



Renewal Application

Dynamic Minds Academy

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Part I: Academic Performance

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

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
	Approaching Standard	Not Applicable	Approaching Standard	Approaching Standard	

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

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	AS	N/A	MS	MS	
	Attendance	AS	N/A	AS	AS	
	Achievement on Benchmark Assessment: Reading	N/A	N/A	DNMS	DNMS	
	Subgroup Achievement on Benchmark Assessment: Reading	N/A	N/A	MS	AS	
	Achievement on Benchmark Assessment: Math	N/A	N/A	DNMS	DNMS	
	Subgroup Achievement on Benchmark Assessment: Math	N/A	N/A	AS	DNMS	
	Growth on Benchmark Assessment: Reading	N/A	N/A	DNMS	DNMS	
	Subgroup Growth on Benchmark Assessment: Reading	N/A	N/A	DNMS	DNMS	
	Growth on Benchmark Assessment: Math	N/A	N/A	DNMS	DNMS	
	Subgroup Growth on Benchmark Assessment: Math	N/A	N/A	DNMS	DNMS	
State Academic Performance	Achievement on State Summative Assessment: Reading 3-8	N/A	N/A	N/A	N/A	
	Achievement on State Summative Assessment: Math 3-8	N/A	N/A	N/A	N/A	
	Growth on State Summative Assessment Reading 4-8	N/A	N/A	N/A	N/A	
	Growth on State Summative Assessment Math 4-8	N/A	N/A	N/A	N/A	
	Comparison to Local Schools	N/A	N/A	MS	AS	
	Reading Proficiency-Grade 3	N/A	N/A	N/A	N/A	
	Graduation Rate	N/A	N/A	N/A	N/A	
	College and Career Readiness	N/A	N/A	N/A	N/A	
Federal Academic Performance	Federal Accountability Rating	N/A	N/A	N/A	AS	
	Chronic Absenteeism	N/A	N/A	N/A	MS	
	Closing Achievement Gaps	N/A	N/A	N/A	N/A	
	Strength of Diploma	N/A	N/A	N/A	N/A	

Local Academic Performance

Instruction: Education One evaluates each of its schools on a regular basis, based on need and outcomes, to measure the quality of instructional practices through classroom walk-throughs, observations, and collaborative debriefs with the school leadership team. The team looks for the following instructional components:

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

During each site visit, classroom observation data is compiled to identify overarching trends across the school, both in commendations and recommendations. The school receives points (1-4) for each of the above-mentioned components based on the percentage of classrooms that did not implement the best practice appropriately or at all when it was necessary to support student proficiency and growth. Points are weighted based on the effect size on student achievement. The school's overall rating coincides with the sum of those weighted points. The rubric for Instruction is as follows:

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

In 2019-20, Dynamic Minds Academy (DMA) received a total of six site visits from August-February. The school's weighted sum was consistently in the mid to high Approaching Standard range. The majority of classrooms observed showed concern in rigorous and relevant instructional delivery and providing timely, growth oriented feedback to students. Throughout the year, however, the percentages of classrooms with cause for concern in those areas steadily decreased. By the last site visit conducted in winter of 2020, the school had a Meets Standard instructional rating. Unfortunately, all site visits for the remainder of the year were canceled due to the COVID-19 pandemic when all schools were closed from March-June. The following table illustrates the school's positive movement in decreasing the percentage of classrooms showing cause for concern. Boxes highlighted in yellow indicate an overarching area of concern for the month.

2019-20 Monthly Site Visit Percentage of Classrooms Showing a Concern								
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Aug.	57.1%	0.0%	0.0%	71.4%	14.3%	0.0%	0.0%	14.3%
Sept.	71.4%	0.0%	28.6%	71.4%	0.0%	0.0%	0.0%	14.3%
Oct.	66.7%	0.0%	16.7%	33.3%	16.7%	33.3%	0.0%	0.0%
Nov.	57.1%	14.3%	28.6%	28.6%	14.3%	28.6%	28.6%	42.9%
Dec.	No Site Visit Due to Winter Break							
Jan.	57.1%	14.3%	28.6%	42.8%	28.6%	14.3%	14.3%	0.0%
Feb.	14.3%	0.0%	28.6%	28.6%	14.3%	0.0%	0.0%	0.0%
Mar.	No Site Visits Due to Statewide School Closures and Implementation of Remote Learning							
Apr.								

Avg.	54.0%	4.8%	21.9%	46.0%	14.7%	12.7%	7.2%	11.9%
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DMA received an overall rating of **Approaching Standard** for Instruction for the 2019-20 school year.

During the school's second year in operation, 2020-21, DMA provided instruction to its students through in-person and virtual delivery methods, due to the COVID-19 pandemic. It was a year of constant change in instructional delivery methods based on the ever-changing health data the school's county and/or the state of Indiana was using to advise whether or not students could come to school in person. Education One recognized the importance of continuing to monitor each school's instructional effectiveness and providing stakeholders with feedback and next steps, despite DMA implementing a model inconsistent with their school's academic approach. Based on the COVID-19 pandemic and the inconsistency of overall instructional delivery, Education One suspended ratings for Instruction for the 2020-21 school year and DMA received a rating of **Not Applicable**.

In 2021-22, DMA student outcomes illustrated the appropriate amount of proficiency and growth on state and local assessments to receive quarterly site visits. The school received ratings of Meets Standard throughout the school year, showing no overarching areas of concern but opportunities to provide differentiated professional development to individual and/or small groups of teachers.

