



# 2022-23 ANNUAL REVIEW

## CAREER ACADEMY HIGH SCHOOL

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Education One, L.L.C.

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## REPORT OVERVIEW

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

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

Annual Review reports are presented to key stakeholders, including, but not limited to: School Board Chair, School Leader, and EMO/Superintendent, if applicable. A final copy of each school's Annual Review is posted on Education One's website, [www.education1.org](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
	2020-21	2021-22	2022-23	2023-24	2024-25
	Not Applicable	Meets Standard	Approaching Standard		

Is the school's educational program successful?		
Performance Rubric	Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the indicators below.
	Meets Standard	The school complies with and presents no concerns in the indicators below.
	Approaching Standard	The school presents concerns in 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	MS		
	Attendance	N/A	AS	AS		
	Post-Secondary Support	MS	MS	MS		
	High School Graduation on Track	N/A	N/A	AS		
	Achievement on Benchmark Assessment: Reading	N/A	DNMS	DNMS		
	Achievement on Benchmark Assessment by Subgroup: Reading	N/A	AS	DNMS		
	Achievement on Benchmark Assessment: Math	N/A	DNMS	DNMS		
	Achievement on Benchmark Assessment by Subgroup: Math	N/A	MS	DNMS		
	Growth on Benchmark Assessment: Reading	N/A	AS	AS		
	Growth on Benchmark Assessment by Subgroup: Reading	N/A	DNMS	DNMS		
	Growth on Benchmark Assessment: Math	N/A	DNMS	MS		
	Growth on Benchmark Assessment by Subgroup: Math	N/A	DNMS	MS		
State Academic Performance	Achievement on State Summative Assessment: Reading	N/A	N/A	MS		
	Achievement on State Summative Assessment by Subgroup: Reading	N/A	N/A	MS		
	Achievement on State Summative Assessment: Math	N/A	N/A	MS		
	Achievement on State Summative Assessment by Subgroup: Math	N/A	N/A	MS		
	Comparison to Local Schools	N/A	MS	MS		
	Graduation Rate	ES	ES	ES		
College and Career Readiness	ES	N/A	ES			

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Federal Academic Performance	Federal Accountability Rating	N/A	N/A	AS		
	Chronic Absenteeism	N/A	N/A	ES		
	Closing Achievement Gaps	N/A	N/A	N/A		
	Language Proficiency for English Learners	N/A	N/A	N/A		
	Strength of Diploma	N/A	N/A	MS		

## LOCAL ACADEMIC PERFORMANCE

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

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

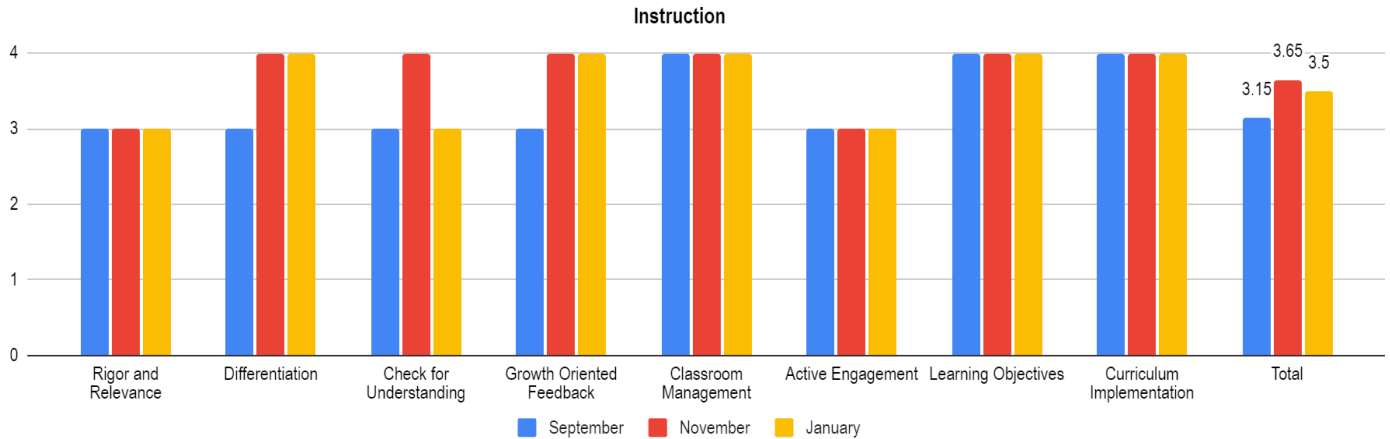
Classroom observation data is compiled to identify overarching trends across the school, both in commendations and recommendations. The school receives points (1-4) for each area observed based on the percentage of classrooms showing a concern. Points are then weighted based on the effect size the component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

