



2023-24 ANNUAL REVIEW

CAREER ACADEMY HIGH SCHOOL

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Education One, L.L.C.

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REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

| Overall Rating for Academic Performance | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|----------------|----------------|----------------------|----------------|---------|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| | Not Applicable | 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 | |
| | Proficiency on State Summative Assessment: E/LA | N/A | N/A | MS | ES | |
| | Proficiency on State Summative Assessment by Subgroup: E/LA | N/A | N/A | MS | ES | |
| | Proficiency on State Summative Assessment: Math | N/A | N/A | MS | MS | |
| | Proficiency on State Summative Assessment by Subgroup: Math | N/A | N/A | MS | MS | |
| | Comparison to Local Schools | N/A | MS | MS | MS | |
| | Graduation Pathways Completion | ES | ES | ES | ES | |
| | College and Career Credentials | ES | N/A | ES | N/A | |
| | College and Career Coursework | N/A | N/A | N/A | ES | |
| | Diploma Strength | N/A | N/A | MS | AS | |
| | Chronic Absenteeism | N/A | N/A | ES | MS | |

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

STATE AND FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating

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

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

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

| Overall Designation | Meets Expectations | | |
|------------------------------------|-------------------------|----------------------------|-------------------------|
| Achievement: E/LA | Approaches Expectations | Achievement: Math | Approaches Expectations |
| Growth: E/LA | No Rating | Growth: Math | No Rating |
| Graduation Rate | Exceeds Expectations | Strength of Diploma | Approaches Expectations |
| Language Proficiency for EL | No Rating | Student Attendance | Meets Expectations |

Based on the information released by the Federal Department of Education, Career Academy High School (CAHS) receives a rating of **Meets Standard** based on the school’s Accountability Plan Performance Framework. A rating of Meets Expectations, according to the state of Indiana, recognizes a school that meets expectations in that most students have attained or are on pace to meet the state’s long-term goals with few exceptions. All student groups meet expectations for academic achievement or academic progress. For high schools, the interim progress target for graduation rate has been met.

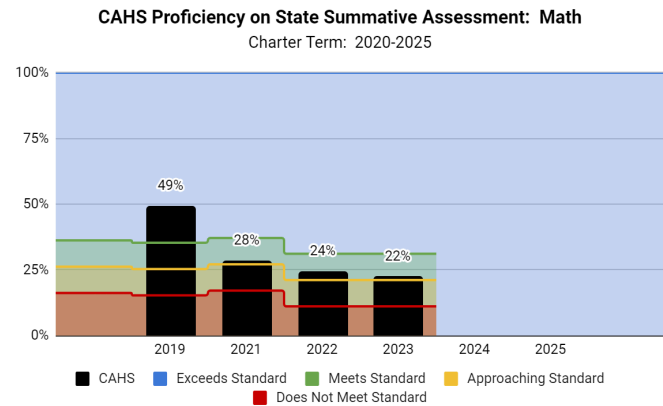
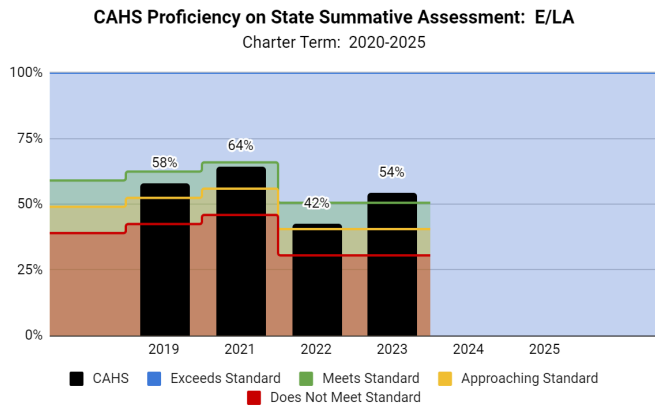
Proficiency on State Summative Assessment

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 11 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. All data utilized in this measure's review is from the 2022-23 school year.

The following graphs illustrate the historical trends of the school and state passing rates throughout the school's current charter term defined within this review. All students, regardless of legacy status, are included.



English/Language Arts: In Indiana, 51% of students in grade 11 met or exceeded standards on the 2023 Evidence Based Reading and Writing SAT assessment. At CAHS, 54% of students met or exceeded standards on the same assessment. The school **Exceeds Standard** by outperforming the state by 3 points. The success of CAHS in meeting or exceeding standards on standardized assessments reflects the dedication, expertise, and collaborative efforts of our entire school community.

Math: In Indiana, 31% of students in grade 11 met or exceeded standards on the 2023 math SAT assessment. At CAHS, 22% of students met or exceeded standards on the same assessment. With a difference of 9 points, the school **Meets Standard**. Despite the performance being adequate, the consistent decrease in percentage of students meeting performance standards overtime warrants further root cause analysis and systems of support.

