



2023-24 ANNUAL REVIEW

SUCCESS ACADEMY PRIMARY 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 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
	2020-21	2021-22	2022-23	2023-24	2024-25
	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 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 and discipline data/outcomes to identify root causes of observed deficiencies and then create quantifiable action plans for improvement.
Year 2	The school received a rating of Approaching Standard, indicating that the school presents concerns in some indicator measures but there is a credible plan to address the issue. The school was held accountable to nine measures, four of which received a rating of Does Not Meet Standard. Overall student achievement and growth in both reading and math were areas of concern, as well as the outcomes on the IREAD-3. While those areas did receive ratings of Does Not Meet Standard, there has been progress towards approaching standard observed. The school needs to continue to use all academic and discipline data to identify the root cause of those subgroups who may not be exhibiting appropriate proficiency and growth.
Year 3	The school received a rating of Approaching Standard, indicating that the school presents concerns in some indicator measures but there is a credible plan to address the issue. The school was held accountable to 14 measures, three of which received a rating of Does Not Meet Standard. Overall student achievement in both reading and math were areas of concern. The school saw observable growth in subgroup proficiency and students meeting growth targets in both reading and math. The school needs to continue implementing structures put in place that were the reason for increase in ratings and provide differentiated coaching support to teachers.
Year 4	Overall, the school received a rating of Approaching Standard, indicating that the school presents concerns in some indicator measures but there is a credible plan to address the issue. The school was held accountable to 25 measures, six of which received a rating of Does Not Meet Standard. Overall, student proficiency in reading and chronic absenteeism were areas of concern at the state and federal level. Locally, performance of legacy students in both reading and math received ratings of not meeting standard. Moving into the next school year, intentional and targeted interventions need to take place immediately following beginning of year testing. Similarly, support provided to teachers during the third and fourth quarter needs to be established from day one of the school year with the transition of a new school leader.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	Federal Accountability Rating	N/A	N/A	DNMS	DNMS	
	Proficiency on State Summative Assessment: E/LA	N/A	N/A	N/A	DNMS	
	Proficiency on State Summative Assessment by Subgroup: E/LA	N/A	N/A	N/A	DNMS	
	Proficiency on State Summative Assessment: Math	N/A	N/A	N/A	AS	
	Proficiency on State Summative Assessment by Subgroup: Math	N/A	N/A	N/A	AS	
	Growth on State Summative Assessment: E/LA	N/A	N/A	N/A	AS	
	Growth on State Summative Assessment by Subgroup: E/LA	N/A	N/A	N/A	AS	
	Growth on State Summative Assessment: Math	N/A	N/A	N/A	AS	
	Growth on State Summative Assessment by Subgroup: Math	N/A	N/A	N/A	AS	
	Pass or Pass+ Status Growth: E/LA	N/A	N/A	N/A	ES	
	Did Not Pass Status Growth: E/LA	N/A	N/A	N/A	AS	
	Pass or Pass+ Status Growth: Math	N/A	N/A	N/A	MS	
	Did Not Pass Status Growth: Math	N/A	N/A	N/A	AS	
	Comparison to Local Schools	N/A	N/A	N/A	MS	
	3rd Grade Literacy	N/A	DNMS	AS	AS	
English Language Proficiency	N/A	N/A	N/A	MS		
Chronic Absenteeism	N/A	N/A	AS	DNMS		

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	N/A	MS	MS	MS	
	Attendance	N/A	AS	AS	AS	
	Progress Towards Proficiency: E/LA	N/A	N/A	N/A	MS	
	Progress Towards Proficiency by Subgroup: E/LA	N/A	N/A	N/A	MS	
	Progress Towards Proficiency: Math	N/A	N/A	N/A	AS	
	Progress Towards Proficiency by Subgroup: Math	N/A	N/A	N/A	AS	
	Historical Proficiency: E/LA	N/A	N/A	N/A	DNMS	
	Historical Proficiency: Math	N/A	N/A	N/A	DNMS	

STATE AND FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating

The Every Student Succeeds Act (ESSA) was signed into law in December 2015. ESSA required states to submit consolidated plans regarding state academic standards, assessments, state accountability systems, and school support and improvement activities. Indiana’s Consolidated State Plan was approved in January 2019. More information on the plan can be found [here](#). The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a rating of Exceeds Expectations for the most recent school year.	The school receives a rating of Meets Expectations for the most recent school year.	The school receives a rating of Approaches Expectations for the most recent school year.	The school receives a rating of Does Not Meet Expectations for the most recent school year. OR The school receives a rating of Approaches Expectations three or more consecutive years.

A school receives one overall, summative rating based on the weighted points earned for each applicable federal measure. The table below represents the school’s designations for each measure, as well as the school’s overall designation. The rating reflects a school’s achievement with respect to performance goals for the State. Data utilized for the ratings is from the 2022-23 school year. The measures included within the Federal Accountability system are also further defined and rated throughout the State and Federal Academic Performance section of this review.

Overall Designation	Does Not Meet Expectations		
Achievement: E/LA	Does Not Meet Expectations	Achievement: Math	Approaches Expectations
Growth: E/LA	Does Not Meet Expectations	Growth: Math	Does Not Meet Expectations
Closing the Gaps: E/LA	Does Not Meet Expectations	Closing the Gaps: Math	Does Not Meet Expectations
Language Proficiency for EL	Meets Expectations	Student Attendance	Does Not Meet Expectations

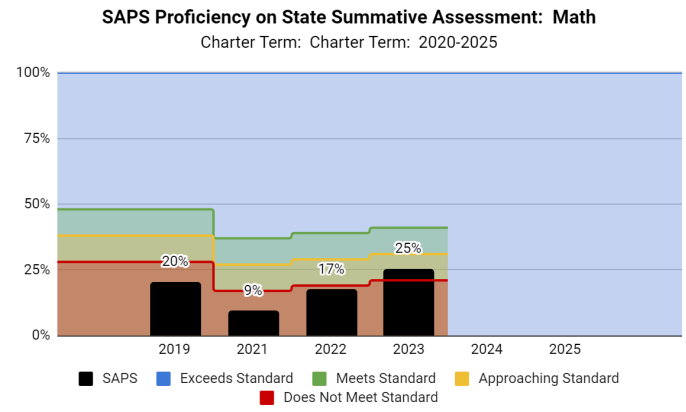
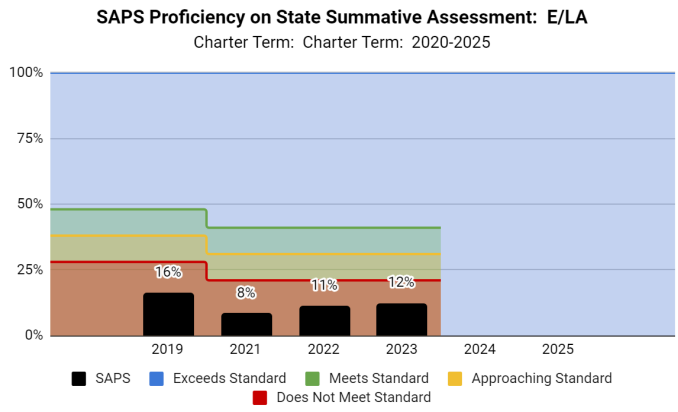
Based on the information released by the Federal Department of Education, Success Academy Primary School (SAPS) receives a rating of **Does Not Meet Standard** based on the school’s Accountability Plan Performance Framework. A rating of Does Not Meet Expectations, according to the state of Indiana, identifies a school that has not met the state’s standard for performance. Students are inconsistent in achieving performance standards. A “does not meet expectations” school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school may be identified for targeted support and improvement by the Indiana Department of Education.

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 in grades three through five at SAPS participated in 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. 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.



English/Language Arts: In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023 English/Language Arts assessment. At SAPS, 12% of students met or exceeded standards on the same assessment. With a difference of 29%, the school **Does Not Meet Standard**. The recent data indicates a positive trend in the number of students meeting performance standards, but the rate of improvement falls short of expectations.

Math: In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023 math assessment. At SAPS, 25% of students met or exceeded standards on the same assessment. With a difference of 16 points, the school is **Approaching Standard**. The recent data indicates a positive trend in the number of students meeting performance standards reflects the effectiveness of the instructional programs and support systems that have taken place at the school post-pandemic.

Subgroup Proficiency on State Summative Assessment

Successful implementation of the educational model is also monitored by comparing the results of the school’s represented subgroups to state’s results of the same subgroups on Indiana’s summative assessment. The school receives annual ratings in English/Language Arts and Math for each of the following subgroups with 10 or more students:

- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).

