



# 2020-21 ANNUAL REVIEW

Career Academy High School

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**Education One, L.L.C.**

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**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 the school's performance in each indicator found in their Accountability Plan Performance Framework. Indicators measure the school's Academic, Financial, and Organizational capabilities. Quantitative and qualitative data is gathered throughout the year from document review, routine site visits, and assessment and survey results.

Evidence of each indicator's ratings is reported to the school's Board of Directors during regularly scheduled board meetings. 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 a significant time commitment, Education One believes that this high level of accountability, coupled with strong collaboration, will allow 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](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
	<b>2020-21</b>	2021-22	2022-23	2023-24	2024-25
	<b>Not Applicable</b>				

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

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Local	Instruction	N/A				
	Attendance	N/A				
	Post-Secondary Support	MS				
	Legacy Student Achievement on Benchmark Assessment (Reading and Math)	N/A				
	Subgroup Student Achievement on Benchmark Assessment (Reading and Math)	N/A				
	Growth on Benchmark Assessment (Reading and Math)	N/A				
	Subgroup Growth on Benchmark Assessment (Reading and Math)	N/A				
State	State Accountability Grade	N/A				
	State Assessment Participation Rate	N/A				
	Legacy Student Achievement on Summative Assessment (Reading and Math)	N/A				
	Subgroup Student Achievement on Summative Assessment (Reading and Math)	N/A				
	Student Growth on Summative Assessment (Reading and Math)	N/A				
	Subgroup Student Growth on Summative Assessment (Reading and Math)	N/A				
	Comparison to Local Schools	N/A				
	Graduation Rate	ES				
	College and Career Readiness	ES				
Federal	Federal Accountability Rating	N/A				
	Model Attendee	N/A				
	Language Proficiency for English Learners	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 following instructional best practices:

- Instructional delivery possesses the appropriate level of rigor and relevance;
- 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 objects and grade level standards; and
- The curriculum is implemented according to its design.

Education One’s system for calculating instructional ratings takes the qualitative observations of the school as a whole and turns those observations into quantitative results in order to provide all stakeholders with a more accurate method of determining the effectiveness of instruction and progress towards the standard set out in the Accountability Plan Performance Framework. Schools receive points ranging from 1 to 4 in each of the instructional best practices noted above. Those points are then weighted based on the effect size each one has on overall student achievement and growth. The school’s rating for the visit is based on the sum of the weighted points. The rubric for Instruction, found in the school’s Accountability Plan Performance Framework, is as follows:

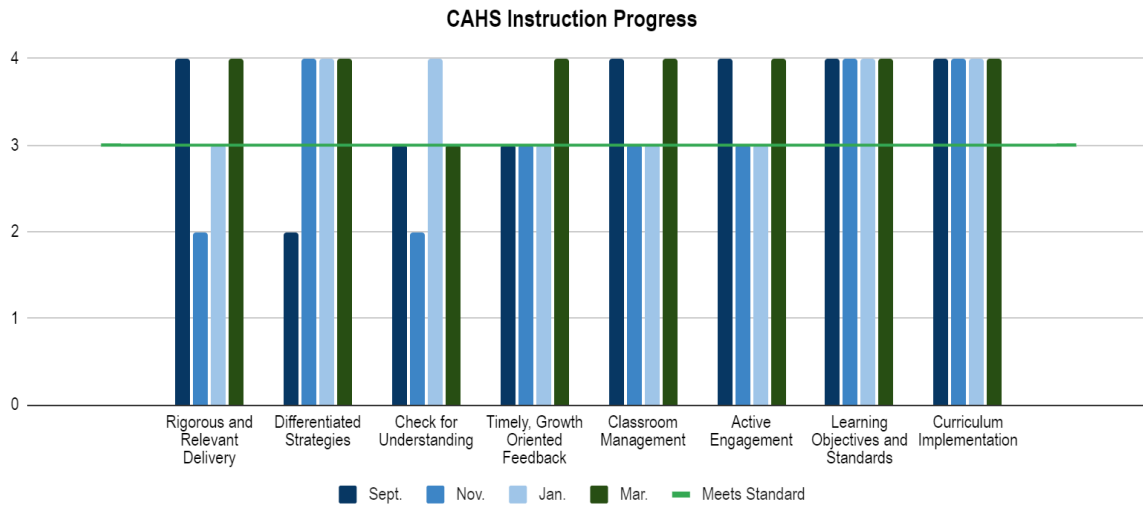
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a score of 4.	The school receives a score within the range of 3.0-3.9.	The school receives a score within the range of 2.0-2.9.	The school receives a score within the range of 1.0-1.9.

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. However, despite these modality changes, Education One was able to consistently observe instruction through in-person and/or remote site visits.

The following table provides data collected throughout the 2020-21 school year and indicates the percentage of classrooms that showed a concern in each instructional best practice. Boxes highlighted in yellow indicate a best practice that was a concern in at least half of the classrooms observed. These areas of focus and improvement were documented and shared with the school leadership team and the school’s Board of Directors during regularly scheduled board meetings.

2020-21 Site Visit Percentage of Classrooms Showing a Concern								
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Sept.	0.0%	33.3%	11.1%	11.1%	0.0%	0.0%	0.0%	0.0%
Nov.	33.3%	0.0%	44.4%	22.2%	11.1%	11.1%	0.0%	0.0%
Jan.	22.2%	0.0%	0.0%	11.1%	11.1%	22.2%	0.0%	0.0%
Mar.	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	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.



Throughout the 2020-21 school year, Education One recognized the importance of monitoring each school’s instructional effectiveness and providing stakeholders with feedback and next steps for improvement despite schools implementing instruction different from than their normal educational model. Career Academy High School (CAHS) provided instruction to its students in various ways throughout the school year, including 100% virtual and moving towards providing students with an option to attend in-person or virtually.

