



Renewal Application

Success Academy Primary School

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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	Approaching Standard

Is the school's educational program successful?	
Performance Rubric	Meets Standard
	Approaching Standard
	Does Not Meet Standard

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	U/A
	Proficiency on State Summative Assessment: E/LA	N/A	N/A	N/A	DNMS	DNMS
	Proficiency on State Summative Assessment by Subgroup: E/LA	N/A	N/A	N/A	DNMS	AS
	Proficiency on State Summative Assessment: Math	N/A	N/A	N/A	AS	AS
	Proficiency on State Summative Assessment by Subgroup: Math	N/A	N/A	N/A	AS	MS
	Growth on State Summative Assessment: E/LA	N/A	N/A	N/A	AS	U/A
	Growth on State Summative Assessment by Subgroup: E/LA	N/A	N/A	N/A	AS	U/A
	Growth on State Summative Assessment: Math	N/A	N/A	N/A	AS	U/A
	Growth on State Summative Assessment by Subgroup: Math	N/A	N/A	N/A	AS	U/A
	Pass or Pass+ Status Growth: E/LA	N/A	N/A	N/A	ES	U/A
	Did Not Pass Status Growth: E/LA	N/A	N/A	N/A	AS	U/A
	Pass or Pass+ Status Growth: Math	N/A	N/A	N/A	MS	U/A
	Did Not Pass Status Growth: Math	N/A	N/A	N/A	AS	U/A
	Comparison to Local Schools	N/A	N/A	N/A	MS	U/A
	3rd Grade Literacy	N/A	DNMS	AS	AS	AS
	English Language Proficiency	N/A	N/A	N/A	MS	U/A
Chronic Absenteeism	N/A	N/A	AS	DNMS	U/A	

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

N/A: Indicates that data was not applicable for the school year.

U/A: Indicates that data was unavailable at the time of this report.

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 of 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 Success Academy Primary School’s (SAPS) designations for each measure over the course of its current charter, as well as the school’s overall designation. The rating reflects a school’s achievement with respect to performance goals for the state of Indiana. **It is important to note that all goals created by the state were established during the 2018-19 school year, prior to the COVID-19 pandemic. Achievement and individual growth goals created for students have yet to be adjusted to take into account the impact the pandemic had on student performance on state summative assessments.**

Federal Indicator	2019-20 School Year	2020-21 School Year	2021-22 School Year	2022-23 School Year	2023-24 School Year
Overall Designation	N/A due to COVID	N/A due to COVID	Does Not Meet Expectations Weighted Points: 25.78	Does Not Meet Expectations Weighted Points: 30.88	U/A
Achievement: E/LA			Does Not Meet Expectations Weighted Points: 31.06	Does Not Meet Expectations Weighted Points: 31.06	
Achievement: Math			Does Not Meet Expectations Weighted Points: 47.80	Approaches Expectations Weighted Points: 68.04	
Growth: E/LA			Does Not Meet Expectations Weighted Points: 49.90	Does Not Meet Expectations Weighted Points: 69.44	
Growth: Math			Does Not Meet Expectations Weighted Points: 32.48	Does Not Meet Expectations Weighted Points: 48.14	
Closing the Gaps: E/LA			Does Not Meet Expectations Weighted Points: 9.95	Does Not Meet Expectations Weighted Points: 12.08	
Closing the Gaps: Math			Does Not Meet Expectations Weighted Points: 1.27	Does Not Meet Expectations Weighted Points: 1.86	
Language Proficiency for EL			Approaches Expectations Weighted Points: 49.62	Meets Expectations Weighted Points: 62.63	
Student Attendance			Does Not Meet Expectations Weighted Points: 61.47	Does Not Meet Expectations Weighted Points: 45.86	

Federal Accountability data is released in the fall of the following academic year. For this reason, the school was held accountable starting with 2019-20 results during its current charter. The school received an overall rating of **Not Applicable** during Year 1 (2020-21) and Year 2 (2021-22) of their charter due to COVID-19 state and federal legislation that held schools harmless for state assessment results. In Year 3 (2022-23), the school

was held accountable to the results of the 2021-22 school year. The school received an overall rating of **Does Not Meet Standard**. The school maintained the rating of **Does Not Meet Standard** in Year 4 (2023-24) based on 2022-23 school year results. However, SAPS increased either points received or overall ratings in 78% of the federal indicators from Year 3 to Year 4. At the time of this report, Federal Accountability results were not released to the public for the 2023-24 school year.