Subgroup Proficiency on State Summative Assessment

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

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

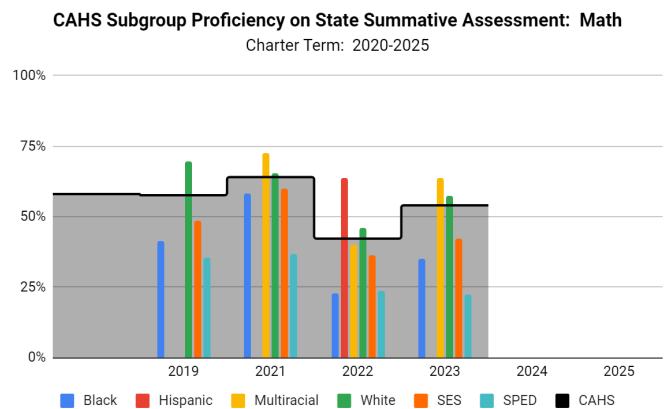
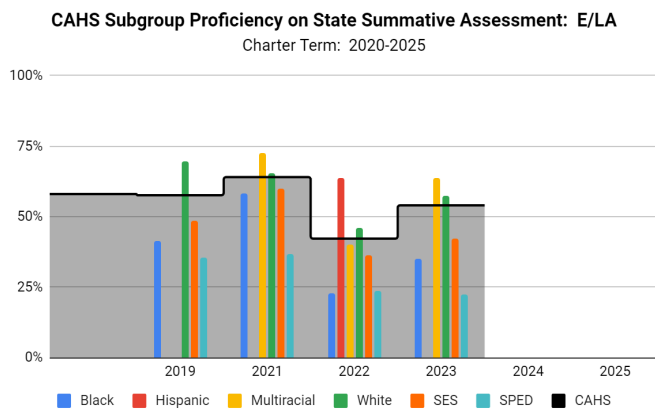
The rubric used for this measure is as follows:

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

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

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

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



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

| Subgroup Information | | | English/Language Arts | | | | Math | | | |
|----------------------|-------------------|------------------|-----------------------|-----------------|------------|-----------|------------------|-----------------|------------|-----------|
| Subgroup | School Population | State Population | School Passing % | State Passing % | Difference | Rating | School Passing % | State Passing % | Difference | Rating |
| Black | 29% | 13% | 35% | 26.2% | +8.8 | ES | 10% | 9.2% | +0.8 | ES |
| Multiracial | 10% | 5% | 64% | 46.9% | +17.2 | ES | 9% | 24.7% | -15.7 | AS |
| White | 48% | 64% | 58% | 57.7% | +0.3 | ES | 28% | 36.9% | -8.9 | MS |
| F/R Lunch | 50% | 49% | 42% | 34.2% | +7.8 | ES | 18% | 15.4% | +2.6 | ES |
| SPED | 26% | 18% | 22% | 15.7% | +6.3 | ES | 11% | 6.6% | +4.4 | ES |

English/Language Arts: It is evident that students at CAHS are outperforming their peers across the state, regardless of subgroup type. However, upon review of disaggregated data, it’s clear that Black students consistently perform below their peers at the same school. Overall, the school **Exceeds Standard**.

Math: The school continues to outperform similar subgroups in math as well. Multiracial students, however, are approaching standard based on their performance. The same trend observed in English/Language Arts can be seen in math as well, with Black students underperforming compared to their peers at their own school. Overall, the school **Meets Standard**.

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

| School Name | E/LA Proficiency | Math Proficiency |
|---|------------------|------------------|
| CAHS | 54% | 22% |
| Clay High School | 38% | 13% |
| Riley High School | 36% | 14% |
| Washington High School | 20% | 4% |
| Purdue Polytechnic High School South Bend | 50% | 25% |

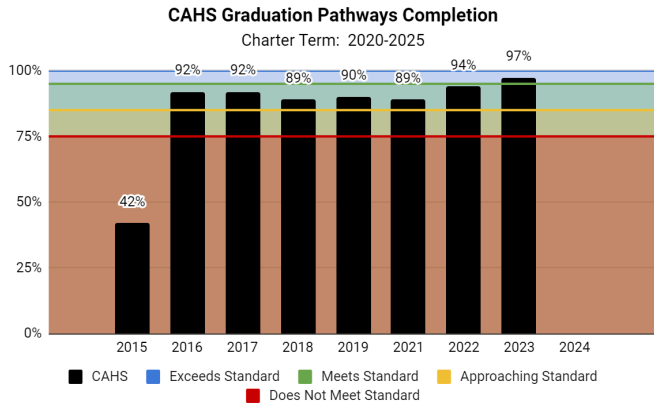
Overall, CAHS outperformed comparison schools 87.5% of the time when looking at proficiency on the SAT. This demonstrates the efficacy of innovative approaches and highlights the importance of continuous improvement in education. The school receives a rating of **Meets Standard**.

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 graph illustrates the trends of the school's graduation rates throughout the school's current charter term, as well as from the previous year. Official graduation rates are released well into the next academic year in the state of Indiana. The state of Indiana saw a four-year cohort graduation rate of 95% in 2022-23. CAHS' graduation rate was 97%. Based on this percentage, the school receives a rating of **Exceeds Standard** for Graduation Pathways Completion. By meeting graduation requirements, the school is preparing students for success in a rapidly changing world and equipping them with the knowledge, skills, and abilities needed to navigate college, career, and life with confidence and competence.