Based on the COVID-19 pandemic and the inconsistency of overall instructional delivery, Education One suspended the rating for Instruction for the 2020-21 school year. Therefore, CAHS receives a rating of **Not Applicable**.

**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 identifies the average attendance rate per grade level and the school’s overall average attendance. CAHS had an average attendance rate of 94.3%, however, the school receives a rating of **Not Applicable** due to the pandemic.

Attendance Breakdown		
Ninth Grade	92.3%	N/A
Tenth Grade	93.0%	N/A
Eleventh Grade	95.0%	N/A
Twelfth Grade	97.2%	N/A
Whole School	94.3%	N/A
✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard		

**Post-Secondary Support:** Education One measures the quality of a high school’s post-secondary support by looking for the following characteristics:

- Students are prepared for rigorous post-secondary opportunities through challenging coursework (e.g., Advance Placement courses, internships, independent study);
- Students are motivated and prepared for post-secondary academic opportunities through high expectations;
- Sufficient material resources and personnel guidance are available to students for post-secondary options, including dual-enrollment options; and
- Graduation requirements meet or exceed graduation standard requirements for the state of Indiana.

The rubric for Post-Secondary Support is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school exhibits no concern in the indicator characteristics.	The school presents concerns in one of the indicator characteristics.	The school presents concerns in two or more of the indicator characteristics.

Education One recognizes that the majority of students attending CAHS are choosing this school because of the emphasis placed on College and Career Readiness. The school has challenging coursework, including opportunities for students to take advanced placement courses, dual enrollment courses, participate in internship programs, and complete independent study programs. CAHS has the appropriate number of staff members to assist students in selecting the options that best meet their needs and has worked diligently to build community partnerships in order to further promote student development. The school also meets or exceeds Indiana Core 40 graduation standard requirements. Thus, CAHS **Meets Standard** according to their Accountability Plan Performance Rubric

**Legacy Student Achievement on Benchmark Assessment:** Education One measures the success of the school’s implementation of its educational model by analyzing whole school achievement percentages of students who have attended the school for a minimum of two years. These students are considered legacy students.

Education One requires all schools in its portfolio to measure student progress multiple times throughout the school year using an assessment tool selected by each individual school. CAHS utilized Mindplay and Ascend during the 2020-21 school year to assess students in reading and math, respectively. These computer adaptive assessments assess students in reading and math and are aligned to grade level standards. The rubric for Legacy Student Achievement on Benchmark Assessment is as follows:

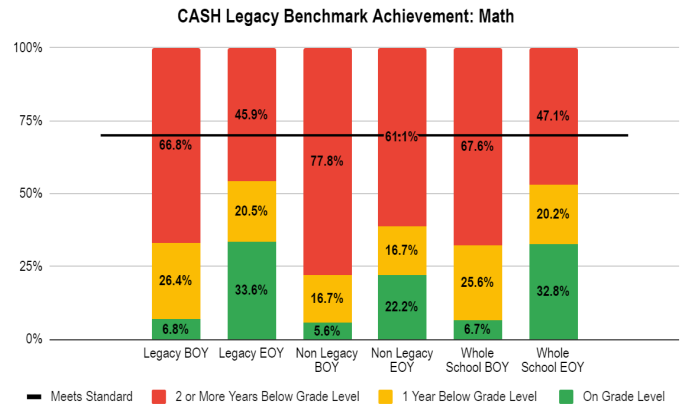
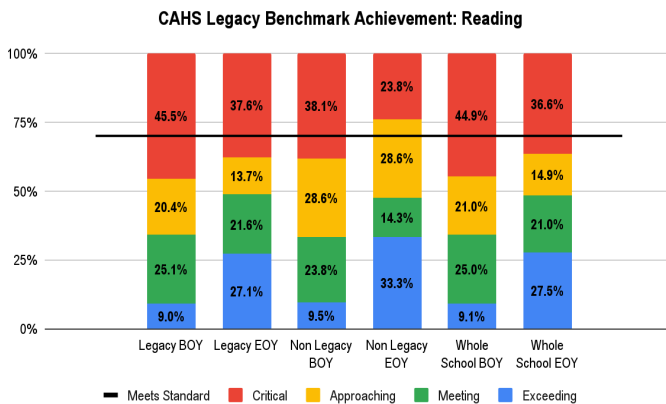
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	70.0-79.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	60.0-69.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	Less than 60% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.

During the 2020-21 school year, CAHS gave its benchmark assessment in the fall, winter, and spring. These results were consistently collected, analyzed, and discussed to identify areas of immediate improvement and/or celebration. In reading, the exceeding and meeting categories signify students who demonstrated grade level achievement. In math, the on grade level category represents students who demonstrated grade level achievement.

At the beginning of the year, 34.1% of CAHS legacy students were performing on grade level in reading and 6.8% in math . Education One will note that these assessments took place almost 100% online while scholars were in their homes. Therefore the reliability of these results is questionable due to at-home testing environments not having the same level of expectations as one would see in a school environment. End of year testing, however, mostly took place in-person at the school under more reliable testing environments. These percentages both increased by the end of the year to 48.6% in reading and 33.6% in math.

The following table and graphs illustrate the achievement of legacy students in reading and math for the 2020-21 school year, compared to their non-legacy peers and the school's overall achievement percentages.

	Reading			Math		
	BOY Achievement	EOY Achievement	Change	BOY Achievement	EOY Achievement	Change
<b>Legacy Students</b>	34.1%	48.6%	+14.5%	6.8%	33.6%	+26.8%
<b>Non-Legacy Students</b>	33.3%	47.6%	+14.3%	5.6%	22.2%	+16.7%
<b>Whole School</b>	34.1%	48.6%	+14.5%	6.7%	32.8%	+26.1%



Education One's reasoning behind having schools continue to maintain normal benchmark assessment schedules was to further understand the impact of COVID-19 on student learning and identifying resources and supports needed to address inequities among student subgroups served. However, due to the pandemic and frequent interruptions or changes in instructional delivery methods, Education One will not hold its schools accountable for benchmark assessment results, including the achievement of legacy students. For that reason, CAHS receives a rating of **Not Applicable** for both reading and math.