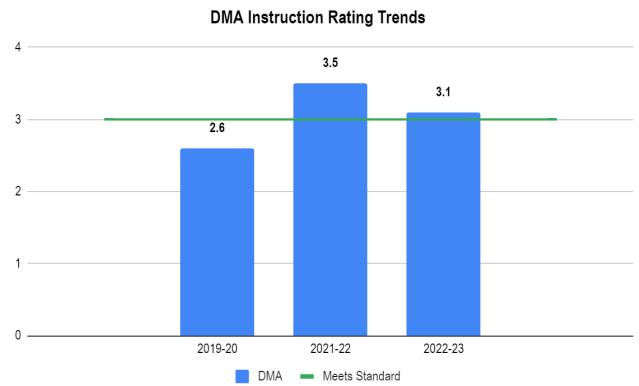
2021-22 Site Visit Percentage of Classrooms Showing a Concern								
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Sept.	33.3%	0.0%	25.0%	8.3%	0.0%	8.3%	0.0%	0.0%
Nov.	18.2%	0.0%	9.1%	0.0%	0.0%	9.1%	0.0%	0.0%
Feb.	36.4%	9.1%	9.1%	9.1%	0.0%	9.1%	9.1%	0.0%
Apr.	25.0%	8.3%	25.0%	8.3%	8.3%	16.7%	8.3%	8.3%

DMA received an overall rating of **Meets Standard** for Instruction for the 2021-22 school year.

DMA continued to receive quarterly site visits moving into the 2022-23 school year. Similar to the year before, the school received ratings of Meets Standard throughout the school year, showing no overarching areas of concern. Site visits in September and in May did see a higher percentage of classrooms needing support in rigorous and relevant instructional delivery and implementing IEPs appropriately with differentiated strategies. Both of these visits coincided with newer staff members being observed and the need for providing consistent professional development of academic expectations.

2022-23 Site Visit Percentage of Classrooms Showing a Concern								
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Sept.	40.0%	10.0%	0%	30.0%	0%	10.0%	0%	0%
Nov.	33.3%	11.1%	11.1%	0%	0%	22.0%	0%	0%
Feb.	22.2%	22.2%	11.1%	0%	11.1%	22.2%	11.1%	0%
Apr.	27.3%	45.5%	9.1%	0%	0%	18.2%	0%	0%

Similar to the 2021-22 school year, DMA received an overall rating of **Meets Standard** for Instruction for the 2022-23 school year. The corresponding graph illustrates the Instruction trends from DMA throughout its charter term.



Attendance Rate: Starting at the age of seven, students in Indiana are required to attend school regularly. The Indiana Department of Education defines habitual truancy as ten or more days absent from school, meaning students are required to attend school for 95% of the 180 days in a school year. The rubric for Instruction is as follows:

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

DMA has consistently had an average attendance rate around 93%, an **Approaching Standard** rating. The following table is a breakdown of the average attendance rates by grade level and the overall average that was reported and used to evaluate the school. Attendance is impacted by DMA's extended school year and the flexibility families have in determining week-long breaks.

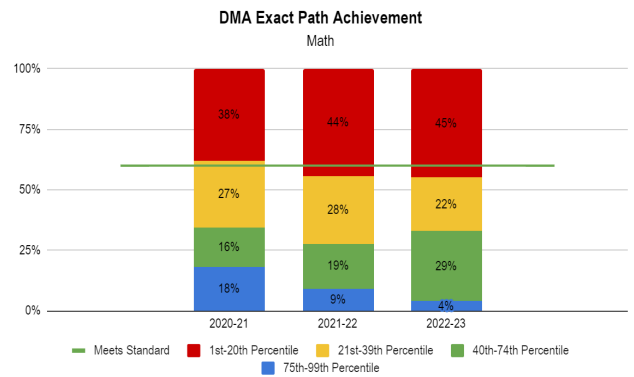
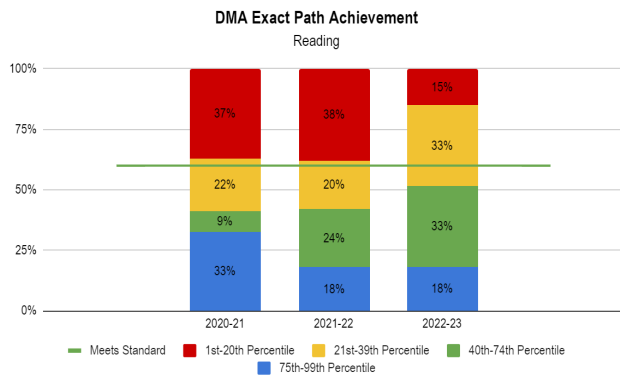
DMA Average Attendance Percentages				
	2019-20	2020-21	2021-22	2022-23
Littles	94.1%	92.6%	93.1%	94.2%
Middles	94.1%	93.9%	92.3%	93.6%
Bigs	91.9%	93.1%	94.3%	93.3%
School	93.7%	93.5%	93.5%	93.7%

Legacy Student Achievement on Benchmark Assessment: Education One requires all schools in its portfolio to measure student progress multiple times throughout the school year, using a tool selected by each individual school. Dynamic Minds Academy utilizes Exact Path to measure student progress at the beginning, middle, and end of the year in Reading and Math. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
70.0% or more of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	60.0-69.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	50.0-59.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	Less than 50% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.

When calculating Benchmark Assessment Legacy Data, Education One looks at students who have been enrolled at the school for two or more years and the grade level proficiency of those students. The table and graphs below and on the following page indicate the percentage of legacy students who met grade level proficiency standards at the beginning and end of each year in Reading and Math.