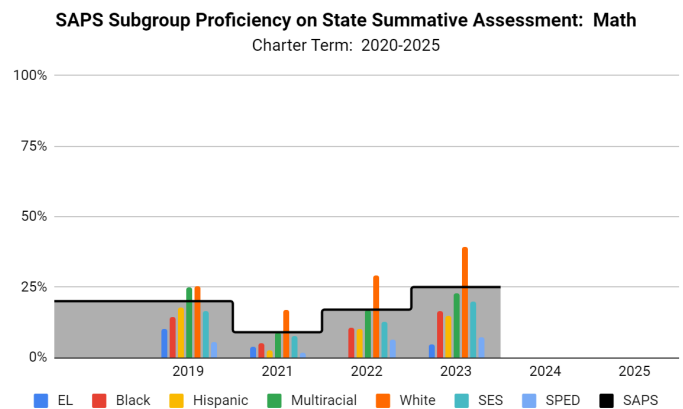
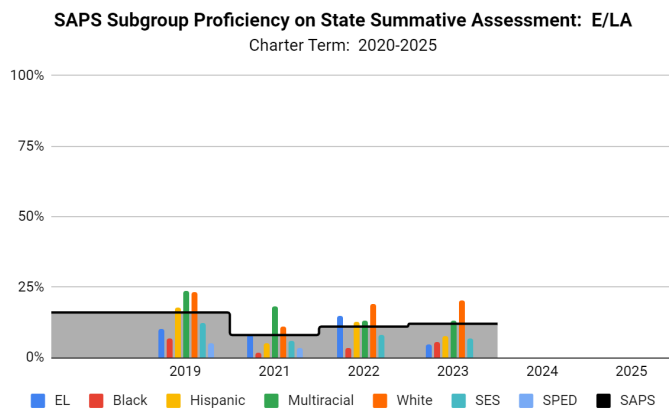
The rubric used for this measure is as follows:

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

If a the state’s passing percentage of a subgroup was less than 20%, the following rubric is utilized:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students within the identified subgroup at or above grade level proficiency exceeds the state’s percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is within 75% of the state’s passing percentage.	The percentage of students within the identified subgroup at or above grade level proficiency is within 50.0-74.9% of the state’s passing percentage.	The percentage of students within the identified subgroup at or above grade level proficiency is less than 50% of the state’s passing percentage.

The following graphs illustrate the proficiency trends of the subgroups served throughout the school’s current charter term defined within this review.



The following table highlights 2023 results and how they compare to the state.

Subgroup Information			English/Language Arts				Math			
Subgroup	School Population	State Population	School Passing %	State Passing %	Difference	Rating	School Passing %	State Passing %	Difference	Rating
EL	6%	8%	5%	13.0%	-8	DNMS	5%	17.9%	-12.9	DNMS
Black	40%	13%	6%	19.7%	-13.7	DNMS	17%	16.2%	+0.8	ES
Hispanic	12%	14%	8%	27.1%	-19.1	AS	15%	25.9%	-10.9	AS
Multiracial	15%	5%	13%	37.1%	-24.1	DNMS	23%	35.0%	-12	AS
White	33%	64%	20%	47.5%	-27.5	DNMS	39%	48.7%	-9.7	MS
F/R Lunch	71%	49%	7%	27.2%	-20.2	DNMS	20%	26.7%	-6.7	MS
SPED	26%	18%	0%	13.1%	-13.1	DNMS	7%	16.8%	-9.8	DNMS

English/Language Arts: Upon review of disaggregated data, it’s clear that certain subgroups, such as students from economically disadvantaged backgrounds, English learners, students with disabilities, and students of certain racial groups, consistently perform below their peers in key academic areas. Similarly, students at SAPS are not comparing to their like peers across the state. Overall, the school **Does Not Meet Standard**.

Math: Similar to English/Language Arts there were significant disparities in academic achievement among various subgroups of students within the school. However, students are performing as well or better than their peers across the state in most subgroups. Overall, the school is **Approaching Standard**.

Growth on State Summative Assessment

Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates growth, click [here](#). The school receives annual ratings for growth in English/Language Arts and Math, utilizing data from the state summative assessment. The rubric for this measure is as follows:

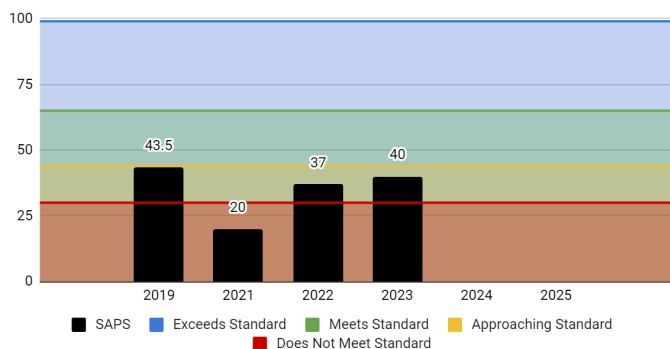
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's Median Growth Percentile is greater than 65.	The school's Median Growth Percentile is between 45 and 65.	The schools' Median Growth Percentile is between 30 and 45.	The school's Median Growth Percentile is less than 30.

The Median Growth Percentile (MGP) is calculated utilizing individual Student Growth Percentiles (SGP) and finding the median, or midpoint, of those numbers. An SGP describes the relationship between the student's previous scores and their current year's score and compares that difference to the same student's academic peers. An academic peer is defined as a student in the same grade who had similar scores on previous assessments.

The MGP indicates how the school grew its students as well as or better than other schools that serve similar achieving students. The following graphs illustrate the MGP trends throughout the school's current charter term defined within this review.

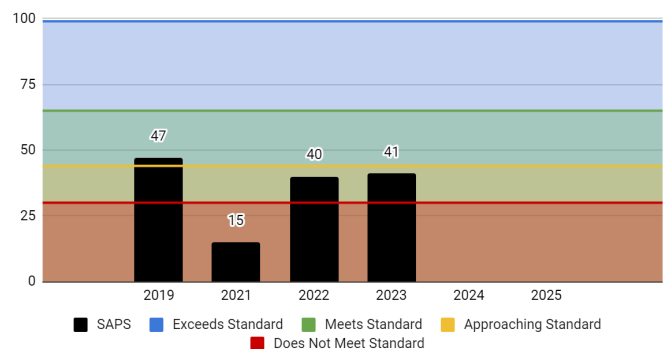
SAPS Growth on State Summative Assessment: E/LA

Charter Term: 2020-2025



SAPS Growth on State Summative Assessment: Math

Charter Term: 2020-2025



English/Language Arts: SAPS had an MGP of 40 based on 2023 ILEARN English/Language Arts assessment results. Therefore, the school is **Approaching Standard**. The recent data indicates a positive trend in the school's Median Growth Percentile post pandemic, but the rate of improvement falls short of expectations.

Math: SAPS had an MGP of 41 based on 2023 ILEARN math assessment results. Therefore, the school is **Approaching Standard**. The recent data indicates a positive trend in the school's Median Growth Percentile post pandemic, but the rate of improvement falls short of expectations. However, the discrepancy between the increased Median Growth Percentile of the school and the overall increase in performance of the school warrants further investigation.

Subgroup Growth on State Summative Assessment

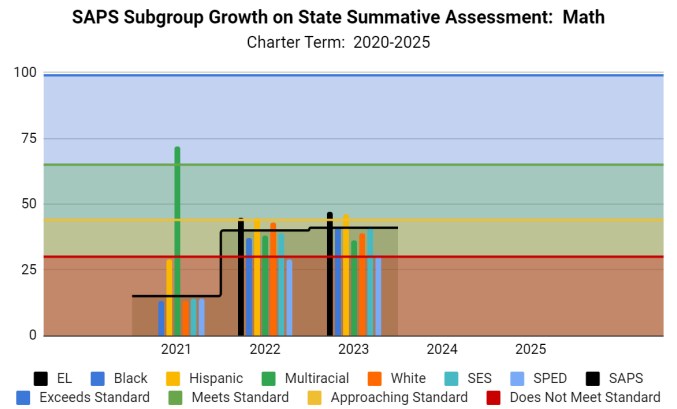
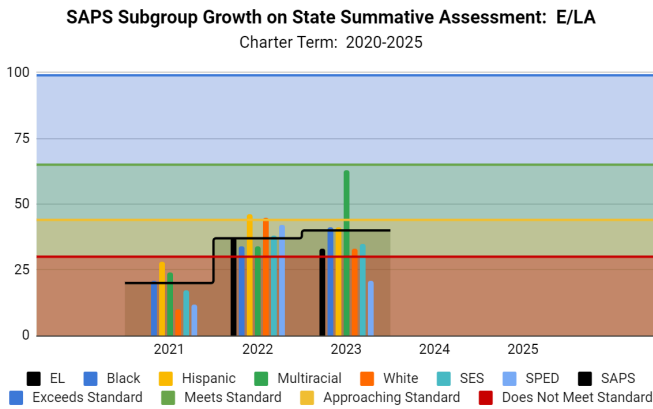
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress subgroups make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language Arts and Math utilizing data from the state summative assessment.

- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).