**Subgroup Student Achievement on Benchmark Assessment:** Education One also measures the success of the school's implementation of its educational model by analyzing achievement percentages of the subgroups represented in the school as a whole. The school receives separate annual ratings in reading and math for subgroups with a minimum of 20 students in the following areas:

- Economically Disadvantaged;
- English Learner;
- Gender;
- Race; 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 in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.	70.0-79.9% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.	60.0-69.9% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.	Less than 60% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.

The following table illustrates the achievement of each subgroup of students in reading and math for the 2020-21 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	Population %	Reading		Math	
Whole School	100%	48.6%	N/A	33.6%	N/A
Economically Disadvantaged	52.3%	41.3%	N/A	32.8%	N/A
Non-Economically Disadvantaged	47.7%	55.8%	N/A	34.8%	N/A
Female	44.8%	49.2%	N/A	34.3%	N/A
Male	55.2%	48.1%	N/A	33.1%	N/A
Black	26.4%	36.1%	N/A	32.1%	N/A
Hispanic	9.8%	39.1%	N/A	30.0%	N/A
Multiracial	10.1%	40.0%	N/A	28.0%	N/A
White	52.3%	56.9%	N/A	34.5%	N/A
General Education	76.4%	55.6%	N/A	38.25	N/A
Special Education	23.6%	28.8%	N/A	22.2%	N/A

✓ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✖ = Does Not Meet Standard

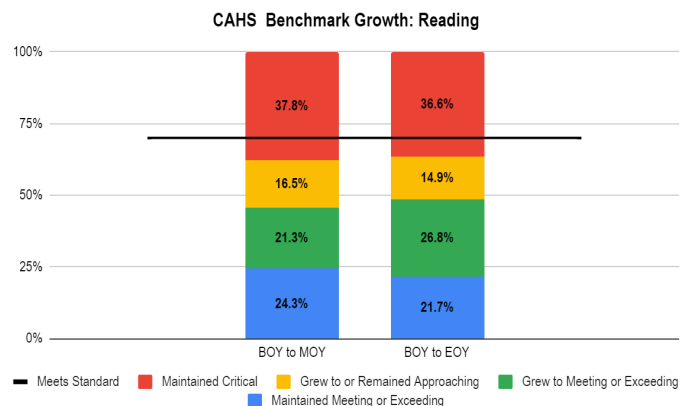
Similar to Legacy Student Achievement on Benchmark Assessment, CAHS receives a rating of **Not Applicable** for both reading and math for Subgroup Student Achievement on Benchmark Assessment due to the COVID-19 pandemic. Data will be utilized to plan and provide resources and support for the 2021-22 school year.

**Growth on Benchmark Assessment:** Education One monitors the growth students make during the school year to measure the effectiveness of the school's educational model implementation. Students included in growth data are those who had valid fall and spring benchmark results. Typical growth is defined by the assessment tool used by the school. The rubric for Growth 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 typical growth expectations.	70.0-79.9% of students met or exceeded typical growth expectations.	60.0-69.9% of students met or exceeded typical growth expectations.	Less than 60.0% of students met or exceeded typical growth expectations.

The graph illustrates the growth students experienced from fall to winter (BOY to MOY) and then fall to spring (BOY to EOY) reading benchmark assessment. Ascend was not able to provide the data required to measure this sub-indicator.

As noted above, due to the COVID-19 pandemic all assessment related indicators for CAHS receive a rating of **Not Applicable** for both reading and math.





**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 subgroups with a minimum of 20 students in the following areas:

- Economically Disadvantaged;
- English Learner;
- Gender;
- Race; 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 in the identified subgroups met or exceeded typical growth expectations.	70.0-79.9% of students in the identified subgroups met or exceeded typical growth expectations.	60.0-69.9% of students in the identified subgroups met or exceeded typical growth expectations.	Less than 60.0% of students in the identified subgroups met or exceeded typical growth expectations.

The following table illustrates the growth made by each subgroup of students in reading for the 2020-21 school year based on end of year assessment data and how those percentages rate against the indicator’s rubric. Ascend was not able to provide the data required to measure this sub-indicator. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown			
Subgroup	Population %	Reading	
Whole School	100%	63.4%	N/A
Economically Disadvantaged	52.3%	54.9%	N/A
Non-Economically Disadvantaged	47.7%	70.1%	N/A
Female	44.8%	63.2%	N/A
Male	55.2%	63.6%	N/A
Black	26.4%	48.5%	N/A
Hispanic	9.8%	56.0%	N/A
Multiracial	10.1%	68.8%	N/A
White	52.3%	70.1%	N/A
General Education	76.4%	70.2%	N/A
Special Education	23.6%	44.4%	N/A

✓ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✖ = Does Not Meet Standard

Similar to Growth on Benchmark Assessment, CAHS receives a rating of **Not Applicable** for both reading and math for Subgroup Growth on Benchmark Assessment due to the COVID-19 pandemic. Data will be utilized to plan and provide resources and support for the 2021-22 school year.

### State Academic Performance

**State Accountability Grade:** The state of Indiana utilizes a student-centered accountability system to report school performance in the form of a letter grade. The overall framework includes three domains, which are performance, growth, and multiple measures. Each domain consists of indicators that make up the final score for each of the domains. These scores are then weighted accordingly and the sum of which determines the school's assigned accountability grade. For more information, including the history of Indiana's accountability systems, click [here](#). Education One's rubric for the State Accountability Grade is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school received an 'A' or 'B' for the most recent school year.	The school received a 'C' for the most recent school year.	The school received a 'D' for the most recent school year.	The school received an 'F' for the most recent school year OR received a 'D' for at least two or more consecutive years.