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% but is greater than the local school district. | Less than 20.0% of grade 12 students earn high quality college and/or career credentials. |

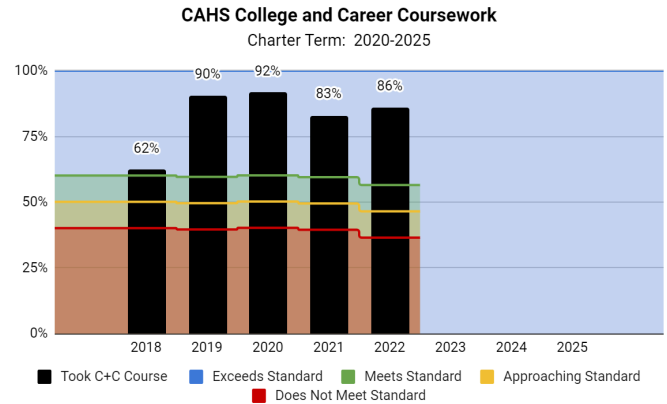
The state has not provided any new data for this measure since the 2021 cohort. Therefore, the school receives a rating of **Not Applicable**.

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. |

Most recent data from the Indiana Department of Education indicates that the 2022 cohort had 86% of students passed an AP exam or take a Dual Credit course. Passing AP exams or Dual Credit courses indicates that students are academically prepared for college-level work. It demonstrates their ability to handle rigorous coursework, which is a key indicator of college readiness. High pass rates in AP exams or Dual Credit courses reflect positively on the quality of the school's curriculum and instruction. It shows that the school offers challenging courses that adequately prepare students for higher education. The corresponding graph illustrates trends over time for CAHS. The school receives a rating of **Exceeds Standard**. This is the first time the school has been rated for this measure in this capacity.



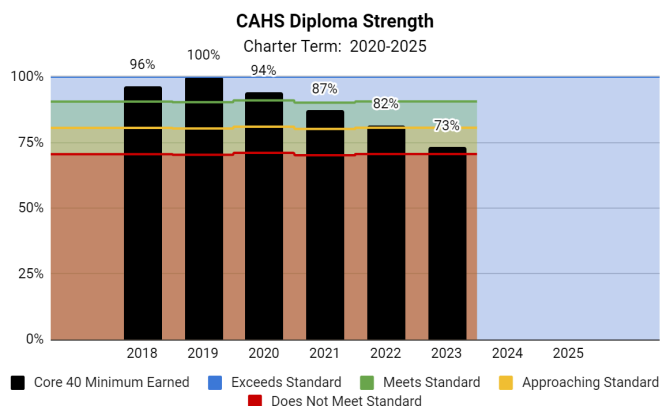
Diploma Strength

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. |



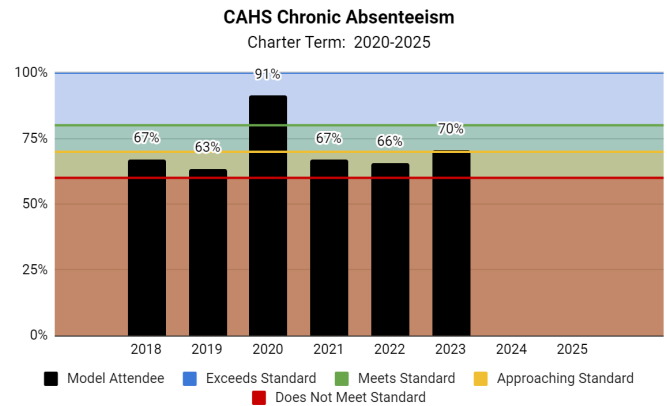
In 2023, CAHS had 73.1% of grade 12 students earn at least a Core 40 Indiana Diploma. In that same year, the state of Indiana had 90.6% of grade 12 students earn similar diplomas. With a difference of 17.5 points, the school receives a rating of **Approaching Standard**. The graph illustrates trends in diploma strength for CAHS. Diploma strength has consistently declined overtime. High rates of graduation waivers may raise questions about accountability and the effectiveness of graduation requirements in preparing students for college and career success. The school may need to reassess their intervention strategies and support systems to better address the needs of struggling students.

Chronic Absenteeism

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

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

The corresponding graph illustrates trends overtime for CAHS throughout its current charter term. Based on the current model attendee rate of 70%, the school receives a rating of **Meets Standard**. Schools with low chronic absenteeism rates are more likely to have higher graduation rates, as students who attend school regularly are more likely to stay on track for graduation and complete their high school education. Low chronic absenteeism rates are often associated with higher academic achievement and proficiency levels.



