EDUCATION ONE
at Trine University

2022-21 ANNUAL REVIEW

SUCCESS ACADEMY PRIMARY SCHOOL

Evaluated By:

Lindsay Omlor, Director of Charter Schools
Emily Gaskill, Assistant Director of Accountability
Brenda Mescher, Assistant Director of Community Connections and Compliance

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 (APPF). Indicators measure the school's Academic, Financial, and Organizational capabilities. Quantitative and qualitative data is gathered throughout the year from document submissions, routine site visits, assessment results, and survey conclusions.

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

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

Part I: Academic Performance

The Academic Performance review gauges the academic success of the school in serving its target populations and closing equity gaps. Part I of the Annual Review consists of various 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
	2020-21	**2021-22**	2022-23	2023-24	2024-25
	Not Applicable	**Approaching Standard**			

Is the school's educational program successful?		
Performance Rubric	**Exceeds Standard**	The school consistently and effectively complies with and presents no concerns in the indicators below.
	Meets Standard	The school complies with and presents no concerns in the indicators below.
	Approaching Standard	The school presents concerns in some of the 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 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	Instruction	N/A	MS			
	Attendance	N/A	AS			
	Legacy Student Achievement on Benchmark Assessment (Reading and Math)	N/A	DNMS			
	Subgroup Student Achievement on Benchmark Assessment (Reading and Math)	N/A	ES			
	Growth on Benchmark Assessment (Reading and Math)	N/A	DNMS			
	Subgroup Growth on Benchmark Assessment (Reading and Math)	N/A	DNMS			
State Academic Performance	State Accountability Grade	N/A	N/A			
	State Assessment Participation Rate	N/A	AS			
	Legacy Student Achievement on Summative Assessment (Reading and Math)	N/A	N/A			
	Subgroup Student Achievement on Summative Assessment (Reading and Math)	N/A	N/A			
	Growth on Summative Assessment (Reading and Math)	N/A	N/A			
	Subgroup Student Growth on Summative Assessment (Reading and Math)	N/A	N/A			
	Comparison to Local Schools	N/A	MS			
	Reading Proficiency- Grade 3	N/A	DNMS			
Federal Academic Performance	Federal Accountability Rating	N/A	N/A			
	Model Attendee	N/A	N/A			
	Closing Achievement Gaps	N/A	N/A			
	Language Proficiency for English Learners	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 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 objects 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 2021-22 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.

2021-22 Site Visit Percentage of Classrooms Showing a Concern								
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Sept.	38.5%	7.7%	23.1%	11.5%	23.1%	23.1%	0.0%	0.0%
Nov.	19.0%	9.5%	4.8%	19.0%	0.0%	14.3%	0.0%	0.0%
Feb.	28.6%	28.6%	9.5%	9.5%	0.0%	14.3%	0.0%	0.0%
Mar.	22.7%	0.0%	13.6%	4.5%	4.5%	22.7%	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.

SASB Instruction Rating
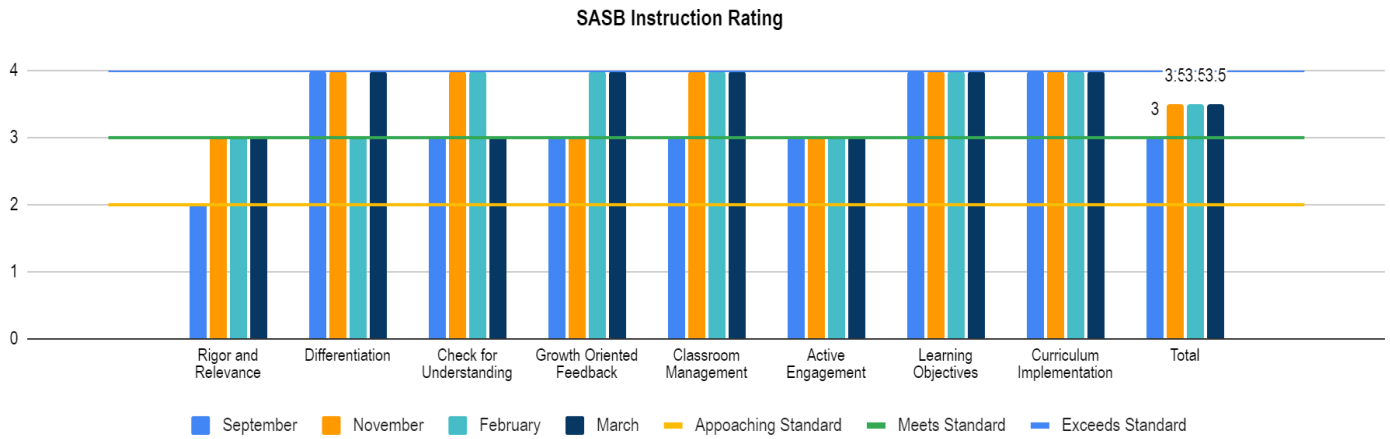
Based on the qualitative and quantitative evidence collected throughout the 2021-22 school year, Success Academy Primary School (SAPS) receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

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. SAPS had an average attendance rate of 91.2% and thus, is **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Attendance Breakdown		
Kindergarten	89.8%	✘
First Grade	91.5%	✗
Second Grade	90.7%	✗
Third Grade	91.1%	✗
Fourth Grade	92.4%	✗
Fifth Grade	91.4%	✗
Whole School	91.2%	✗
Key: ✔ = Meets Standard, ✗ = Approaching Standard, ✘ = Does Not Meet Standard		

Legacy Student 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 each individual school. SAPS utilized the i-Ready Diagnostic assessment during the 2021-22 school year. This computer adaptive assessment is designed to provide teachers with actionable insight into student needs and is aligned to grade level standards in reading and math. 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 2021-22 school year, SAPS 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. The Tier I category signifies students who demonstrated grade level achievement.