Proficiency on State Summative Assessment

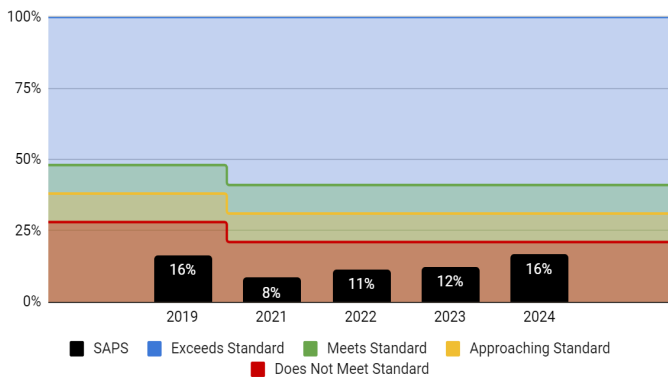
Education One measures the success of the school's educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana's summative assessment. Students included in the percentage used for comparison are legacy students. A legacy student is defined 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.

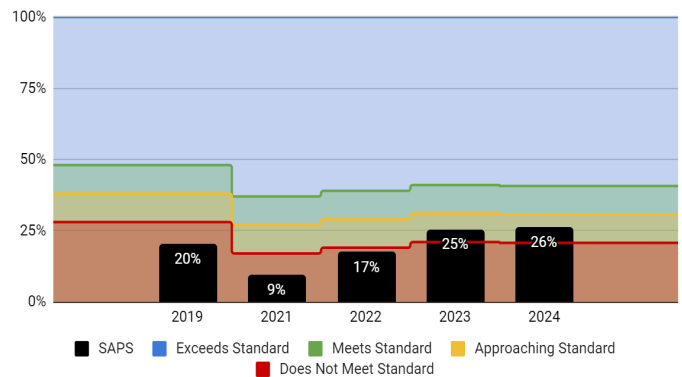
Students in grades three through five at SAPS participated in Indiana's state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three through eight. 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. The top of the 'Meets Standard' bar is the state's overall passing percentage.

Over the course of the school's current charter term, the state of Indiana has seen minimal increases in the percentage of students passing the ILEARN assessment since it was first implemented in the spring of 2019 and reinstated in 2021 after the COVID-19 pandemic. English/Language Arts passing percentage has remained stagnant at 41% since 2021. Math passing percentages have increased from 37% in 2021 to 41% in 2024.

SAPS Proficiency on State Summative Assessment: E/LA
 Charter Term: Charter Term: 2020-2025



SAPS Proficiency on State Summative Assessment: Math
 Charter Term: Charter Term: 2020-2025



English/Language Arts: In Year 1 (2020-21) of SAPS' current charter, the school was held accountable to the results from the previous school year (2019-20). The school received an overall rating of **Not Applicable** due to the COVID-19 pandemic cancelation of assessments in the spring of 2020. In Year 2 (2021-22), the school was held accountable to the results from the 2020-21 school year. All schools in the state of Indiana were held harmless for the results of the spring 2021 ILEARN assessment due to the COVID-19 pandemic and the school received an overall rating of **Not Applicable**. In Year 3 (2022-23), SAPS was held accountable to the results of the 2021-22 school year. The hold harmless legislation remained intact for all schools in Indiana and SAPS continued to receive an overall rating of **Not Applicable**. The school, however, did increase its overall proficiency by 3 points from the previous assessment.

Year 4 (2023-24) of the current charter used the results from the 2022-23 school year to assign an overall rating. The school continued to increase its overall proficiency by 1 point but received an overall rating of **Does Not Meet Standard**. As its current charter concludes, Year 5 (2024-25) will use the results from the 2023-24 school year. The school increased its overall proficiency by 4 points from the previous school year and has received overall learning loss from the COVID-19 pandemic, a feat in which the state of Indiana has yet to be able to do. The school continues to

receive an overall rating, however, of **Does Not Meet Standard**. Since 2021, the school has increased its passing percentage by 100%, while the state has shown no improvement.