LOCAL ACADEMIC PERFORMANCE

Instruction

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

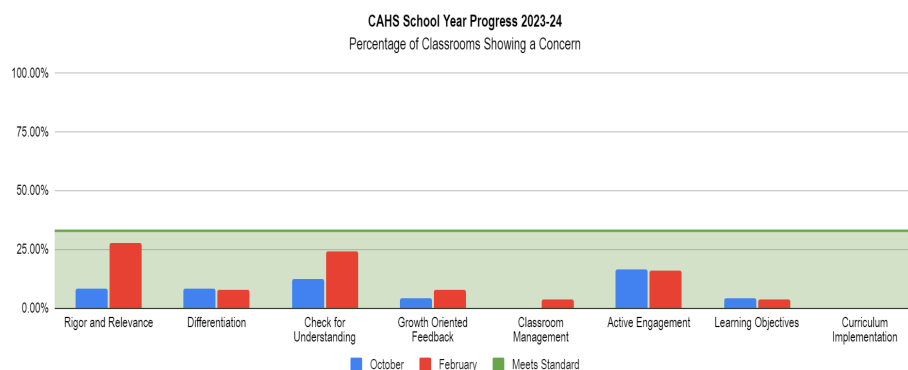
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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

The rubric for this measure is as follows:

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



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

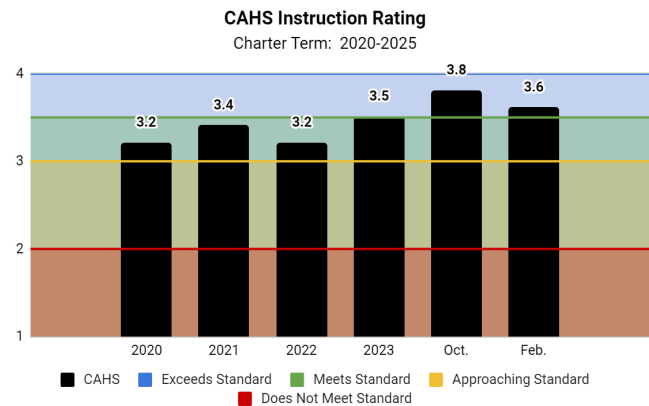
Any area that had 50% or more classrooms exhibiting misalignment to the best practice were recommended as areas of focus and improvement

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

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

| | October | February |
|---------------------------|---------|----------|
| Rigor + Relevance | 8.3% | 28.0% |
| Differentiation | 8.3% | 8.0% |
| Checks for Understanding | 12.5% | 24.0% |
| Growth Oriented Feedback | 4.2% | 8.0% |
| Classroom Management | 0.0% | 4.0% |
| Active Engagement | 16.7% | 16.0% |
| Learning Objectives | 4.2% | 4.0% |
| Curriculum Implementation | 0.0% | 0.0% |

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



During each site visit, the CAHS observed no overarching areas of concern as it pertained to the instructional best practices identified above. Students were consistently engaged in content with explicit connections to the real-world and able to explain and justify their thinking.

Feedback helped students understand what they did well and where they could improve. Teachers and students exhibited positive relationships amongst each other that created an environment where students were attentive and forced on the teacher or task at hand and were able to engage in hands-on activities while collaborating with peers.

Based on the qualitative and quantitative evidence collected throughout the 2023-24 school year, CAHS receives a rating of **Exceeds Standard** with an average instruction rating of 3.7 points.

Attendance

The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE. Average attendance is submitted to and reported out by Education One, however, on a monthly basis. Starting at the age of seven, students in Indiana are required to attend school regularly. IC 20-20-8-8 defines habitual truancy as ten or more days absent from school, meaning students are required to attend school for 95% of the 180 days in a school year. Attendance is calculated in the following way:

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

The rubric for this measure is as follows:

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

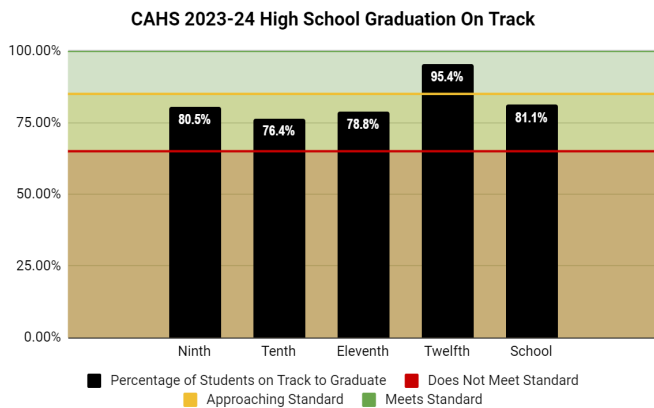
The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. CAHS had an average attendance rate of 96.9% and, thus, **Meets Standard** according to the school's Accountability Plan Performance Framework.

| Attendance Breakdown | | | | | |
|----------------------|-------|---|---|-------|---|
| Ninth | 97.1% | ✓ | Twelfth | 97.1% | ✓ |
| Tenth | 96.4% | ✓ | School | 96.9% | ✓ |
| Eleventh | 96.9% | ✓ | Key: ✓ = Meets Standard, ✗ = Approaching Standard, ✖ = Does Not Meet Standard | | |

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%. |



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. Based on these findings, it is expected for the 2024 cohort to earn the amount of credits needed to graduate at a meets standard rating. The remaining three grades fall within the approaching standard range. Based on these findings, the school receives a rating of **Approaching Standard**.