Indiana's General Assembly passed legislation during the 2019 session to hold schools harmless for accountability grades for the 2018-19 and 2019-20 school years due to the newly implemented ILEARN assessment, the results of which drive many of the indicators found in the accountability system's performance and growth domains. Schools, therefore, cannot get a lower grade in 2018-19 or 2019-20 than they had in the 2017-18 school year. Similar legislation was also passed for the 2020-21 and 2021-22 school years due to the COVID-19 pandemic. State Accountability Grades are awarded to schools in the fall of the next school year.

This year's accountability grade would typically represent the 2019-20 school year. However, the spring administration of the 2020 assessments were cancelled due to the COVID-19 pandemic and school closures of the 2019-20 school year. With no opportunity to increase or maintain their letter grade, CAHS receives a rating of **Not Applicable**.

**State Assessment Participation Rate:** The participation rate describes the percentage of students who completed the state mandated summative assessment. It is used for state and federal reporting and accountability determinations. The rubric for State Assessment Participation Rate is as follows:

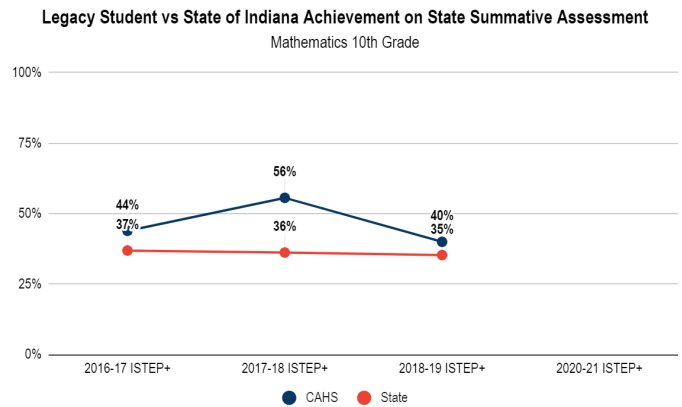
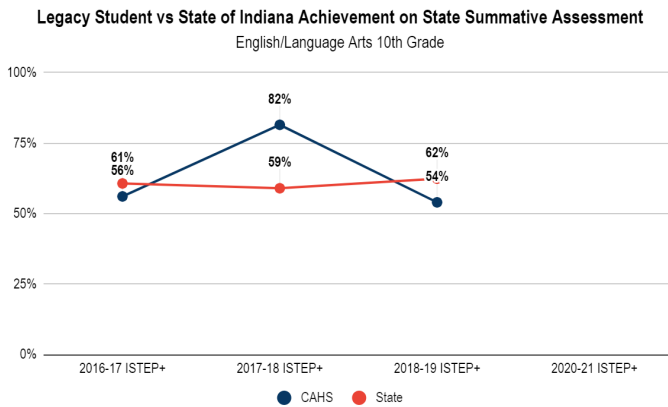
Meets Standard	Approaching Standard	Does Not Meet Standard
95.0-100% of students enrolled in testing grades participated in the most current state summative assessment.	85.0-94.9% of students enrolled in testing grades participated in the most current state summative assessment.	Less than 85.0% of students enrolled in testing grades participated in the most current state summative assessment.

The state summative assessment for the 2019-20 school year was cancelled due to the COVID-19 pandemic. At the time of this report, assessment participation rates were not made available by the state for the 2020-21 administration. Therefore, the school receives a rating of **Not Applicable**.

**Legacy Student Achievement on Summative Assessment:** When calculating legacy data utilizing state summative assessment results, Education One looks at students who have been enrolled for two or more years and those the achievement results of this group compare to the state's overall results. 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 that met or exceeded grade level expectations is greater than the state's percentage.	The percentage of legacy students that met or exceeded grade level expectations is within 0-10.0% of the state's percentage.	The percentage of legacy students that met or exceeded grade level expectations is within 10.1-20.0% of the state's percentage.	The percentage of legacy students that met or exceeded grade level expectations 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 during the time that Education One has authorized the school.



The 2019-20 assessment administration was canceled due to the school closures caused by the COVID-19 pandemic. This year, however, schools across the state of Indiana were tasked to complete year end summative assessments to be able to provide results that would indicate the levels of learning lost due to school closures and the COVID-19 pandemic, not to hold schools accountable for results. For that reason, Education One is providing a rating of **Not Applicable** for all state summative results from the 2019-20 and 2020-21 school years.

**Subgroup Student 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.

CAHS receives a rating of **Not Applicable** due to the cancellation of the 2020 assessments.

**Student Growth on Summative Assessment:** Under the Indiana Growth Model, the IDOE 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 the 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).

CAHS receives a rating of **Not Applicable** for both reading and math for Student Growth on Summative Assessment due to the COVID-19 pandemic.

**Subgroup Student 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.

A rating of **Not Applicable** for both reading and math for Subgroup Student Growth on Summative Assessment is given to CAHS due to the COVID-19 pandemic.

**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. Results from the state summative assessment are utilized to identify how Education One schools are performing against their comparative local schools. To meet standard, a school’s overall performance in both achievement and growth outpaces the comparison schools at least 75% of the time. The rubric for Comparison to Local Schools is as follows:

Exceeds Standard	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.

Due to the COVID-19 pandemic and school closures during the spring of 2020, the state of Indiana cancelled all state assessments. Therefore, with no new data that is available to compare schools at the time of this report, CAHS 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.

Official graduation rates are released well into the next academic year in the state of Indiana. Therefore, 2019-20 cohort data was utilized for this sub-indicator rating. The state of Indiana saw a four-year cohort graduation rate of 87.0% in 2019-20. CAHS’ graduation rate was 95.8%/ With a rate greater than the state, the school receives a rating of **Exceeds Standard** Graduation Rate.

