



# 2022-23 ANNUAL REVIEW

## DYNAMIC MINDS ACADEMY

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Education One, L.L.C.

## Table of Contents

<b><u>Part I: Academic Performance</u></b>	<b>3</b>
<i>Is the school's educational program successful?</i>	
<b><u>Part II: Financial Performance</u></b>	<b>18</b>
<i>Is the school in sound fiscal health?</i>	
<b><u>Part III: Organizational Performance</u></b>	<b>21</b>
<i>Is the school effective and well run?</i>	
<b><u>Part IV: School Climate</u></b>	<b>29</b>
<i>Is the school providing appropriate conditions for student, family, and staff success?</i>	
<b><u>Part V: Next Steps</u></b>	<b>30</b>
<i>Does the school or organization require interventions moving forward?</i>	

## Report Overview

In order to ensure its schools are operating at the highest level possible, Education One conducts an Annual Review for each school, specifically assessing performance in each indicator found in the school's Accountability Plan Performance Framework (APPF). Indicators measure the school's Academic, Financial, and Organizational capabilities. Quantitative and qualitative data is gathered throughout the year from document submissions, routine site visits, assessment results, board meeting attendance, stakeholder meetings, 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/ESP/Superintendent, if applicable. A final copy of each school's Annual Review is posted on Education One's website, [www.education1.org](http://www.education1.org), for public viewing.

## Part I: Academic Performance

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

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

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

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	<a href="#">Instruction</a>	AS	N/A	MS	MS	
	<a href="#">Attendance</a>	AS	N/A	AS	AS	
	<a href="#">Achievement on Benchmark Assessment: Reading</a>	N/A	N/A	DNMS	DNMS	
	<a href="#">Achievement on Benchmark Assessment by Subgroup: Reading</a>	N/A	N/A	MS	AS	
	<a href="#">Achievement on Benchmark Assessment: Math</a>	N/A	N/A	DNMS	DNMS	
	<a href="#">Achievement on Benchmark Assessment by Subgroup: Math</a>	N/A	N/A	AS	DNMS	
	<a href="#">Growth on Benchmark Assessment: Reading</a>	N/A	N/A	DNMS	DNMS	
	<a href="#">Growth on Benchmark Assessment by Subgroup: Reading</a>	N/A	N/A	DNMS	DNMS	
	<a href="#">Growth on Benchmark Assessment: Math</a>	N/A	N/A	DNMS	DNMS	
	<a href="#">Growth on Benchmark Assessment by Subgroup: Math</a>	N/A	N/A	DNMS	DNMS	
State Academic Performance	<a href="#">Achievement on State Summative Assessment: Reading 3-8</a>	N/A	N/A	N/A	N/A	
	<a href="#">Achievement on State Summative Assessment: Reading 11</a>	N/A	N/A	N/A	N/A	
	<a href="#">Achievement by Subgroup: Reading 3-8</a>	N/A	N/A	N/A	N/A	
	<a href="#">Achievement on State Summative Assessment: Math 3-8</a>	N/A	N/A	N/A	N/A	

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State Academic Performance, cont.	<a href="#">Achievement by Subgroup: Math 3-8</a>	N/A	N/A	N/A	N/A	
	<a href="#">Growth on State Summative Assessment Reading</a>	N/A	N/A	N/A	N/A	
	<a href="#">Growth on State Summative Assessment by Subgroup Reading</a>	N/A	N/A	N/A	N/A	
	<a href="#">Growth on State Summative Assessment Math</a>	N/A	N/A	N/A	N/A	
	<a href="#">Growth on State Summative Assessment by Subgroup Math</a>	N/A	N/A	N/A	N/A	
	<a href="#">Comparison to Local Schools</a>	N/A	N/A	MS	AS	
	<a href="#">Reading Proficiency-Grade 3</a>	N/A	N/A	N/A	N/A	
	<a href="#">Graduation Rate</a>	N/A	N/A	N/A	N/A	
	<a href="#">College and Career Readiness</a>	N/A	N/A	N/A	N/A	
Federal Academic Performance	<a href="#">Federal Accountability Rating</a>	N/A	N/A	N/A	AS	
	<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A	MS	
	<a href="#">Closing Achievement Gaps</a>	N/A	N/A	N/A	N/A	
	<a href="#">Strength of Diploma</a>	N/A	N/A	N/A	N/A	