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 at or above grade level proficiency exceeds the state's percentage of students at or above proficiency from the previous school year. | Legacy students outperform non-legacy students by 5.0-7.5%. Or 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 from the previous school year. | Legacy students outperform non-legacy students by 2.5-4.9%. Or 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 from the previous school year. | Legacy students outperform non-legacy students by less than 2.5%. Or 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 from the previous school year. |

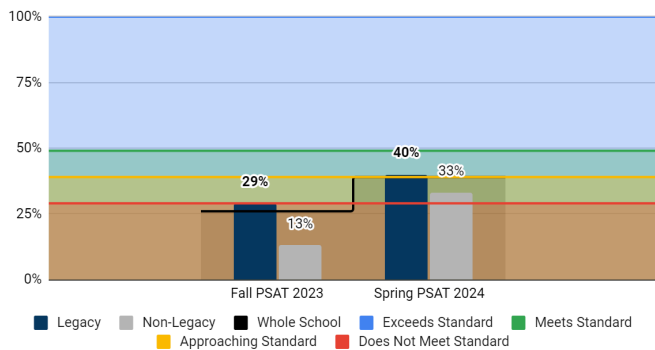
The school utilized the Preliminary SAT (PSAT) as its chosen benchmark test, which is administered by the College Board. This assessment serves primarily as a practice test for the SAT, which is a Graduation Qualifying Exam (GQE) for the state of Indiana. The PSAT was given in the fall and spring of the current school year.

The following table and 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. The ratings in the table below are indicative of the end of year proficiency percentage, only, for context of overall expectations to move students towards 70% proficiency.

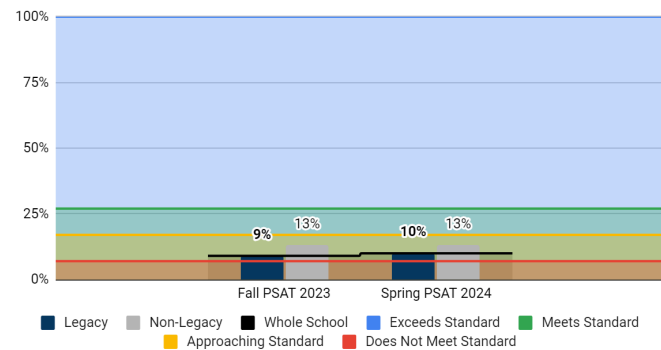
| Historical Proficiency | | | | | | | |
|------------------------|--------------|----------------------|-------------------------|--------|----------------------|-------------------------|--------|
| | | Reading | | | Math | | |
| | Population % | Baseline Proficiency | End of Year Proficiency | Rating | Baseline Proficiency | End of Year Proficiency | Rating |
| Legacy | 84% | 29% | 40% | ✗ | 9% | 10% | ✗ |
| Non-Legacy | 16% | 13% | 33% | ✗ | 13% | 13% | ✗ |
| Whole School | 100% | 26% | 39% | ✗ | 9% | 10% | ✗ |

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

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 receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework. 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. The academic accomplishments of legacy students highlight the effectiveness of the school's instructional practices and support systems, making it a compelling choice for families seeking a different educational experience.

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 receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework. The disparity in achievement between legacy and non-legacy students is a cause for pause, as it may illustrate that the school's math instruction is not up to par with surrounding schools. Similarly, the school saw almost no improvement in the percentage of students who met the standards to pass the assessment.

Part II: Financial Performance

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

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

Is the school in good financial standing?

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

What does the Overall Rating for Financial Performance mean?

| | |
|--------|--|
| Year 1 | The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on August 11, 2015 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2022. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. Because of this guarantee, the school received an overall rating of Meets Standard. However, the network needs to continue to decrease the debt to asset ratio. |
| Year 2 | The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on August 11, 2015 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2022. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. Because of this guarantee, the school received an overall rating of Meets Standard. However, the network needs to continue to decrease the debt to asset ratio. |
| Year 3 | The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on August 11, 2015 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2022. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. The school received an overall rating of Meets Standard. However, the network must complete the financial audit for July 1, 2021 through June 30, 2022. The network also needs to build back its days cash reserve and continue to decrease the debt to asset ratio. |
| Year 4 | The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on July 7, 2022 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2025. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. The school received an overall rating of Approaching Standard due to the lack of a completed financial audit for July 1, 2022 through June 30, 2023. This is the second year in which the network has been a year behind in financial audits. The network has restructured its financial team to increase capacity for submitting financials and completing audits in a timely manner. The network has decreased its debt to asset ratio to a Meets Standard metric and has worked to increase days cash since June of 2023. |

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

Financial Management

Education One measures the capacity of the school's financial management by the following characteristics:

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

These characteristics are observed on a quarterly basis as well as annually when new financial information is provided by the school and the State Board of Accounts (SBOA). The rubric for this sub-indicator is as follows:

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

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

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

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

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

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

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

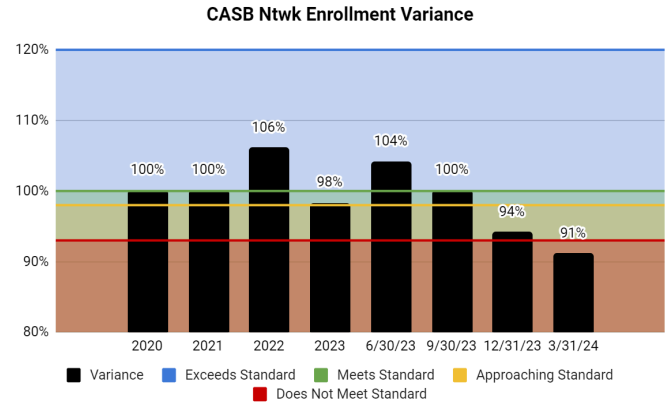
Enrollment Variance

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

The rubric for this sub-indicator is as follows:

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

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



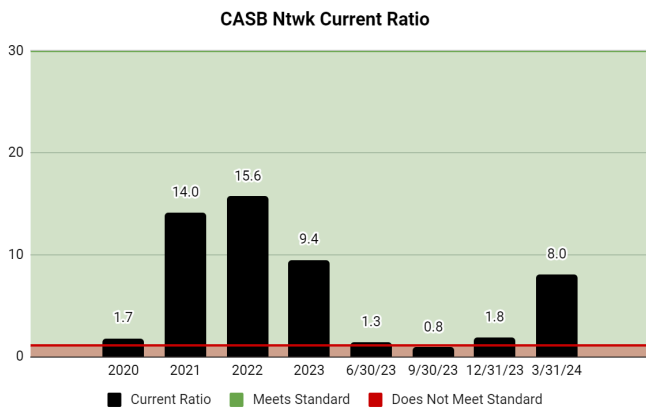
The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on July 7, 2022 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2025. This commitment is binding for the Garatoni-Smith

Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. Therefore, the school receives a rating of **Meets Standard**. The corresponding graph illustrates trends in enrollment variance.

Current Ratio

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

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



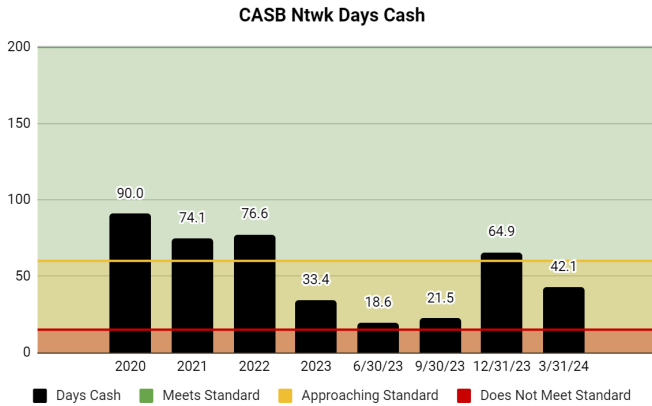
At the time of this report, the school's assets exceed its current liabilities with a ratio of 8.0, and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends of this measure.

Days Cash

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

The rubric for this sub-indicator is as follows:

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



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

Debt/Default Delinquency

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

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

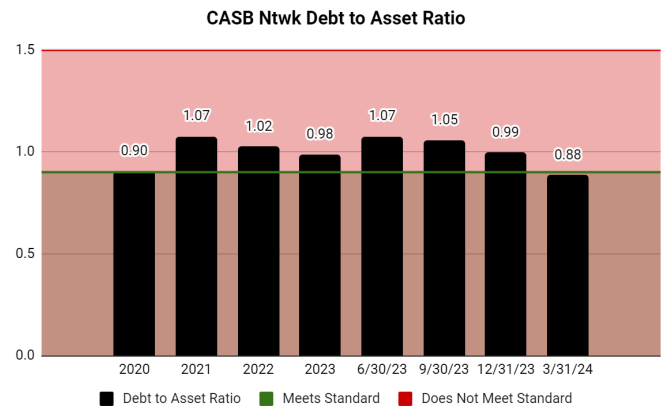
At the time of this report, neither the school's auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the school receives a rating of **Meets Standard**.

Debt to Asset Ratio

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

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

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



Debt Service Coverage

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

The rubric for this sub-indicator is as follows:

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

Part III: Organizational Performance

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

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

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

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

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

GOVERNING BOARD

Focus on High Academic Achievement

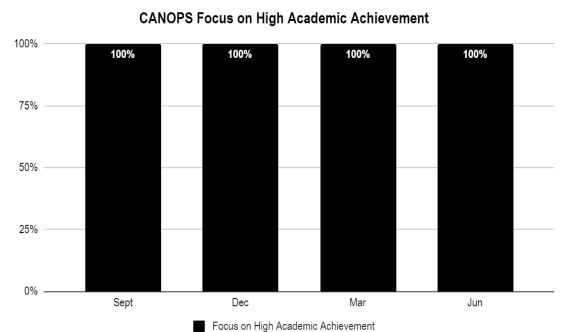
Education One expects governing boards to consistently work towards fulfilling the mission of the school and promises of the charter, and to know whether or not students are on track for high-levels academic achievement, as evidenced by the following characteristics:

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

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

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

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



Commitment to Exemplary Governance

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

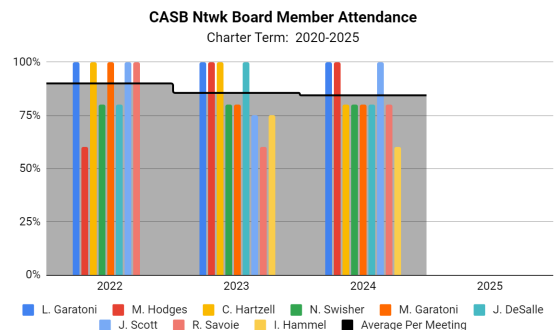
- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;

- Investment in the board’s development, through orientation for new members and ongoing training for existing members;
- Clearly defined roles and responsibilities for officers, committees, and board members;
- Employment of a robust committee structure to accomplish board work strategically and efficiently;
- Engagement during meetings through questioning, commenting, etc. based on a comprehensive review of all board materials prior to the meeting;
- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One; and
- Timely distribution of board meeting materials to Education One prior to any publicly held meeting, that includes academic, financial, and organizational updates.