At the beginning of the year, 11.4% of SAPS legacy students were performing on grade level in reading and 4.7% in math. These percentages both increased by the end of the year to 42.8% in reading and 35.4% in math. The following table and graphs illustrate the achievement of legacy students in reading and math for the 2021-22 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
Legacy Students	11.4%	42.8%	**+31.4%**	5.8%	40.7%	**+34.9%**
Non-Legacy Students	9.4%	35.3%	**+25.9%**	1.2%	35.4%	**+34.1%**
Whole School	11.0%	41.6%	**+30.6%**	5.1%	39.9%	**+34.8%**

SAPS Legacy Benchmark Achievement: Reading
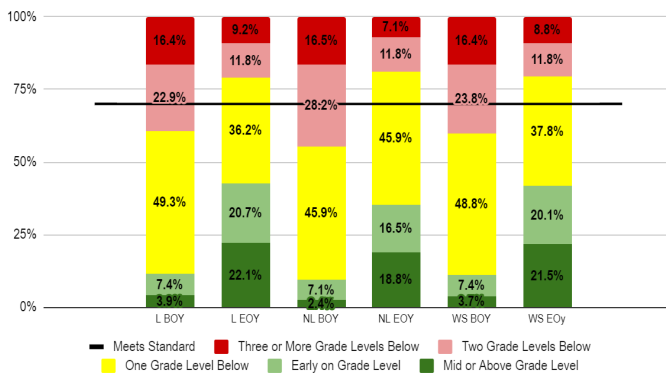
SAPS Legacy Benchmark Achievement: Math
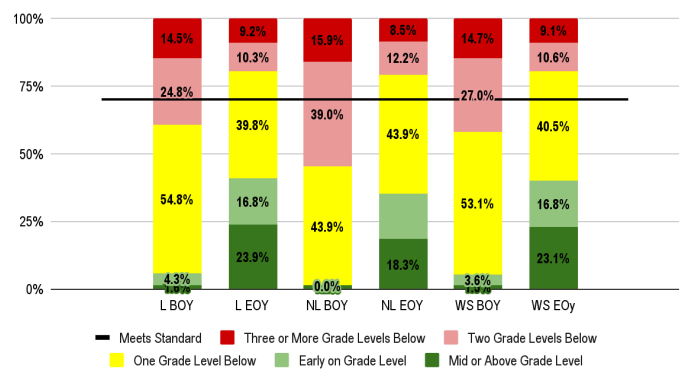
The tables on the following page indicate the percentage of students enrolled at SAPS for at least two years, by grade level and whole school, that met achievement targets on the end of the year benchmark assessment in reading and math.

Reading				
Grade Level	**Number of Legacy Students**	**Number of Legacy Students on Grade Level**	**Percentage of Grade Level Achievement Legacy Students**	**Achievement Target Rating**
Kindergarten	91	74	81.3%	✔
First Grade	68	26	38.2%	✘
Second Grade	73	31	42.5%	✘
Third Grade	74	36	48.6%	✘
Fourth Grade	77	19	24.7%	✘
Fifth Grade	75	10	13.3%	✘
Whole School	458	196	42.8%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Math				
Grade Level	**Number of Legacy Students**	**Number of Legacy Students on Grade Level**	**Percentage of Grade Level Achievement Legacy Students**	**Achievement Target Rating**
Kindergarten	86	48	55.8%	✘
First Grade	47	87	54.0%	✘
Second Grade	85	53	62.4%	✘
Third Grade	73	30	41.1%	✘
Fourth Grade	70	15	21.4%	✘
Fifth Grade	66	3	4.5%	✘
Whole School	447	182	40.7%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Reading: 42.8% of legacy students were considered proficient on i-Ready reading assessment. Therefore, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

Math: 40.7% of legacy students were considered proficient on i-Ready math assessment. Therefore, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

Subgroup Student 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:

- Economically Disadvantaged;
- English Learner;
- Gender;
- Race; and
- Special Education

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 increased overall achievement by more than 15.0% from beginning of the year to end of the year. **OR** 80.0% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.	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. **OR** 70.0-79.9% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.	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. **OR** 60-69.9% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.	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. **OR** Less than 60.0% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.