Math: In Year 1 (2020-21) of SAPS current charter, the school was held accountable to the results from the previous school year (2019-20). The school received an overall rating of **Not Applicable** due to the COVID-19 pandemic cancelation of assessments in the spring of 2020. In Year 2 (2021-22), the school was held accountable to the results from the 2020-21 school year. All schools in the state of Indiana were held harmless for the results of the spring 2021 ILEARN assessment due to the COVID-19 pandemic and the school received an overall rating of **Not Applicable**. In Year 3 (2022-23), SAPS was held accountable to the results of the 2021-22 school year. The hold harmless legislation remained intact for all schools in Indiana and SAPS continued to receive an overall rating of **Not Applicable**. The school, however, did increase its overall proficiency by 8 points from the previous assessment.

Year 4 (2023-24) of the current charter used the results from the 2022-23 school year to assign an overall rating. The school continued to increase its overall proficiency by 8 points and received an overall rating of **Approaching Standard**, recovering learning loss from the COVID-19 pandemic while the state was not able to do so. As its current charter concludes, Year 5 (2024-25) will use the results from the 2023-24 school year. The school increased its overall proficiency by 1 point from the previous school year and continues to receive a rating of **Approaching Standard**. Since 2021, the school has increased its passing percentage by 189%, while the state has shown an increase of only 10%.

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 (Free/Reduced Lunch); and
- Special Education (SPED).

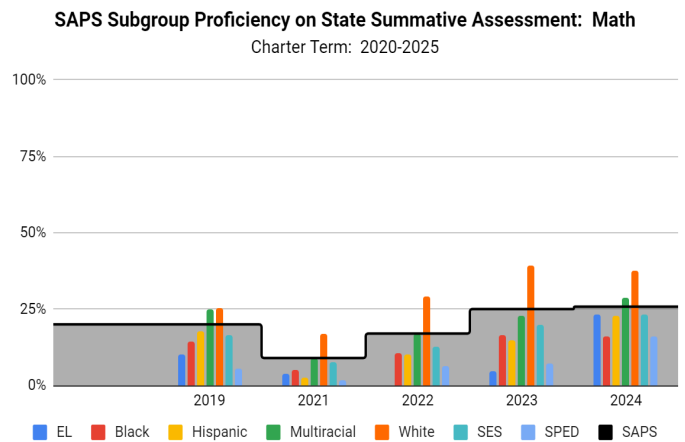
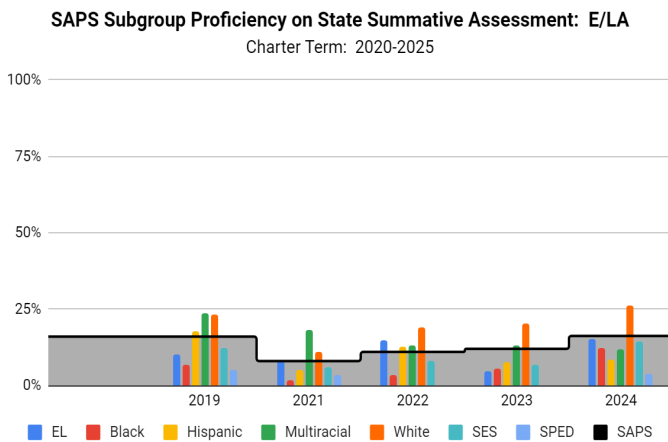
The rubric used for this measure is as follows:

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 application.



The following tables highlight the overall rating for each subgroup based on state comparisons, as well as the overall proficiency trends throughout the school's current charter.

Table Key							
Exceeds Standard		Meets Standard		Approaching Standard		Does Not Meet Standard	
English/Language Arts							
	2020	2021	2022	2023	2024		
English Learner	N/A	8%	15%	5%	15%		
Black		2%	3%	6%	12%		
Hispanic		5%	13%	8%	9%		
Multiracial		18%	13%	13%	12%		
White		11%	19%	20%	26%		
Free/Reduced Lunch		6%	8%	7%	14%		
Special Education		3%	0%	0%	4%		
Math							
	2020	2021	2022	2023	2024		
English Learner	N/A	4%	0%	5%	23%		
Black		5%	11%	17%	16%		
Hispanic		3%	10%	15%	23%		
Multiracial		9%	17%	23%	29%		
White		17%	29%	39%	38%		
Free/Reduced Lunch		8%	13%	20%	23%		
Special Education		2%	6%	7%	16%		

English/Language Arts: Similar to proficiency of the school as a whole, SAPS received a rating of **Not Applicable** for Years 1-3 of its current charter due to lack of assessment data or hold harmless legislation due to the COVID-19 pandemic. Starting in Year 4, the school received an overall rating of **Does Not Meet Standard**, with most subgroups not meeting standard when compared to the state. In Year 5, the school will receive an overall rating of **Approaching Standard**. By the end of the charter term, the average increase in proficiency for each subgroup was 133.8%.