The rubric used for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The subgroup's Median Growth Percentile is greater than 65.	The subgroup's Median Growth Percentile is between 45 and 65.	The subgroup's Median Growth Percentile is between 30 and 45.	The subgroup's Median Growth Percentile is less than 30.

The following graphs illustrate the growth trends of the subgroups served throughout the school's current charter term defined within this review.



English/Language Arts: Upon review of disaggregated data, it's clear that certain subgroups, such as students from economically disadvantaged backgrounds, English learners, and students with disabilities underperformed compared to their peers in key growth measures. These historically marginalized groups saw less growth than the previous school year. Overall, the school is **Approaching Standard**.

Math: Students with disabilities continue to see a gap in growth compared to their peers in math. Otherwise, growth gaps from other subgroups have closed or are closing from the previous year. Still, with most subgroups not meeting standard, the school is **Approaching Standard**.

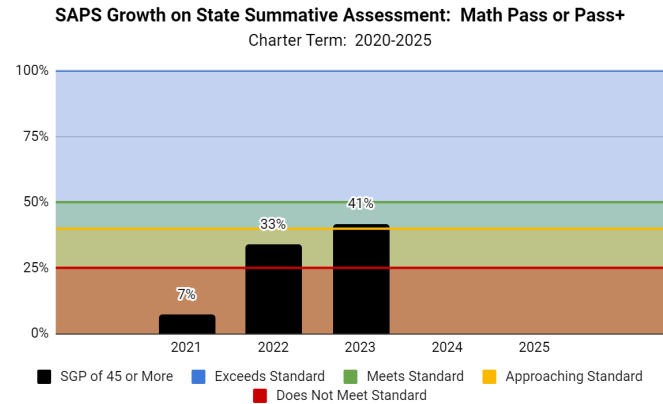
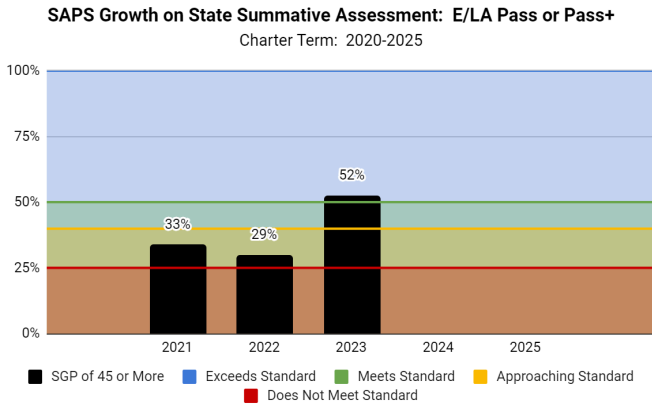
Passing Status Growth on State Summative Assessment

Education One analyzes the percentage of students whose growth supports the maintenance of or obtaining proficiency. The school receives separate annual ratings for students based on previous proficiency status of 'Pass/Pass+' or 'Did Not Pass' for both English/Language Arts and Math.

Pass or Pass+ Students: The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	40.0-50.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	25.0-39.9% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	Less than 25.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.

The following graphs illustrate the growth trends of students with previous pass or pass+ status served throughout the school's current charter term defined within this review.



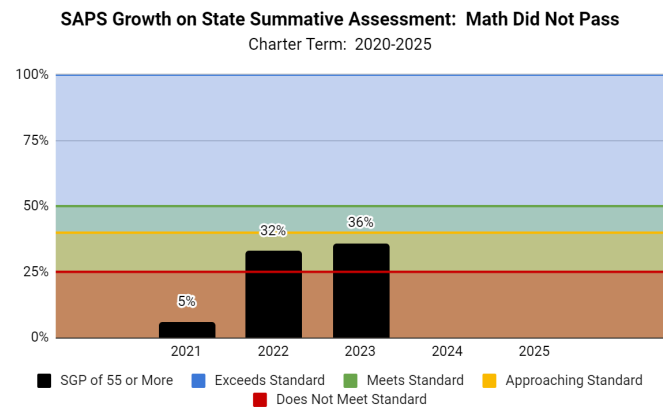
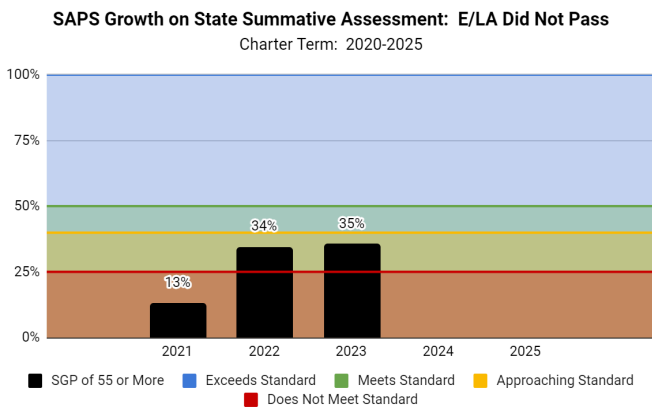
English/Language Arts: 52% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023 English/Language Arts assessment. The school receives a rating of **Exceeds Standard**. The school's observable outcomes indicate that a considerable number of students who met proficiency standards on their assessment are also demonstrating robust growth in their academic performance over time.

Math: 41% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023 math assessment. The school receives a rating of **Meets Standard**. The school has observed growth among passing students, ensuring that they maintain proficiency and continue to progress academically.

Did Not Pass Students: The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of Did Not Pass have an SGP of at least 55.	40.0-50.0% of students with a previous status of Did Not Pass have an SGP of at least 55.	25.0-39.9% of students with a previous status of Did Not Pass have an SGP of at least 55.	Less than 25.0% of students with a previous status of Did Not Pass have an SGP of at least 55.

The following graphs illustrate the growth trends of students with previous did not pass status served throughout the school's current charter term defined within this review.



English/Language Arts: 35% of 'Did Not Pass' students had an SGP of at least 55 on the 2023 English/Language Arts assessment. The school receives a rating of **Approaching Standard**. It is evident that a number of non-passing students are not meeting the growth targets necessary to progress towards proficiency. This observation raises concerns about the effectiveness of current interventions and support systems in addressing the diverse learning needs of all students.

Math: 36% of 'Did Not Pass' students had an SGP of at least 55 on the 2023 math assessment. The school receives a rating of **Approaching Standard**. The lack of growth among non-passing students is a concern that calls for attention.

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 SAPS, , based on the location and subgroups served.

School Name	English/Learner Population	F/R Lunch Population	SPED Population	Distance from School
SAPS	6%	71%	26%	
Coquillard Elementary School	8%	85%	13%	0.7 miles
Muessel Elementary School	5%	81%	16%	2.1 miles
Madison S.T.E.A.M. Academy	14%	92%	18%	2.8 miles
McKinley Elementary School	24%	86%	18%	4.4 miles

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

School Name	E/LA Proficiency	Math Proficiency	E/LA Growth	Math Growth
SAPS	12%	25%	26%	16%
Coquillard Elementary School	6%	7%	18%	6%
Muessel Elementary School	4%	7%	22%	8%
Madison S.T.E.A.M. Academy	10%	9%	22%	9%
McKinley Elementary School	14%	14%	24%	14%

Overall, SAPS outperformed comparison schools 93.8% of the time when looking at proficiency and growth. 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. While there is much room for improvement in proficiency and growth, when a charter school outperforms comparison schools, it underscores the value of diverse educational models in meeting the diverse needs and interests of students. Therefore, the school receives a rating of **Meets Standard**.

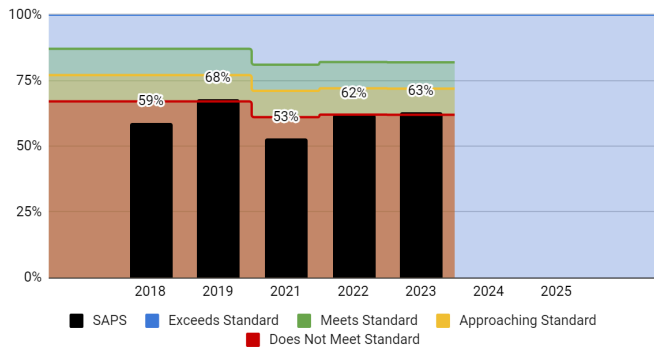
3rd Grade Literacy

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.

SAPS 3rd Grade Literacy
 Charter Term: 2020-2025



The corresponding graph illustrates the trends of third grade students passing this assessment throughout the school's current charter term defined within this review.

The state of Indiana has created a statewide goal, however, that the IREAD-3 passing rate be 95% by 2027. In 2023, SAPS had a passing rate of 63% on the IREAD-3 assessment. The state of Indiana's passing percentage was 82%. With a difference of 19 points, the school receives a rating of **Approaching Standard** according to their Accountability Plan Performance Framework.