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

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

2022-23 Site Visit Percentage of Classrooms Showing a Concern								
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Sept.	18%	18%	29%	29%	0%	24%	6%	6%
Nov.	27%	7%	7%	0%	7%	27%	0%	0%
Jan.	22%	6%	28%	6%	0%	28%	0%	0%

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



Based on the qualitative and quantitative evidence collected throughout the 2022-23 school year, Career Academy High School (CAHS) receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework, with an average instructional rating of 3.4 points.

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

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

The table below identifies the average attendance rate per grade level and the school's overall average attendance. CAHS had an average attendance rate of 94.3% and thus, is **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Attendance Breakdown		
Ninth Grade	93.1%	✗
Tenth Grade	94.0%	✗
Eleventh Grade	94.5%	✗
Twelfth Grade	96.7%	✓
Whole School	94.3%	✗
<b>Key:</b> ✓ = 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.

CAHS students are consistently prepared for rigorous post-secondary opportunities. During the 2022-23 school year, students had the opportunity to choose two of the following pathways to explore:

- Engineering;
- Computer Science;
- Precision Machining;
- Welding Technology;
- Healthcare; and
- Entrepreneurship.

School facilities, course teachers and mentors, and partnerships within the local community provided students with relevant application of content knowledge and skills.

Students also had access to the Early College program, tailored for first-generation college students, minorities, and socioeconomically disadvantaged students. Early College is an intensive accelerated program that allows students to earn both a high school diploma and an associates degree in four high school years. Dual credit partnerships have also been established with various opportunities for students to earn college credits while in high school.

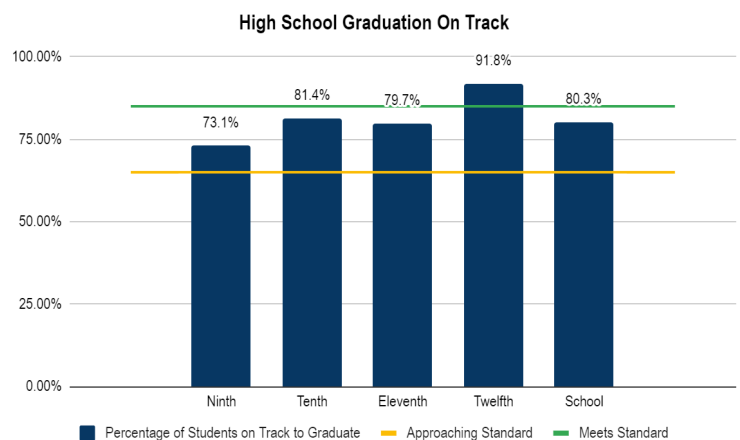
CAHS has the appropriate number of staff and support systems in place to assist students in selecting the options that best meet their needs. The school has continued to meet or exceed the Indiana Core 40 graduation standard requirements. Therefore, the school **Meets Standard** according to the school's Accountability Plan Performance Framework.

**High School Graduation On Track:** Education One measures the school's ability to ensure students are earning the expected number and types of credits annually in order to graduate on time. Data is collected on a semi-annual basis to monitor this sub-indicator, however, the school receives an overall rating based on end of year data collection. The rubric for High School Graduation on Track is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students earning the expected number and type of credits in order to graduate on time is 85% or greater.	The percentage of students earning the expected number and type of credits in order to graduate on time is between 65.0 and 84.9%.	The percentage of students earning the expected number and type of credits in order to graduate on time is less than 65.0%.

At the time of this report, 80.3% of students earned the expected number and type of credits to graduate within four years. This is the first year Education One has collected data to measure the percentage of students on track to graduate. CAHS is **Approaching Standard**, according to the school's Accountability Plan Performance Framework.

**Achievement on Benchmark Assessment:** The success of the schools implementation of its educational model and programming is measured by analyzing the achievement results of legacy students attending the school. A legacy student is



defined as having attended the school for a minimum of two years.