## LOCAL ACADEMIC PERFORMANCE

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

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

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

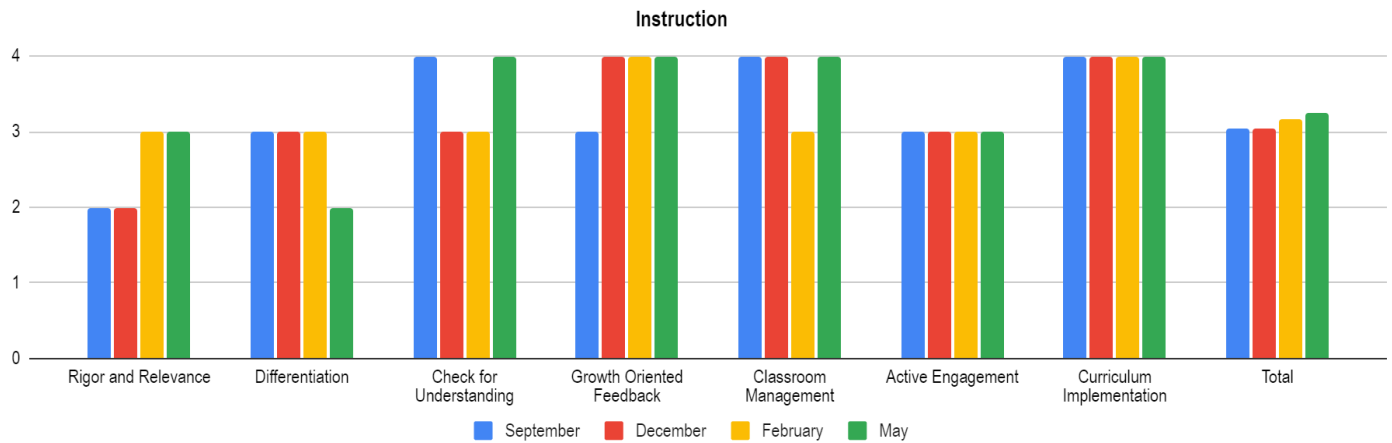
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a score of 4.	The school receives a score within the range of 3.0-3.9.	The school receives a score within the range of 2.0-2.9.	The school receives a score within the range of 1.0-1.9.

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

The school was visited a total of six times throughout the 2022-23 school year. Due to the number of classrooms to observe, site visits in December and January, as well as February and March, were combined as one larger observation to include all grade levels in the rating to drive next steps.

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

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



Based on the qualitative and quantitative evidence collected throughout the 2022-23 school year, Dynamic Minds Academy (DMA) receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework, with an average instructional rating of 3.1 points.

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

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

The table below identifies the average attendance rate per grade level and the school's overall average attendance. DMA had an average attendance rate of 93.7% and thus, is **Approaching Standard**, according to the school's Accountability Plan Performance Framework.