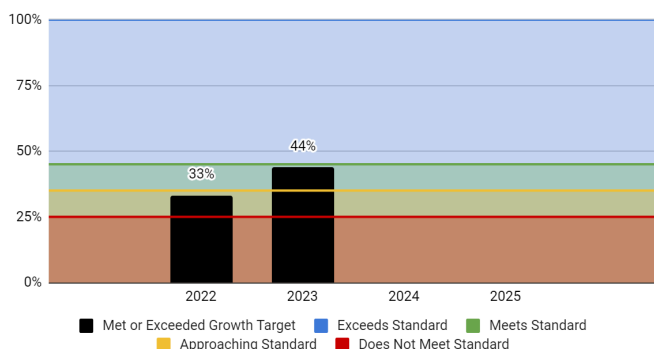
Reading difficulties in third grade can lead to learning gaps that persist throughout a student's academic career. Students who fall behind in reading may struggle to catch up with their peers and may require intensive intervention and support to bridge the gap, increasing the risk of academic disengagement and dropout.

English Language Proficiency

Education One measures the success of the school's English Learner (EL) program by analyzing the percentage of EL students who are on target to develop or attain English language proficiency within six years. Student growth percentiles from the WIDA ACCESS 2.0 assessment are used to determine whether students are making adequate growth annually to meet targets created by the state of Indiana. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 45.0% of EL students met or exceeded growth targets.	35.0-45.0% of EL students met or exceeded growth targets.	25.0-34.9% of EL students met or exceeded growth targets.	Less than 25.0% of EL students met or exceeded growth targets.

SAPS English Language Proficiency
 Charter Term: 2020-2025



In 2023, the school served 38 EL students, which made up 6.3% of its overall population. The corresponding graph illustrates the growth percentages overtime in the school's current charter term.

WIDA results indicated that 44% of students met or exceeded growth targets. Therefore, the school receives a rating of **Meets Standard**. Meeting growth targets on the WIDA assessment suggests that the school's EL program employs effective instructional practices tailored to the needs of English language learners. Teachers use research-based strategies to support language development and academic achievement. It is also worth

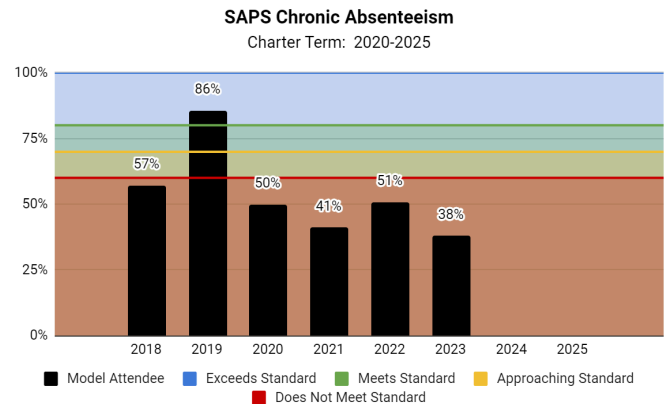
noting that the state's percentage of students meeting growth targets was 23.7%.

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 graph illustrates trends overtime for SAPS. Based on the current model attendee rate of 38%, the school receives a rating of **Does Not Meet Standard**. Chronic absenteeism may suggest that a significant number of students are disengaged or lack motivation to attend school regularly. This could be due to factors such as academic difficulties, social or emotional issues, or a lack of connection to the school community. Similarly, high rates of chronic absenteeism may indicate barriers to access that prevent students from attending school regularly. These barriers could include transportation issues, health problems, housing instability, family responsibilities, or other socioeconomic factors that affect students' ability to attend school consistently.



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:

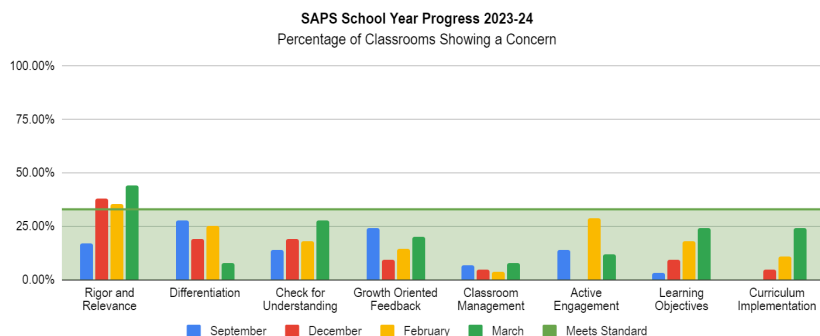
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction 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.

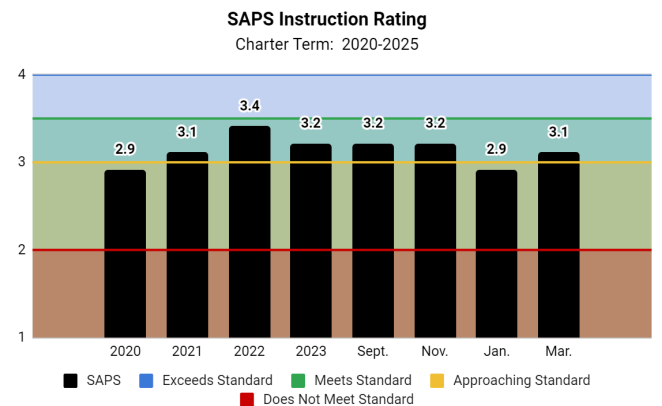
Any area that had 50% or more classrooms exhibiting misalignment to the best practice were recommended as areas of focus and improvement with the school leadership team

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.

	September	November	February	March
Rigor + Relevance	17.2%	38.1%	35.7%	44.0%
Differentiation	27.6%	19.0%	25.0%	8.0%
Checks for Understanding	13.8%	19.0%	17.9%	28.0%
Growth Oriented Feedback	24.1%	9.5%	14.3%	20.0%
Classroom Management	6.9%	4.8%	3.6%	8.0%
Active Engagement	13.8%	0.0%	28.6%	12.0%
Learning Objectives	3.4%	9.4%	17.9%	24.0%
Curriculum Implementation	0.0%	4.8%	10.7%	24.0%

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).



Instructional capacity met standard for the majority of the school year. Students were grouped based on readiness and teachers used a variety of checks for understanding techniques to support evidence of that readiness. Students were provided with specific feedback that addressed what was correct or what could be improved. Classrooms were organized in a way to allow for student collaboration and use of varied materials. Students and teachers had a mutual respect for one another.

Throughout the school year, however, there were larger missed opportunities as it pertained to rigorous and relevant learning. Tasks did not require students to analyze or evaluate new instructional content and the connection to real-world application was often overlooked. Similarly, while students interacted respectfully with one another, there was a lack of engagement with peers to be able to respond to content through inquiry.

Based on the qualitative and quantitative evidence collected throughout the 2023-24 school year, SAPS receives a rating of **Meets Standard** with an average instruction rating of 3.1 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. SAPS had an average attendance rate of 90.8% and, thus, is **Approaching Standard** according to the school's Accountability Plan Performance Framework. When students are absent from school, they miss out on valuable instructional time in the classroom. This can make it difficult for them to keep up with the curriculum and understand key concepts being taught.

Attendance Breakdown					
Kindergarten	88.0%	✗	Fourth	92.6%	✗
First	90.2%	✗	Fifth	90.6%	✗
Second	91.7%	✗	Whole School	90.8%	✗
Third	92.1%	✗	Key: ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = 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, SAPS utilized the i-Ready Diagnostic, which is a computer adaptive assessment designed to provide teachers with actionable insight into student needs and is aligned to grade level standards in reading and math. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of immediate improvement and celebration.

The following tables 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.