Year	Reading			Math		
	BOY Achievement	EOY Achievement	Change	BOY Achievement	EOY Achievement	Change
2021-22	32.0%	42.0%	+10.0	22.2%	27.8%	+5.8
2022-23	42.9%	49.0%	+6.1	60.8%	33.3%	-27.5



For the first year of DMA’s charter term, this measure was not rated because the school did not have legacy students. While data was collected and analyzed, the school received the rating of **Not Applicable** during the 2020-21 year for both reading and math due to the COVID-19 pandemic and frequent interruptions or changes in instructional delivery methods. Education One suspended ratings for benchmark results for all schools during the 2020-21 school year.

DMA began being rated for the achievement results of its legacy students during the 2021-22 school year. The school saw positive increases from beginning of year to end of year testing in both reading and math, however, the school received the rating of **Does Not Meet Standard** for both content areas. Also worth noting, with the implementation of a year round calendar, DMA did not see any negative movement from end of year testing for the 2021-22 school year to beginning of year testing in 2022-23. In fact, student achievement percentages increased between those two testing windows. However, the school continued to receive a rating of **Does Not Meet Standard**. The school was one percentage point away from being Approaching Standard in reading. Students in math did not maintain achievement levels similar to their peers and performed at lower percentiles causing a decrease in the percentage of students performing on grade level.

Since the school’s first year to measure student achievement, DMA has seen increased proficiency of its students in reading and math. At the beginning of the 2021-22 school year, 32.0% of legacy students were performing at grade level compared to other students of the same age. This increased by 17.0 points over a two year period throughout the charter term. Similarly in math, legacy students had an achievement percentage of 22.2%. This increased by 11.1 points throughout the charter term.

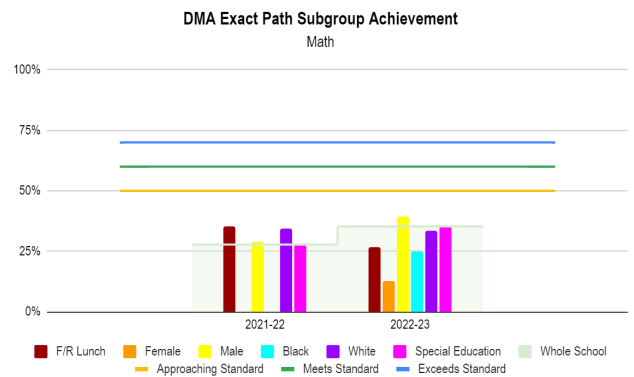
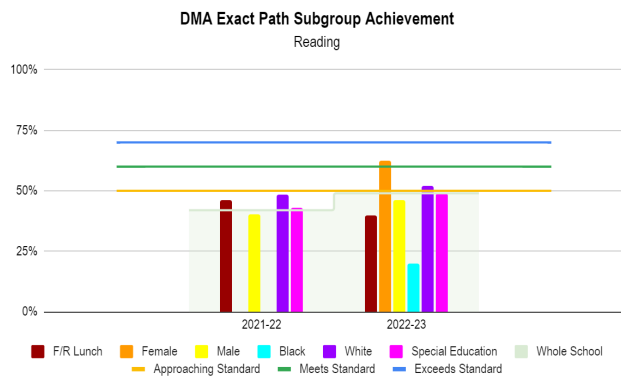
Subgroup Achievement on Benchmark Assessment: Successful implementation of the educational model is also monitored by analyzing the results of the school’s represented subgroups to ensure equitable opportunities are provided for all students enrolled and achievement gaps are closing. The school receives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

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

The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
<p>The percentage of students in the identified subgroup increased overall achievement by more than 15.0% from beginning of the year to end of the year.</p> <p>OR</p> <p>70.0% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.</p>	<p>The percentage of students in the identified subgroup increased overall achievement by 10.0-15.0% from beginning of the year to end of the year.</p> <p>OR</p> <p>60.0-69.9% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.</p>	<p>The percentage of students in the identified subgroup increased overall achievement by 7.5-9.9% from beginning of the year to end of the year.</p> <p>OR</p> <p>50-59.9% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.</p>	<p>The percentage of students in the identified subgroup increased overall achievement by less than 7.5% from beginning of the year to end of the year.</p> <p>OR</p> <p>Less than 50.0% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.</p>

The following graphs and table compare the achievement of each subgroup at DMA during the 2021-22 and 2022-23 school years.



Subgroup Breakdown					
Subgroup	Average Population %	Reading		Math	
		2021-22	2022-23	2021-22	2022-23
Female	14%	N/A	✗	N/A	✗
Male	86%	✗	✗	✗	✗
Black	17%	N/A	✗	N/A	✗
White	64%	✓	✗	✓	✗
F/R Lunch	23%	✓	✓	✓	✗
Special Education	100%	✓	✗	✗	✗

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

In 2021-22, the school received a rating of **Meets Standard** for reading and **Approaching Standard** for math. The school's rating declined in 2022-23 to **Approaching Standard** in reading and **Does Not Meet Standard** in math.