The following table illustrated the achievement of each subgroup of students in reading and math for the 2021-22 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%	11.4%	42.8%	**+31.4%**	N/A	4.7%	35.4%	**+30.8%**	N/A	
Free/Reduced Lunch	48.9%	10.1%	38.5%	**+28.4%**	✔	4.7%	39.4%	**+34.7%**	✔	
English Learner	5.4%	7.1%	46.4%	**+39.3%**	✔	0.0%	22.2%	**+22.2%**	✔	
Female	50.2%	14.2%	45.8%	**+31.6%**	✔	5.5%	42.9%	**+37.4%**	✔	
Male	49.8%	8.6%	39.9%	**+31.3%**	✔	6.1%	38.6%	**+32.5%**	✔	
Black	42.9%	5.1%	33.8%	**+28.7%**	✔	0.0%	30.7%	**+30.7%**	✔	
Hispanic	3.2%	11.8%	35.3%	**+23.5%**	✔	11.1%	22.2%	**+11.1%**	✔	
Multiracial	14.8%	14.9%	52.2%	**+37.3%**	✔	4.7%	48.4%	**+43.8%**	✔	
White	38.0%	16.7%	50.0%	**+33.3%**	✔	12.3%	52.0%	**+39.8%**	✔	
Special Education	16.9%	8.7%	19.6%	**+10.9%**	✔	1.1%	23.7%	**+22.6%**	✔	

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

Reading: Overall, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Math: Overall, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

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				
Grade Level	Number of Students	Number of Students Meeting Growth Target	Percentage of Students Meeting Growth Target	Growth Target Rating
Kindergarten	91	50	54.9%	✘
First Grade	87	45	51.7%	✘
Second Grade	86	58	67.4%	✘
Third Grade	94	55	58.5%	✘
Fourth Grade	86	55	64.0%	✘
Fifth Grade	90	45	50.0%	✘
Whole School	534	308	57.7%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Math				
Grade Level	Number of Students	Number of Students Meeting Growth Target	Percentage of Students Meeting Growth Target	Growth Target Rating
Kindergarten	86	48	55.8%	✘
First Grade	87	47	54.0%	✘
Second Grade	85	53	62.4%	✘
Third Grade	92	63	68.5%	✘
Fourth Grade	80	33	41.3%	✘
Fifth Grade	90	38	42.2%	✘
Whole School	520	282	54.2%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Reading: 57.7% students met growth targets on the i-Ready reading assessment. Therefore, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

Math: 54.2% students met growth targets on the i-Ready math assessment. Therefore, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

Subgroup Student 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:

- 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 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	Pop. %	Reading		Math	
		Percentage of Students Meeting Growth Target	Growth Target Rating	Percentage of Students Meeting Growth Target	Growth Target Rating
Whole School	100%	57.7%	✘	54.2%	✘
Free/Reduced Lunch	48.9%	56.3%	✘	50.4%	✘
English Learner	5.4%	69.0%	✘	64.3%	✘
Female	50.2%	57.1%	✘	52.7%	✘
Male	49.8%	58.3%	✘	55.9%	✘
Black	42.9%	55.9%	✘	52.0%	✘
Hispanic	3.2%	47.1%	✘	47.1%	✘
Multiracial	14.8%	54.4%	✘	59.7%	✘
White	38.0%	61.1%	✘	54.5%	✘
Special Education	16.9%	47.8%	✘	45.1%	✘
Key: ✔ = 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. The majority of subgroups were not meeting the subindcator performance metric, with the exception of English Learner and White students, who were approaching standard

Math: The school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework. The majority of subgroups were not meeting the subindcator performance metric, with the exception of English Learner students, who were approaching standard.

STATE ACADEMIC PERFORMANCE

State Accountability Grade: Indiana has established a student-centered accountability system to calculate a letter grade given to each school.   The grade encompasses the results from three domains: achievement, growth, and multiple measures.   Each domain has its own indicators that make up a final score.   The letter grade given to the school is a sum of those final scores weighted, based on the grade levels served within the school.   For more information, including the history of Indiana's Student-Centered Accountability from the Indiana Department of Education, 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.

Accountability grades were not awarded to schools for the 2020-21 school year due to the COVID-19 pandemic.   With no opportunity to increase or maintain previous accountability grades, the school 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.

SAPS had a participation rate of 93.3% for the English/Language Arts assessment and 93.7% for the math assessment.   The school receives a rating of **Approaching Standard**.
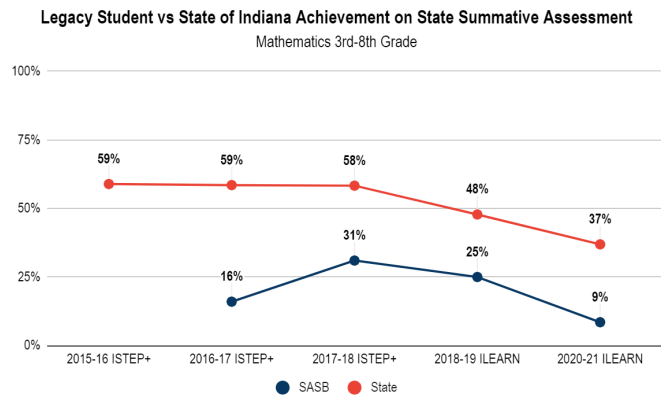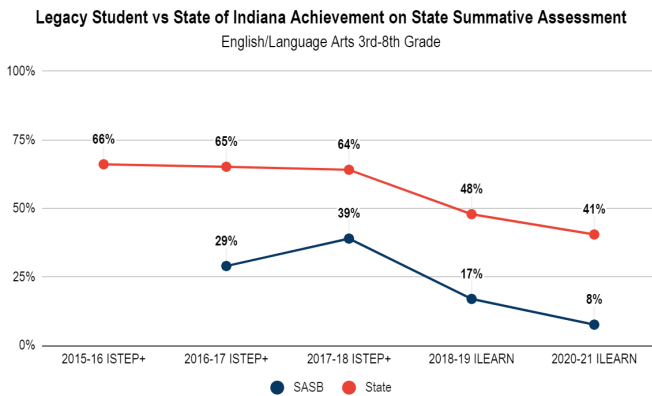
Legacy Student Achievement on Summative Assessment: Education One measures the school's educational model by comparing the percentage of students achieving grade level proficiency to the state's results.   Students included in the percentage used for comparison are legacy students, as defined above in 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 previous state summative assessment, the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+), was replaced by Indiana Learning Evaluation Assessment Readiness Network (ILEARN) in 2018-19. Indiana students, in grades three through eight, experienced an overall decrease in grade level achievement of 16.3% in English/Language Arts and 10.5% in math after the first administration of the ILEARN assessment due to the combination of the rigors associated with the assessment and newly established performance cuts.

