



2023-24 ANNUAL REVIEW

DYNAMIC MINDS ACADEMY

Evaluated By:

Lindsay Omlor, Director of Charter Schools
Emily Gaskill, Assistant Director of Accountability
Amanda Webb, Academic Support Specialist
Caitlin Hicks, Assistant Director of Graduation Pathways + Compliance

Education One, L.L.C.

TABLE OF CONTENTS

<u>Part I: Academic Performance</u>	3
<i>Is the school's educational program successful?</i>	
<u>Part II: Financial Performance</u>	17
<i>Is the school in sound fiscal health?</i>	
<u>Part III: Organizational Performance</u>	21
<i>Is the school effective and well run?</i>	
<u>Part IV: School Climate</u>	31
<i>Is the school providing appropriate conditions for student, family, and staff success?</i>	
<u>Part V: Next Steps</u>	32
<i>Does the school or organization require interventions moving forward?</i>	

REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

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

Is the school's educational program successful?

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

What does the Overall Rating for Academic Performance mean?

Year 1	The school received a rating of Approaching Standard, indicating that while there were some concerns there was a credible plan to address the issues. The school was held accountable to three measures, all of which received a rating of Approaching Standard. The state closed schools in March of 2020 due to the COVID-19 pandemic, causing the school to go to an instructional delivery method that was not consistent with its normal model. Prior to the pandemic, however, identified areas of improvement were discussed frequently with the school leadership team, which were to provide training and create processes for utilizing the school's benchmark system to drive instruction that promotes growth towards proficiency and continue to improve collaboration and partnership with The Hope Source. This is, but not limited to, the clarity of roles and responsibilities of the school and The Hope Source staff during the academic portion of the students' day.
Year 2	The school received an overall rating of Not Applicable for the 2020-21 school year due to the COVID-19 pandemic. Due to the COVID-19 pandemic, schools across the state were tasked with providing various instructional delivery methods for students based on health and safety guidelines provided by their county's local health department. Delivery methods, such as in-person, remote, or hybrid models, consistently changed for each school in Education One's portfolio throughout the 2020-21 school year based on COVID-19 related data and guidance. State assessments were canceled the year prior and local assessments were inconsistent at best for this school year. While data was collected and instructional practices monitored, all schools received a rating of Not Applicable. However, the school needs to utilize academic data/outcomes to identify root causes of observed deficiencies and then create quantifiable action plans for improvement.
Year 3	The school received a rating of Approaching Standard, indicating that while there were some concerns there was a credible plan to address the issues. The school was held accountable to 10 measures, four of which were rated as Does Not Meet Standard. Those included overall student proficiency and growth on benchmark assessments for both reading and math and the school's graduation rate. The validity of the data outcomes from benchmark assessments was called into question due to the inconsistency in participation rates per assessment. The school needs to establish clear policies and procedures around assessments to ensure the maximum number of students participate in order to use data to drive decisions.
Year 4	The school received a rating of Approaching Standard, indicating that while there were some concerns there was a credible plan to address the issues. The school was held accountable to seven measures, two of which were rated as Does Not Meet Standard. Those included overall student proficiency and growth on benchmark assessments for both reading and math. For the 2023-24 year, the school received status as an alternative model school for grades 6-12. Moving into next year the school needs to identify appropriate curriculum and/or materials for math

	instruction to support root cause analysis of math deficits and partner and collaborate with The Hope Source to appropriately monitor the measures outlined in the school's 2023-24 Accountability Plan Performance Framework.
Year 5	The school received an overall rating of Approaching Standard, indicating that while there were some concerns there was a credible plan to address the issues. The school was held accountable to 22 measures, five of which received a rating of Does Not Meet Standard. Those measures were progress towards proficiency in both reading and math as a whole school and by subgroup and chronic absenteeism. Moving into the 2024-25 school year, the school needs to continue to provide coaching support for newer staff around expectations of a lesson to be able to implement curriculum resources with fidelity that ensures students are exposed to rigorous and differentiated instruction based on their academic level. Similarly, the schedule for each classroom needs to include whole group teaching opportunities.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	Proficiency on State Summative Assessment: E/LA	N/A	N/A	N/A	N/A	MS
	Proficiency on State Summative Assessment: Math	N/A	N/A	N/A	N/A	ES
	Comparison to Local Schools	N/A	N/A	MS	AS	AS
	3rd Grade Literacy	N/A	N/A	N/A	N/A	N/A
	Chronic Absenteeism	N/A	N/A	N/A	MS	DNMS
	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	AS	N/A	MS	MS	MS
	Attendance	AS	N/A	AS	AS	AS
	Progress Towards Proficiency: E/LA	N/A	N/A	N/A	N/A	DNMS
	Progress Towards Proficiency by Subgroup: E/LA	N/A	N/A	N/A	N/A	DNMS
	Progress Towards Proficiency: Math	N/A	N/A	N/A	N/A	DNMS
	Progress Towards Proficiency by Subgroup: Math	N/A	N/A	N/A	N/A	DNMS
	Historical Proficiency: E/LA	N/A	N/A	N/A	N/A	ES
	Historical Proficiency: Math	N/A	N/A	N/A	N/A	ES
	Professional Knowledge of Behavior Characteristics	N/A	N/A	N/A	N/A	ES
	Professional Knowledge of Sensory Needs of Students	N/A	N/A	N/A	N/A	ES
	Professional Knowledge of Evidence Based Teaching Practices	N/A	N/A	N/A	N/A	ES
	Safe and Structured Learning Environment	N/A	N/A	N/A	N/A	ES
	Student Centered Learning Environment	N/A	N/A	N/A	N/A	ES
	Visual Supports in the Learning Environment	N/A	N/A	N/A	N/A	ES
	Simulations in the Learning Environment	N/A	N/A	N/A	N/A	ES
	Structured Learning Environment	N/A	N/A	N/A	N/A	ES
	Collegial and Collaborative Environment	N/A	N/A	N/A	N/A	ES

STATE AND FEDERAL ACADEMIC PERFORMANCE

Proficiency on State Summative Assessment

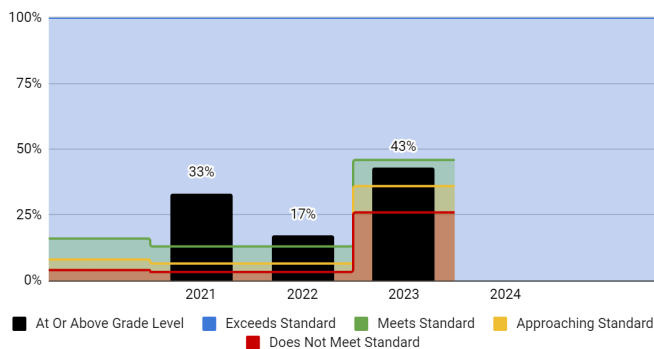
Education One measures the success of the school's educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana's summative assessment. Students included in the percentage used for comparison are legacy students. A legacy student is defined as having attended the school for a minimum of three years. The rubric for this measure is as follows:

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

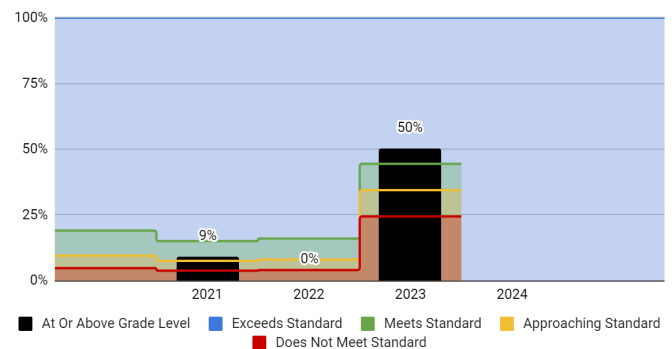
Students at Dynamic Minds Academy (DMA), in grades three through eight and tenth grade, participated in Indiana's Alternate Measure (IAM), which is a summative accountability assessment that measures student proficiency and growth based on Indiana's Alternate Academic Standards or Content Connectors. state alternative summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. All data utilized in this measure's review is from the 2022-23 school year.