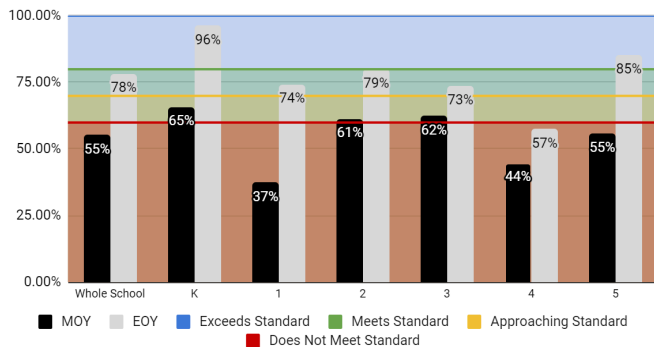
Progress Towards Proficiency: Reading							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Kindergarten	5%	41%	65%	✗	87%	96%	✓
First	2%	12%	37%	✗	50%	74%	✓
Second	15%	27%	61%	✗	42%	79%	✓
Third	24%	31%	62%	✗	44%	73%	✓
Fourth	19%	22%	44%	✗	22%	57%	✗
Fifth	11%	13%	55%	✗	29%	85%	✓
School	13%	25%	55%	✗	47%	78%	✓

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

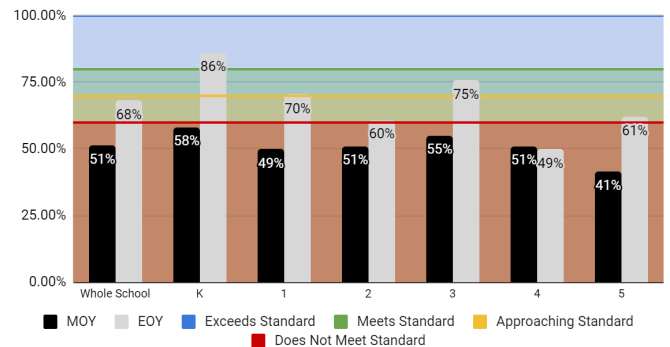
Progress Towards Proficiency: Math							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Kindergarten	6%	16%	58%	✗	50%	86%	✓
First	2%	13%	49%	✗	28%	70%	✓
Second	5%	13%	51%	✗	29%	60%	✗
Third	7%	12%	55%	✗	41%	75%	✓
Fourth	3%	16%	51%	✗	24%	49%	✗
Fifth	12%	18%	41%	✗	31%	61%	✗
School	6%	15%	51%	✗	34%	68%	✗

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

SAPS 2023-24 Progress Towards Proficiency: Grade Level
Reading



SAPS 2023-24 Progress Towards Proficiency: Grade Level
Math



Reading: 78% of students were considered proficient and/or met growth targets on the reading i-Ready Diagnostic. Therefore, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework. The school's efforts in continuous improvement is reflected in the progress students made in meeting proficiency and/or growth targets from the beginning of the school year.

Math: 68% of students were considered proficient and/or met growth targets on the math i-Ready Diagnostic. Therefore, the school receives a rating of **Approaching 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 in certain grade levels.

The school must implement systems of targeted intervention from the beginning of the school year. It is evident that the school acted upon the results of the mid-year assessment, based on the increase in students meeting proficiency and/or growth targets. Even more progress could have been observed if that same level of support had been given after the beginning-of-year assessment.

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.

- Bottom 25%;
- 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 tables and graphs illustrate proficiency and growth outcomes throughout the school year and current charter term.

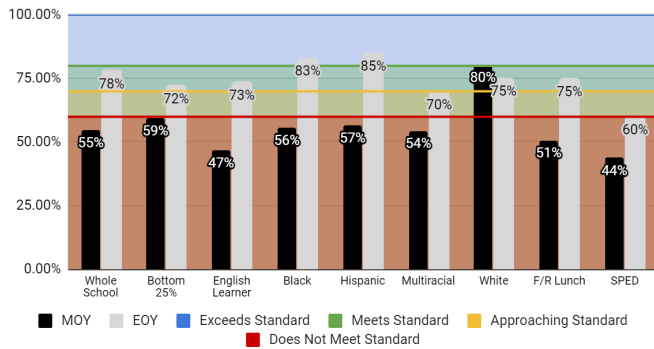
Progress Towards Proficiency: Reading								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	25%	0%	4%	59%	✗	14%	72%	✓
EL	6%	3%	10%	47%	✗	33%	73%	✓
Black	40%	9%	22%	56%	✗	49%	83%	✓
Hispanic	9%	6%	19%	57%	✗	50%	85%	✓
Multiracial	17%	14%	26%	54%	✗	40%	70%	✓
White	31%	19%	29%	80%	✓	47%	75%	✓
SPED	22%	7%	6%	44%	✗	18%	60%	✗
F/R Lunch	59%	12%	20%	51%	✗	39%	75%	✓
School	100%	13%	25%	55%	✗	47%	78%	✓

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

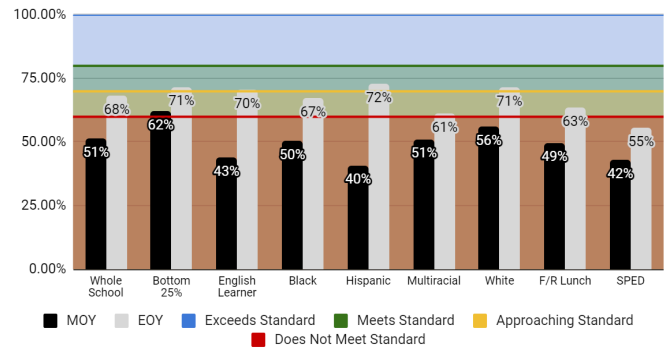
Progress Towards Proficiency: Math								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	25%	1%	1%	62%	✗	9%	71%	✓
EL	6%	0%	10%	43%	✗	23%	70%	✓
Black	40%	2%	6%	50%	✗	30%	67%	✗
Hispanic	9%	2%	2%	40%	✗	28%	72%	✓
Multiracial	17%	4%	20%	51%	✗	33%	61%	✗
White	31%	12%	26%	56%	✗	41%	71%	✓
SPED	22%	3%	5%	42%	✗	16%	55%	✗
F/R Lunch	59%	4%	12%	49%	✗	28%	63%	✗
School	100%	6%	15%	51%	✗	34%	68%	✗

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

SAPS 2023-24 Progress Towards Proficiency: Subgroup
 Reading



SAPS 2023-24 Progress Towards Proficiency: Subgroup
 Math



Reading: The school has made progress in closing achievement gaps amongst student subgroups. Through concerted efforts and targeted interventions, the school has witnessed improvement in academic outcomes for historically marginalized groups based on race. Despite targeted efforts to improve outcomes, the data for Special Education students shows that a proportion of students are not meeting growth standards, indicating the need for a reassessment of current strategies. Overall, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

Math: Progress in closing achievement gaps amongst student groups was observed in math, but not at the same rate as reading. While some racial subgroups saw more growth to progress towards proficiency, there is still a large gap in students from minority groups exhibiting grade level proficiency. Upon review of disaggregated data, it's clear that students from economically disadvantaged backgrounds and students with disabilities consistently perform below their peers in key academic areas. Current strategies need to be reviewed to assess effectiveness. Overall, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework.

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:

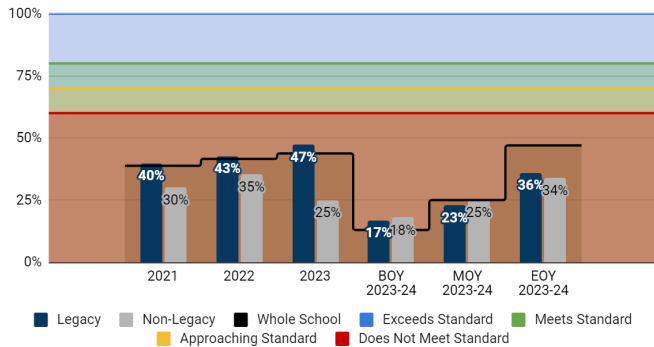
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Legacy students outperform non-legacy students by more than 7.5% Or The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	Legacy students outperform non-legacy students by 5.0-7.5%. Or 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. Legacy students are those who have been enrolled at the school for a minimum of three years in grades two through five. Non-legacy students are those who have been enrolled for less than three years in the same grade levels. Kindergarten and first grade students are included in whole school averages but are not used in comparing legacy to non-legacy students. The ratings in the table below are indicative of the end of year proficiency percentage, only, for context of overall expectations to move students towards 70% proficiency.

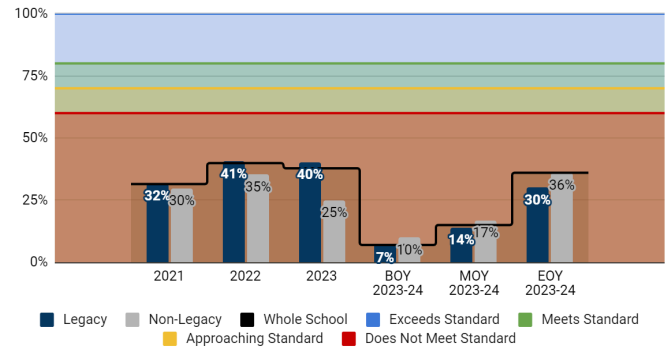
Historical Proficiency									
		Reading				Math			
	Population %	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
Legacy	47%	17%	23%	36%	✗	7%	14%	30%	✗
Non-Legacy	19%	18%	25%	34%	✗	10%	17%	36%	✗
Whole School	100%	13%	25%	47%	✗	7%	15%	36%	✗

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

SAPS Legacy Student Proficiency: Reading
Charter Term: 2020-2025



SAPS Legacy Student Proficiency: Math
Charter Term: 2020-2025



Reading: At the end of the 2023-24 school year, 36% of legacy students were considered on grade level on the school’s chosen benchmark assessment, compared to 34% of non-legacy students. With a difference of 2 percentage points, the school receives a rating of **Does Not Meet Standard**, according to the school’s Accountability Plan Performance Framework. Both legacy and non-legacy students at the school are performing comparably, indicating a lack of achievement gap and supporting students at their level. However, the school requires further analysis as to why legacy students aren’t performing at a higher level overall.