Education One requires all schools in its portfolio to measure student progress multiple times throughout the school year using an assessment tool selected by the school. CAHS utilized Mindplay and IXL Math during the 2022-23 school year to assess students in reading and math, respectively. These computer adaptive assessments are aligned to grade level concepts and standards.

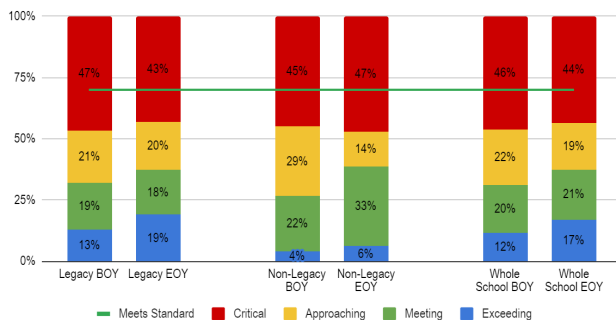
Individual ratings for both reading and math achievement of legacy students are reported on an annual basis, utilizing end of year assessment results. The rubric for this sub-indicator is as follows:

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.

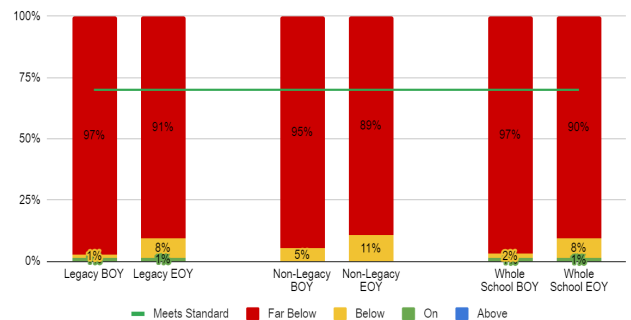
During the 2021-22 school year, CAHS gave its benchmark assessment in the fall, winter, and spring. These results were consistently collected, analyzed, and discussed to identify areas of immediate improvement and/or celebration. The following table and graphs illustrate the achievement of legacy students in reading and math for the 2022-23 school year, compared to their non-legacy peers and the school's overall achievement percentage.

	Reading			Math		
	BOY Achievement	EOY Achievement	Change	BOY Achievement	EOY Achievement	Change
Legacy Students	32.1%	37.3%	+5.2	1.3%	1.3%	+0
Non-Legacy Students	26.5%	38.8%	+12.2	0%	0%	+0
Whole School	31.2%	37.5%	+6.3	1.2%	1.2%	+0

CAHS Local Academic Performance  
Reading Achievement 2022-23



CAHS Local Academic Performance  
Math Achievement 2022-23





The following tables indicate the percentage of all students enrolled at CAHS, both legacy and non-legacy, 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 Students	Number of Students with Grade Proficiency	Percentage of Students with Grade Level Proficiency	Proficiency Rating
Ninth Grade	111	49	44.1%	✘
Tenth Grade	92	28	30.4%	✘
Eleventh Grade	68	32	47.1%	✘
Twelfth Grade	46	10	21.7%	✘
Whole School	317	119	37.5%	✘
Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Math				
Grade Level	Number of Students	Number of Students with Grade Proficiency	Percentage of Students with Grade Level Proficiency	Proficiency Rating
Ninth Grade	73	1	1.4%	✘
Tenth Grade	41	0	0%	✘
Eleventh Grade	36	0	0%	✘
Twelfth Grade	18	1	5.6%	✘
Whole School	168	2	1.2%	✘
Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Reading: 37.3% of legacy students were considered proficient on Mindplay. At this time last year the school saw a proficiency percentage of 39.3%, a 2 point decrease. Therefore, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

Math: 1.2% of legacy students were considered proficient on Mindplay. At this time last year the school saw a proficiency percentage of 15.5%, a 14.3 point decrease. Therefore, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

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

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

The rubric for this sub-indicator is as follows:

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

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

Subgroup Breakdown									
Subgroup	Pop. %	Reading				Math			
		% of BOY Grade Level Proficiency Legacy Students	% of EOY Grade Level Proficiency Legacy Students	Change	Proficiency Rating	% of BOY Grade Level Proficiency Legacy Students	% of EOY Grade Level Proficiency Legacy Students	Change	Proficiency Rating
Whole School	100%	32.1%	37.3%	+5.2	✗	1.2%	1.2%	+0	✗
English Learner	5%	28.6%	35.7%	+7.1	✗	U/A	U/A	N/A	N/A
Female	37%	33.7%	40.8%	+7.1	✗	1.9%	1.9%	+0	✗
Male	63%	31.2%	35.3%	+4.1	✗	1.0%	1.0%	+0	✗
Black	30%	22.2%	28.4%	+6.2	✗	0.0%	0.0%	+0	✗
Hispanic	7%	45.0%	50.0%	+5.0	✗	8.3%	8.3%	+0	✗
Multiracial	10%	32.1%	32.1%	+0	✗	0.0%	0.0%	+0	✗
White	50%	34.8%	40.0%	+5.2	✗	1.4%	1.4%	+0	✗
Free/Reduced Lunch	56%	28.9%	32.2%	+3.4	✗	0.0%	0.0%	+0	✗
SPED	28%	24.0%	25.3%	+1.3	✗	0.0%	0.0%	+0	✗
<p><b>Key:</b> ✓ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard</p>									

Reading: Overall, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework. There were no subgroups that were approaching or meeting standard.

Math: Overall, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework. There were no subgroups that were approaching or meeting standard.

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
60.0-69.9% of students met or exceeded established growth targets.	50.0-59.9% of students met or exceeded established growth targets.	40.0-49.9% of students met or exceeded established growth targets.	Less than 40.0% 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
Ninth Grade	111	50	45.0%	✗
Tenth Grade	92	35	38.0%	✗
Eleventh Grade	68	33	48.5%	✗
Twelfth Grade	46	10	21.7%	✗
Whole School	317	128	40.4%	✗
<b>Key:</b> ✓ = 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
Ninth Grade	73	47	64.4%	✓
Tenth Grade	41	21	51.2%	✓
Eleventh Grade	36	18	50.0%	✓
Twelfth Grade	18	8	44.4%	✗
Whole School	168	111	56.0%	✓
<b>Key:</b> ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard				

Reading: 40.4% of students met growth targets on the Mindplay assessment. The school saw an overall increase from the previous school year by 0.5 points. The school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Math: 56.0% of students met growth targets on the IXL assessment. The school saw an overall increase from the previous school year by 20.7 points. The school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

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

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

- Special Education

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
60.0-69.9% of students met or exceeded established growth targets.	50.0-59.9% of students met or exceeded established growth targets.	40.0-49.9% of students met or exceeded established growth targets.	Less than 40.0% of students met or exceeded established growth targets.

The following table illustrates the growth made by each subgroup of students in reading and math for the 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%	40.4%	X	56.0%	✓
English Learners	5%	33.3%	X	U/A	N/A
Female	37%	44.1%	X	58.3%	✓
Male	63%	38.2%	X	54.6%	✓
Black	30%	28.7%	X	60.8%	✓
Hispanic	7%	54.2%	✓	58.3%	✓
Multiracial	10%	40.5%	X	54.5%	✓
White	50%	44.2%	X	53.7%	✓
Free/Reduced Lunch	56%	36.5%	X	57.8%	✓
SPED	28%	26.5%	X	52.1%	✓

**Key:** ✓ = Exceeds Standard, ✓ = Meets Standard, X = Approaching Standard, X = 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. Majority of subgroups fell far below the meets standard metric. Only Female, Hispanic, Multiracial, and White students were approaching or meeting standard.

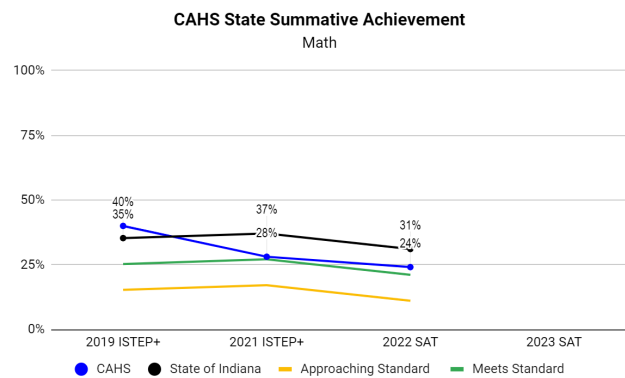
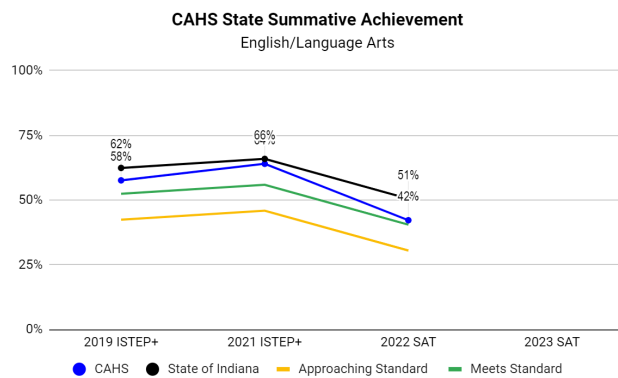
Math: Overall, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework. All subgroups were either meeting or exceeding standard.