Attendance Breakdown					
Kindergarten	94.4%	✗	Seventh Grade	90.9%	✗
First Grade	92.5%	✗	Eighth Grade	94.2%	✗
Second Grade	96.8%	✓	Ninth Grade	90.5%	✗
Third Grade	95.3%	✓	Tenth Grade	94.0%	✗
Fourth Grade	93.4%	✗	Eleventh Grade	94.7%	✗
Fifth Grade	92.6%	✗	Twelfth Grade	93.8%	✗
Sixth Grade	95.6%	✓	Whole School	93.7%	✗
Key: ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard					

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

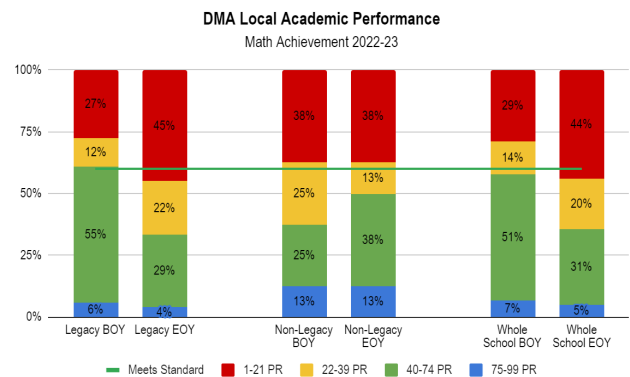
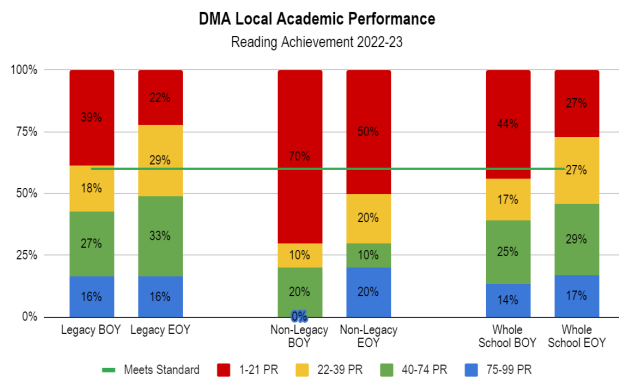
Education One requires all schools in its portfolio to measure student progress multiple times throughout the school year using an assessment tool selected by the school. DMA utilized Exact Path during the 2022-23 school year. This computer adaptive assessment assesses students in reading and math and is aligned to grade level standards. The rubric for Legacy Student Achievement on Benchmark Assessment is as follows:

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

During the 2022-23 school year, DMA gave its benchmark assessment in the fall and spring. These results were consistently collected, analyzed, and discussed to identify areas of immediate improvement and/or celebration.

At the beginning of the year, 42.9% of DMA legacy students were performing on grade level in reading and 60.8% in math. The percentage of legacy students performing on grade level increased by 6.1 points in reading but decreased by 27.5 points in math. The following table and graphs illustrate the achievement of legacy students in reading and math for the 2022-23 school year, compared to their non-legacy peers and the school's overall achievement percentage.

	Population %	Reading			Math		
		BOY Achievement	EOY Achievement	Change	BOY Achievement	EOY Achievement	Change
<b>Legacy Students</b>	80%	42.9%	49.0%	+6.1	60.8%	33.3%	-27.5
<b>Non-Legacy Students</b>	20%	20.0%	30.0%	+10	37.5%	50.0%	+12.5%
<b>Whole School</b>	100%	39.0%	45.8%	+6.8	57.6%	35.6%	-22



Reading: 49.0% of legacy students were considered proficient on Exact Path's reading assessment. At this time last year, 42.0% of legacy students were considered proficient, an increase of 7.0 points. Education One commends the school for seeing a positive increase from the previous school year. However, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

Math: 33.3% of legacy students were considered proficient on Exact Path's math assessment. At this time last year 27.8% of legacy students were considered proficient, a 5.5 point increase. The school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

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

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

The rubric for this sub-indicator is as follows:

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

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



Subgroup Breakdown									
Subgroup	Pop. %	Reading				Math			
		% of BOY Grade Level Achievement Legacy Students	% of EOY Grade Level Achievement Legacy Students	Change	Achievement Target Rating	% of BOY Grade Level Achievement Legacy Students	% of EOY Grade Level Achievement Legacy Students	Change	Achievement Target Rating
Whole School	100%	42.9%	49.0%	+6.1	✗	60.8%	35.3%	-25.5	✗
Female	10%	50%	62.5%	+12.5	✓	62.5%	12.5%	-50.0	✗
Male	90%	41.5%	46.3%	+4.9	✗	60.5%	39.5%	-20.9	✗
Black	15%	20.0%	20.0%	+0.0	✗	50.0%	25.0%	-25.0	✗
White	48%	48.1%	51.9%	+3.7	✗	63.6%	33.3%	-30.3	✗
F/R Lunch	31%	26.7%	40.0%	+13.3	✓	40.0%	26.7%	-13.3	✗

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

**Reading:** Overall, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. All subgroups had a rating of Does Not Meet Standard.

**Math:** Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework. Male and Hispanic subgroups were rated as Meets Standard.

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

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

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

**Reading:** 54.2% of students met growth targets on the Exact Path reading assessment, an increase of 5.9 points from the 2021-22 school year. DMA receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

**Math:** 32.2% of students met growth targets on the Exact Path math assessment, a decrease of 1.7 points from the previous school year. The school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

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

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

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

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

The following table illustrates the growth made by each subgroup of students in reading and math for the 2022-23 school year based on end of year assessment data and how those percentages rate against the indicator's rubric. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown					
Subgroup	Pop. %	Reading		Math	
		Percentage of Students Meeting Growth Target	Growth Target Rating	Percentage of Students Meeting Growth Target	Growth Target Rating
Whole School	100%	54.2%	✗	30.5%	✗
Female	12%	40.0%	✗	25.0%	✗
Male	88%	57.1%	✗	31.4%	✗
Black	22%	58.3%	✗	58.3%	✗
White	51%	59.4%	✗	24.3%	✗
F/R Lunch	29%	46.7%	✗	40.0%	✗
<b>Key:</b> ✓ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard					

Reading: Overall, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

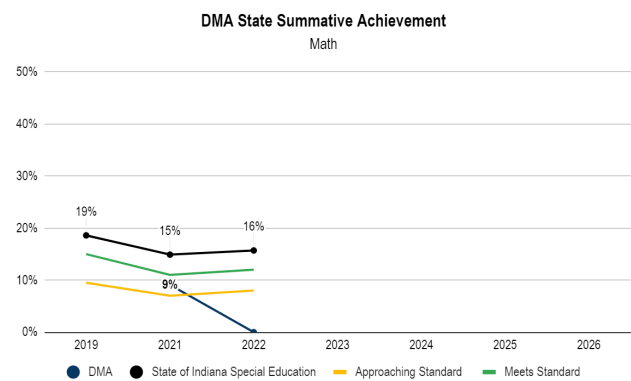
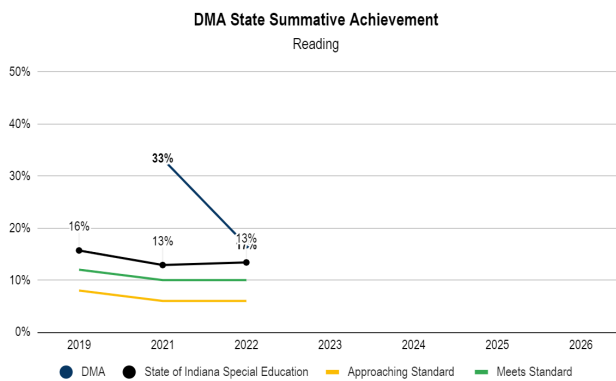
Math: The school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

## STATE ACADEMIC PERFORMANCE

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

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

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



**English/Language Arts:** In Indiana, 13% of Special Education students in grades three through eight met or exceeded grade-level standards on the 2022 English/Language Arts ILEARN Assessment. At DMA, 17% of legacy students in similar grades met or exceeded grade-level standards. Due to harmless legislation, the school receives a rating of **Not Applicable**.