Also worth noting is data released by the state surrounding Diploma Strength, which 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. The following table compares CAHS’s graduation rate and diploma strength to the state and local school district. Areas highlighted in green indicate CAHS having a higher graduation rate or stronger diploma.

	Graduation Rate	Diploma Strength
Career Academy High School	95.8%	90.3%
State of Indiana	87.0%	79.1%
South Bend Community School Corporation	76.6%	69.4%

**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.

The percentage of students in the school’s 2019-20 cohort meeting at least one college or career qualification was 95.7%. The percentage of students across the state was only 68.1%. Therefore, CAHS receives a rating of **Exceeds Standard**.

### 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

The performance of all indicators is combined to determine the overall annual performance rating of the school. 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.

This year's accountability rating would typically represent the 2019-20 school year. However, the spring administration of the 2020 state assessments were cancelled due to the COVID-19 pandemic and school closures of the 2019-20 school year. With no opportunity to increase or maintain their achievement or growth percentages, CAHS receives a rating of **Not Applicable**.

**Model Attendee:** 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 2019-20, CAHS did not have a state released model attendee rate. Therefore, the school receives a rating of **Not Applicable**.

**Language Proficiency for English Learners:** English language proficiency measures whether students learning the English language are on target to develop or attain English language proficiency within six years. Student Growth Percentiles (SGPs) from the WIDA ACCESS 2.0 assessment are used to determine whether students are making adequate growth to meet these targets on an annual basis. The rubric from Language Proficiency for English Learners is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of EL students that met or exceeded growth targets is greater than the state's percentage.	The percentage of EL students that met or exceeded growth targets is within 0-10.0% of the state's percentage.	The percentage of EL students that met or exceeded growth targets is within 10.1-20.0% of the state's percentage.	The percentage of EL students that met or exceeded growth targets is more than 20.0% away from the average state's percentage.

Data utilized for this sub-indicator is from the previous school year. In 2019-20, CAHS did not have a cohort of students large enough for data to be released. Therefore, the school receives a rating of **Not Applicable.**

## Part II: Financial Performance

The Financial Performance review 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
	<b>2020-21</b>	2021-22	2022-23	2023-24	2024-25
	<b>Meets Standard</b>				

Is the school in good financial standing?	
<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
<a href="#">Financial Management</a>	MS				
<a href="#">Enrollment Variance</a>	MS				
<a href="#">Current Ratio</a>	MS				
<a href="#">Days Cash</a>	MS				
<a href="#">Debt/Default Delinquency</a>	MS				
<a href="#">Debt to Asset Ratio</a>	MS				
<a href="#">Debt Service Coverage</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 Career Academy South Bend Network (CASB Network) utilized Kruggel, Lawton & Company LLC, Independent Public Accountants for their audit for the period of July 1, 2019 to June 30, 2020. The report was filed with The State Board of Accounts in March of 2021 and there were no significant deficiencies or weaknesses noted with the school's financial controls. Quarterly financial statements were submitted to Education One complete and on time for the entirety of the 2020-21 school year. For these reasons, the school receives a rating of **Meets Standard** for the 2020-21 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, CAHS had an enrollment count of 360 scholars as of October 1, 2020. CASB Network had an overall enrollment variance of 100% and, therefore, **Meets Standard**.

**Current Ratio:** With regard to its current ratio, 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. Based on the network'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 13.97 and therefore, the network receives a rating of **Meets Standard** 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, 2021 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 90.0.	Days cash on hand is between 45.0 and 89.9.	Days cash on hand is less than 45.0.

Currently, the CASB Network has 74.1 days cash. However, noting the aforementioned written statement of assurance, the network receives a rating of **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:

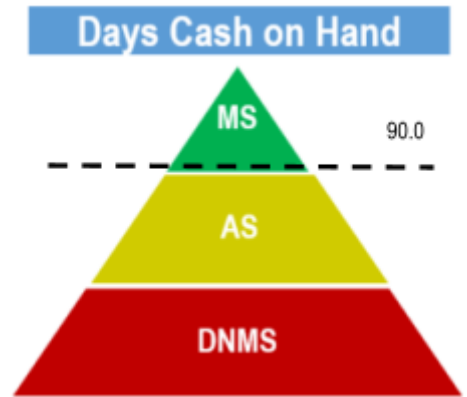
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loans.	The school is delinquent and/or in default on any outstanding loans.

In the case of CASB Network, 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. The network **Meets Standard** due to the previously mentioned written statement of assurance. 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 2020-21 school year. The network 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 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				

Is the school's organizational structure 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 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
<a href="#">Board Governance</a>	AS				
<a href="#">Leadership</a>	AS				
<a href="#">English Learner Compliance</a>	MS				
<a href="#">Special Education Compliance</a>	MS				
<a href="#">Charter Accountability Reporting Requirements</a>	AS				

**Board Governance:** Education One measures the quality of the school’s Board of Directors by looking at various characteristics. In order to meet standard for this indicator, a school’s governing board complies with and presents no concerns in those characteristics. 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 Board Governance is:

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.

The governing board of the CASB Network consists of eight members. Current and newly recruited members of the board represent diverse skill sets in the areas of finance, community engagement, business, and education, that support the overall mission and vision of the network. It is evident that each member has a clear understanding of the mission and vision of the network and is able to provide resources and knowledge to support network leadership in meeting the goals of each school.

Board meetings were held virtually during the 2020-21 year in compliance with Indiana’s Open Door Law and adhered to the policies and procedures set forth in the board’s by-laws and charter agreement. Members were engaged during meetings through frequent questioning and commenting. This engagement was made possible through timely distribution of board materials that included information regarding academic, financial, and organizational updates.

The members of the board frequently collaborated with leadership, at both the network and school level, by requesting more detail regarding data and information presented. The board provided continuous and constructive feedback and engaged with the network’s superintendent in goal setting.