The 2019-20 ILEARN assessment administration was canceled due to the school closures caused by the COVID-19 pandemic. In 2020-21, 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. 40.5% of students in grades three through eight were proficient in English/Language Arts and only 36.9% of students were proficient in math.

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.

Legacy Student vs State of Indiana Achievement on State Summative Assessment — English/Language Arts 3rd-8th Grade

Legacy Student vs State of Indiana Achievement on State Summative Assessment — Mathematics 3rd-8th Grade

English/Language Arts: In Indiana, 40.5% of students in grades 3-8 met or exceeded grade-level standards on the 2021 English/Language Arts ILEARN assessment. At SASB, 7.6% of legacy students in grades 3-8 met or exceeded grade-level standards on the 2021 English/Language Arts ILEARN assessment.

Math: In Indiana, 36.9% of students in grades 3-8 met or exceeded grade-level standards on the 2021 Mathematics ILEARN assessment. At SASB, 8.5% of legacy students in grades 3-8 met or exceeded grade-level standards on the 2021 Mathematics ILEARN assessment.

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 will be 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.

The following tables illustrate the percentage of students that met or exceeded grade level standards on the state summative assessment by subgroup for the 2020-21 school year. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown: English/Language Arts ILEARN 3-5						
Subgroup	**School Population %**	**School % of Students Meeting or Exceeding Standards**	**State Population %**	**State % of Students Meeting or Exceeding Standards**	**Difference**	**Rating**
Whole School	100%	7.6%	100%	40.5%	**-32.9%**	N/A
Free/Reduced Lunch	52.5%	5.8%	45.9%	25.9%	**-20.1%**	N/A
English Learner	7.5%	8.0%	6.6%	11.7%	**-3.7%**	N/A
Female	46.6%	6.3%	N/A	44.8%	**-38.5%**	N/A
Male	53.4%	7.2%	N/A	36.3%	**-29.1%**	N/A
Black	45.0%	1.8%	12.5%	17.4%	**-15.6%**	N/A
Hispanic	12.3%	5.1%	13.2%	27.3%	**-22.2%**	N/A
Multiracial	11.8%	18.2%	5.2%	36.4%	**-18.2%**	N/A
White	30.8%	11.2%	66.1%	47.1%	**-35.9%**	N/A
Special Education	20.1%	3.3%	15.5%	12.9%	**-9.6%**	N/A
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✖ = Approaching Standard, ✖ = Does Not Meet Standard						

Subgroup Breakdown: Math ILEARN 3-5						
Subgroup	**School Population %**	**School % of Students Meeting or Exceeding Standards**	**State Population %**	**State % of Students Meeting or Exceeding Standards**	**Difference**	**Rating**
Whole School	100%	8.5%	100%	36.9%	**-28.4%**	N/A
Free/Reduced Lunch	52.5%	7.6%	45.9%	22.0%	**-14.4%**	N/A
English Learner	7.5%	4.0%	6.6%	14.2%	**-10.2%**	N/A
Female	46.6%	7.8%	N/A	35.0%	**-27.2%**	N/A
Male	53.4%	10.2%	N/A	38.8%	**-28.6%**	N/A
Black	45.0%	5.2%	12.5%	11.6%	**-6.4%**	N/A
Hispanic	12.3%	2.6%	13.2%	22.0%	**-19.4%**	N/A
Multiracial	11.8%	9.1%	5.2%	30.5%	**-21.4%**	N/A
White	30.8%	17.0%	66.1%	44.4%	**-27.4%**	N/A
Special Education	20.1%	1.6%	15.5%	14.1%	**-12.5%**	N/A
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✖ = Approaching Standard, ✖ = Does Not Meet Standard						

Similar to Legacy Student Achievement, schools will not be held accountable for the results of the 2021 state assessments and Education One will be providing a rating of **Not Applicable** for subgroup achievement and how applicable percentages compare to the state of Indiana.

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 midd 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).

Growth data was not publicly released by the state of Indiana for the 2021 state summative assessment. Therefore, the SAPS receives a rating of **Not Applicable.**

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.