The following graphs illustrate the historical trends of the school and state passing rates throughout the school's current charter term defined within this review. All students, regardless of legacy status, are included. During the years 2021 and 2022, data was taken from Indiana's state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three through eight. DMA was held accountable to the passing percentage results of the Special Education subgroup. The change in using IAM in 2023 is the reason for the overall increase in percentages.

DMA Whole School Proficiency on State Summative Assessment: E/LA
Charter Term: 2019-2024



DMA Whole School Proficiency on State Summative Assessment: Math
Charter Term: 2019-2024



English/Language Arts: In Indiana, 46% of students met or exceeded standards on the 2023 English/Language Arts IAM. At DMA, 43% of students met or exceeded standards on the same assessment. With a difference of 3 points, the school **Meets Standard**. Students consistently demonstrate proficiency in key content areas, reflecting the effectiveness of the instructional programs and support systems.

Math: In Indiana, 44% of students met or exceeded standards on the 2023 math IAM. At DMA, 50% of students met or exceeded standards on the same assessment. Outperforming the state by 6 points, the school **Exceeds Standard**. Students outperforming the state of Indiana reflects the effectiveness of the instructional programs and support systems is of higher quality than other schools across the state with similar student populations.

Comparison to Local Schools

Education One compares its public charter schools to surrounding traditional and/or charter public schools that serve students with similar demographics and are within 10 miles of the school's location to ensure a quality choice is being provided to the community. Proficiency and/o growth results from Indiana's summative assessment in English/Language Arts and Math are utilized to calculate this measure. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's overall performance in proficiency and growth outpaces comparison schools 100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 75.0-99.9% of the time. OR The school is meeting or exceeding standard in proficiency and median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time. OR The school is meeting or exceeding standard in proficiency or median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time.

The following table indicates the comparison schools for DMA, based on the location and subgroups served. Because of DMA's location and unique population, the school is held accountable to the comparative results of a similar model found within the city of Indianapolis and the local three school district's Special Education results.

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

School Name	E/LA Proficiency	Math Proficiency
DMA	43%	50%
Damar Charter Academy	53%	35%
Indianapolis Public Schools	47%	38%
MSD Lawrence Township	31%	29%
Carmel Clay Schools	47%	40%

Overall, DMA outperformed comparison schools 62.5% of the time when looking at proficiency. Therefore, the school receives a rating of **Approaching Standard**. The data indicating that the school is not outperforming comparison schools in English/Language Arts is a reminder of the importance of focusing on students' academic needs and providing comprehensive support. Targeted interventions, resources, and professional development to address areas of weakness and improve student outcomes is important.

3rd Grade Literacy

The 3rd Grade Literacy measure calculates the percentage of grade 3 students demonstrating proficiency after the summer administration of the Indiana Reading Evaluation and Determination (IREAD-3) assessment. This summative assessment evaluates foundational reading standards through grade 3 to ensure all students are reading proficiently moving into grade 4. Education One compares the school's passing percentage to the passing percentage of the state. The rubric for this measure is as follows:

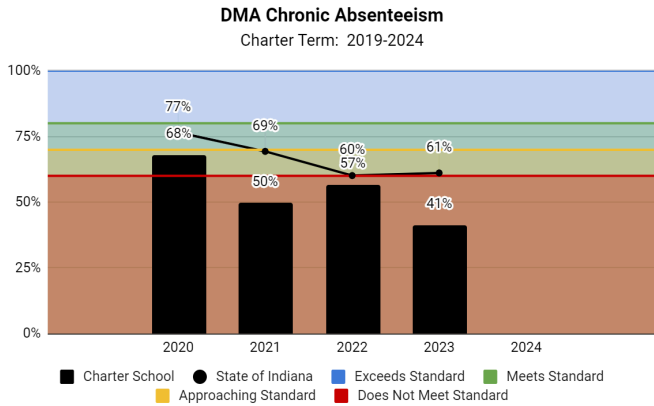
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 3 students receiving a passing score is greater than the state's passing percentage.	The percentage of grade 3 students receiving a passing score is within 0-10.0% of the state's passing percentage.	The percentage of grade 3 students receiving a passing score is within 10.1-20.0% of the state's passing percentage.	The percentage of grade 3 students receiving a passing score is greater than 20.0% of the state's passing percentage.

The school receives a rating of **Not Applicable**, due to repressed data with not enough students to make a public cohort.

Chronic Absenteeism

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

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



The following graph illustrates trends overtime for DMA throughout its current charter term. Based on the current model attendee rate of 41%, the school receives a rating **Does Not Meet Standard.**

LOCAL ACADEMIC PERFORMANCE

Instruction

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

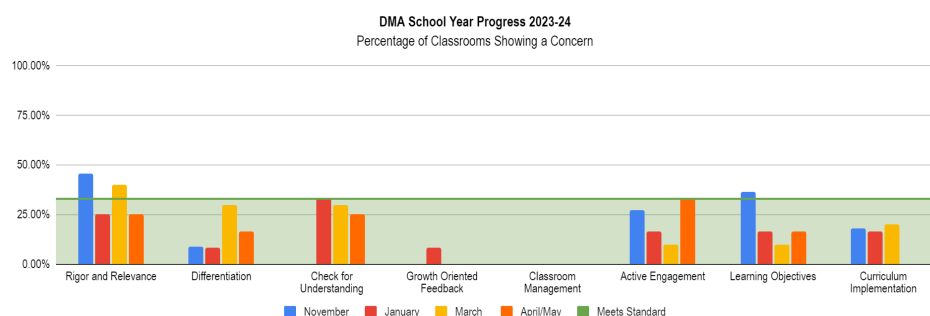
- **Rigor and Relevance:** Instruction is based on student IEPs and goals that reflect high expectations, effectively using and fading prompts to support students to promote independence
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction to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

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

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

The rubric for this measure is as follows:

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



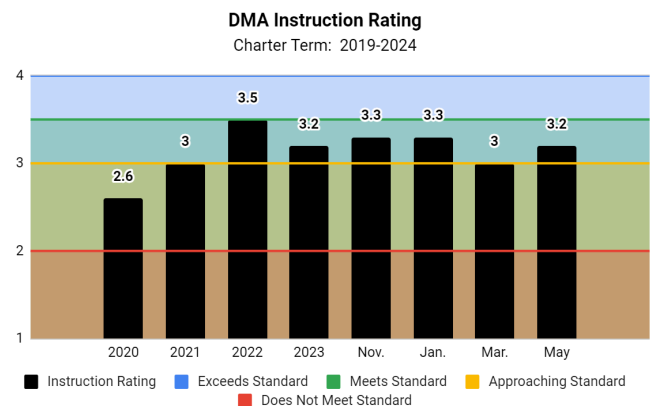
The corresponding graph illustrates the percentage of classrooms showing a concern in each observable best practice throughout the 2023-24 school year. The goal is for a bar to be within the green 'Meets Standard' shaded area of the graph.