## STATE ACADEMIC PERFORMANCE

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

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

Students in grade eleven participated in the Scholastic Assessment Test (SAT). The 2021-22 school year was the first year in which the Scholastic Assessment Test (SAT) was administered as a graduation requirement. Previously, students in grade ten were assessed utilizing the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+). The corresponding charts illustrate trend data for legacy students' achievement compared to the state of Indiana on the ISTEP+ and SAT assessment since 2019.



**English/Language Arts:** In Indiana, 51% of students in grade 11 met or exceeded standards on the 2022 English/Language Arts SAT assessment. At CAHS, 42% of students in grade 11 met or exceeded grade-level standards on the same assessment. With a difference of 9%, the school **Meets Standard** according to the school's Accountability Plan Performance Framework.

**Math:** In Indiana, 31% of students in grade 11 met or exceeded standards on the 2022 Math SAT assessment. At CAHS, 24% of students in grade 11 met or exceeded grade-level standards on the same assessment. With a difference of 7%, the school **Meets Standard** according to the school's Accountability Plan Performance Framework.

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

<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
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 2021-22 school year. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown: English/Language Arts SAT 11						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	42%	100%	51%	-9	✓
Free/Reduced Lunch	57%	36%	36%	34%	+2	✓
Female	44%	46%	50%	54%	-8	✓
Male	56%	39%	50%	47%	-8	✓
Black	25%	23%	11%	25%	-2	✓
Hispanic	10%	64%	13%	34%	+30	✓
Multiracial	10%	40%	4%	46%	-6	✓
White	53%	46%	68%	58%	-12	✗
Special Education	25%	24%	13%	16%*	+8	✓
<b>Key:</b> ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Subgroup Breakdown: Math SAT 11						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	24%	100%	31%	-7	✓
Free/Reduced Lunch	57%	21%	36%	15%*	+6	✓
Female	44%	27%	50%	30%	-3	✓
Male	56%	21%	50%	33%	-12	✗
Black	25%	14%	11%	10%*	+4	✓
Hispanic	10%	55%	13%	16%*	+39	✓
Multiracial	10%	10%	4%	25%	-15	✗
White	53%	23%	68%	37%	-14	✗
Special Education	25%	12%	13%	7%*	+5	✓
<b>Key:</b> ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

\*Student subgroups with a state passing percentage less than 20% need to be within at least half of the state's subgroup passing percentage to approach standard and within a quarter to meet standard.

**Reading:** The school met or exceeded standard in 88% of the identified subgroups in English/Language Arts and 12% had approaching standard ratings. The school's Free/Reduced Lunch, Hispanic, and Special Education students performance was better than the state's performance of similar subgroups, providing an exceeds standard rating. The school receives a rating of **Meets Standard**.

**Math:** The school met or exceeded standard in 63% of the identified subgroups in Math and 37% had approaching standard ratings. The school's Free/Reduced Lunch, Black, Hispanic, and Special Education students performance was better than the state's performance of similar subgroups, providing an exceeds standard rating. The school receives a rating of **Meets Standard**.