Education One established new characteristics of a quality board late in the 2020-21 school year. These characteristics will be measured starting the 2021-22 school year and are:

- Completion of orientation/onboarding for new members, that includes participation in Education One Board Training; and
- Engage in fiduciary responsibility through personal contributions or fundraising.

Education One would like to see the implementation of processes and procedures that formally evaluate school leaders, superintendents, and the board in a timely manner. The network also needs improvement in timely communication of deficiencies or major organizational changes with the Managing Director of Education One. The governing board currently presents concerns in a minimal number of areas and receives a rating of **Approaching Standard** according to the Accountability Plan Performance Framework.

**Leadership:** Education One measures the quality of the school’s leadership team by looking at various characteristics, including experience, stability in key administrative positions, communication with internal and external stakeholders, clarity of roles and responsibilities, engagements in the continuous process of improvement and establishing systems to address area of deficiency, and consistency in collaborating with the school’s Board of Directors.

These characteristics are observed during regularly scheduled site visits and board meetings, communication with the school’s leadership team, and school leader reviews conducted by the network’s superintendent. The rubric from the school’s Accountability Plan Performance Framework for Leadership is as follows:

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

CAHS is a part of the CASB Network, which oversees three schools in South Bend. During the 2020-21 school year, the network delegated daily oversight obligations to Alex Hammel, Superintendent for all three schools, as well as to three School Leaders. The Superintendent, along with the School Leaders and network staff, support each of the three schools in areas such as curriculum and instruction, professional development, reporting, financial management, human resources, and technology.

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

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

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

It is evident that Principal Lugbill is open to feedback and strives for continuous improvement pertaining to his own professional practices. However, data used towards continuous improvement needs to be analyzed at a deeper level to support differentiated instructional strategies to meet the needs of a more diverse school population.

Education One strives to work collaboratively with not only leadership at the school level, but with the network's overall leadership team, including the Superintendent and Director of Curriculum. While school level leadership communicates in an effective and timely manner, this same level of communication has not been consistent with these two roles throughout the 2020-21 school year.

CAHS receives a rating of **Approaching Standard** for leadership due to the school and network leadership presenting concerns in a minimal number of sub-indicator characteristics.

**English Learner Compliance:** To ensure that laws and requirements are being upheld and English Learner (EL) students are being serviced appropriately, Education One conducts EL compliance checks on a quarterly basis to look for evidence of established Individualized Learning Plans (ILPs) goals and that those ILPs are current, appropriately communicated with classroom teachers and/or staff, and implemented. The rubric for English Learner Compliance is as follows:

<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
The school complies with all state and federal English Language Learner laws and provides appropriate documentation as evidence of meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components and has a credible plan to address the issues.	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.

Education One's compliance officer conducted four EL compliance checks in September, November, February, and May for the 2020-21 school year. The school received the following ratings after each check:

September	November	February	May
Meets Standard	Meets Standard	Meets Standard	Meets Standard

Overall, the school Meets Standard for the 2020-21 school year.

**Special Education Compliance:** To ensure that laws and requirements are being upheld and Special Education (SPED) students are being serviced appropriately, Education One conducts SPED compliance checks on a quarterly basis to look for evidence of established Individualized Education Program (IEPs) goals and that those IEPs are current, appropriately communicated with classroom teachers and/or staff, and implemented. Discipline data is also monitored to ensure that the percentage of disciplinary actions does not exceed the percentage of identified students and that actions are appropriate, equitable, and legal. The rubric for Special Education Compliance is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with all state and federal special education laws and provides appropriate documentation as evidence of meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components and has a credible plan to address the issues.	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.

Education One's compliance officer conducted four SPED compliance checks in September, November, February, and May for the 2020-21 school year. The school received the following ratings after each check:

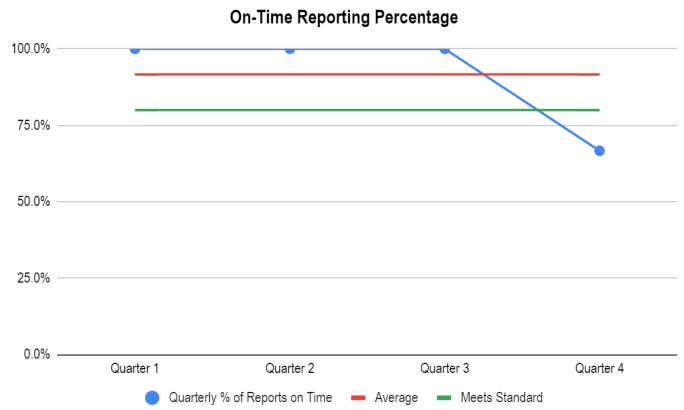
September	November	February	May
Meets Standard	Meets Standard	Meets Standard	Meets Standard

Overall, the school Meets Standard for the 2020-21 school year.

**Charter Accountability 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. The school is measured by timely submission of reports, compliance in terms of the school's charter, policies, and federal and state laws, proactive and productive collaboration with the board to meet governance obligations, and participating during scheduled meetings with Education One. The rubric for Charter Accountability Reporting Requirements is:

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

CAHS complied with all sub-indicator characteristics, including the submission of all required monthly documentation in a timely manner, complying with the terms of its charter, collaborating with Education One to meet various obligations, and participating in all scheduled meetings with the Education One team. However, documentation regarding leadership evaluations and school data required for the annual review were incomplete when due or not submitted at all. Thus, CAHS receives a rating of **Approaching Standard** according to their Accountability Plan Performance Framework.