Math: At the end of the 2023-24 school year, 30% of legacy students were considered on grade level on the school’s chosen benchmark assessment, compared to 36% of non-legacy students. With non-legacy students outperforming legacy students, the school receives a rating of **Does Not Meet Standard**, according to the school’s Accountability Plan Performance Framework. The gap in academic performance between legacy and non-legacy students prompts reflections and further root cause analysis about the efficacy of the school’s instructional practices.

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
	2020-21	2021-22	2022-23	2023-24	2024-25
	Meets Standard	Meets Standard	Meets Standard	Approaching 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 network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on August 11, 2015 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2022. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. Because of this guarantee, the school received an overall rating of Meets Standard. However, the network needs to continue to decrease the debt to asset ratio.
Year 2	The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on August 11, 2015 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2022. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. Because of this guarantee, the school received an overall rating of Meets Standard. However, the network needs to continue to decrease the debt to asset ratio.
Year 3	The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on August 11, 2015 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2022. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. The school received an overall rating of Meets Standard. However, the network must complete the financial audit for July 1, 2021 through June 30, 2022. The network also needs to build back its days cash reserve and continue to decrease the debt to asset ratio.
Year 4	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. The school received an overall rating of Approaching Standard due to the lack of a completed financial audit for July 1, 2022 through June 30, 2023. This is the second year in which the network has been a year behind in financial audits. The network has restructured its financial team to increase capacity for submitting financials and completing audits in a timely manner. The network has decreased its debt to asset ratio to a Meets Standard metric and has worked to increase days cash since June of 2023.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	Financial Management	MS	MS	AS	AS	
	Enrollment Variance	MS	ES	MS	MS	
	Current Ratio	MS	MS	MS	MS	
	Days Cash	MS	MS	MS	MS	
	Debt/Default Delinquency	MS	MS	MS	MS	
	Debt to Asset Ratio	MS	MS	MS	MS	
	Debt Service Coverage	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 network regularly submitted quarterly financial statements that were complete, but often significantly late.

The State Board of Accounts reviewed the annual audit for the period July 1, 2021 to June 30, 2022 on April 4, 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 network does not have a formal policy to address uncollectible accounts for when the school pursues collections for delinquent fees (i.e., textbook rentals for those who do not qualify for state reimbursement).
- The network needs to ensure it is maintaining enrollment documents and attendance records in accordance with guidance by the Indiana Department of Education (IDOE). One hundred three students were tested in the audit, 4 students raised concerns.

The contents of the report were discussed with appropriate school personnel on March 7, 2024 and the school provided an official response, already indicating that some issues had been resolved.

Currently, the network is still one annual audit behind. This particular audit should have been submitted during the 2022-23 school year. The annual audit for the period of July 1, 2022 to June 30, 2023 began on May 15, 2024 and was not complete by the time of this report.

There is a clear plan and evidence that the network has been working to get the management of financials back to meets standard. Without the 2022-23 audit, however, the network receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework.

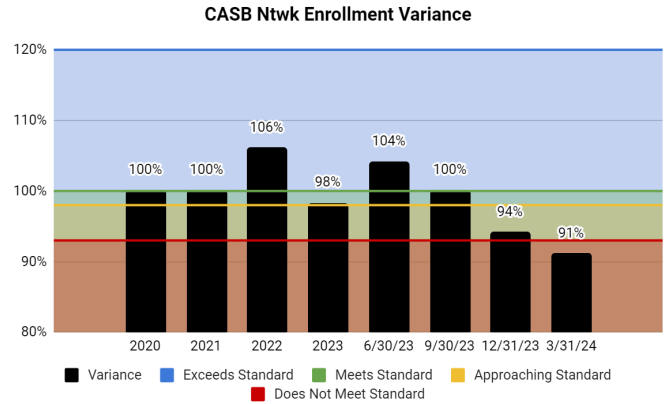
Enrollment Variance

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.

According to the Indiana Department of Education, the Career Academy Network of Public Schools (CANOPS) submitted enrollment reports of 1,532 as of October 2023 for Success Academy at Boys and Girls Club, Success Academy Primary School, Career Academy Middle School, Career Academy High School, and The Portage School of Leaders. By February of 2024, that count decreased to 1,519. The network observed an average enrollment variance of 91%.



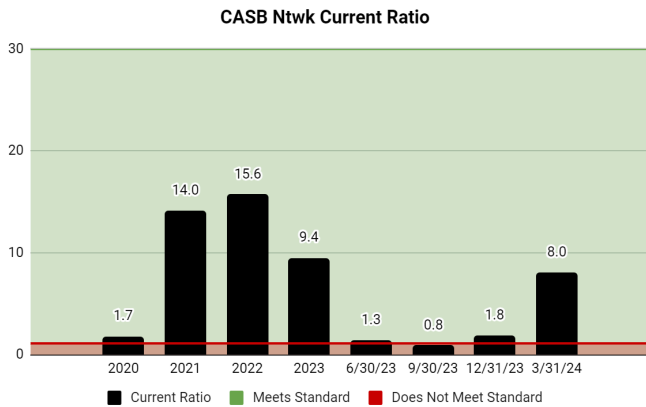
The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on July 7, 2022 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2025. This commitment is binding for the Garatoni-Smith

Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. Therefore, the school receives a rating of **Meets Standard**. The corresponding graph illustrates trends in enrollment variance.

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.



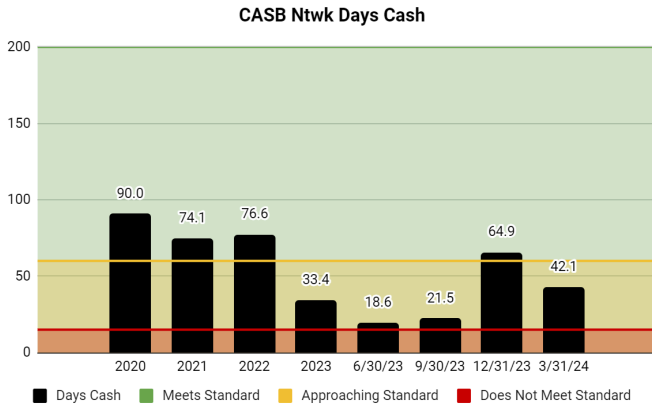
At the time of this report, the school’s assets exceed its current liabilities with a ratio of 8.0, and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends of this measure.

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, CANOPS had 42.1 days cash. The network has exhibited a one-year positive trend of 8.7 days but has substantially increased this metric from financial statements through June 30, 2023. Based on the aforementioned letter, the network **Meets Standard**. The corresponding graph illustrates trends in days cash.

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.

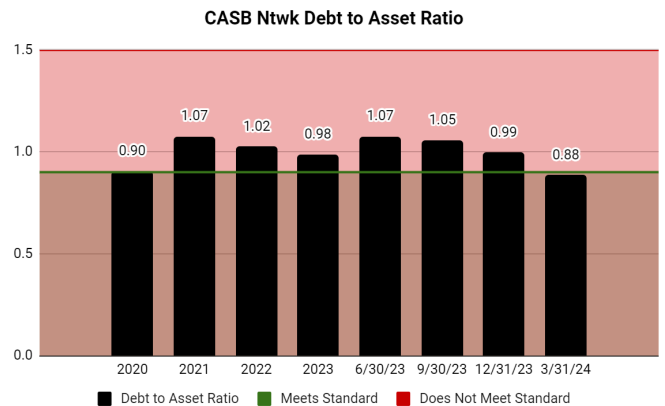
At the time of this report, neither the school's auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the school receives a rating of **Meets Standard**.

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.

The school receives a rating of **Meets Standard** with a ratio of 0.88. The corresponding graph illustrates trends in debt to asset ratio.



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 school will receive a rating of **Not Applicable**.