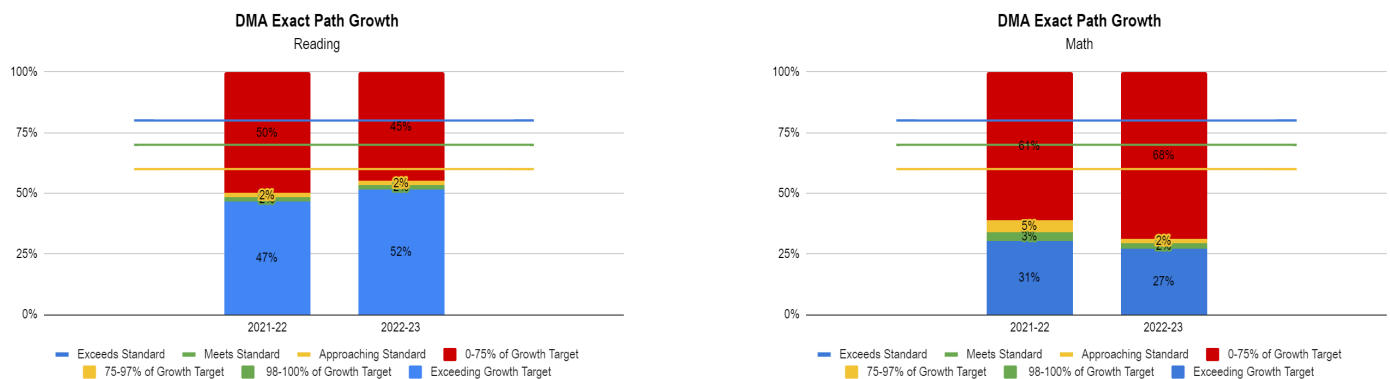
Growth on Benchmark Assessment: Education One analyzes the percentage of students who meet or exceed growth targets established by the school's benchmark assessment. Students included in this percentage took the benchmark assessment at the beginning and end of the year. The school receives separate annual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

The rubric for this sub-indicator is as follows:

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

The first year DMA would have been measured for growth on benchmark assessment was during the 2019-20 school year. Due to the COVID-19 pandemic and schools closing from March-June, DMA was unable to assess students at the end of the year. The school received a rating of **Not Applicable** for that year. Similar to achievement, schools were not held accountable for growth outcomes during the 2020-21 due to the lasting effects the COVID-19 pandemic had on instructional delivery. Education One suspended all academic outcome related ratings for the 2020-21 school year.

DMA's benchmark assessment, Exact Path, provides students with an expected amount of points their initial score needs to grow by in order to meet adequate growth. Education One identified a student having made adequate growth as one who increased their initial score by 97% of the set target. The graphs below indicate growth made by DMA during the 2021-22 and 2022-23 school year.

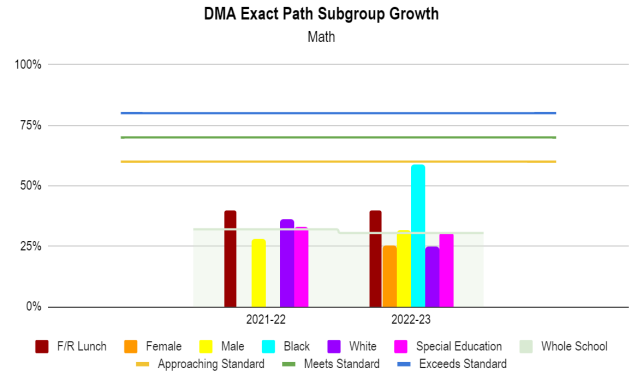
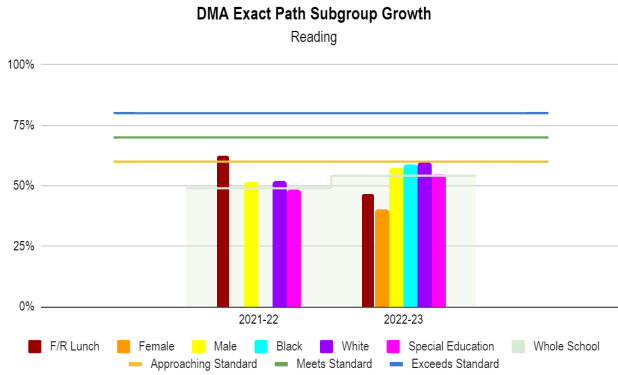


In 2021-22, 49% of students met their growth targets by at least 97% in reading. That same year, only 34% of students met growth targets by at least 97% in math. Both percentages received a rating of **Does Not Meet Standard**. DMA did increase the percentage of students meeting growth targets in reading during the 2022-23 school year by 5 points to 54%, however the school received a rating of **Does Not Meet Standard**. In math, less students met growth targets in 2022-23. Only 29% of students met growth targets by at least 97% in math, a 5 point decrease, and received a rating of **Does Not Meet Standard**.

Subgroup Growth on Benchmark Assessment: Education One measures the success of the school's implementation of its educational model by analyzing the percentage of students in the school's represented subgroups. The school receives separate annual ratings, utilizing data from the school's chosen benchmark assessment, at the end of the year in reading and math for the following subgroups:

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

The following graphs and tables illustrate each subgroup's growth performance during the 2021-22 and 2022-23 school year and whether or not the subgroup met standard according to the Accountability Plan Performance Framework.



Subgroup Breakdown					
Subgroup	Average Population %	Reading		Math	
		2021-22	2022-23	2021-22	2022-23
Female	14%	N/A	✗	N/A	✗
Male	86%	✗	✗	✗	✗
Black	17%	N/A	✗	N/A	✗
White	64%	✗	✗	✗	✗
F/R Lunch	23%	✗	✗	✗	✗
Special Education	100%	✗	✗	✗	✗

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

Similar to whole school growth ratings, DMA received ratings of **Does Not Meet Standard** in both 2021-22 and 2022-23 in reading and in math.