Growth data was not publicly released by the state of Indiana for the 2021 state summative assessment. Therefore, the SAPS 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 on the following page indicates the comparison schools for SAPS based on subgroups served and location.

School Name	Economically Disadvantaged	English Learner	Special Education	Location
Success Academy Primary School	**52.5%**	**7.5%**	**20.1%**	**-**
School #1	73.9%	10.9%	17.0%	0.6 miles
School #2	70.9%	7.7%	21.1%	2.1 miles
School #3	82.7%	17.6%	19.8%	2.8 miles
School #4	73.1%	25.1%	16.7%	4.4 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 table identifies the performance measures that SAPS outperformed comparison schools, which are highlighted in green. As previously stated, only achievement data for the 2021 state assessment was publicly released, making it the only performance measure that can be compared. SAPS's proficiency outpaced comparison schools 75.0% of the time in 2021. The school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework, based on achievement results only.

School Name	English/Language Arts Achievement %	Math Achievement %	English Language Arts Growth % or MGP	Math Growth % or MGP
Success Academy Primary School	**7.6%**	**8.5%**	**N/A**	**N/A**
School #1	4.2%	2.5%	N/A	N/A
School #2	1.5%	0.0%	N/A	N/A
School #3	2.2%	2.2%	N/A	N/A
School #4	9.6%	10.6%	N/A	N/A

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 is a summative assessment that evaluates reading skills for students who are in grade three to ensure that all students can read proficiently before moving to grade four. IREAD-3 is administered two times per year, round one taking place in the spring and round two taking place in the summer for those students who did not pass the first round assessment. 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.

In 2020-21, SAPS had a total passing rate of 53.5% on IREAD-3. The state of Indiana's passing percentage was 81.2%. With a difference of 27.7%, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework. The table on the following page compares the school's subgroup passing percentages to the state's passing percentages of same subgroups.

Subgroup Breakdown: IREAD-3					
Subgroup	**School Population %**	**School % of Students Meeting or Exceeding Standards**	**State Population %**	**State % of Students Meeting or Exceeding Standards**	**Difference**
Whole School	100%	53.5%	100%	81.2%	**-27.7%**
Free/Reduced Lunch	52.5%	47.6%	45.9%	72.6%	**-25.0%**
Black	45.0%	39.0%	12.5%	62.0%	**-23.0%**
Hispanic	12.3%	60.0%	13.2%	68.6%	**-8.6%**
White	30.8%	59.0%	66.1%	87.5%	**-28.5%**

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 **OR** received a rating of Approaches Expectations for at least two or more consecutive years.

No ratings were released for the 2020-21 school year. Therefore, the school 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.

Model attendee rates were not released for the 2020-21 school year. Data for chronic absenteeism was released. Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason. The state's percentage was 18.5%. SASB's rate was 42.9%. The school receives a rating of **Not Applicable**.

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.

Data for this sub-indicator was not publicly released and 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 for this sub-indicator was not publicly released 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
	2020-21	2021-22	2022-23	2023-24	2024-25
	Meets Standard	Meets Standard			

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

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	Financial Management	MS	MS			
	Enrollment Variance	MS	ES			
	Current Ratio	MS	MS			
	Days Cash	MS	MS			
	Debt/Default Delinquency	MS	MS			
	Debt to Asset Ratio	MS	MS			
	Debt Service Coverage	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 stander for either its financial audit or quarterly financial reporting requirements

At the time of this report, Career Academy Network had submitted their annual audit for fiscal year 2021. However, the State Board of Accounts has experienced delays in approving audited financials for schools and districts across the state and has yet to approve the audit. The school did regularly submit complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. For these reasons, the network receives a rating of **Meets Standard** for the 2021-22 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, the Career Academy Network had an enrollment count of 1,413 students as of October 1, 2021. The final enrollment variance was 104.6% based on a budgeted enrollment of 1,350. Therefore, the Career Academy Network 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 15.6 and therefore, the network 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, 2022 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 Career Academy Network has 76.6 days The school falls below the desired metric for days cash. With regard to days cash, 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.and, for this reason, the network receives a rating of **Meets Standard**.
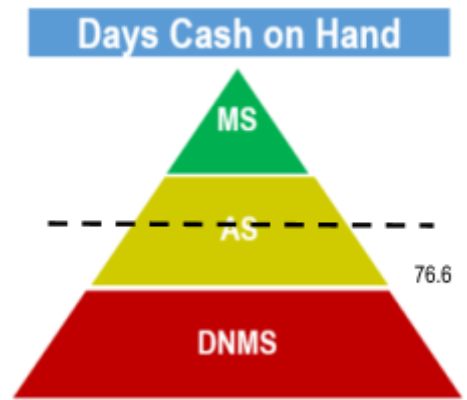
Debt/Default Delinquency: This metric is determined by both the auditor's comments in the audited financial statements and contact with the school's creditors. The rubric for Debt/Default Delinquency is as follows:

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.