Any area that had 50% or more classrooms exhibiting misalignment to the best practice were recommended as areas of focus and improvement with the school leadership team at the site visit and to the Board of Directors during regularly scheduled board meetings.

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

	November	January	March	May
Rigor + Relevance	45.5%	25.0%	40.0%	25.0%
Differentiation	9.1%	8.3%	30.0%	16.7%
Checks for Understanding	0.0%	33.3%	30.0%	25.0%
Growth Oriented Feedback	0.0%	8.3%	0.0%	0.0%
Classroom Management	0.0%	0.0%	0.0%	0.0%
Active Engagement	27.3%	16.7%	10.0%	33.3%
Learning Objectives	36.4%	16.7%	10.0%	16.7%
Curriculum Implementation	18.2%	16.7%	20.0%	0.0%

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



The school did not observe any overarching area of concern in classroom management, active engagement, differentiation, or curriculum implementation. Students were monitored for safety by adults and classroom spaces had clear layouts that included areas for independent workstations and group work areas. Teachers used activities to promote independence for students, such as visual supports or other visual cues based on student need. In the majority of classrooms for most of the site visit observations, students were actively engaged in productive tasks with teacher support. Accommodations and modifications were consistently implemented as dictated by the IEP. Teachers implemented various teaching methods to differentiate materials or lessons to meet students' needs.

Classroom observations did not evidence consistent rigorous instruction with high expectations of student growth, based on students' IEP goals and objectives. Tasks did not include explicit connections to real-world applications or give students the ability to either collaborate with peers, when appropriate.

Based on the qualitative and quantitative evidence collected throughout the 2023-24 school year, DMA receives a rating of **Meets Standard** with an average instruction rating of 3.2 points.

Attendance

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

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

The rubric for this measure is as follows:

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

The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. DMA had an average attendance rate of 92.1% and, thus, is **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Attendance Breakdown					
Kindergarten	92.2%	X	Seventh	93.3%	X
First	94.1%	X	Eighth	89.3%	X
Second	91.4%	X	Ninth	91.2%	X
Third	97.0%	✓	Tenth	90.2%	X
Fourth	92.4%	X	Eleventh	90.5%	X
Fifth	89.9%	X	Twelfth	93.1%	X
Sixth	92.6%	X	Whole School	92.1%	X
Key: ✓ = Meets Standard, X = Approaching Standard, X = Does Not Meet Standard					

Progress Towards Proficiency

The success of the school's educational model is measured by analyzing the percentage of students who demonstrate grade level proficiency and/or those who are growing appropriately towards proficiency. Ratings for both reading and math are based on the results of the school's chosen benchmark assessment and standards. The rubric for this sub-indicator is as follows:

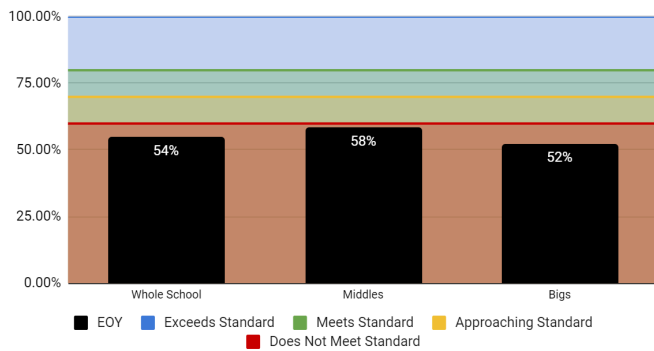
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students demonstrate grade level proficiency standards or met growth targets.	70.0-79.9% of students demonstrate grade level proficiency standards or met growth targets.	60.0-69.9% of students demonstrate grade level proficiency standards or met growth targets.	Less than 60.0% of students demonstrate grade level proficiency standards or met growth targets..

During the 2023-24 school year, DMA utilized Exact Path during the 2023-24 school year. This computer adaptive assessment assesses students in reading and math and is aligned to grade level standards.

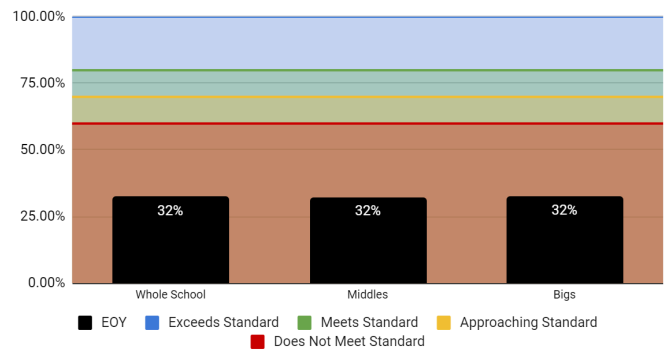
The following table and graphs illustrate the overall proficiency and progress towards proficiency (whether or not a student maintained grade level proficiency or met growth targets) throughout the school year and current charter term.

	Reading		Math	
	End of Year Progress Towards Proficiency	Rating	End of Year Progress Towards Proficiency	Rating
Middles	58%	X	32%	X
Bigs	52%	X	32%	X
School	54%	X	32%	X
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, X = Approaching Standard, X = Does Not Meet Standard				

DMA 2023-24 Progress Towards Proficiency
Reading



DMA 2023-24 Progress Towards Proficiency
Math



Reading: 54% off students were considered proficient and/or met growth targets on the reading Exact Path assessment. Therefore, the school receives a rating of **Does Not Meet Standard**, according to the school’s Accountability Plan Performance Framework.

Math: 32% off students were considered proficient and/or met growth targets on the reading Exact Path assessment. Therefore, the school receives a rating of **Does Not Meet Standard**, according to the school’s Accountability Plan Performance Framework.

Despite efforts to improve academic outcomes, the school continues to face challenges with a significant portion of students not meeting proficiency and growth standards, indicating the need for a reassessment of current strategies so that students are at least meeting growth standards.

Subgroup Progress Towards Proficiency

Similarly, Education One monitors the school’s individual subgroup proficiency and growth results to ensure equitable opportunities are provided for all students enrolled. The school receives separate annual ratings in reading and math for each of the following subgroups with 10 or more students, based on benchmark assessment results and standards.