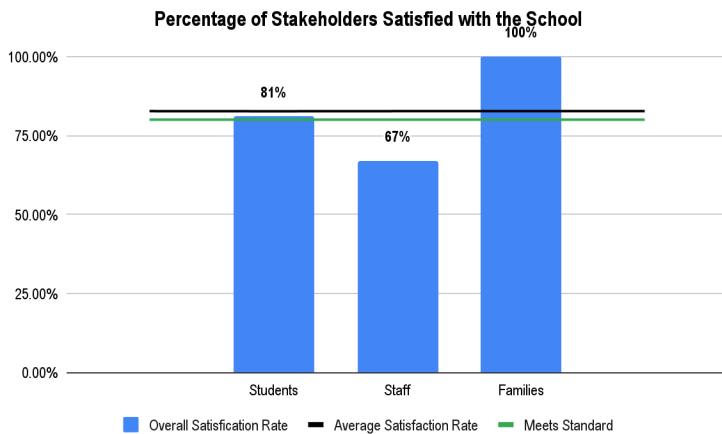


## Part IV: School Climate

The School Climate review gauges the culture of the school in meeting the needs of students, staff, and families in order to ensure overall effectiveness of the program. Part IV of this review consists of indicators designed to measure how well a school is providing the appropriate conditions for stakeholder satisfaction and success. All indicators are noted in the school’s Accountability Plan Performance Framework.

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
	Meet Standard				

Does the school have a positive school climate?	
Performance Rubric	<b>Meets Standard</b> The average percentage of students, staff, and families reporting overall satisfaction is at or above 80.0%.
	<b>Approaching Standard</b> The average percentage of students, staff, and families reporting overall satisfaction is between 70.0 and 79.9%.
	<b>Does Not Meet Standard</b> The average percentage of students, staff, and families reporting overall satisfaction is less than 70.0%.



In order to gauge school-wide satisfaction amongst stakeholders, Education One requires its schools to administer an annual survey to students, staff, and families that is created and analyzed by a third party provider. The survey measures overall satisfaction with the school, including the effectiveness of communication, safety of the school environment, and academic programming.

The following graphs illustrate the satisfaction rate of each stakeholder as well as the overall average. With an average satisfaction rate of 82.7%, the school will receive 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.

CAHS Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	338	59	17.5%
Staff	40	34	85.0%
Families	325	20	6.2%



Education One believes a participation rate of 80% validates the satisfaction rate of each stakeholder. With a participation rate of 85.0%, the results of the staff survey are considered valid and should be used to maintain and make changes. It is important for the school to increase the participation of students and families in order to utilize the data to make quality changes or improvements, if necessary.

## 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. The areas that Education One considers when tiering its school are:

- Number of years in which a school has been in existence;
- Leadership capacity and experience;
- Staffing of effective and/or highly effective teachers;
- Instructional ratings from regularly scheduled site visits;
- Progress towards achievement in reading and math;
- Growth in reading and math; and
- Subgroup growth in reading and math.

Education One's monitors progress towards goals found in the Accountability Plan Performance Framework through the following supports. The level and quantity of these supports will depend on the tier in which the school has been placed.

- **Site Visits:** Members of the Education One 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.
- **EL and SPED Compliance Checks:** Education One's Assistant Director Community Connections and Compliance observes 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:** Education One's Assistant Director of Accountability collaborates 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.
- **Reporting Requirements:** Schools provide the authorizer with reports based on statutory requirements and other important information regarding staffing, enrollment, board compliance, etc.
- **Board Meetings:** 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.

### School Supports by Tier

Tier I Supports 2.6-3.0 points	Tier IIa Supports 2.1-2.5 points	Tier IIb Supports 1.6-2.0 points	Tier III Supports 1.0-1.5 points
<ul style="list-style-type: none"> <li>● <b>Site Visits:</b> Quarterly</li> <li>● <b>Compliance Check:</b> Quarterly</li> <li>● <b>Academic Support:</b> 3x (Data)</li>   <li>● <b>Reporting Requirements:</b> Monthly</li> <li>● <b>Board Meetings:</b> Based on Board Schedule</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Site Visits:</b> Quarterly</li> <li>● <b>Compliance Check:</b> Quarterly</li> <li>● <b>Academic Support:</b> Monthly</li>   <li>● <b>Reporting Requirements:</b> Monthly</li> <li>● <b>Board Meetings:</b> Based on Board Schedule</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Site Visits:</b> Monthly</li> <li>● <b>Compliance Check:</b> Quarterly</li> <li>● <b>Academic Support:</b> Monthly</li>   <li>● <b>Reporting Requirements:</b> Monthly</li> <li>● <b>Board Meetings:</b> Based on Board Schedule</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Site Visits:</b> Monthly</li> <li>● <b>Compliance Check:</b> Quarterly</li> <li>● <b>Academic Support:</b> Monthly with Bi-Weekly Improvement Plan Checks</li> <li>● <b>Reporting Requirements:</b> Monthly</li> <li>● <b>Board Meetings:</b> Based on Board Schedule</li> </ul>