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

Students in grade eleven are also summatively assessed. The 2021-22 school year was the first year in which the Scholastic Assessment Test (SAT) was administered as a graduation requirement. Previously, students in grade ten were assessed utilizing the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+). DMA did not have enough students to make a cohort for data to be released publicly.

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students in the identified subgroups demonstrating grade level achievement is greater than the state's percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is within 0-10.0% of the state's percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is within 10.1-20.0% of the state's percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is more than 20.0% from the state's percentage.

Due to DMA's student population, comparison data needed of Special Education students by subgroups is not publicly released by the state. Therefore, the school receives a rating of **Not Applicable**.

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

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

**Reading:** DMA had an MGP of 33 for the 2022 ILEARN assessment. Due to harmless legislation, the school receives a rating of **Not Applicable**.

**Math:** DMA had an MGP of 29 for the 2022 ILEARN assessment. Due to harmless legislation, the school receives a rating of **Not Applicable**.

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

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

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

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

School Name	Special Education	Location
<b>Dynamic Minds Academy</b>	<b>100%</b>	
Options Charter School	16.0%	2 miles
Damar Charter Academy	16.3%	2 miles
Indianapolis Public Schools	13.9%	3 miles
MSD Lawrence Township	15.9%	5 miles
Carmel Clay Schools	14.6%	7 miles

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

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

The following tables identify the performance measures that DMA outperformed local schools when comparing the results of Special Education students, which are highlighted in green. DMA's performance in proficiency outpaced local schools and/or districts 50.0% of the time. Therefore, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework.

Comparison School Data: ILEARN Grades 3-8		
School Name	E/LA Achievement %	Math Achievement %
<b>Dynamic Minds Academy</b>	<b>19%</b>	<b>3%</b>
Options Charter School	11%	6%
Damar Charter Academy	3%	3%
Indianapolis Public Schools	8%	7%
MSD Lawrence Township	8%	9%
Carmel Clay Schools	30%	38%

**Reading Proficiency- Grade 3:** The purpose of the Indiana Reading Evaluation and Determination (IREAD-3) assessment is to measure foundational reading standards through grade three. IREAD-3 evaluates reading skills of third grade students to ensure they can read proficiently before fourth grade. IREAD-3 is administered two times per year, round one taking place in the spring and round two taking place in the summer for those students who did not pass the first round assessment. Education One compares its schools' passing percentage after both rounds of testing to the passing percentage of the state.

The rubric for this sub-indicator is as follows:

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

DMA did not have data publicly released due to less than 10 students taking the IREAD-3 assessment. Therefore the school receives a rating of **Not Applicable**.

**Graduation Rate:** Education One monitors the four-year cohort graduation rate of each of its high schools and how it compares to the state of Indiana as a whole. The graduation rate measures the percentage of students that successfully completed all requirements to move on from high school within four years. The rubric for Graduation Rate is as follows:

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

The school receives a rating of **Not Applicable**.

**College and Career Readiness:** Similar to Graduate Rate, graduates in the most recently finalized cohort enrolled in the school are included when reporting college and career readiness information. This sub-indicator measures whether students are prepared for postsecondary life by achieving college or career credentials while still in high school. This includes:

- Industry Certification;
- Completion of at least three hours of College-Level Courses;
- Passing score on an Advanced Placement exam; or
- Passing score on the International Baccalaureate exam.

Education One measures the success of a school's ability to prepare its graduates for college and/or careers by comparing the percentage of students meeting at least one of the above qualifications to that of the state. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students prepared for college and/or careers is greater than the state's average percentage.	The percentage of students prepared for college and/or careers is within 0-10.0% of the state's average percentage.	The percentage of students prepared for college and/or careers is within 10.1-15.0% of the state's average percentage.	The percentage of students prepared for college and/or careers is more than 15.0% away from the average state's percentage.

Data needed to measure this sub-indicator was not publicly released for the 2022 cohort. Therefore, the school receives a rating of **Not Applicable**.