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

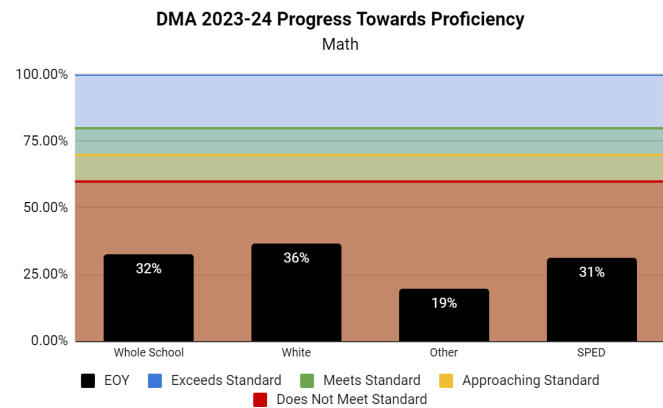
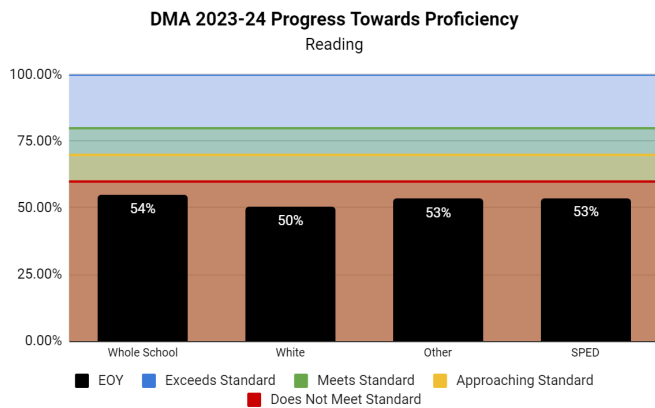
The rubric for this sub-indicator is as follows, for each subgroup:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students demonstrate grade level proficiency standards or met growth targets.	70.0-79.9% of students demonstrate grade level proficiency standards or met growth targets.	60.0-69.9% of students demonstrate grade level proficiency standards or met growth targets.	Less than 60.0% of students demonstrate grade level proficiency standards or met growth targets.

The following table and graphs illustrate proficiency and growth outcomes throughout the school year and current charter term.

	Reading		Math	
	End of Year Progress Towards Proficiency	Rating	End of Year Progress Towards Proficiency	Rating
White	50%	✗	36%	✗
SPED	53%	✗	31%	✗
School	54%	✗	32%	✗

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 school does not exhibit any gaps by achievement level based on subgroups. All identified subgroups are performing similarly to the other and the school as a whole. However, all subgroups are performing far below the standard.

Math: Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework. The school exhibits clear performance gaps when looking at student racial subgroups, which necessitates a root cause analysis to ensure strategies being implemented are appropriate for all students.

Historical Proficiency

The success of the school's educational model is measured by analyzing how legacy students perform compared to non-legacy students. A legacy student is identified by having attended the school for a minimum of three consecutive years. The rubric for this sub-indicator is as follows:

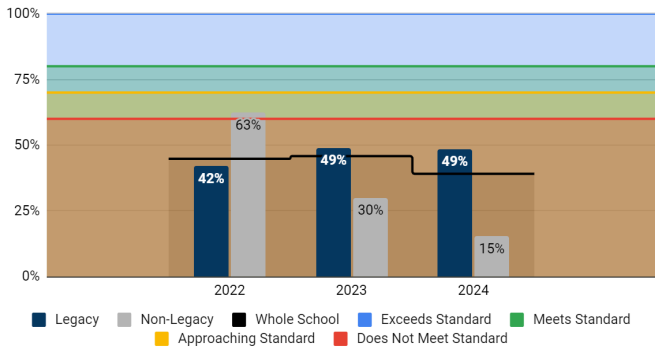
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Legacy students outperform non-legacy students by more than 7.5% Or The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	Legacy students outperform non-legacy students by 5.0-7.5%. Or The percentage of legacy students meeting grade level proficiency standards is between 70.0-79.9%.	Legacy students outperform non-legacy students by 2.5-4.9%. Or The percentage of legacy students meeting grade level proficiency standards is between 60.0-69.9%.	Legacy students outperform non-legacy students by less than 2.5%. Or The percentage of legacy students meeting grade level proficiency standards is less than 60.0%

The following table and graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term. The ratings columns in the table below are indicative of the end of year proficiency percentage, only, for context of overall expectations and to provide stakeholders with a level of urgency.

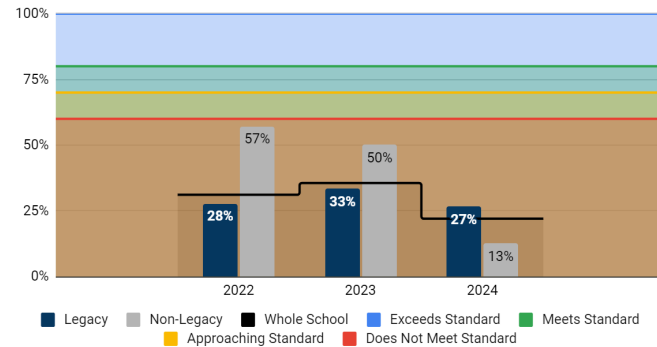
Historical Proficiency					
		Reading		Math	
	Population %	End of Year Proficiency	Rating	End of Year Proficiency	Rating
Legacy	72%	49%	✗	27%	✗
Non-Legacy	28%	15%	✗	13%	✗
Whole School	100%	39%	✗	22%	✗

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

DMA Legacy Student Proficiency: Reading
Charter Term: 2019-2024



DMA Legacy Student Proficiency: Math
Charter Term: 2019-2024



Reading: At the end of the 2023-24 school year, 49% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 15% of non-legacy students. With a difference of 24 percentage points, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Math: At the end of the 2023-24 school year, 27% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 13% of non-legacy students. With a difference of 14 percentage points, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Charter schools contribute to the diversity of educational options available to students, offering specialized programs, instructional approaches, and curricular offerings that may not be available in traditional public schools. When legacy students outperform non-legacy students, it underscores the value of diverse educational models in meeting the diverse needs and interests of students. The success of legacy students at the school serves as a testament to the supportive learning environment that distinguishes it as a quality educational option in the community for students with autism spectrum disorder.

Professional Knowledge

DMA aims to bridge the gap between treatment and education for students with autism spectrum disorder by providing evidence-based practices for personal growth with an optimal learning environment. Serving and teaching at DMA requires a depth of professional knowledge to support students with various needs and abilities and implement differentiated Individualized Education Plans for each student that is compliant with state and federal laws. The following measures are imperative for the school to be able to implement its model with fidelity and serve its students and community. Each measure used the following rubric, using the outcomes of multiple teacher evaluations throughout the school year.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 80.0% of teachers and Instructional Assistants receive a rating of effective.	75.0-80.0% of teachers and Instructional Assistants receive a rating of effective.	60.0%-74.9% of teachers and Instructional Assistants receive a rating of effective.	Less than 60.0% teachers and Instructional Assistants receive a rating of effective.

Professional Knowledge of Behavior Characteristics: 100% of teachers and instructional assistants demonstrated accurate knowledge of the learning behavior characteristics of the disabilities of the students with whom they worked with by addressing at least two core deficit areas (i.e., social, sensory, communication, and behavior) through instruction and daily routines in the educational setting. The school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Professional Knowledge of Sensory Needs of Students: 100% of teachers and instructional assistants understood the sensory needs of students and were knowledgeable about ways to proactively use sensory strategies. The school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Professional Knowledge of Evidence-Based Teaching Practices: 100% of teachers and instructional assistants demonstrated accurate knowledge of evidence-based teaching practices (reinforcement, prompting, visual schedules, antecedent based interventions, etc.) through consistent implementation in the classroom setting. The school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Learning Environment