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

School Name	Economically Disadvantaged	English Learner	Special Education	Location
CAHS	56.9%	3.4%	24.8%	-
Clay High School	54.4%	3.4%	21.0%	6 miles
Washington High School	63.7%	12.2%	15.6%	6 miles
Purdue Polytechnic High School	50.5%	11.8%	16.1%	7 miles
Riley High School	57.9%	5.2%	17.8%	11 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:

<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
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 CAHS outperformed, which are highlighted in green. The school outperformed all comparison schools in achievement for both English/Language Arts and Math. Therefore, CAHS receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

School Name	E/LA Achievement %	Math Achievement %
<b>CAHS</b>	<b>42%</b>	<b>24%</b>
Clay High School	28%	11%
Riley High School	40%	15%
Washington High School	12%	4%
Purdue Polytechnic High School	37%	14%

**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:

<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
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, 2021-22 cohort data was utilized for this sub-indicator rating. The state of Indiana saw a four-year cohort graduation rate of 86.4% in 2021-22. CAHS' graduation rate was 94.2%. With a percentage greater than 7.8% compared to the state, the school receives a rating of **Exceeds Standard**, for Graduation Rate.

**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 2021-22 cohort meeting at least one college or career qualification was 20.8%. The percentage of students across the state was 5.5%. 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.

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

Overall Designation	Approaches Expectations		
Elementary and Middle School Indicators			
<b>Achievement: E/LA</b>	Approaches Expectations	<b>Achievement: Mathematics</b>	Approaches Expectations
<b>Growth: E/LA</b>	No Rating	<b>Growth: Mathematics</b>	No Rating
<b>Graduation Rate</b>	Meets Expectations	<b>Diploma Strength</b>	Approaches Expectations
<b>Language Proficiency for EL</b>	No Rating	<b>Addressing Chronic Absenteeism</b>	Approaches Expectations

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

<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
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 201-22, CAHS had a model attendee rate of 62.5%, while the state's rate was 60.1%. Therefore, the school receives a rating of **Exceeds Standard**.

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

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

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

**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:

<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
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.

The state did not release public data regarding language proficiency for English Learners. Therefore the school receives a rating of **Not Applicable**.

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

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

Data utilized for this sub-indicator is from the previous school year. In 2021-22, 81.5% of CAHS graduates in the grade 12 cohort earned a Core 40 designation diploma or higher. The state's percentage was 90.6%. With a diploma strength percentage difference of 9.1% , the school receives a rating of **Meets Standard**.

## 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	<b>2022-23</b>	2023-24	2024-25
	Meets Standard	Meets Standard	<b>Meets Standard</b>		

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

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

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

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

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

<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
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 school regularly submitted complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. However, at the time of this report, the network did not have a completed financial audit submitted to the State Board of Accounts for the period July 1, 2021 to June 30, 2022. Multiple extension requests were filed by the network for this most current audit.

With no audit to measure the network's financial control, the school receives a rating of **Approaching Standard** for the 2022-23 school year.

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

<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
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 CASB Network submitted an enrollment report of 1,435 students as of October 1, 2022 for Success Academy Primary School, Career Academy Middle School, and Career Academy High School. By February 2023, the school's enrollment decreased to 1,222, also based on the submitted report. With a budgeted enrollment 1,353 for the entire network, the enrollment variance in September was 106.1% and 90.3% in February. With an average enrollment variance of 98.2%, the CASB Network receives a rating of **Meets Standard**.

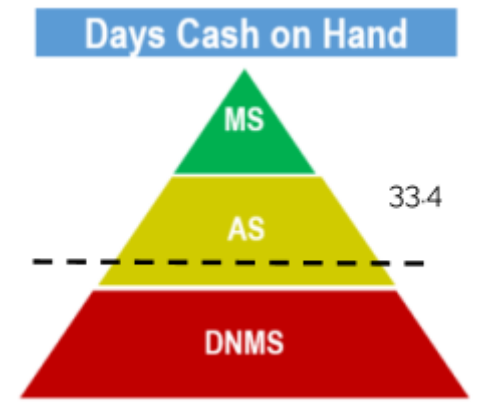
**Current Ratio:** With regard to its current ratio, the school's current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months) with a ratio of 9.4 and therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Framework for Current Ratio. The rubric is as follows:

<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
The current ratio is 1.10 or greater	The current ratio is less than 1.10

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

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

Based on the most current quarterly financials, the CASB Network has 33.5 days cash. The school falls below the desired metric for days cash, with a one-year negative trend. With regard to days cash, the network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on July 7, 2022 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2025. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair, 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.

In the case of the 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. Based on the most current financial statement, the network's ratio is 0.98. However, due to the aforementioned letter of assurance, the school receives a rating of **Meets Standard**. The rubric for Debt to Asset Ratio is as follows:

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

**Debt Service Coverage:** Education One tracks the school's debt service coverage on a quarterly basis, similar to the other financial indicators. This indicator was not available for the school during the 2022-23 school year. The 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 compliance requirements and laws, and authorizer expectations. All indicators are noted in the school's Accountability Plan Performance Framework.