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
	2020-21	2021-22	2022-23	2023-24	2024-25
	Approaching Standard	Approaching Standard	Approaching Standard	Meets Standard	

Is the school's organizational structure successful?	
Performance Rubric	<p>Meets Standard</p> <p>The school complies with and presents minimal to no concerns in the indicator measures.</p>
	<p>Approaching Standard</p> <p>The school presents some concerns in the indicator measures. There is a credible plan to address the issues.</p>
	<p>Does Not Meet Standard</p> <p>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.</p>

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received an overall rating of Approaching Standard by presenting concerns in indicator measures but having a credible plan to address the issues. The school was held accountable to five measures, three of which received a rating of Approaching Standard. For the next school year, the governing board needs to implement processes and procedures to formally evaluate school leaders, superintendents, and the board in a timely manner. Timely communication of deficiencies or major organizational changes also need to be improved.
Year 2	The school received an overall rating of Approaching Standard, with some concerns in indicator measures but a credible plan to address those concerns. Overall, the school was held accountable to nine measures and received a rating of Approaching Standard in two of those measures. Moving into the 2022-23 school year, a more robust committee structure could support the board in being more strategic, efficient, and actively engaged during meetings. The board needs to also prioritize the investment of time and/or resources to the network outside of board meeting attendance.
Year 3	The school received an overall rating of Approaching Standard. The school was held accountable to nine measures and received a rating of Approaching Standard in two of them. The recommendation of a more robust committee structure remains from the previous year, especially as the network will be expanding to five schools in the 2023-24 school year. Similarly, there has been no movement in investing time and/or resources outside of board meetings to the network of schools.
Year 4	Overall, the school received a rating of Meets Standard, with minimal concerns in the indicator measures. As the school transitions from an interim school leader to a principal, it will be necessary for the network to support the school's new leader in improving staff satisfaction, building upon observed academic successes, and supporting the school in increasing student proficiency.

	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	MS	
	Commitment to Exemplary Governance		AS	AS	MS	
	Fiduciary Responsibilities		AS	AS	MS	
	Strategic Planning and Oversight		MS	MS	MS	
	Legal and Regulatory Compliance		MS	MS	MS	
School Leader	Leadership	AS	MS	MS	AS	
Compliance	Charter Compliance	AS	MS	MS	MS	
	English Learner Compliance	MS	MS	MS	MS	
	Special Education Compliance	MS	MS	MS	MS	

GOVERNING BOARD

Focus on High Academic Achievement

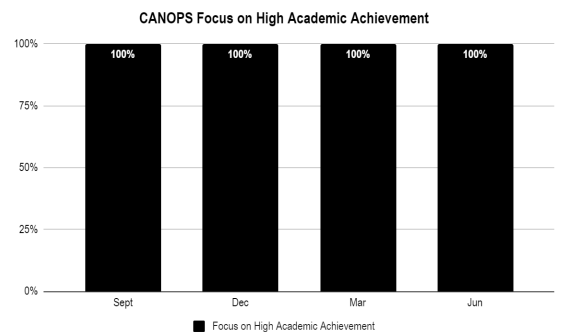
Education One expects governing boards to consistently work towards fulfilling the mission of the school and promises of the charter, and to know whether or not students are on track for high-levels academic achievement, as evidenced by the following characteristics:

- 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.

It was evident, throughout the 2023-24 school year, that each member of the board of Career Academy Network of Public Schools (CANOPS) believes in the mission of the network overall and those of each individual school. There was a clear agreement on what academic excellence is and members assume ultimate responsibility for each school and the students and families they serve. Members of the board have a general understanding of how student achievement is measured at all levels, seeking clarification from school leadership teams when needed. Student data was regularly presented to the board and used to inform decisions and measure progress towards individual school goals and each school's Accountability Plan Performance Framework. The corresponding graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, CANOPS governing board receives a rating of **Meets Standard**.



Commitment to Exemplary Governance

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

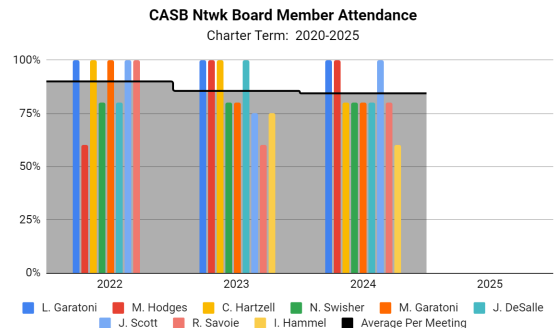
- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;

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

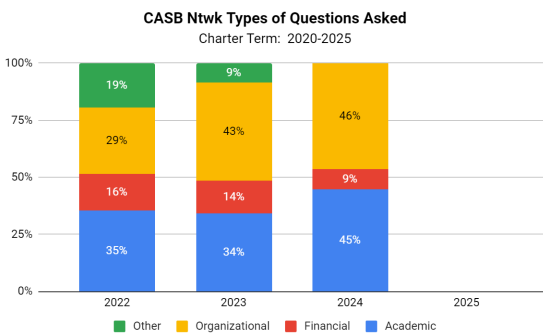
Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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 CANOPS board was led by board chair Mr. Lawrence Garatoni. He has served as the network’s board chair since its inception and was successful during the 2023-24 school year of leading the board and engaging all of its members. The board saw an average attendance rate of 84%. The corresponding chart illustrates the attendance of each current member and the average attendance rate of the board overtime.



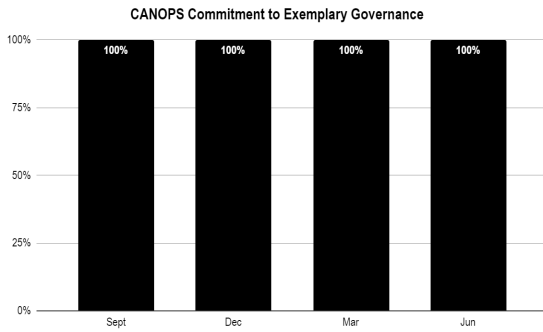
The board is composed of nine members, all of which bring a unique and diverse perspective to the board. They are all highly qualified with experiences in business, community engagement, education, and finance. The board does engage with legal counsel during and outside of meetings. However, it would benefit the board to have members with a legal background.



A more robust committee structure was implemented, allowing for more intentional conversation and efficient use of time during board meetings. The way in which network and school level leadership teams presented information also allowed the board to engage in meaningful discussion around goals and next steps. The chart to the left demonstrates how this type of meeting structure focused on student and organizational performance and outcomes.

Finally, there was timely communication of any deficiencies to the Director of Education One and meeting materials were provided well in

advance of the scheduled board meeting.



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

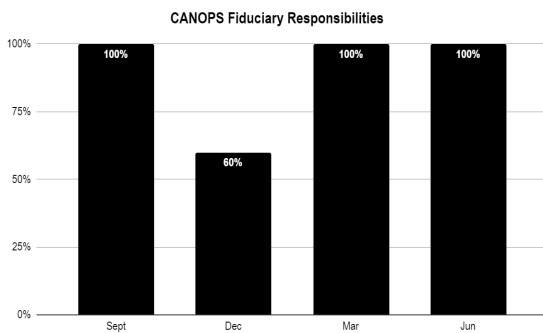
Fiduciary Responsibilities

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 approved a budget for the current year that allocated resources strategically and appropriately based on the network’s goals. The network received multiple high dollar grants that provided additional resources for the schools’ needs. Board members also increase their investment in time and resources outside of scheduled board meetings by attending open houses and building openings and participating at school level initiatives. The board had a clear understanding of the political context of charter schools, engaging well with national, state, and local level leaders to support and advance the charter school sector.

The graph illustrates the measure characteristics met throughout this current school year. The network experienced some concerns in regards to quarterly financials being submitted to Education One in a timely fashion and the network not being current in the audit of its financial systems and processes.

These deficiencies were brought to the board's attention in September and there was still no overall improvement to remedy the situation, which is why the board was not able to meet all of the measures characteristics in December of 2023. However, starting in the beginning of 2024, the board took the necessary steps required to rectify the situation. Based on evidence collected throughout the school year, the CANOPS 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:

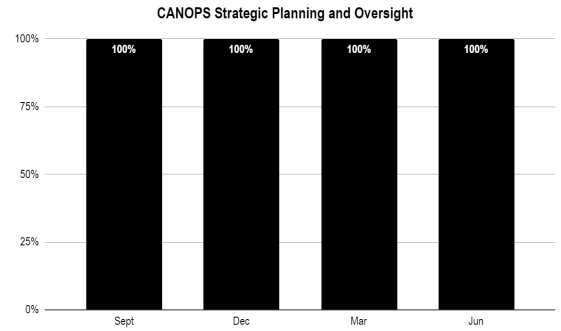
- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the school's future;
- Set annual goals for the school, board, and each board committee;
- Organize the board, its committees, and all meetings in order to meet the school's annual goals and strategic 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 has developed a clear strategic plan, with the support of the network's superintendent. Annual goals have been created that serve as the foundation of the network and school leadership quarterly goals. The board, as previously stated, was organized in a way that allowed it to be efficient and focused.

The network’s leadership team and individual school leaders had the autonomy and authority to manage the schools, with the board maintaining strong and close oversight on outcomes. The board collaborated well with leadership on a frequent basis, with plans and goals in mind. The board maintained an up-to-date succession plan and formal evaluations were conducted of all school leaders. The following graph illustrates the measure characteristics met throughout this current school year and the board receives a rating of **Meets Standard**.