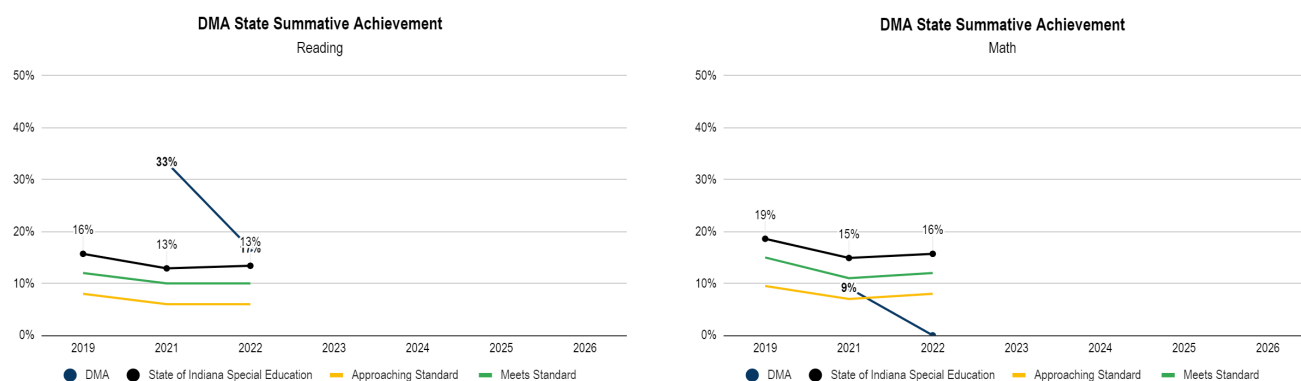
State and Federal Academic Performance

Legacy Student Achievement on Summative Assessment: Education One measures the performance of its schools by looking at legacy student data. A legacy student is one who has attended the school for two years. Education One believes that in order for the full effect of the school’s instructional programming to be observed and measured by assessment results, the student should have attended the school a minimum of two years.

Due to this stipulation, state assessment legacy data was first reported using spring 2021 results during the 2021-22 school year. When calculating and rating the success of the school’s performance on the state summative assessment, Education One compares legacy student passing percentages to that of the state as a whole. The rubric is as follows:

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

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



Dynamic Minds Academy has a near 100% Special Education population. Therefore, the school is always compared to the state’s Special Education population results. In Indiana, 13% of Special Education students in grades three through eight met or exceeded grade-level standards on the 2022 English/Language Arts ILEARN Assessment. At DMA, 17% of legacy students in similar grades met or exceeded grade-level standards. The school outperformed the state by 4 points. Due to harmless legislation, the school received a rating of **Not Applicable**.

In math, however, the state of Indiana had 16% of students in grades three through eight meet or exceed grade-level standards on the 2022 Math ILEARN Assessment. At DMA, no legacy students in similar grades met or exceeded grade-level standards. Due to harmless legislation, the school receives a rating of **Not Applicable**.

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

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

The state never released public information regarding growth data for the 2021 or 2022 ILEARN assessment and the school received ratings of **Not Applicable** for both years.

Comparison to Local Schools: Education One compares its portfolio schools to surrounding community schools that serve students with similar demographics and are within 10 miles of the school's location to ensure the charter school is providing a quality choice to the community. Achievement and growth results from the state summative assessment are utilized to identify how Education One schools are performing against their comparative local schools. To meet standard, a school's overall performance in both achievement and growth outpaces the comparison schools at least 75% of the time. The rubric for Comparison to Local Schools is as follows:

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

DMA's innovative model makes it difficult to compare to specific schools, unless those schools are in direct competition based on academic and support approach of students with autism. Therefore, the following table identifies the performance measures that DMA outperformed comparison districts' and/or schools' Special Education students, which are highlighted in green.

As previously stated, only achievement data for the 2021 and 2022 state assessment was publicly released, making it the only performance measure that could be compared. DMA's proficiency outpaced comparison schools/districts 80.0% of the time in 2021. The school received a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework, based on achievement results only. In 2022, the school outpaced comparison schools/districts 50.0% of the time and received a rating of **Approaching Standard**. The graphs below illustrate those comparisons.

School Name	2021 ILEARN Comparison Data		2022 ILEARN Comparison Data	
	English/Language Arts Achievement %	Math Achievement %	English/Language Arts Achievement %	Math Achievement %
Dynamic Minds Academy	24.0%	15.0%	19%	3%
Charter School #1	5.1%	5.1%	11%	6%
Charter School #2	6.3%	6.7%	3%	3%
District #1	27.5%	33.8%	30%	38%
District #2	5.7%	5.9%	8%	9%
District #3	6.5%	6.2%	8%	7%

IREAD-3: The purpose of the Indiana Reading Evaluation and Determination (IREAD-3) assessment is to measure foundational reading standards through grade three. IREAD-3 is a summative assessment that “requires the evaluation of reading skills for students who are in grade three beginning in the spring of 2012 to ensure that all students can read proficiently before moving to grade four.” IREAD-3 is administered two times per year, round one taking place in the spring and round two taking place in the summer for those students who did not pass the first round assessment. The rubric is as follows:

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

Dynamic Minds Academy never had enough students in its third grade cohort for data to be released publicly throughout the current charter term and received the rating of **Not Applicable** each year.

Graduation Rate: Education One monitors the four year cohort graduation rate of each of its high schools and how it compares to the state of Indiana as a whole. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school’s graduation rate is greater than the state’s graduation rate.	The school’s graduation rate is within 0-10.0% of the state’s graduation rate.	The school’s graduation rate is within 10.1-15.0% of the state’s graduation rate.	The school’s graduation rate is more than 15.0% away from the state’s graduation rate.

Due to the school’s special population and cohort size, the school received the rating of **Not Applicable** each year of its current term.