Math: SAPS received a rating of **Not Applicable** for Years 1-3 of its current charter due to lack of assessment data or hold harmless legislation due to the COVID-19 pandemic. In Year 4, the school received an overall rating of **Approaching Standard** with most of the subgroups receiving an

approaching standard or higher rating. In Year 5, the school will receive an overall rating of **Meets Standard**. By the end of the charter term, the average increase in proficiency for each subgroup was 370.4%.

Growth on State Summative Assessment

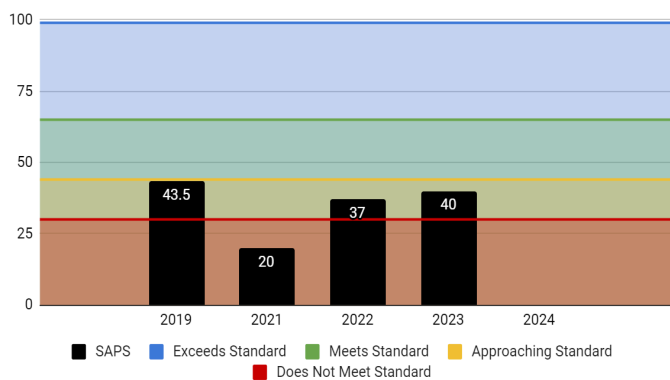
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates 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.

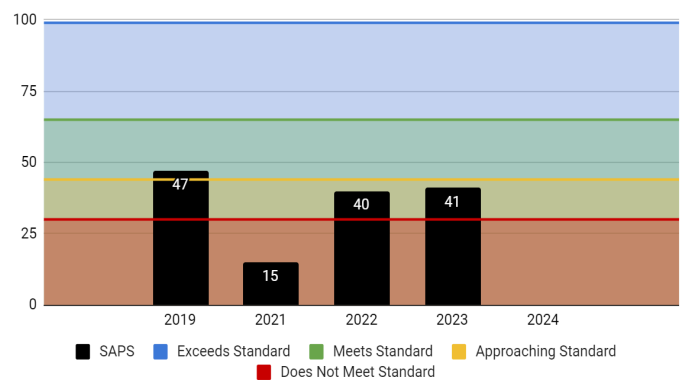
SAPS Growth on State Summative Assessment: E/LA

Charter Term: 2020-2025



SAPS Growth on State Summative Assessment: Math

Charter Term: 2020-2025



English/Language Arts: Similar to proficiency outcomes, SAPS was held harmless of outcomes in Years 1-3 of the current charter and received a rating of **Not Applicable**. However, during those years the school saw an increase in MGP from 20 to 37. In Year 4, the school was held accountable to the growth that occurred on the 2023 ILEARN assessment. The school received an overall rating of **Approaching Standard** with an MGP of 40. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

Math: SAPS was held harmless of outcomes for Years 1-3 of the current charter and received a rating of **Not Applicable**. However, during those years the school saw an increase in MGP from 15 to 40. In Year 4, the school was held accountable to the growth that occurred on the 2023 ILEARN assessment. The school received an overall rating of **Approaching Standard** with an MGP of 41. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