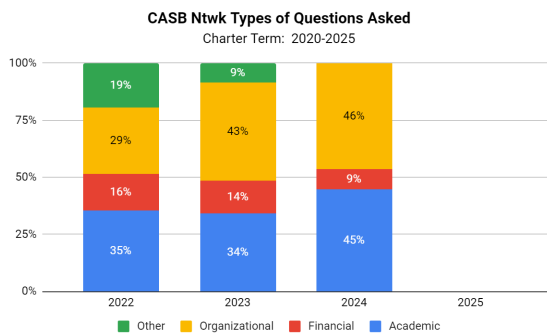
Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

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



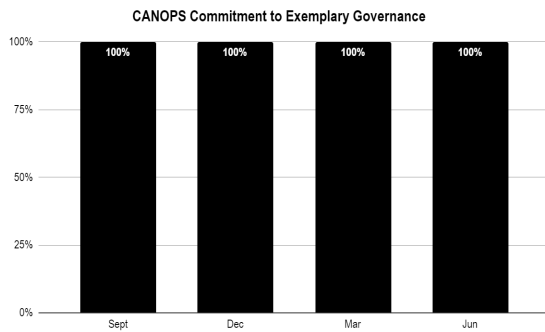
The board is composed of nine members, all of which bring a unique and diverse perspective to the board. They are all highly qualified with experiences in business, community engagement, education, and finance. The board does engage with legal counsel during and outside of meetings. However, it would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



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

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

advance of the scheduled board meeting.



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

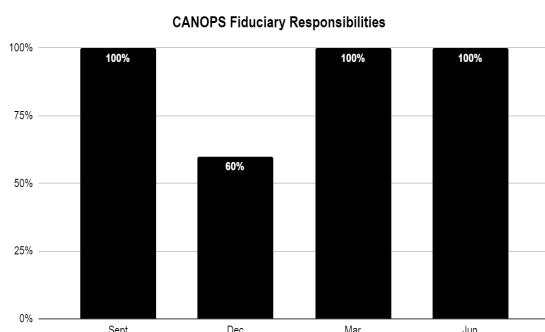
Fiduciary Responsibilities

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

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

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

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



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

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

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

Strategic Planning and Oversight

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

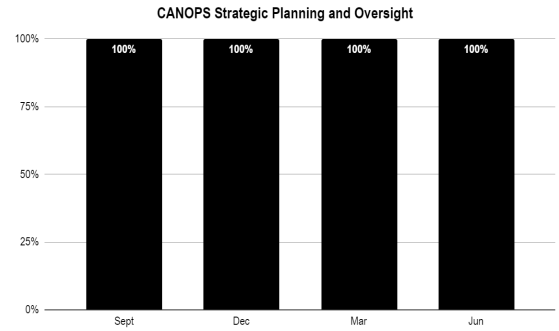
- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the school's future;
- Set annual goals for the school, board, and each board committee;
- Organize the board, its committees, and all meetings in order to meet the school's annual goals and strategic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

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

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

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

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



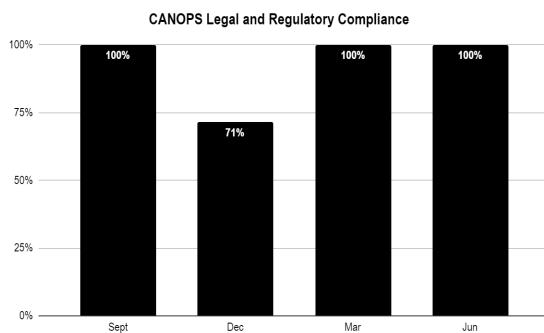
Legal and Regulatory Compliance

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

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

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

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



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

The board maintained the highest standards of public transparency, accurately documenting meetings and board decisions, and adhering to all terms set for in the school’s charter agreement. Based on evidence collected throughout the school year, CANOPS governing

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

SCHOOL LEADER

Leadership

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

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

Characteristics of a quality leadership team are observed during regularly scheduled site visits, communication with school leadership, and school leader reviews conducted by the governing board. The rubric for this sub-indicator is as follows:

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

CAHS is a part of the Career Academy Network of Public Schools (CANOPS). The network is made up of five schools in South Bend, two high schools, one middle school, and two elementary schools. The network’s board delegated daily oversight obligations to Jeremy 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 continues 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 have 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 receives a rating of **Meets Standard**.

COMPLIANCE

Charter Compliance

Schools are held accountable to be in compliance with the terms of its charter and collaborate effectively with Education One. The following components are assessed on a monthly basis:

- Submission of all required compliance documentation in a timely manner as set forth by Education One, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation;

- Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws;
- Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; and
- Participation in scheduled meetings with Education One.