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

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

To learn more about Indiana’s federal accountability system and ESSA click [here](#). The rubric for Federal Accountability Rating is as follows:

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

The table below represents the school's designations for each of the statewide goals as well as the overall designation for the 2021-22 school year. This was the first and only year the school received a federal rating. The school received a designation of Approaches Expectations and receives a rating of **Approaching Standard**.

Overall Designation	Approaches Expectations		
Elementary and Middle School Indicators			
Achievement: E/LA	Does Not Meet Expectations	Achievement: Math	Does Not Meet Expectations
Growth: E/LA	No Rating	Growth: Math	No Rating
Closing the Gaps: E/LA	No Rating	Closing the Gaps: Math	No Rating
Language Proficiency for EL	No Rating	Addressing Chronic Absenteeism	Does Not Meet Expectations
High School Indicators			
Achievement: E/LA	No Rating	Achievement: Math	No Rating
Growth: E/LA	No Rating	Growth: Math	No Rating
Graduation Rate	No Rating	Diploma Strength	No Rating
Language Proficiency for EL	No Rating	Addressing Chronic Absenteeism	Does Not Meet Expectations

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

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

The state did not release public data regarding closing achievement gaps for any year that DMA has had available data to measure this area. Therefore the school received a rating of **Not Applicable** throughout its current charter term.

Strength of Diploma: Diploma strength measures whether students completed the requirements of Indiana's Core 40 diploma designation or higher, and did not receive a waiver from any graduation requirements. Education One monitors each of its high schools and how it compares to the state of Indiana as a whole. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's diploma strength was greater than the state's diploma strength.	The school's diploma strength was within 0-10.0% of the state's diploma strength.	The school's diploma strength was within 10.1-15.0% of the state's diploma strength.	The school's diploma strength was more than 15.0% away from the state's diploma strength.

Data utilized for this measure was not available for DMA due to cohort size and the school received a rating of **Not Applicable** throughout its current charter term.

Part II: Financial Performance

The Financial Performance review gauges both short-term financial health as well as long term financial stability, while accounting for key financial reporting requirements. Part II of this review consists of seven indicators designed to measure the overall financial viability of the school. All sub-indicators are noted in the school’s Accountability Plan Performance Rubric.

Overall Rating for Financial Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2013-24
	Approaching Standard	Approaching Standard	Approaching Standard	Meets Standard	

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

Sub-Indicator	Year 1	Year 2	Year 3	Year 4	Year 5
Financial Management	MS	MS	MS	MS	
Enrollment Variance	DNMS	AS	DNMS	ES	
Current Ratio	MS	MS	MS	MS	
Days Cash	AS	AS	DNMS	MS	
Debt Default/Delinquency	MS	MS	MS	MS	
Debt to Asset Ratio	MS	MS	MS	MS	
Debt Service Coverage	N/A	N/A	N/A	N/A	

Financial Management: Education One measures the capacity of the school’s financial management by the following characteristics:

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

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

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

DMA utilized Donovan CPAs 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 December of 2020 and there were no significant deficiencies or weaknesses noted with the school’s financial controls. 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.

The State Board of Accounts submitted their findings for DMA’s 2021 fiscal year financial audit on December 21, 2021. The SBOA provided areas of recommendation for the school to address and the school provided a letter of assurance documenting the adjustment of financial procedures regarding rent or invoices from The Hope Source. Quarterly financials were submitted to Education One consistently and in a timely fashion throughout the year. For these reasons, the school received a rating of **Meets Standard** for the 2021-22 school year.

The State Board of Accounts received the financial audit for DMA in May of 2023 for the period July 1, 2021 to June 30, 2022. The audit was prepared in accordance with established guidelines. One finding was identified with an official response from Samantha Bandy, the school’s Education Director. The school regularly submitted complete quarterly financial statements that were utilized to assess financial indicators throughout the school year. With no significant deficiencies, the school received a rating of **Meets Standard** for the 2022-23 school year.

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

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

Over the school’s charter term, enrollment variance has been a sub-indicator closely watched by the school and Education One. Due to Dynamic Minds Academy’s model and partnership with a local behavior therapy provider, enrolling students often depended on outside factors out of the school’s control.

During the school’s first year, DMA had an enrollment count of 113 students as of September 2019 and an enrollment variance of 84%. The school received a rating of **Does Not Meet Standard** on their Accountability Plan Performance Framework. The school improved upon its budgeting and during the 2020-21 school year, DMA had a variance of 97% based on a budgeted enrollment of 111. Therefore, DMA received a rating of **Approaching Standard**. Unfortunately, in 2021-22 the school experienced frequent difficulties in

getting their students out of the enrollment queue due to their therapy provider not having the staff to support the student outside of the academic part of their day. The final enrollment variance was 79.5% based on a budgeted enrollment of 132 and DMA received a rating of **Does Not Meet Standard**. By 2022-23, the Education Director and governing board created a budget around a very obtainable enrollment target, increased their marketing efforts, and identified ways to support the enrollment process with their therapy provider. The school had an average enrollment variance of 101.5% and received a rating of **Exceeds Standard**.

Current Ratio: With regard to its current ratio, the school's current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months) The rubric is as follows:

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

The following table illustrates the current ratios of each year, along with the school's rating:

Current Ratio		
2019-20	142.6	Meets Standard
2020-21	91.4	Meets Standard
2021-22	3.4	Meets Standard
2022-23	6.5	Meets Standard

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

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

The following table illustrates the current ratios of each year, along with the school's rating. During the schools first three years of its charter term (2019-20 through 2021-22) the days cash number to meet standard was 90 days. Education One changed the metrics during the 2022-23 school year to reflect practices of authorizers across the country and the rubric above.