## FEDERAL ACADEMIC PERFORMANCE

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

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

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

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

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

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

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

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

Data utilized for this sub-indicator is from the previous school year. In 2021-22, DMA had a model attendee rate of 56.6%, while the state's rate was 60.1%. Therefore, the school receives a rating of **Meets Standard**.

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

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

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

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

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

Data utilized for this measure was not available for DMA and the school receives a rating of **Not Applicable**.



## Part II: Financial Performance

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

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

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

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

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

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

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

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

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

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

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

According to the Indiana Department of Education, DMA submitted an enrollment report of 109 students as of October 1, 2022. By February 2023, the school's enrollment increased to 116, also based on the submitted report. With a budgeted enrollment 111, the enrollment variance in September was 98% and 105% in February. With an average enrollment variance of 101.5%, DMA receives a rating of **Exceeds Standard**.

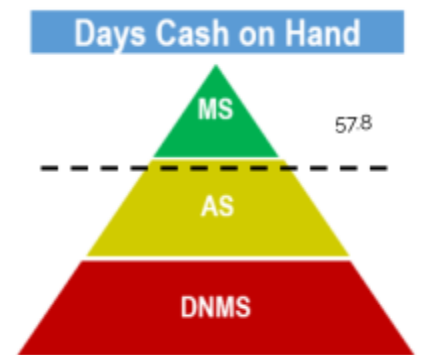
**Current Ratio:** With regard to its current ratio, the school's current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months) with a ratio of 6.5 and therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Framework for Current Ratio. The rubric is as follows:

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

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

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

Based on the most current quarterly financials, DMA has 57.8 days cash on hand. The school has seen a one-year positive trend of this metric of between 30 and 60 days cash, and, therefore, **Meets Standard**.



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

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

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

**Debt to Asset Ratio:** Education One monitors the school's debt to asset ratio on a quarterly basis, reporting out at the school's regularly scheduled board meetings. This ratio indicates the percentage of assets that are being financed with debt. Based on the most current financial statements, the school receives a rating of **Meets Standard**, according to the debt to asset ratio indicator, with a ratio of 0.13. The rubric for Debt to Asset Ratio is as follows:

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

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

## Part III: Organizational Performance

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

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

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

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

## GOVERNING BOARD

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

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

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

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

The DMA governing board showed consistent evidence that board members not only believe in the mission and vision of the school, but assume ultimate responsibility for the success of the students and the school. The board regularly reviews school statistics and updates provided by the Education Director, Samantha Bandy, and Education One to monitor progress towards goals created by the board as well as measures found in the school's Accountability Plan Performance Framework. Based on that summary, the school 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:

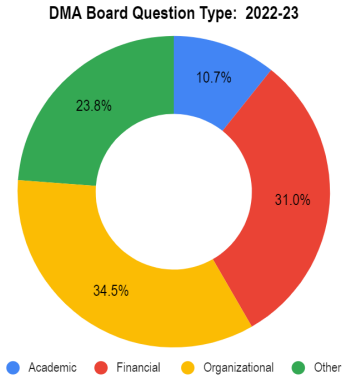
- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;
- Investment in the board's 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 are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

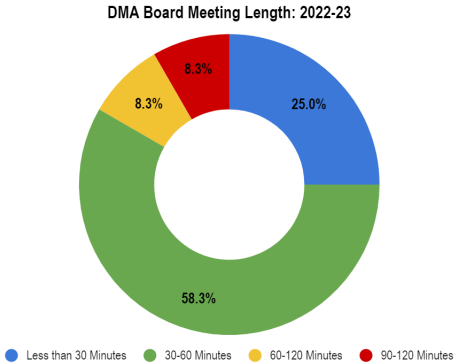
Throughout the 2022-23 school year, the DMA board was able to recruit a new board member to create a full board of five members with skill sets in business, community engagement, education, and finance. It would be appropriate for the board to work to recruit additional members with legal expertise.