Neither the network's auditors nor its creditors provided any indication that the school had defaulted on its debt obligations. Based on that summary, the network 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 receives *a* rating of **Meets Standard**, based on the aforementioned letter of assurance, with a ratio of 1.02. 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 2021-22 school year. The network receives a rating of **Not Applicable.**

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Part III: Organizational Performance

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

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

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

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Governing Board	Focus on High Academic Achievement	AS	MS			
	Commitment to Exemplary Governance		AS			
	Fiduciary Responsibilities		AS			
	Strategic Planning and Oversight		MS			
	Legal and Regulatory Compliance		MS			
School Leader	Leadership	AS	MS			
Compliance	Reporting Requirements	AS	MS			
	English Learner Compliance	MS	MS			
	Special Education Compliance	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 of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the 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 Career Academy Network (CAN) 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. With the transition to new superintendent, the board was regularly presented with relevant student data to indicate academic progress towards goals and inform board decisions.   The board is aligned in their definition of high academic achievement and maintains pre-pandemic expectations for school achievement and growth in results and programming initiatives. For these reasons, the network receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

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

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

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

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the 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.

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

The board is currently led by Board President Larry Garatoni. He has proven to be able to effectively lead the board and engage members in various aspects of governance and commitments to the school. The board experienced change in membership throughout the year, with members retiring from the board. Mr. Garatoni was able to recruit and replace retired members in a timely manner with those who had appropriate background, skills, and connections in the community to support the mission and vision of the school. .
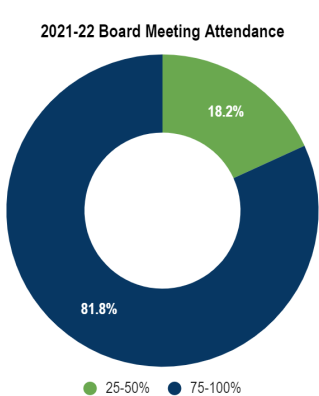
The Career Academy Network governing board had an average attendance rate of 78.2% throughout the 2021-22 year. Majority of members averaged between 75.0 and 100% attendance, as noted in the corresponding graph. This indicates member investment in the school and its success. Engagement during public meetings averaged just over six questions per meeting. The majority of the questioning came from less than 30% of the board. Based on the corresponding graph illustrating the types of questions being asked, the board is evidencing more comfortability or has been provided with more opportunity to discuss academic and organizational issues during public meetings.
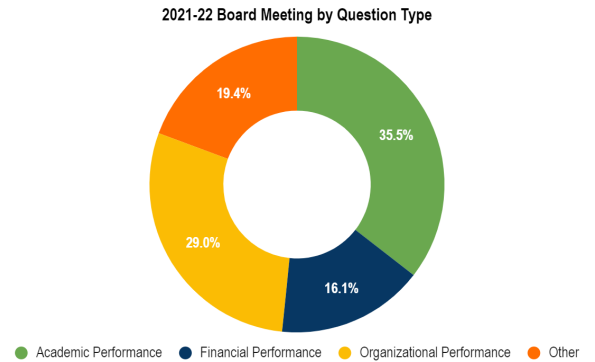
Mr. Garatoni maintained consistent and timely communication, including the discussion of any deficiencies, during regularly scheduled meetings with the Executive Director of Education One. Complete and coherent meeting materials and notes were provided in a timely fashion throughout the school year.

Engagement of all members could increase should there be more clarity in defined roles and responsibilities of members and committee. Currently, with the size and membership of the board, a more robust committee structure could support the board in being more strategic and efficient during meetings. Therefore, the network receives a rating of **Approaching Standard** according to its Accountability Plan Performance Framework.

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

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the 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.

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

The Career Academy Network board, as a whole, has not set a priority to investing time or other resources to the school outside of board meeting attendance. As such, 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 of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the 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.

In April of 2022, 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.

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

The board does not have a clear succession plan in place for the school leader and/or new members, however, as board positions have opened up throughout the year, Career Academy Network has been able to maintain a full board, through strong recruitment efforts. Based on these findings, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.
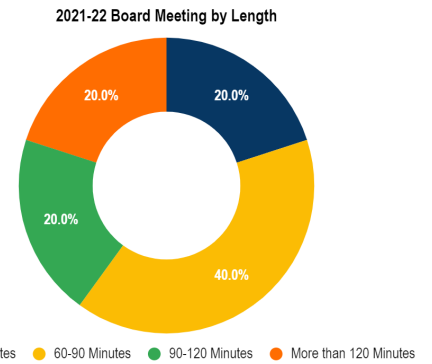
Legal and Regulatory Compliance: Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets all expectations set forth in the charter agreements and bylaws . More specifically, legally compliant boards exhibit the following characteristics:
- 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 of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the 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.

All meetings during the 2021-22 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. The corresponding graph illustrates the percentage of meetings based on length. Majority of the meetings were an hour and a half or less. Therefore, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

2021-22 Board Meeting by Length

- 30-60 Minutes: 20.0%
- 60-90 Minutes: 40.0%
- 90-120 Minutes: 20.0%
- More than 120 Minutes: 20.0%

SCHOOL LEADER

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

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

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

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

SAPS is a part of the Career Academy Network, which oversees three schools in South Bend. During the 2021-22 school year, the network delegated daily oversight obligations to Jeremy Lugbill, Superintendent, for all three schools, as well as to three School Leaders. The Superintendent, along with the School Leaders and network staff, supported each of the three schools in areas such as curriculum and instruction, professional development, reporting, financial management, human resources, and technology.