Days Cash		
2019-20	61.9 days	Approaching Standard
2020-21	45.7 days	Approaching Standard
2021-22	27.2 days	Does Not Meet Standard
2022-23	57.8 days with one-year positive trend	Meets Standard

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

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

In the case of DMA, neither its auditors nor its creditors provided any indication that the school had defaulted on its debt obligations throughout its charter term and the school received the rating of **Meets Standard** according to its Accountability Plan Performance Framework each year.

Debt Service Coverage: Education One tracks the school's debt service coverage on a quarterly basis, similar to the other financial indicators. This indicator was not available for the school during the school's current charter term and they received Not Applicable each year.

Part III: Organizational Performance

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

Overall Rating for Organizational Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
	Meets Standard	Meets Standard	Approaching Standard	Approaching Standard	

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

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Governing Board	Focus on High Academic Achievement	MS	MS	AS	MS	
	Commitment to Exemplary Governance			AS	AS	
	Fiduciary Responsibilities			AS	AS	
	Strategic Planning and Oversight			AS	AS	
	Legal and Regulatory Compliance			MS	MS	
School Leader	Leadership	MS	MS	MS	MS	
Compliance	Reporting Requirements	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 DMA's 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 Dynamic Minds Academy governing board complied with and presented no concerns in the sub-indicator characteristics for both the 2019-20 and 2020-21 school year. These characteristics would be expanded on for the 2021-22 and 2022-23 school year under the following areas:

- 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 same rubric:

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

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

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

The DMA governing board showed consistent evidence that board members not only believe in the mission and vision of the school, but assume ultimate responsibility for the success of the students and the school. During the 2021-22 school year, the board demonstrated a basic understanding of how student achievement is measured at the school and was not regularly provided with updates on student achievement during scheduled meetings, outside of reports from Education One, in order to use data to inform board decisions. Based on that summary, the school received a rating of **Approaching Standard** according to its Accountability Plan Performance Framework. This improved during the 2022-23 school year. The board regularly reviewed school statistics and updates provided by the Education Director, Samantha Bandy, and Education One to monitor progress towards goals created by the board as well as measures found in the school's Accountability Plan Performance Framework. Based on that summary, the school received a rating of **Meets Standard**.

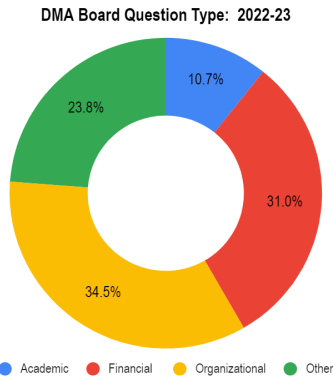
Commitment to Exemplary Governance: Education One measures the quality of a governing board through their commitment to exemplary governance, as evidenced by their ability to build and maintain a high-functioning and engaged board, and the implementation of best governance practices. More specifically,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

- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;
- Investment in the board's development, through orientation for new members and ongoing training for existing members;
- Clearly defined roles and responsibilities for officers, committees, and board members;
- Employment of a robust committee structure to accomplish board work strategically and efficiently;
- Engagement during meetings through questioning, commenting, etc. based on a comprehensive review of all board materials prior to the meeting;
- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One; and
- Timely distribution of board meeting materials to Education One prior to any publicly held meeting, that includes academic, financial, and organizational updates.

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

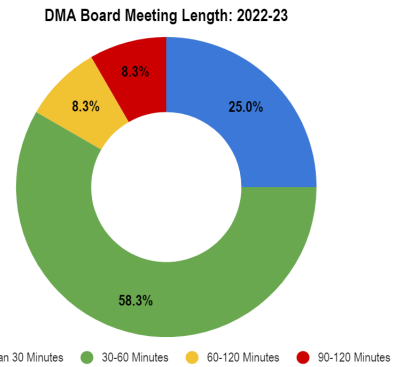
The board has been led by Board President Joel Harris throughout the school's charter term and has proven to be able to effectively lead the board. The average attendance rate for the 2021-22 year was 85.0%, which increases to 87.7% in 2022-23. This indicates member investment in the school and its success. Engagement during public meetings averaged just over ten questions per meeting.





Overall engagement at the board level during meetings has improved throughout the school's current charter term. The board averaged just over three comments or questions per board member each meeting around academic, financial, and organizational performance, as well as other topics that may not fall under these performance areas. Engagement was also purposeful to the overall structure of the board and meeting, with the appropriate amount of agenda items required for discussion, allowing the majority of meetings to last between 30 and 60 minutes.

Mr. Harris 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 each of the school years.



The board has not invested in board development of existing or new members, which will be important as the school has recently received alternative status and a differentiated Accountability Plan Performance Framework with new measures to hold the school accountable. As the board continues to increase its capacity and size, it is also important for more committees to be more clearly defined in their roles and structures. As such, the school received a rating of **Approaching Standard**, for both 2021-22 and 2022-23, presenting a minimal number of characteristics as areas of concern with plans to address them.

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

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

Based on attendance to monthly board meetings and submitted board minutes, members of the DMA board were consistently presented with updated financials. The board approved annual budgets each year that strategically aligned to the school's needs and goals.

Education Director Samantha Bandy, is able to provide synopsis and explanation of any noted changes or answers to questions members may have. Engagement after financial statements have been presented has increased since the 2021-22 school year, indicating an increased understanding of the school's financials. The DMA board, as a whole, still has not set a priority to setting and meeting realistic fundraising goals or investing time or other resources to the school outside of board meeting attendance. The school receives a rating of **Approaching Standard** in 2021-22 and 2022-23.