The board was led by Board President Joel Harris for the 2022-23 school year. He maintained consistent and timely communication, including the discussion of any deficiencies, during regularly scheduled meetings with the Executive Director of Education One. All meeting materials and notes were provided in a timely fashion throughout the school year.



Members of the DMA board had an average attendance rate of 87.7% while employing monthly meetings from July 2022 through June 2023. Overall engagement at the board level during meetings has improved throughout the school's current charter term. The board averaged just over three comments or questions per board member each meeting around academic, financial, and organizational performance, as well as other topics that may not fall under these performance areas. Engagement was also purposeful to the overall structure of the board and meeting, with the

appropriate amount of agenda items required for discussion, allowing the majority of meetings to last between 30 and 60 minutes.



It is important as new measures of holding the school accountable for its academic model are implemented during the 2023-24 school year, that board discussion, questions, and comments increase in the area of academic performance. The board has not invested in board development of existing or new members, which will be important as the school has recently received alternative status and a differentiated Accountability Plan Performance Framework with new measures to hold the school accountable. As the board continues to increase its capacity and size, it is also important for more committees to be more clearly defined in their roles and structures. As such, the school receives a rating of **Approaching Standard**, presenting a minimal number of characteristics as areas of concern with plans to address them.

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

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

Characteristics 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:

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

Based on attendance to monthly board meetings and submitted board minutes, members of the DMA board are consistently presented with updated financials. The board approves annual budgets that strategically align to school needs and goals.

Education Director Samantha Bandy, is able to provide synopsis and explanation of any noted changes or answers to questions members may have. Engagement after financial statements have been presented has increased, indicating the board's understanding of the school's financials. The DMA board, as a whole, has not set a priority to setting and meeting realistic fundraising goals or investing time or other resources to the school outside of board meeting attendance. The school receives a rating of **Approaching Standard** according to its Accountability Plan Performance Framework.

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

- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the school's future;
- Set annual goals for the school, board, and each board committee;
- Organize the board, its committees, and all meetings in order to meet the school's annual goals and strategic plan;
- Ensure the school leader has the autonomy and authority to manage the school while maintaining strong and close oversight of outcomes;
- Collaborate with the school leader in a way that is conducive to the success of the school, including

requesting and disseminating information in a timely manner, providing continuous and constructive feedback/addressing concerns, engaging the school leader in school improvement plans and setting goals for the future;

- Maintain an up-to-date school leader and board succession plan; and
- Conduct a formal evaluation of the school leader, management partner/Education Service Provider (if applicable) and completion of a board self-evaluation, at least annually, and hold each stakeholder accountable for results.

Characteristics 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:

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

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

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

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

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

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



Characteristics 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:

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

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

## **SCHOOL LEADER**

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

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

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

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

Samantha Bandy served as Executive Director of Dynamic Minds Academy during the 2022-23 school year. She has maintained this position since the school opened in Fall of 2019. She continues to demonstrate effective academic and leadership experience needed to serve the students, teachers, and families of the school. While the overall leadership team structure changed from the 2021-22 school year, Ms. Bandy's team maintained key personnel that caused no area of concern in the momentum and progress the school had made from its first three years in existence.

Executive Director Bandy communicates effectively with the school's Board of Directors, Education One, and therapy provider. Communication is centered on pertinent information regarding the success of the school's program. Clarity of roles and responsibilities have improved overtime as the school works closely with its therapy provider in its academic spaces. This is an example of Ms. Bandy's engagement in the continuous process of improvement. She participates effectively during each meeting with Education One and is open to feedback regarding any area showing deficiencies. Based on this summary, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

## COMPLIANCE

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

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

The rubric for this sub-indicator is as follows:

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

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

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

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

- The percentage of disciplinary actions of SPED students does not exceed the percentage of students identified as SPED.

