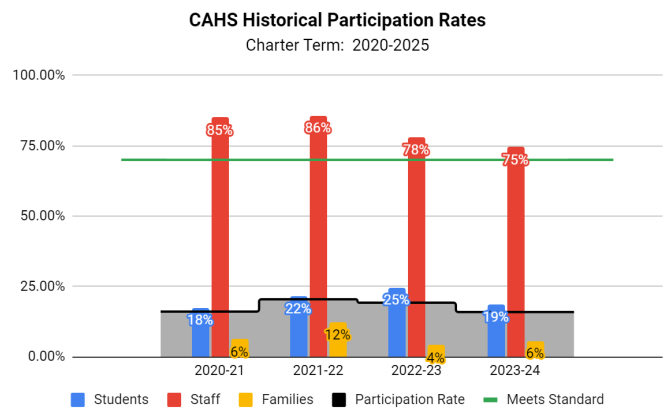
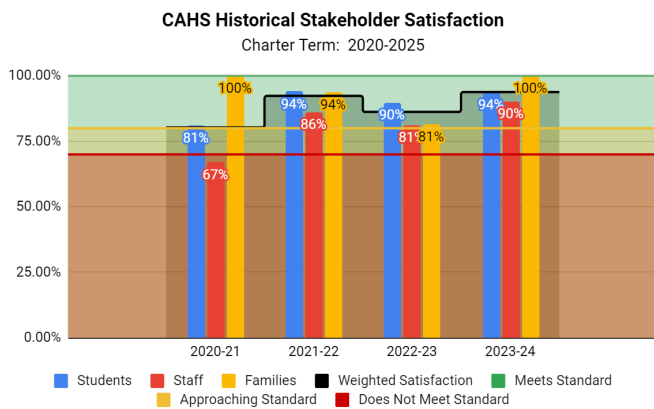


Table Key		
Meets Standard	Approaching Standard	Does Not Meet Standard

Satisfaction Rates					
	2021	2022	2023	2024	2025
Students	81%	94%	90%	94%	U/A
Staff	67%	88%	81%	90%	
Families	100%	94%	81%	100%	
Whole School	80%	92%	86%	94%	

Historically, the school has received high overall, weighted satisfaction rates from its surveys. The school has not evidenced appropriate structures and procedures, however, to increase stakeholder participation, especially with students and families. The positive results from the surveys may be invalid due to the lack of overall participation.