Dean Fecher served as the School Leader of SAPS during the 2021-22 school year and has served in this role since the school's inaugural year in 2015-16. As School Leader, he was primarily responsible for ensuring that academic and instructional development occurred, with support from the Assistant School Leader and Instructional Coach. Mr. Fecher also oversaw the implementation of discipline and behavior strategies. He was also accountable for state and authorizer reporting requirements and special education oversight.

Principal Fecher continues to create an environment that emphasizes the importance of technology integration, project based learning experiences, and Project Lead the Way initiatives. Mr. Fecher attended all Career Academy 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 detailed updates pertaining to student performance, student recruitment and retention, school initiatives, and major events.

It is evident that Principal Fecher is open to feedback and strives for continuous improvement pertaining to his own professional practices. Education One understands that school improvement is a process and commends School Leader Fecher and his team for implementing strategic programs, targeted at closing achievement gaps, through the use of small and differentiated academic grouping, platooning, and remediation blocks. Through the process of continuous improvement, Mr. Fecher has played a large role in laying a strong foundation of academic programming to support the school in years to come.

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. Communication and collaboration has increased to support partnerships between the network and Education. SAPS receives a rating of **Meets Standard.**

COMPLIANCE

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

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

The rubric for this sub-indicator is as follows:

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

SAPS 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, SAPS receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

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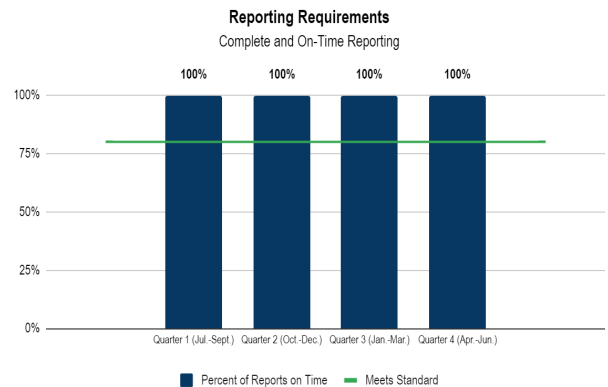
English Learner Compliance: To ensure that laws and requirements are being upheld and students who are English Learners (EL) are being serviced appropriately, Education One conducts an EL compliance check on a quarterly basis, looking for the following components:

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

The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with all state and federal laws and provides appropriate documentation to evidence meeting each component.	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.	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.

The following table identifies the ratings SAPS received from the compliance checks conducted during the 2021-22 school year.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Meets Standard	Meets Standard	Meets Standard	Meets Standard

The school's overall population is made up of 6% English Learners. The school has seen an overall improvement in communication between classroom teachers and interventions, evidenced by the pull out program focusing on the school's curriculum maps and pacing guide so that students are receiving support to benefit what is being taught in the classroom. It is evident that intervention time is maximized through appropriate materials and planning. The intervention time and materials available. Based on the qualitative and quantitative evidence collected, the school 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
The school complies with all state and federal laws and provides appropriate documentation to evidence meeting each component.	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.	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.

The following table identifies the ratings SAPS received from the compliance checks conducted during the 2021-22 school year.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Meets Standard	Meets Standard	Meets Standard	Meets Standard

The school's Special Education population made up 21% of overall enrollment for the 2021-22 school year. SAPS implemented an effective balance of push in and pull out services. The Special Education team specifically supported its students during a whole school math intervention time. Similar to the English Learner program, Special Education staff communicated appropriately with general education classroom teachers to ensure student services were being implemented and interventions supported grade level content being provided during whole group instruction. Based on the qualitative and quantitative evidence collected, 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, 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. Survey data becomes more reliable based on the participation rate of each stakeholder. Education One's standard for survey reliability is a participation rate of at least 70.0%.

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
	Approaching Standard	**Meets Standard**			

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

Percentage of Stakeholders Satisfied with the School
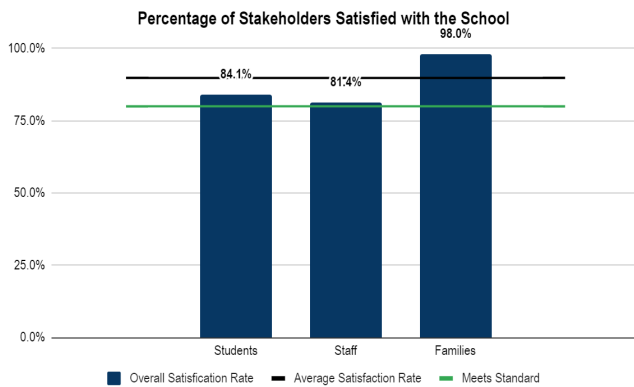
The graph illustrates the satisfaction rate of each stakeholder as well as the overall average. With a weighted satisfaction rate of 89.8%, the school receives a rating of **Meets Standard**.

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.

SAPS's Survey Participation			
Stakeholder Group	**Population Size** Total # of Possible Respondents	**Sample Size** Total # of Actual Respondents	**Survey Participation Rate**
Students	291	82	28.2%
Staff	59	43	72.9%
Families	291	100	34.4%

Education One believes a participation rate of at least 70% validates the satisfaction rate of each stakeholder. The staff survey had a participation rate well over that metric, which supports the satisfaction results of the survey. It is important for SAPs to increase participation of students and families in future surveys in order to utilize the data to make quality changes or improvements, specifically speaking to students due to local control.