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

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

In April of 2022 and 2023, the board completed and submitted a self-assessment, evaluating their strengths and areas for improvement, in relation to the school's Accountability Plan Performance Framework. This provided the board with an opportunity to evaluate their performance in order to set goals and plan strategically for the future.

Overall, the DMA board is organized to meet school goals and plans. They have ensured the Education Director has the autonomy and authority to manage the school and provide strong oversight when it comes to organizational and financial decisions. The board and the Education Director work collaboratively and effectively, both providing feedback to one another when defining and setting processes and procedures for the school overall. There is a clear process for conducting formal evaluations of the Education Director and management partner to ensure that each stakeholder is accountable for their roles and responsibilities.

The board participated in an annual retreat to discuss a longer term vision of the school. It is still in the process of developing clear goals for the school and board to support strategic planning. Based on these findings, the school received a rating of **Approaching Standard** for both 2021-22 and 2022-23, according to its Accountability Plan Performance Framework.

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

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

All meetings during the 2021-22 and 2022-23 school year were held in compliance with Indiana's Open Door Law and met all state and federal laws. The board maintained the highest standards of public transparency, accurately documenting meetings and board decisions, and adhering to all terms set for in the school's charter agreement. Therefore, the school received a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

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

Samantha Bandy served as Executive Director of Dynamic Minds Academy throughout the school’s charter term. DMA’s first year of operation proved to be nothing short of extraordinary. Ms. Bandy rose to the occasion to tackle all the various challenges presented to both her and the school as a whole. She demonstrated appropriate academic and leadership qualities by working to collaborate with her staff to establish clear academic expectations, work with the therapy provider to ensure goals of students were being met, and create systems and structures to continuously improve upon practices. This was ever apparent during the COVID-19 school closures and move towards remote learning. Ms. Bandy worked tirelessly with her leadership team, teachers, and staff to create structures for IEP services and education to continue remotely from March until June of 2020.

Executive Director Bandy and her leadership team continued to create processes, procedures, and instructional resources despite the pandemic uprooting their instructional model during the 2020-21 school year. The team, under the leadership of Ms. Bandy, navigated another unprecedented year in a school that serves such a distinct and specialized population of students appropriately with intentionality. Decisions were made with students and staff in mind, doing their absolute best to maintain the model of the school. Benchmark assessment increases in achievement and growth provide evidence of all the hard work completed by the DMA leadership team and staff.

As the effects of the pandemic began to wind down during the 2021-22 school year, Ms. Bandy and her team focused on curriculum and teacher development to support teachers in various instructional practices and strategies. She continued to demonstrate effective academic and leadership experience into the 2022-23 school year, maintaining key personnel that caused no area of concern in the momentum and progress the school had made from its first three years in existence.

Since 2019-20, Executive Director Bandy has communicated effectively with the school’s Board of Directors, Education One, and therapy provider. Communication is centered on pertinent information regarding the success of the school’s program. Clarity of roles and responsibilities have improved overtime as the school works closely with its therapy provider in its academic spaces. This is an example of Ms. Bandy’s engagement in the continuous process of improvement. She participates effectively during each meeting with

Education One and is open to feedback regarding any area showing deficiencies. Based on this summary, the school received a rating of **Meets Standard** in leadership each year of its charter term.

Compliance

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

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

The rubric for this sub-indicator is as follows:

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

DMA has consistently 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 throughout its charter term. Thus, DMA received a rating of **Meets Standard** each year since 2019-20, according to its Accountability Plan Performance Framework.

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

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

The rubric for this sub-indicator is as follows:

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

Education One commends DMA and the processes and procedures it has established in ensuring compliance with Special Education laws and regulations were upheld for a school that enrolls close to 100% of students who have some type of an Individualized Educational Plan. The school leadership and staff at DMA understand and implement high quality interventions and strategies to serve students with autism and other disabilities. This was evidenced throughout quarterly site visits and review of student files that were consistently up to to date.

Due to its model and partnership with its therapy provider, the school did need to implement language in its contract to ensure students who are not receiving required interventions from the partner therapy provider can bring outside providers to support IEPs in 2022-23. Overall, the school received a rating of **Meets Standard** according to its Accountability Plan Performance Framework each year of its term.

Part IV: School Climate

The School Climate Review gauges the culture of the school in meeting the needs of students, staff, and parents in order to ensure overall effectiveness. Part IV of this review consists of two indicators designed to measure how well a school is providing the appropriate conditions for stakeholder success. All sub-indicators are noted in the school's Accountability Plan Performance Rubric.

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
	Not Applicable	Meets Standard	Meets Standard	Meets Standard	

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

During the 2019-20 school year, the school was unable to give end of year surveys due to the COVID-19 pandemic. The school received a rating of **Not Applicable** for that year.

In 2020-21, DMA surveyed its students, staff, and families on their overall satisfaction with the school. The school had an average satisfaction rate of 80.9% and received a rating of **Meets Standard**. In 2021-22, that percentage increased to 84.6%, maintaining the **Meets Standard** rating. The percentage went down by only tenths of a point to 83.9% in 2022-23, also a **Meets Standard** rating. The table below showcases the overall percentage of satisfaction by stakeholder for each year.

Stakeholder Survey Results Over Time			
	2020-21	2021-22	2022-23
Students	91.7%	82.5%	80.2%
Staff	70.3%	78.9%	84.5%
Families	80.6%	90.9%	88.6%

**Percentage color coding indicates what the rating would have been for that individual stakeholder, consistent with the rubric for this measure