Safe and Structured Learning Environment: 100% of teachers and instructional assistants arranged the classroom to maximize learning while providing a safe, structured environment while considering students' individual needs. Students could be seen and monitored for safety by adults in the classroom at all times. The classroom was mostly free of clutter and distractions were considered. Individual needs of students were met through the classroom layout, which could include independent workstations and group work areas. The school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Student Centered Learning Environment: 100% of teachers and instructional assistants established a student centered climate that promotes dignity and respect. There was a consistent use of positive language, including person first language when talking about students. Activities were used to promote independence for each individual student. The school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Visual Supports in the Learning Environment: 100% of teachers and instructional assistants used visual supports, such as visual schedules or other visual cues, based on student need. Students had access to visual supports and were taught how to use them to promote independence. Activities were used to promote independence for each individual student. The school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Simulations in the Learning Environment: 100% teachers and instructional assistants created a layout that allowed most students to be actively engaged in productive tasks in the classroom. The teacher and instructional assistant supported multiple instructional groups simultaneously, including individual, small group, and/or large group instruction. Students consistently had little down time. The school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Structured Learning Environment: 100% of teachers and instructional assistants used routines and procedures to promote a structured and predictable environment. Routines and procedures were evidenced for multiple tasks during the day and were taught to students and practiced until they are mastered to promote independence. The school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

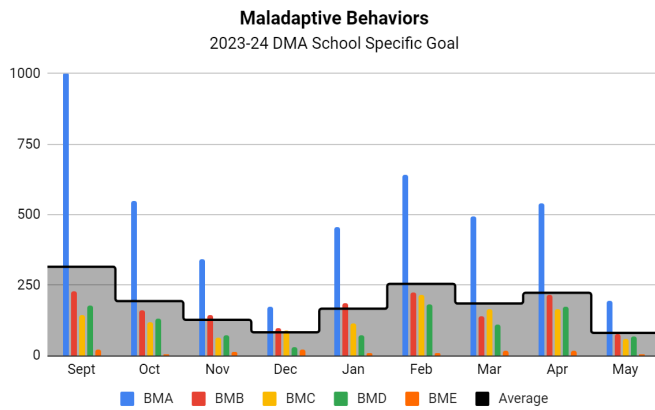
Collegial and Collaborative Environment: 100% of teachers and instructional assistants worked in a collegial and collaborative manner with administrators, related service personnel, paraprofessionals, therapy personnel, and the community when required and as a voluntary activity. Teachers and instructional assistants had a positive attitude about collaborating with others and offered support to one another. The school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

School Specific Goal

Each school community possesses its own distinct characteristics and circumstances, giving rise to specific equity obstacles. By establishing goals tailored to the needs of the students and community served, schools can ensure targeted and responsive interventions.

Based on an analysis of results, the school leadership team at DMA focused on the collaboration between teachers and instructional assistants at DMA will collaborate with the school’s therapeutic partner, The Hope Source, to create a positive learning environment as measured by a reduction in behavior management goals to increase student engagement by June 30, 2024. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
There will be more than a 15.0% decrease in maladaptive behaviors from September to May.	There will be a 10.0-15.0% decrease in maladaptive behaviors from September to May.	There will be a 7.5-9.9% decrease in maladaptive behaviors from September to May.	There will be less than a 7.5% decrease in maladaptive behaviors from September to May.



The average recording of maladaptive behaviors in September was 315. By May, recorded behaviors decreased by 74.6% to 80.4. The following graph illustrates the behavior trends over the course of the 2023-24 school year.

The following were behaviors identified:

- Refusal (BMA)
- Aggression (BMB)
- Elopement (BMC)
- Verbal Aggression (BMD)
- Disrobing (BME)

The school collected data throughout the school year by AM and PM educational times as well as by classroom in order to identify when and where students would need the most

support throughout the day. The school receives a rating of **Exceeds Standard** based on their Accountability Plan Performance Framework school specific goal.

Part II: Financial Performance

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

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

Is the school in good financial standing?

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

What does the Overall Rating for Financial Performance mean?

Year 1	The school received an overall rating of Approaching Standard, with concerns in enrollment variance and days cash. The school had a credible plan to address these issues as they go hand in hand.
Year 2	The school received an overall rating of Approaching Standard, with continued concerns in enrollment variance and days cash. The school has shown improvement in those two areas but outcomes still fall below expectations and are vital to the school's success with its unique model and funding.
Year 3	The school received an overall rating of Approaching Standard, with continued concerns in enrollment variance and days cash. Outcomes continue to fall below expectations and are vital to the school's success with its unique model and funding.
Year 4	The school received an overall rating of Meets Standard. All noted deficiencies from previous school years have been addressed and the school exhibited no concerns in the indicator's measures with rating of either meets or exceeds standard.
Year 5	The school received an overall rating of Meets Standard. All noted deficiencies from previous school years maintained meets or exceeds standard outcomes.

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

Financial Management

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

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

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

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

The State Board of Accounts reviewed the annual audit for Dynamic Minds Academy (DMA) for the period July 1, 2022 to June 30, 2023 on January 10, 2024. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts. The audit did indicate the following deficiencies:

- The school did not have time records for hourly employees in our test sample.
- Of the five credit card transactions tested, the school paid a late fee of \$38.00 and incurred interest of \$12.49 for the month of December.

The contents of the report were discussed with appropriate school personnel on December 20, 2023 and the school provided an official response, already indicating that some issues had been resolved.

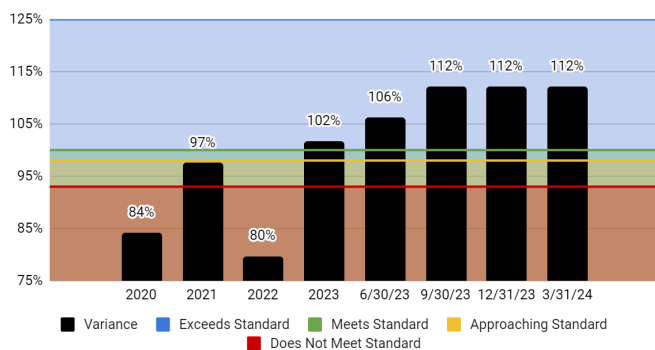
Throughout the 2023-24 school year, DMA submitted quarterly financial statements on time that were used to assess the financial measures found in this report. For these reasons, the school receives a rating of **Meets Standard** according to the school’s Accountability Plan Performance Framework.

Enrollment Variance

The state of Indiana calculates its state tuition based on the number of students enrolled at various times per academic school year. A school’s ability to identify an appropriate enrollment target to support its budget creates stability with staffing and operations. The rubric for this sub-indicator is as follows:

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

DMA Enrollment Variance
Charter Term: 2019-2024



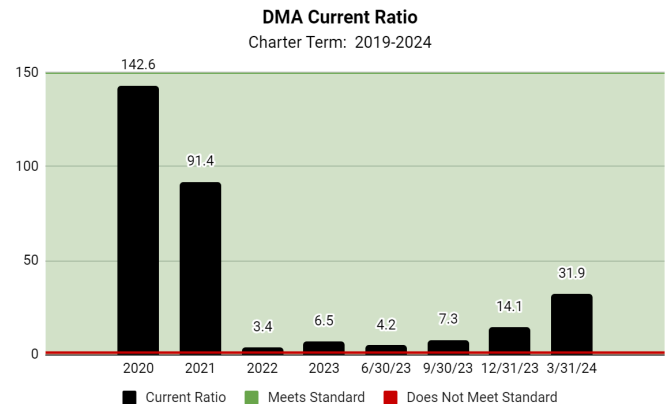
According to the Indiana Department of Education, DMA had an enrollment of count of 130 students as of October 2023. In February of 2024, the school maintained the same enrollment of 130 students. With an average enrollment variance of 112%, the school receives a rating of **Exceeds Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school’s current charter term.