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

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

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

## GOVERNING BOARD

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

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

Characteristics 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. <b>OR</b> The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.

The 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. The board was regularly presented with relevant student data and school initiatives to indicate academic progress towards goals and inform board decisions. This was evidenced through the types of questions board members were asking. 31% of questions during the 2022-23 school year were geared towards academic performance. The board is aligned in their definition of high academic achievement and maintains high 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. <b>OR</b> The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.

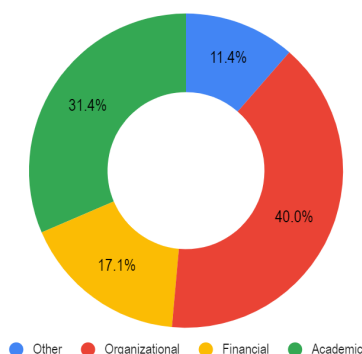
Education One values a governing board with a diverse skill set. The corresponding illustration indicates the skill sets represented on the board at the time of this report. Current board members represent varied skill sets within business, community engagement, education, and finance. However, the board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

The board was led by Board President Larry Garatoni during the 2022-23 school year. 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 board had an average attendance rate of 91.1%, an increase of 12.9 points from the 2021-22 school year. The majority of members averaged between 80.0 and 100% attendance, indicating members are invested in the schools and their success. Engagement during public meetings averaged around two questions per meeting. This was a decrease from previous school years, but could be a result from appropriate executive structures put into place.

2022-23 Career Academy Network Board Meeting by Question Type



Questions and comments were more evenly distributed amongst board members, further proving improved overall engagement during meetings. Based on the corresponding graph that illustrates the types of questions being asked, the board is evidencing a comprehensive review of materials and general understanding of the school's mission and goals. 88.6% of questions posed were reflective of the three main performance areas in which the schools are being held accountable to, also an improvement from the previous school year.

Mr. Garatoni and Superintendent Jeremy Lugbill 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.

Continued board development and/or ongoing training could prove beneficial for this board as the network is expanding its portfolio during the 2023-24 school year. A more robust committee structure may need to be implemented to support the board in being as efficient as possible with the oversight of five schools and four locations. The board's self-assessment aligns with these recommendations. With a minimal number of concerns, the network receives a rating of **Approaching Standard**.

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

- Ensure that all members understand the school's finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically and aligns with the student performance goals of the school;
- Set and meet realistic fundraising goals through donor engagement to provide additional resources the school needs;
- Require that each board member make the school a top personal 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 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:

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

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 2022-23 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 standard to invest 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 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:

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

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

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 2022-23 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. This has also been evidenced through the high quality hires of new school leaders at Career Academy Middle School and Success Academy Primary School for the 2022-23 school year. 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:

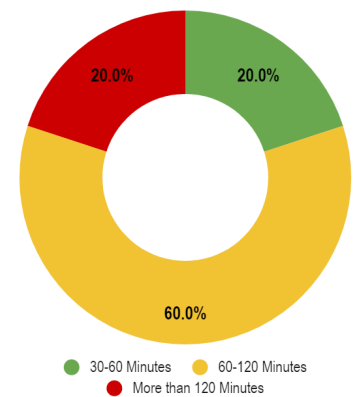
- Hold all meetings in compliance with Indiana's Open Door Law;
- Maintain the highest standards of public transparency by accurately documenting meeting proceedings and board decisions;
- Adherence to all terms set forth in the charter agreement;
- Comply with established board policies and procedures, 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 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. <b>OR</b> The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.

All meetings during the 2022-23 school year were held in compliance with Indiana's Open Door Law and met all state and federal laws. The board maintained the highest standards of public transparency, accurately documenting meetings and board decisions, and adhering to all terms set for in the school's charter agreement. The corresponding graph illustrates the percentage of meetings based on length. Majority of the meetings were an hour and a half or less. The network receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

2022-23 Career Academy Network Board by Meeting Length



## SCHOOL LEADER

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

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

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

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

CAHS is part of the Career Academy Network, which included three schools in South Bend during the 2022-23 school year. The network's board delegated daily oversight obligations to Jeremy Lugbill, Superintendent, for all three schools. Each of the three schools had its own School Leader. 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.