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
• Site Visits: Quarterly • Compliance Check: Quarterly • Academic Support: 3x (Data) • Reporting Requirements: Monthly • Board Meetings: Based on Board Schedule	• Site Visits: Quarterly • Compliance Check: Quarterly • Academic Support: Monthly • Reporting Requirements: Monthly • Board Meetings: Based on Board Schedule	• Site Visits: Monthly • Compliance Check: Quarterly • Academic Support: Monthly • Reporting Requirements: Monthly • Board Meetings: Based on Board Schedule	• Site Visits: Monthly • Compliance Check: Quarterly • Academic Support: Monthly with Bi-Weekly IImprovement Plan Checks • Reporting Requirements: Monthly • Board Meetings: Based on Board Schedule

	SAPS Tiered Support Rubric		
	Tier I: 3 points	**Tier II: 2 points**	**Tier III: 1 point**
	Organizational		
New School	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.
Leadership	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.
Staffing	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.
	Academics		
Instruction	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 less than 2.5 points during a semester of observations.
Progress Towards Achievement: Reading	The percentage of students considered on grade level has increased by at least 5% from BOY to MOY. **OR** The percentage of students considered on grade level has increased by at least 10% from BOY to EOY. **OR** The school has reached the APPF goal for achievement.	The percentage of students considered on grade level has increased by 2.5-4.9% from BOY to MOY. **OR** The percentage of students considered on grade level has increased by 4.9-9.9% from BOY to EOY**.**	The percentage of students considered on grade level has increased by less than 2.5% from BOY to MOY. **OR** The percentage of students considered on grade level has increased by less than 4.9% from BOY to EOY. **OR** The percentage of students considered on grade level has decreased from BOY to MOY or BOY to EOY.
Progress Towards Growth: Reading	The percentage of students meeting growth goals has increased by at least 5% from BOY to MOY. **OR** The percentage of students meeting growth goals has increased by at least 10% from BOY to EOY. **OR** The school has reached the APPF goal for growth.	The percentage of students meeting growth goals has increased by at least 2.5-4.9% from BOY to MOY. **OR** The percentage of students meeting growth goals has increased by at least 4.9-9.9% from BOY to EOY.	The percentage of students meeting growth goals has increased by less than 2.5% from BOY to MOY. **OR** The percentage of students meeting growth goals has increased by less than 4.9% from BOY to EOY. **OR** The percentage of students meeting growth goals has decreased from BOY to MOY or BOY to EOY.
Progress Towards Achievement: Math	The percentage of students considered on grade level has increased by at least 5% from BOY to MOY. **OR** The percentage of students considered on grade level has increased by at least 10% from BOY to EOY. **OR** The school has reached the APPF goal for achievement.	The percentage of students considered on grade level has increased by 2.5-4.9% from BOY to MOY. **OR** The percentage of students considered on grade level has increased by 4.9-9.9% from BOY to EOY**.**	The percentage of students considered on grade level has increased by less than 2.5% from BOY to MOY. **OR** The percentage of students considered on grade level has increased by less than 4.9% from BOY to EOY. **OR** The percentage of students considered on grade level has decreased from BOY to MOY or BOY to EOY.

Progress Towards Growth: Math	The percentage of students meeting growth goals has increased by at least 5% from BOY to MOY. **OR** The percentage of students meeting growth goals has increased by at least 10% from BOY to EOY. **OR** The school has reached the APPF goal for growth.	The percentage of students meeting growth goals has increased by at least 2.5-4.9% from BOY to MOY. **OR** The percentage of students meeting growth goals has increased by at least 4.9-9.9% from BOY to EOY.	The percentage of students meeting growth goals has increased by less than 2.5% from BOY to MOY. **OR** The percentage of students meeting growth goals has increased by less than 4.9% from BOY to EOY. **OR** The percentage of students meeting growth goals has decreased from BOY to MOY or BOY to EOY.
Subgroup Growth: Reading	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.
Subgroup Growth: Math	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.

Total Number of Points	Average Points	Tier Designation for July-December 2022
21	2.6	Tier I

Overall, Success Academy Primary School has a lot to celebrate for the 2021-22 school year. Education One commends the school for the following:

- Increasing and maintaining strong instructional ratings during quarterly site visits with Education One, with no overarching areas of concern for the school overall.
- Exceeding growth on benchmark assessment targets in both reading and math in order to be on track to meet standard by the end of the current charter term.
- Exhibiting a growth mindset through collaborative efforts with Education One as it pertained to instructional best practices and data analysis.
- Maintaining a balanced budget in order to support the network's overall mission and vision, but also school specific initiatives and focuses.
- Increasing the overall satisfaction rate of all stakeholders, specifically staff and families.
- Intentionally partnering with Education One at the district level to support the network's mission and vision, as well as school level programming.

Improvement in the following areas is required for the 2022-23 school year:

- Utilize academic and discipline data/outcomes to identify root causes of observed deficiencies and then create quantifiable action plans for improvement.
- Continue to decrease the network's debt to asset ratio.
- Clearly define roles and responsibilities for officers, committees, and board members.