Current Ratio

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

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

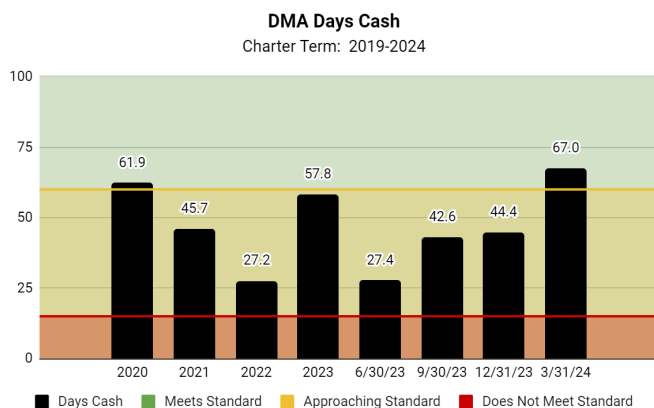
At the time of this report, the school's assets exceed its current liabilities with a ratio of 31.9, and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.



Days Cash

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

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



At the time of this report, DMA had 67 days cash and observed a positive one-year trend of 9.2 days. For this reason, the school receives a rating of **Meets Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.

Debt/Default Delinquency

This sub-indicator is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors.

The rubric for this sub-indicator is as follows:

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

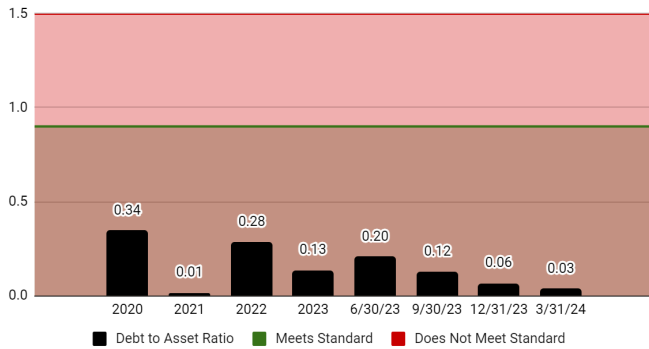
At the time of this report, neither the school's auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the school receives a rating of **Meets Standard**.

Debt to Asset Ratio

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

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

DMA Debt to Asset Ratio
Charter Term: 2019-2024



The school receives a rating of **Meets Standard** with a ratio of 0.03. The corresponding graph illustrates trends in debt to asset ratio throughout the school's current charter term.

Debt Service Coverage

Education One monitors the school's debt service coverage ratio, which is a measurement of the cash flow available to pay current debt obligations. This measure was not available for the school during this school year. The rubric for this sub-indicator is as follows:

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

Part III: Organizational Performance

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

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

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

What does the Overall Rating for Organizational Performance mean?	
Year 1	Overall, the school received a rating of Meets Standard, indicating compliance in the indicator measures with no concerns present.
Year 2	Overall, the school received a rating of Meets Standard, indicating compliance in the indicator measures with no concerns present.
Year 3	Overall, the school received a rating of Approaching Standard, indicating the school presented concerns in some of the indicator measures with a credible plan to address the issues. The school was held accountable to eight measures, four of which received ratings of approaching standard. Education One established new measures for governance to ensure that school boards were fulfilling the depth of requirements needed to run successful schools. The board requires further development in using student data and outcomes to inform board decisions, increasing efficiency of committee structures, investing time and resources outside of board meetings, and developing a clear strategic plan for the school.
Year 4	Overall, the school received a rating of Approaching Standard, indicating the school presented concerns in some of the indicator measures with a credible plan to address the issues. The school was held accountable to eight measures, three of which received ratings of approaching standard. The board requires further development in increasing efficiency of committee structures, setting realistic fundraising goals, investing time and resources outside of board meetings, and continuing to develop a clear strategic plan for the school.
Year 5	Overall, the school received a rating of Meets Standard, with minimal concern in the measure indicators. Moving into the next school year, the board needs to increase opportunities for student data (outside of Education One measures) to be presented and discussed as it pertains to the board's overall definition of academic excellence and strategic plan to drive decision making.

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

GOVERNING BOARD

Focus on High Academic Achievement

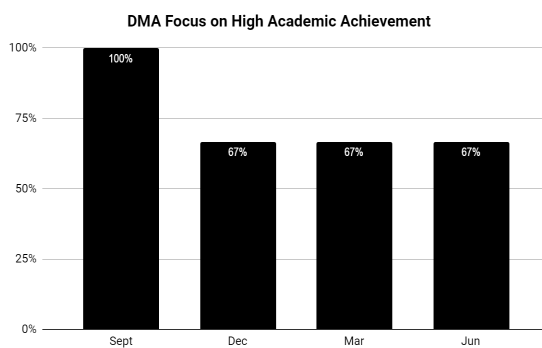
Education One expects governing boards to consistently work towards fulfilling the mission of the school and promises of the charter, and to know whether or not students are on track for high-levels academic achievement, as evidenced by the following characteristics:

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

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

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

The Governing Board of Dynamic Minds Academy (DMA) demonstrated a clear belief in the mission of the school throughout the 2023-24 school year. Each board member assumed ultimate responsibility for school and student success, as measured by qualitative and quantitative data collected by Education One during regularly scheduled board meetings, support checks with the Board Chair, and during the school's charter renewal visit in September of 2024.



The board was presented with more student data this year than it has in the past. However, it was not a consistent item that was reviewed. Moving into the 2024-25 school year, the board needs to identify what student data is required to be discussed in order to inform board decisions and regularly measure progress towards goals that are aligned to the board's strategic plan.

The corresponding graph illustrates the percentage of characteristics observed by the board within this measure on a quarterly basis. Based on evidence collected throughout the school year, DMA's governing board receives a rating of **Approaching Standard**.

Commitment to Exemplary Governance

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

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

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

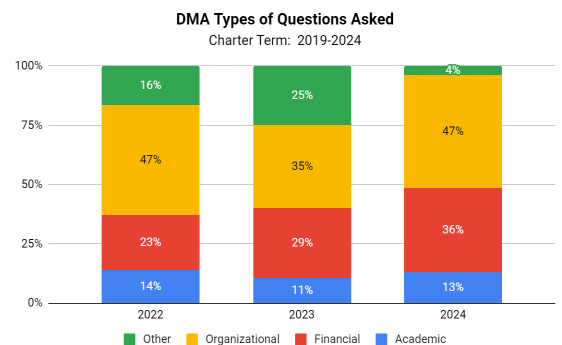
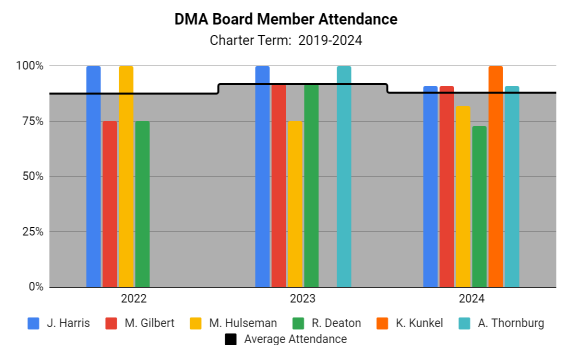
Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

The board maintained a full slate of members who brought diverse skills, experiences, and partnership opportunities within the community. Board members exhibited experience in business, community engagement, education, and finance. It would be appropriate for the board to work to recruit additional members with legal expertise. Joel Harris served as the Board Chair and was able to successfully lead the board and engage members. The board had clearly defined roles and responsibilities and employed a committee structure that supported the strategic plan of the board.