The rubric for this sub-indicator is as follows:

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

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

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

## Part IV: School Climate

Education One requires its schools to conduct an annual third-party survey of all stakeholders, that include 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.

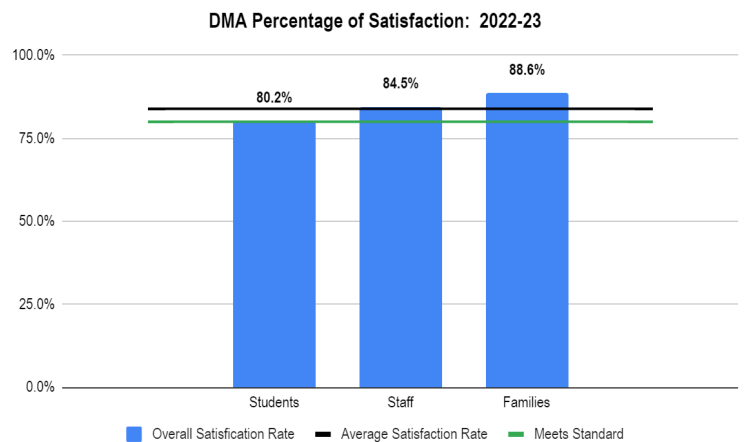
Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	<b>2022-23</b>	2023-24
	Not Applicable	Meets Standard	Meets Standard	<b>Meets Standard</b>	

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

The graph illustrates the satisfaction rate of each stakeholder as well as the overall weighted average. With a satisfaction rate of 83.9%, the school receives a rating of **Meets Standard**.

While survey participation is not a metric that is measured in the Accountability Plan Performance Framework, understanding the survey's population size as well as the sample size is valuable in determining the validity of the overall survey.

A school's population size is defined as the total number of possible respondents. The sample size indicates the number of completed responses the survey received. Population size and sample size are listed for each stakeholder in the table below.



DMA's Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	116	47	40.5%
Staff	21	17	81.0%
Families	108	35	32.4%

Education One believes a participation rate of at least 70% validates the satisfaction rate of each stakeholder and encourages the school to increase its student and family participation for the 2023-24 school year.

## Part V: Next Steps

*Does the school or organization require interventions moving forward?*

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

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

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

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

### Tiered Supports

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

**Education One commends the school for the following:**

Academic Performance

- Maintaining high academic and instructional expectations of teachers, restructuring teaching assignments and/or classrooms to support individual needs of students and/or groups
- Increase in proficiency and growth percentages of students in reading throughout the 2022-23 school year on local benchmark assessment; and
- Outperforming local schools and/or districts as well as the state of Indiana, when comparing Special Education results, in English/Language Arts.

Financial Performance

- Exceeding enrollment targets throughout the school year;
- Increasing Days Cash over the last year; and
- Maintaining strong financial controls with an audit that signified minimal areas of concern.

Organizational Performance

- Recruiting board members to have a five-member board;
- Increasing engagement during board meetings through discussion and questioning;
- Implementing school specific goals for the Executive Director to meet as a form of evaluation;
- Establishing processes and protocols as areas of deficiency arise to solve problems quickly and effectively; and
- Communication and collaboration between the school leadership team and stakeholders, including staff, students and families, as measured by the end of year satisfaction survey.

**2023-24 Next Steps:**

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

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

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

Academic Performance

- Identify appropriate curriculum and/or materials for math instruction to support root cause analysis of math deficits; and
- Partner and collaborate with The Hope Source to appropriately monitor the measures outlined in the school's 2023-24 Accountability Plan Performance Framework.

Organizational Performance

- Engage in board development of new and existing members, including academic performance as it relates to the school's new Accountability Plan Performance Framework measures;
- Identify expectations around board member investment in the network outside of board attendance (i.e., time or resources invested to schools); and
- Continue the process of identifying goals for the school in areas of academics, financial (i.e., fundraising goals for the school), and organizational performance (i.e., how committee structures could be more effective).