Subgroup Growth on State Summative Assessment

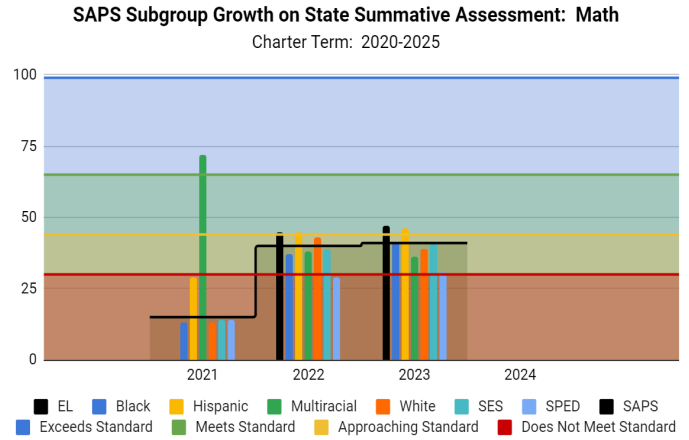
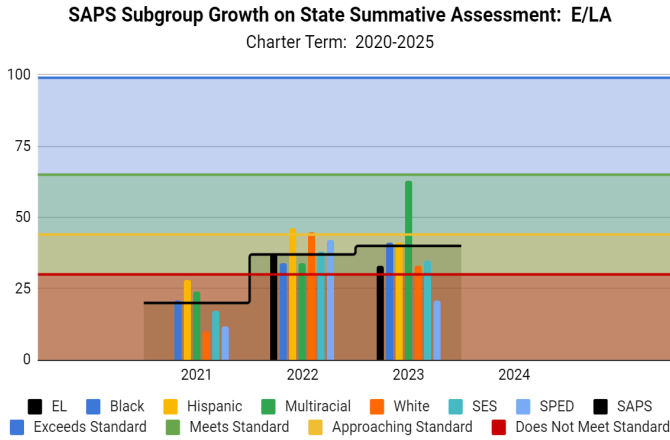
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress subgroups make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language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

- Bottom 25%;
- English Learner (EL);
- Race;
- Socioeconomic Status (Free/Reduced 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.



The following tables highlight the overall rating for each subgroup based on state comparisons, as well as the overall proficiency trends throughout the school's current charter.

Table Key			
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard

English/Language Arts					
	2020	2021	2022	2023	2024
English Learner	N/A	N/A	37	33	U/A
Black		21	34	41	
Hispanic		28	46	41	
Multiracial		24	34	63	
White		10	34	33	
Free/Reduced Lunch		17	38	35	
Special Education		12	42	21	

Math					
	2020	2021	2022	2023	2024
English Learner	N/A	N/A	45	47	U/A
Black		13	37	41	
Hispanic		29	45	46	
Multiracial		72	38	36	
White		13	43	39	
Free/Reduced Lunch		14	39	41	
Special Education		14	29	31	

English/Language Arts: Similar to proficiency outcomes, SAPS was held harmless of outcomes for the in Year 1-3 of the current charter and received a rating of **Not Applicable**. In Year 4, the school was held accountable to the growth that occurred on the 2023 ILEARN assessment. The school received an overall rating of **Approaching Standard**. The average increase in MGP for each subgroup was 100.6%. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

Math: SAPS was held harmless of outcomes for the in Year 1-3 of the current charter and received a rating of **Not Applicable**. In Year 4, the school was held accountable to the growth that occurred on the 2023 ILEARN assessment. The school received an overall rating of **Approaching Standard**. The average increase in MGP for each subgroup was 106.1%. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

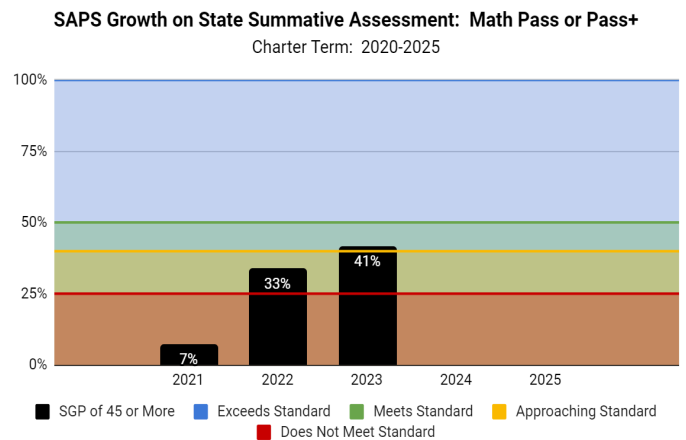
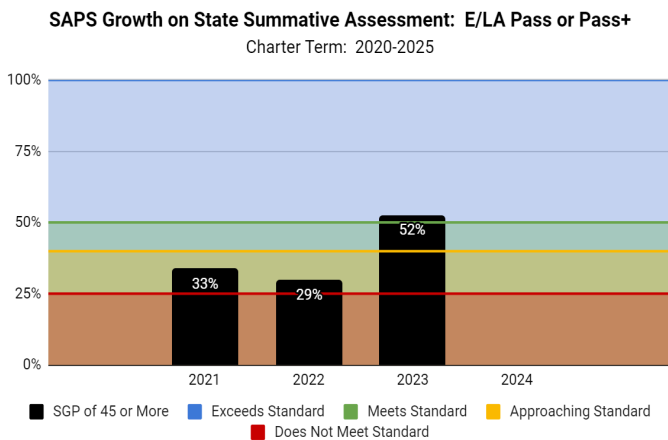
Passing Status Growth on State Summative Assessment

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.