**Career Academy High School Tiered Support Rubric: Fall-Winter 2021**

	3 points	2 points	1 point
<b>Organizational</b>			
<b>New School</b>	The school has been in existence for a minimum of 2 years.	The school has been in existence for less than 2 years but is a part of an established network of schools.	The school has been in existence for less than 2 years.
<b>Leadership</b>	The school leader has been rated as effective and/or highly effective, has experience leading in an Education One school, and engages in a continuous process of improvement.	The school leader meets at least two of the Meets Standard criteria.	The school leader meets one or none of the Meets Standard criteria.
<b>Staffing</b>	80% of classrooms have effective and/ or highly effective teachers.	70-79.9% of classrooms have effective and/or highly effective teachers.	60.0% or less of classrooms have effective and/ or highly effective teachers.
<b>Academics</b>			
<b>Instruction</b>	The school received an average of 3.0-4.0 points during a semester of observations.	The school received an average of 2.5-2.9 points during a semester of observations.	The school received an average of 3.0-4.0 points during a semester of observations.
<b>Progress Towards Achievement: Reading</b>	<p>The percentage of students considered on grade level has increased by at least 5% from BOY to MOY.</p> <p style="text-align: center;"><b>OR</b></p> <p>The percentage of students considered on grade level has increased by at least 10% from BOY to EOY.</p> <p style="text-align: center;"><b>OR</b></p> <p>The school has reached the APPF goal for achievement.</p>	<p>The percentage of students considered on grade level has increased by 2.5-4.9% from BOY to MOY.</p> <p style="text-align: center;"><b>OR</b></p> <p>The percentage of students considered on grade level has increased by 4.9-9.9% from BOY to EOY.</p>	<p>The percentage of students considered on grade level has increased by at least 5% from BOY to MOY.</p> <p style="text-align: center;"><b>OR</b></p> <p>The percentage of students considered on grade level has increased by at least 10% from BOY to EOY.</p> <p style="text-align: center;"><b>OR</b></p> <p>The school has reached the APPF goal for achievement.</p>
<b>Progress Towards Growth: Reading</b>	<p>The percentage of students meeting growth goals has increased by at least 5% from BOY to MOY.</p> <p style="text-align: center;"><b>OR</b></p> <p>The percentage of students meeting growth goals has increased by at least 10% from BOY to EOY.</p> <p style="text-align: center;"><b>OR</b></p> <p>The school has reached the APPF goal for growth.</p>	<p>The percentage of students meeting growth goals has increased by at least 2.5-4.9% from BOY to MOY.</p> <p style="text-align: center;"><b>OR</b></p> <p>The percentage of students meeting growth goals has increased by at least 4.9-9.9% from BOY to EOY.</p>	<p>The percentage of students meeting growth goals has increased by at least 5% from BOY to MOY.</p> <p style="text-align: center;"><b>OR</b></p> <p>The percentage of students meeting growth goals has increased by at least 10% from BOY to EOY.</p> <p style="text-align: center;"><b>OR</b></p> <p>The school has reached the APPF goal for growth.</p>

<b>Subgroup Growth: Reading</b>	75-100% of identified subgroups outgrew the same subgroups of the local school district.	50-74.9% of identified subgroups outgrew the same subgroups of the local school district.	Less than 50% of identified subgroups outgrew the same subgroups of the local school district.
<b>Progress Towards Achievement: Math</b>	<p>The percentage of students considered on grade level has increased by at least 5% from the previous school year's BOY to MOY.</p> <p><b>OR</b></p> <p>The percentage of students considered on grade level has increased by at least 10% from BOY to EOY.</p> <p><b>OR</b></p> <p>The school has reached the APPF goal for achievement.</p>	<p>The percentage of students considered on grade level has increased by 2.5-4.9% from the previous school year's BOY to MOY.</p> <p><b>OR</b></p> <p>The percentage of students considered on grade level has increased by 4.9-9.9% from BOY to EOY.</p>	<p>The percentage of students considered on grade level has increased by less than 2.5% from the previous school year's BOY to MOY.</p> <p><b>OR</b></p> <p>The percentage of students considered on grade level has increased by less than 4.9% from BOY to EOY.</p> <p><b>OR</b></p> <p>The percentage of students considered on grade level has decreased.</p>
<b>Progress Towards Growth: Math</b>	<p>The percentage of students meeting growth goals has increased by at least 5% from the previous year's BOY-EOY to BOY-MOY.</p> <p><b>OR</b></p> <p>The percentage of students meeting growth goals has increased by at least 10% from BOY-MOY to BOY-EOY.</p> <p><b>OR</b></p> <p>The school has reached the APPF goal for growth.</p>	<p>The percentage of students meeting growth goals has increased by at least 2.5-4.9% from the previous year's BOY-EOY to BOY-MOY.</p> <p><b>OR</b></p> <p>The percentage of students meeting growth goals has increased by at least 4.9-9.9% from BOY-MOY to BOY-EOY.</p>	<p>The percentage of students meeting growth goals has increased by less than 2.5% from BOY-EOY to BOY-MOY.</p> <p><b>OR</b></p> <p>The percentage of students meeting growth goals has increased by less than 4.9% from BOY-MOY to BOY-EOY.</p> <p><b>OR</b></p> <p>The percentage of students meeting growth goals has decreased.</p>
<b>Subgroup Growth: Math</b>	75-100% of identified subgroups outgrew the same subgroups of the local school district.	50-74.9% of identified subgroups outgrew the same subgroups of the local school district.	Less than 50% of identified subgroups outgrew the same subgroups of the local school district.

Average Points	Tier Designation for Fall-Winter 2021
<b>2.7 points</b>	<b>Tier I</b>
<ul style="list-style-type: none"> <li>● <u>Site Visits:</u> Quarterly</li> <li>● <u>Compliance Check:</u> Quarterly</li> <li>● <u>Academic Support:</u> 3x (Data)</li> <li>● <u>Reporting Requirements:</u> Monthly</li> <li>● <u>Board Meetings:</u> Based on Board Schedule</li> </ul>	

Overall, the 2020-21 school year for CAHS was challenging due to the need for instructional delivery changes and implementing protocols and procedures to make in-person learning safe in the midst of a pandemic. Education One commends the school for the following:

- Earning Early College Accreditation;
- Implementing cross curricular partnerships and programming that provide students with relevant experiences; and
- Communication and collaboration between the school leadership team and the Education One team.

As a Tier I school, CAHS will move to quarterly site visits and support checks when new data is made available. During the 2021-22 school year, improvement in the following areas is necessary:

- Utilize academic and discipline data/outcomes to identify root causes of observed deficiencies and then create quantifiable action plans for improvement;
- Provide differentiated learning opportunities, specifically geared towards math and lower performing subgroups;
- Decrease the debt to asset ratio;
- Communicate with Education One regarding overall network changes or deficiencies in a timely manner;
- Increase survey participation rates of students and families to obtain valid results to drive programmatic changes.