Nick Garstka was School Leader for CAHS during the 2022-23 school year. This was his second year as principal of the school and has demonstrated sufficient academic and leadership experience as he continuously improved upon or enhanced the programming and structures at CAHS throughout the year. CAHS and the network overall saw stability in key administrative positions throughout the school year. He effectively communicated with internal and external stakeholders.

Mr. Garstka was an active participant in the continuous process of improvement with both internal and external stakeholders. He worked diligently to ensure classrooms were established with high quality staff and faculty. Principal Garstka also collaborated with Education One in various partnerships, including the principal's panel and speaking to pre-service teachers.

Based on this summary, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

## COMPLIANCE

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

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

The rubric for this sub-indicator is as follows:

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

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

**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:

<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
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 CAHS received from the compliance checks conducted during the 2022-23 school year.

<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>

The school's overall population is made up of 4.2% English Learners. The school continued best practices 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:

<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
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 CAHS received from the compliance checks conducted during the 2022-23 school year.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>

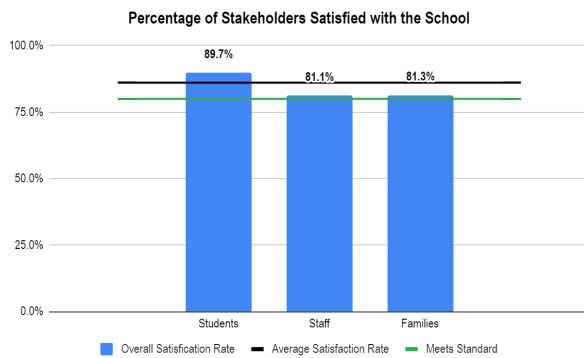
The school's Special Education population made up 26.2% of overall enrollment for the 2022-23 school year, an increase of 5 points. CAHS implemented an effective balance of push in and pull out services. Similar to the English Learner program, Special Education staff communicated appropriately with general education classroom teachers to ensure student services were being implemented and interventions supported grade level content being provided during whole group instruction. Site visits during compliance checks further evidenced this communication as skills observed in general education settings were also observed in pull out settings. 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.

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
	Meets Standard	Meets Standard	Meets Standard		

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



The graph illustrates the satisfaction rate of each stakeholder as well as the overall average. With a weighted satisfaction rate of 86.1%, 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	395	97	24.6%
Staff	68	53	77.9%
Families	395	16	4.1%

Education One believes a participation rate of at least 70% validates the satisfaction rate of each stakeholder. Staff surveys had a participation rate above this standard, validating the results from staff. Education One recommends putting appropriate processes and procedures in place to effectively survey students and families.



## Part V: Next Steps

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

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

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

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

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

### Tiered Supports

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

Education One commends the school for the following:

Academic Performance

- Consistently improving instructional site visit outcomes through intentional coaching practices and implementation of curriculum supports;
- Implementation of post-secondary supports, including Early College, Dual Credit opportunities, and intentional partnerships within the community to support pathways;
- Improvement in the percentage of students meeting growth targets math as a whole school and by subgroup; and
- Performance on SAT compared to the state of Indiana and comparison schools;

Financial Performance

- Exceeding enrollment targets at the beginning of the school year; and
- Maintaining a balanced budget in order to support the network's overall mission and vision, but also school specific initiatives and focuses.

Organizational Performance

- Intentionally partnering with Education One at the network level to support the mission and vision, as well as school level programming;
- Board engagement focused on outcomes related to the three main performance areas of accountability (Academic, Financial, and Organizational);
- Ability to recruit and maintain high quality board members and staff in key leadership roles; and
- Maintaining level satisfaction rates for stakeholders with change in leadership and increase in expectations

**2023-24 Next Steps:**

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

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

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

Academic Performance

- Identify appropriate benchmark assessments in order to best utilize data to drive next steps for student achievement and growth.

Financial Performance

- Complete FY2022 Audit;
- Increase Days Cash; and
- Decrease the network's debt to asset ratio.

Organizational Performance

- Implement board training and/or development schedules, processes, and procedures;
- Identify expectations around board member investment in the network outside of board attendance (i.e., time or resources invested to schools); and
- Utilize board self-assessment results to identify how committee structures could be more effective, especially with the growth in network schools