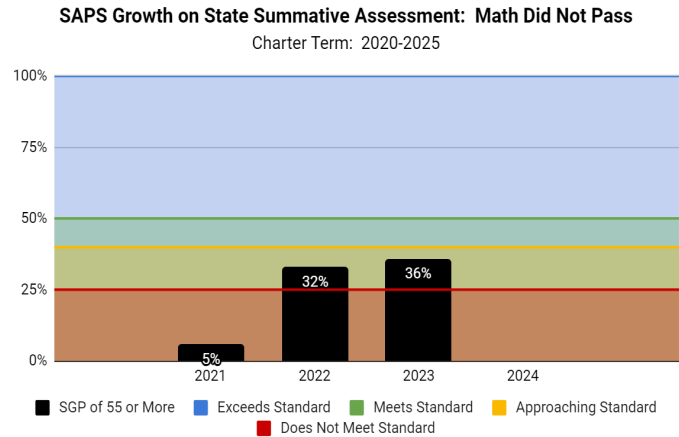
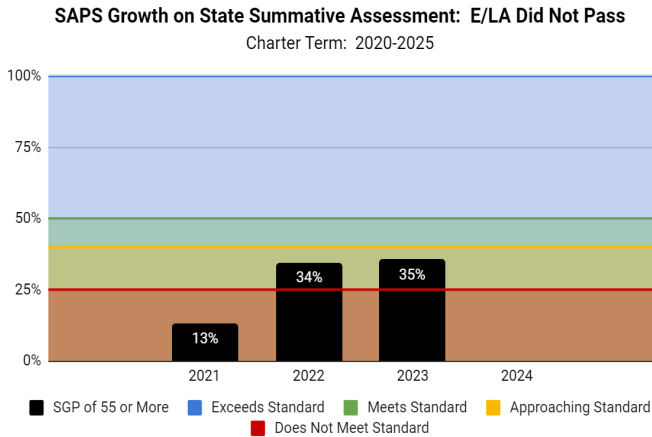
English/Language Arts: This measure was added to the school's Accountability Plan Performance Framework during Year 4 of its charter term. Data from the previous years were collected, but the school received no ratings for those results. In Year 4, the school was held accountable to growth results for the 2023 ILEARN assessment. The school received an overall rating of **Exceeds Standard**, with 52% of students observing a growth percentile of at least 45. The percentage of pass or pass plus students making adequate growth to maintain proficiency increased by 19 points from 2021. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

Math: In Year 4, the school was held accountable to growth results for the 2023 ILEARN assessment. The school received an overall rating of **Meets Standard**, with 41% of students observing a growth percentile of at least 45. The percentage of pass or pass plus students making adequate growth to maintain proficiency increased by 34 points from 2021. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

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: This measure was added to the school's Accountability Plan Performance Framework during Year 4 of its charter term. Data from the previous years were collected, but the school received no ratings for those results. In Year 4, the school was held accountable to growth results for the 2023 ILEARN assessment. The school received an overall rating of **Approaching Standard**, with 35% of students observing a growth percentile of at least 55. The percentage of non-passing students making adequate growth to obtain or progress towards proficiency increased by 23 points from 2021. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

Math: In Year 4, the school was held accountable to growth results for the 2023 ILEARN assessment. The school received an overall rating of **Approaching Standard**, with 36% of students observing a growth percentile of at least 55. The percentage of non-passing students making adequate growth to obtain or progress towards proficiency increased by 31 points from 2021. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