The rubric for this sub-indicator is as follows:

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

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

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

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

English Learner Compliance

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

- Evidence that ILP goals are established, current, and up to date in Indiana’s online system;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of interventions and ILPs are appropriately communicated with the classroom teacher;
- Evidence of high quality interventions and ILPs are implemented in push in and/or pull out settings;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided.

The rubric for this sub-indicator is as follows:

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

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

Staff to student ratios were adequate in providing services to students and were in accordance with recommended guidelines. Moving into the 2024-25 school year, a system needs to be in place for English Learner students to receive targeted interventions in both reading and math based on beginning of year data. 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 receives a rating of **Meets Standard**.

Special Education Compliance

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

- Evidence that IEP goals are established, current, and up to date in Indiana’s online system;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of high quality interventions and IEPs are appropriately communicated with the classroom teacher;
- Evidence of high quality interventions and IEPs are implemented in push in and/or pull out settings;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided;
- Evidence that disciplinary actions are appropriate, legal, equitable, and fair; and
- The percentage of disciplinary actions of SPED students does not exceed the percentage of students identified as SPED.

The rubric for this sub-indicator is as follows:

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

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

During scheduled site visits, instructional capacity of the Special Education teachers was inconsistent. Moving into the next school year, teachers need more development in intentional lesson planning that provides scaffolded support of what is happening in the classroom. 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**.

Part IV: School Wide Climate

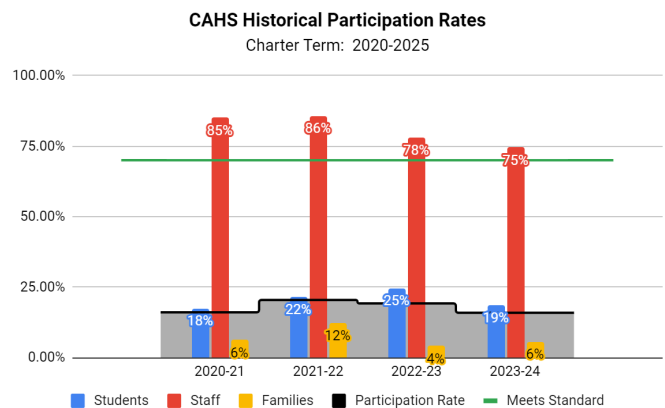
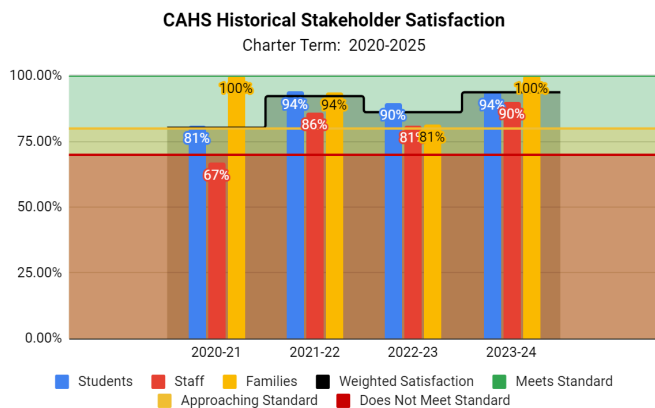
Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school’s effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

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

The rubric for this indicator is as follows:

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school. With an overall weighted satisfaction rate of 93.7%, the school receives a rating of **Meets Standard**.



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

| CAHS’ Survey Participation | | | |
|----------------------------|--|--|---------------------------|
| Stakeholder Group | Population Size Total # of Possible Respondents | Sample Size Total # of Actual Respondents | Survey Participation Rate |
| Students | 424 | 79 | 18.6% |
| Staff | 55 | 41 | 74.5% |
| Families | 424 | 24 | 5.7% |

Part V: Next Steps

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

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

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

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

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

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

Next Steps Overview for 2024-25 School Year

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

| Academic Performance | | |
|----------------------|---------|----------------------|
| Rating | Tier | Probationary Status? |
| Meets Standard | Tier II | No |

Commendations:

- Outperforming the state as a whole school and by all subgroups on the Evidence Based Reading and Writing SAT
- Performing similar to or outperforming the state as whole school and by all subgroups on the math SAT
- Exceeding graduation pathways completing standards, with a graduation rate higher than the state and meeting the state's long term goal
- Maintaining a high percentage of students meeting the college and career coursework goal with 86% of the 2022 cohort passing AP exams or receiving dual credits, 30 points higher than the state
- Outperforming non-legacy students on local reading assessment
- Exhibiting effective teaching strategies on a consistent basis

Recommendations:

- Identify supports needed for teachers and/or program implementation to increase math proficiency on the PSAT and SAT

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

Commendations:

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

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

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

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

GOVERNING BOARD

Commendations:

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

LEADERSHIP

Commendations:

- Collaborating with multiple stakeholders to ensure the school is showing progress towards goals
- Creating a culture of respect amongst teachers and staff with student interests at the center of all decisions
- Establishing an environment of high expectations for teacher performance

Recommendations:

- Create systems to analyze new assessment results frequently to adjust classroom instruction, grouping of students, and/or identifying students for special intervention

COMPLIANCE

Commendations:

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

Recommendations:

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

| |
|----------------------------|
| School Wide Climate |
| Meets Standard |

Commendations:

- Creating a culture where stakeholders are satisfied with their school

Recommendations:

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