Average attendance at public board meetings for the 2023-24 school year was 88%. The corresponding graph illustrates attendance rates of individual board members in comparison to the average attendance rate of the board overtime.

Board engagement was observed throughout each scheduled meeting. Education One attended 11 of the board’s public meetings from July 2023 through June 2024 and collected data regarding the types of discussions the board engaged in. The board spent most meetings discussing items that fell within organizational and financial performance, both areas a focus of the school’s strategic plan. Education One would like to see an increase in discussions and presentations of student academic performance moving into the 2024-25 school year.

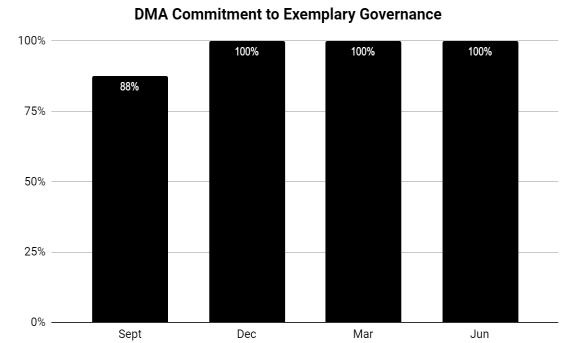


The corresponding graph illustrates the measure characteristics met throughout the current school year. Based on evidence collected throughout the school year, the governing board receives a rating of **Meets Standard**.

Fiduciary Responsibilities

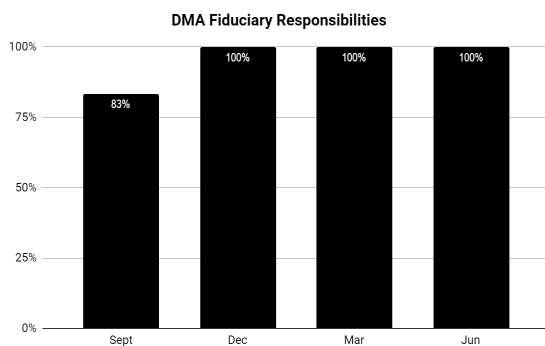
Education One measures the quality of a governing board through their commitment to managing resources responsibly, expanding awareness of the program, and raising funds to support the program. More specifically, exemplary boards exhibit the following characteristics:

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



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

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



The board exhibited a general understanding of the school’s finances and reviewed financial data regularly at each public meeting. The approved budget for the 2023-24 school year allocated resources strategically and aligned with the mission and vision of the school.

The school was able to procure various grants to provide additional resources the school needed and board members increased their overall personal investment of time and/or resources to the school outside of board meetings. Overall, the members of the board increased their capacity in understanding the political context of a public charter school and advocated for policies that supported the sector. The corresponding graph illustrates the observable

characteristics throughout the current school year. Based on evidence, DMA’s governing board receives a rating of **Meets Standard**.

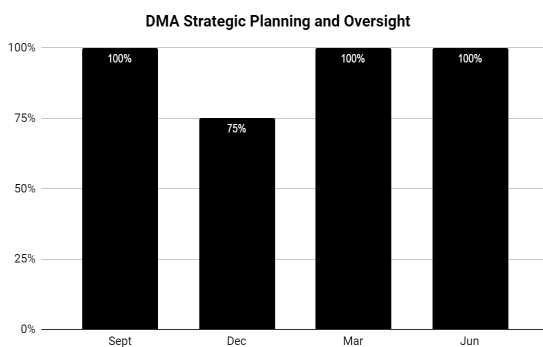
Strategic Planning and Oversight

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

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

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

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



The board developed a clear strategic plan for the school, reflecting the board’s vision and the school’s future. The strategic plan was evidenced in board discussion during public meetings and work sessions. While the school leader had clearly defined annual goals that impacted the school, were in line with the strategic plan, and were consistently discussed, the board had not created its own annual goals. As previously stated, however, the board developed a committee structure that worked for their size and composition to support the implementation of the strategic plan.

The board had an effective collaborative relationship with the school leader, Ms. Samantha Bandy. She was given the autonomy and authority to manage the school. With the creation of her annual goals, the board maintained strong and close oversight of outcomes. These were embedded in her leader evaluation, which was conducted twice during the school year. The board was in the development phase of a succession plan for the board and school leadership team at the time of this report. Based on evidence collected throughout the school year, captured in the corresponding graph, DMA’s governing board receives a rating of **Meets Standard**.

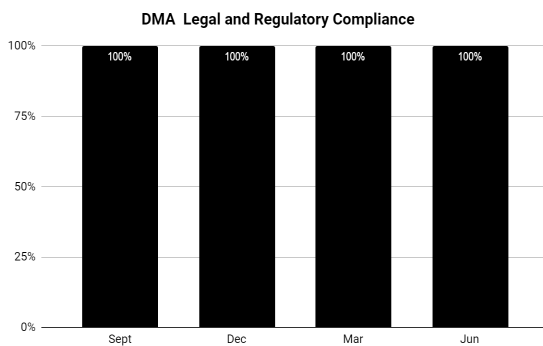
Legal and Regulatory Compliance

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

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

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

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



The DMA board held all of its monthly meetings in compliance with Indiana’s Open Door Law and maintained the highest standards of public transparency by accurately documenting meeting proceedings and board decisions. Terms set forth in the charter agreement were adhered to and the board complied with established board policies and procedures, as well as state and federal laws.

Based on evidence collected throughout the school year, DMA’s governing board receives a rating of **Meets Standard**.

SCHOOL LEADER

Leadership

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

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

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

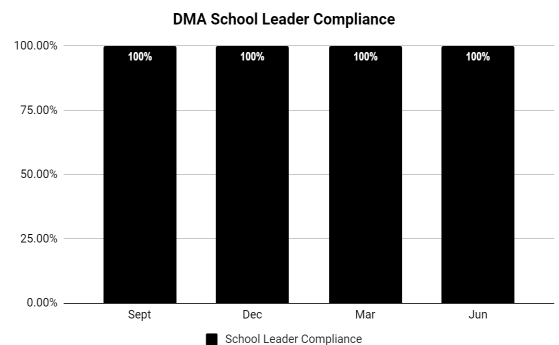
Meets Standard	Approaching Standard	Does Not Meet Standard
The school leader and/or team complies with and presents no concerns in the measure characteristics.	The school leader and/or team presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.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

Ms. Samantha Bandy served as DMA's Education Director during the 2023-24 school year. This was her 5th year in the position, with vast experience in Special Education, students with Autism, and charter schools. Throughout her tenure at DMA, Ms. Bandy has established a consistent leadership team that includes Mr. Aaron Wallance as the Associate Education Director. The school has seen different personnel in various leadership positions outside of the Executive and Associate Director but those positions have all been held by teachers and staff with a well established history at the school.

Education Director Bandy was a highly effective communicator to all stakeholders involved at Dynamic Minds Academy. With its unique model and partnership, Ms. Bandy navigated the implementation of the school's model with appropriate collaboration with the Governing Board, The Hope Source, Education One, staff, and families. The distinctive relationship with the school's therapy partner, The Hope Source, required Ms. Bandy to consistently reiterated the roles and responsibilities of DMA teachers and staff and The Hope Source staff during the educational portion of the students' school day.