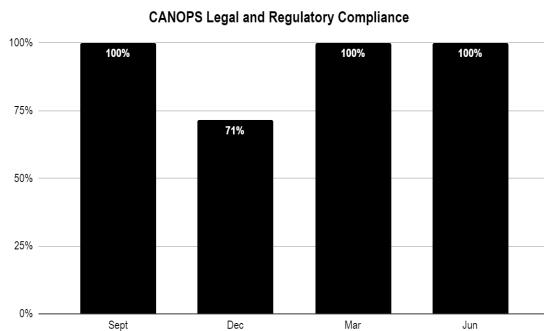
Legal and Regulatory Compliance

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.



All meetings during the 2023-24 school year were held in compliance with Indiana’s Open Door Law and met all state and federal laws. Based on being behind in the audit required of charter schools, the board did not meet all characteristics of this measure in December. However, as previously mentioned, the board rectified those concerns starting in early 2024.

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. Based on evidence collected throughout the school year, CANOPS 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.

SAPS is a part of the Career Academy Network of Public Schools (CANOPS). The network is made up of five schools in South Bend, two high schools, one middle school, and two elementary schools. The network’s board delegated daily oversight obligations to Jeremy Luginbill, the network’s Superintendent. Each of the five schools had its own principal. Mr. Luginbill, along with other network staff and school leaders, supported each school in areas such as curriculum and instructional, professional development, tiered systems of support, reporting, financial management, human resources, and technology.

Ms. Roxanne Bryant served as SAPS’ interim school leader for the 2023-24 school year. Ms. Bryant brought her experience as a teacher and discipline dean to the role, however, based on stakeholder surveys and observations in collaborative meetings and site visits, it was evident that there were times when more academic or leadership experience was needed. Ms. Bryant did implement any and all recommendations with the support of her school level team and the network’s academic team, as evidenced by the growth from mid-year to end-of-year testing data. She engaged with Education One and provided information to all stakeholders, specifically her network leadership team and the board of directors.

While, Ms. Bryant remained interim school leader throughout the 2023-24 school year, SAPS required an experienced school leader based on historical outcomes and trajectories. Based on evidence collected throughout the school year, CAMS’ school leadership receives a rating of **Approaching 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.

SAPS, as part of the CANOPS network, submitted all required compliance documentation in a timely manner as set forth by Education One. At the time of this report, the network was responsible for the timely submission of items from July 2023 through May 2024. 87% of items for all five schools were submitted on time or with a reasonable explanation as to why the item would be late. Currently, the network is missing the following items from January and May:

- Completed Audit from the Previous Fiscal Year (In Process)
- Projected Budget for Upcoming Fiscal Year (In Process)
- Statement of Assurance Regarding ESSER Funding (In Process)

The school was in compliance throughout the 2023-24 school year of its charter, policies, regulations, and all applicable state and federal laws. Network and school leadership teams, as well as members of the board, participated in all scheduled meetings with Education One. Based on evidence collected throughout the school year, SAPS receives a rating of **Meets Standard**.

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 in Indiana’s online system;
- 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 in push in and/or pull out settings;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided.

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 school exhibited no concerns in evidencing ILP goals were established, current, and up to date in Indiana’s online system and that case conference meetings occurred in compliance with all state and federal laws. ILPs contained high quality interventions and were appropriately communicated to classroom teachers and staff.

Staff to student ratios were adequate in providing services to students and were in accordance with recommended guidelines. Evidence of high quality interventions was observed during regularly scheduled site visits, in both pull-out and push-in settings. The effectiveness of those interventions can be quantified through the English Language Proficiency and Subgroup Progress Towards Proficiency in reading and math measures in the Academic Performance section. All three measures received a rating of Meets Standard. Based on evidence collected throughout the school year, SAPS 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.

Throughout the 2023-24 school year, the school evidenced that IEP goals were established, current, and up to date in Indiana’s online system. Case conference meetings occurred in compliance with all state and federal laws and there was evidence of high quality interventions and IEPs being appropriately communicated with classroom teachers. The school was appropriately staffed throughout the school year to handle its large population of Special Education students.

During scheduled site visits, instructional capacity of the Special Education teachers was inconsistent. Moving into the next school year, teachers need more development in intentional lesson planning that provides scaffolded support of what is happening in the classroom. As evidenced by the local academic outcomes, students need continued differentiated support to meet growth targets in both reading and math. Based on evidence collected throughout the school year, SAPS receives a rating of **Meets Standard**.

Part IV: School Wide Climate

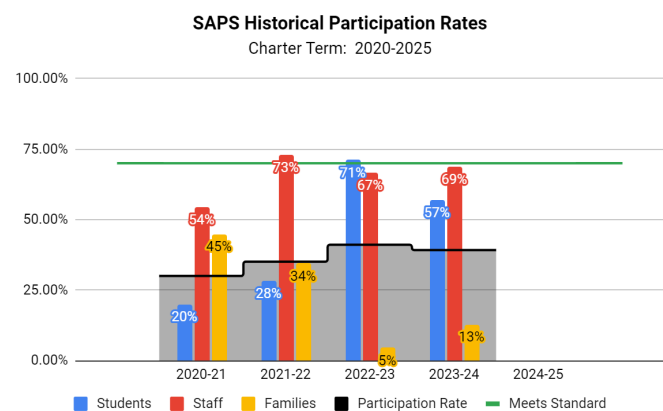
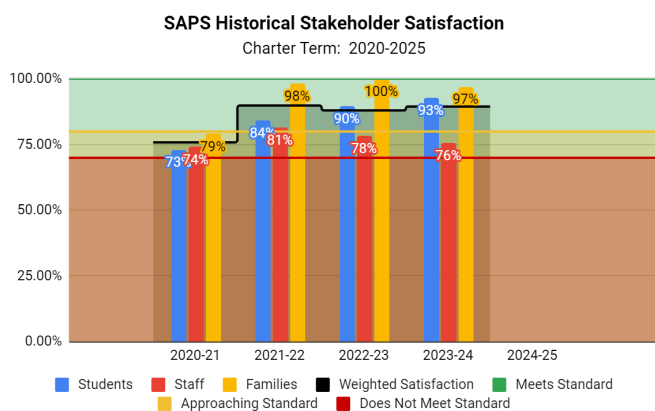
Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school’s effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
	Approaching 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 89.4%, 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%. Staff participation is close to the standard expectation, however students and families. Students and family participation falls far below the expectation and causes pause on the validity of overall results of those groups.

SAPS’ Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	265	151	57.0%
Staff	77	53	68.8%
Families	265	34	12.8%

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:

- Improving math outcomes on the state summative assessment to pre-pandemic passing percentages
- Increasing the percentage of on grade level students making adequate growth to maintain proficiency
- Outperforming local schools more than 90% of the time in both proficiency and growth on the state summative assessment in both reading and math
- Increasing the percentage of English Learners who met or exceeded growth targets on the WIDA assessment to 44%, a percentage that is 20 points higher than the state
- Implementing targeted interventions for students in reading and math to improve progress towards proficiency outcomes based off of mid-year to end-of-year assessment results
- Closing achievement gaps amongst racial peer groups in reading
- Establishing a strong foundation in kindergarten and first grade in reading, as evidenced by end-of-year assessment outcomes

Recommendations:

- Provide targeted intervention systems at the start of the school year
- Implement consistent and differentiated coaching strategies to support new and/or existing staff

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

Commendations:

- Increasing the current ratio by the end of the school year
- Increasing Days Cash over the course of the year by 8.7 days, while opening two new schools requiring substantial building renovations
- Decreasing Debt to Asset Ratio to a meets standard number, for the first time since 2020
- Increasing the capacity of the network's financial department

The following are **required next steps for the 2024-25 school year** based on the ratings of this review and progress over time:

- Complete and submit Fiscal Year 2022-23 Audit by Fall 2024
- Complete and submit Fiscal Year 2023-24 Audit by Winter 2025

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

GOVERNING BOARD

Commendations:

- Increasing focus of board meetings to academic and student outcomes
- Engagement of members during the board meeting and outside at school events and initiatives
- 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

LEADERSHIP

Commendations:

- Implementing recommendations for next steps after site visits and academic support checks
- Collaborating with network leaders to support overall teacher effectiveness and increase student outcomes
- Establishing relationships with students and families and identifying ways the school can support them outside of the regular school day

The following are **required next steps for the 2024-25 school year** based on the ratings of this review and progress over time:

- Provide intentional supports to the new school leader to create a positive culture with teachers and staff, focused on student outcomes

COMPLIANCE

Commendations:

- Collaborating and communicating proactively with Education One
- Submission of all reporting requirements in a timely fashion and in accordance with Education One's policy

Recommendations:

- Provide Special Education teachers with development on intentional lesson planning that gives scaffolded support of what is happening in the classroom

School Wide Climate

Meets Standard

Commendations:

- Creating a culture where students are satisfied with their school

Recommendations:

- Identify ways in which to improve staff satisfaction based on root cause analysis of results
- Increase student and family participation in surveys to validate overall satisfaction but also use results to drive next steps, especially with the transition of a new school leader