The leadership team engaged in the continuous process of improvement. This was evidenced by an increase in teacher capacity over the course of the school year through coaching and the team discussing clear next steps to drive better student outcomes. Any areas of deficiency that were brought to the attention of Ms. Bandy or the team were addressed immediately.

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



COMPLIANCE

Charter Compliance

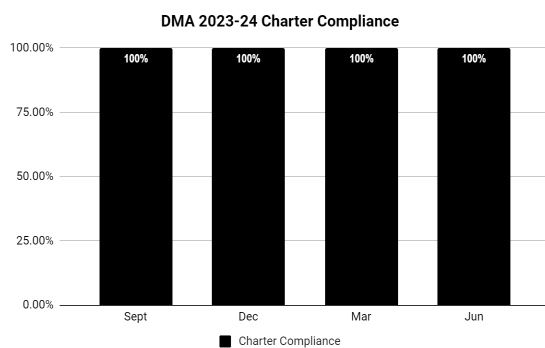
Schools are held accountable to be in compliance with the terms of its charter and collaborate effectively with Education One. The following components are assessed on a monthly basis:

- Submission of all required compliance documentation in a timely manner as set forth by Education One, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation;
- Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws;
-

- Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; and
- Participation in scheduled meetings with Education One.

The rubric for this sub-indicator is as follows:

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



The corresponding graph illustrates the measure characteristics met throughout this current school year. At the time of this report, DMA was responsible for timely submission of items July 2023 through June 2024. 100% of items were submitted in compliance with reporting requirements processes and procedures.

Throughout the 2023-24 school year, the school was in compliance with the terms of its charter and proactive and productive in meeting governance obligations. Members of the DMA Governing Board and leadership team who interact with Education One collaboratively participated in scheduled meetings. Based on evidence collected

throughout the school year, the DMA receives a rating of **Meets Standard**.

Special Education Compliance

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

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

The rubric for this sub-indicator is as follows:

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

DMA was able to consistently evidence all of the measure characteristics of compliance throughout the 2023-24 school year. Based on site visit observations, teachers understood student IEPs and implemented goals appropriately throughout the lesson. Instructional assistants also observed a clear understanding of how to support students in the academic environment. The school employed a robust system to effectively and efficiently ensure that IEP goals were established, current, and up to date in Indiana’s online system and that case conference meetings occur in compliance with all state and federal laws. Based on evidence collected throughout the school year, DMA receives a rating of **Meets Standard**.

Part IV: School Wide Climate

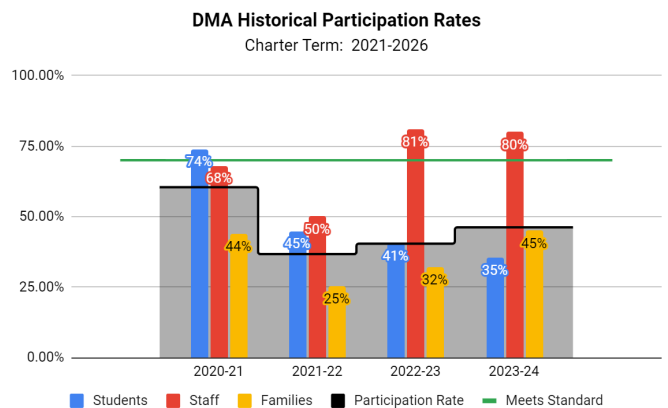
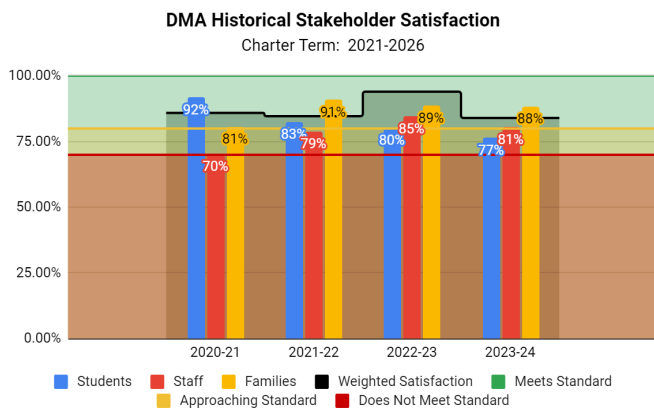
Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school’s effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

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

The rubric for this indicator is as follows:

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school. With an overall weighted satisfaction rate of 83.9%, the school receives a rating of **Meets Standard**.



While survey participation is not a measure found in the school’s Accountability Plan Performance Framework, it is an important metric to understand the viability of the rating provided above. The following table indicates the total number of possible participants for each stakeholder group, the number of stakeholders that took the survey, and the participation rate of each stakeholder. Education One’s standard for survey viability is a participation rate of at least 70.0%. Participation on the 2023-24 survey was low for students and families. The school needs to identify ways in which to make the survey more accessible to these stakeholders in order to use the results to drive next steps.

DMA’s Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	65	23	35.4%
Staff	25	20	80.0%
Families	120	54	45.0%

Part V: Next Steps

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

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

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

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

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

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

Next Steps Overview for 2024-25 School Year

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

Academic Performance		
Rating	Tier	Probationary Status?
Approaching Standard	Tier II	No

Commendations:

- Performing better than or similar to the state's Special Education population on the 2023 Indiana Alternative Measure (IAM) in both English/Language Arts and Math.
- Maintaining instructional capacity amongst the majority of staff through intentional coaching supports
- Exceeding standard on all goals around teachers' professional knowledge of the model and learning environments that are key to fulfilling the school's mission and vision
- Demonstrating program efficacy of the middles and bigs programs, with legacy students outperforming non-legacy students in both reading and math

Recommendations:

- Continue to provide coaching support for newer staff around expectations of a lesson to be able to implement curriculum resources with fidelity that ensures students are exposed to rigorous and differentiated instruction based on their academic level
- Create a schedule for each classroom that include whole group teaching opportunities
- Identify more appropriate ways to monitor and measure attendance based on the school's model

Financial Performance		
Rating	Tier	Probationary Status?
Meets Standard	Tier I	No

Commendations:

- Creating a sustainable budget around an obtainable enrollment target
- Enrolling more than budgeted for students and maintaining that enrollment throughout the school year
- Increasing Days Cash by almost 40 days since quarterly financials through June 30, 2023

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

GOVERNING BOARD

Commendations:

- Establishing effective committees and executive working sessions in between public board meetings
- Ensuring the school leadership team has autonomy and authority to manage the school while maintaining strong and close oversight of outcomes

Recommendations:

- Identify student outcome data points that should be discussed at every board meeting, similar to how the board always reviews personnel reports, financial reports, etc.

LEADERSHIP

Commendations:

- Demonstrating sufficient academic and leadership experience as it pertains to building a program that supports a large Special Education student population
- Engaging in a continuous process of improvement during all scheduled meetings with Education One and other stakeholder groups
- Collaborating effectively with all stakeholder groups that are key to the mission and vision of the school
- Increasing awareness of roles and responsibilities of Dynamic Minds Academy staff and The Hope Source staff
- Focusing on school level goals that assess the overall model of the school

COMPLIANCE

Commendations:

- Collaborating and communicating proactively with Education One
- Submitting all compliance documentation in a timely and complete manner

School Wide Climate
Meets Standard

Commendations:

- Maintaining high levels of satisfaction from staff and families

Recommendations:

- Identify ways to make the survey more accessible to students and families to increase participation (i.e., size of survey, survey window length, survey)