Comparison to Local Schools

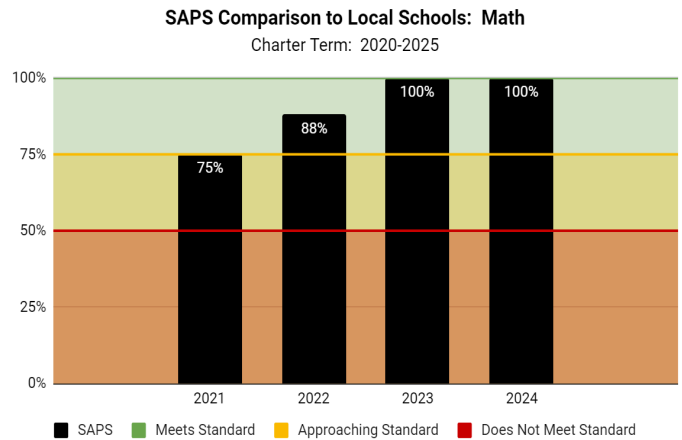
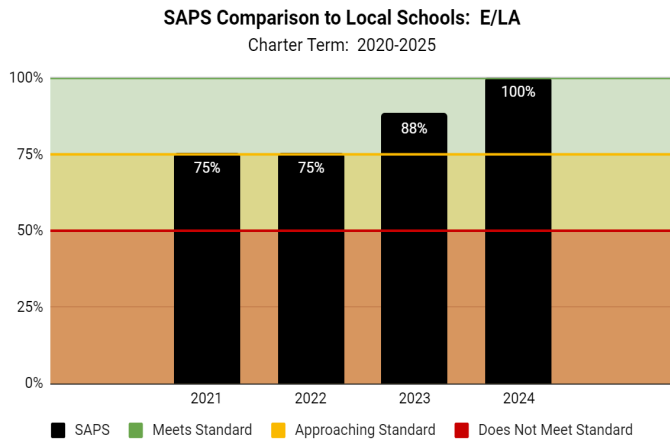
Education One compares its public charter schools to surrounding traditional and/or charter public schools that serve students with similar demographics and are within 10 miles of the school's location to ensure a quality choice is being provided to the community. Proficiency and/o growth results from 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 graphs illustrate how SAPS has outperformed the aforementioned local schools.



Similar to previous measures, due to hold harmless legislation or lack of data, the school received a rating of **Not Applicable** for the first three years of its current charter. Data was collected, however, if available to observe trends overtime. SAPS received an overall rating of **Meets Standard** in Year 4 by outperforming local comparison schools in either proficiency or growth 88% of the time on the 2023 ILEARN English/Language Arts assessment and 100% of the time on the math assessment. Based on most recent proficiency data from the 2024 ILEARN assessment that will be used for Year 5, the school had a higher passing percentage than all five comparison schools in both content areas. That data is illustrated in the table below.

School Name	2024 E/LA Proficiency	2024 Math Proficiency
SAPS	16.2%	25.8%
Coquillard Elementary School	7.0%	4.7%
Muessel Elementary School	5.6%	5.6%
Madison S.T.E.A.M. Academy	12.9%	8.4%
McKinley Elementary School	9.7%	9.7%

The percentage of students passing the 2024 ILEARN assessment at SAPS was almost double the average passing percentage of students at the local comparison schools in English/Language Arts and over three times the average passing percentage in math. The school is on track to receiving an overall rating of **Meets Standard** for Year 5.

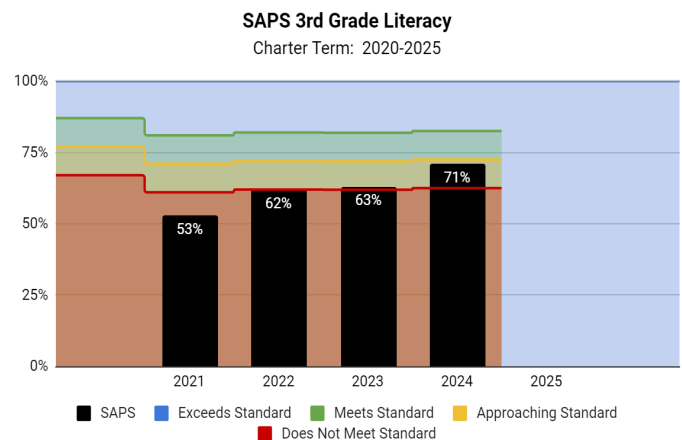
3rd Grade Literacy

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

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

The corresponding graph illustrates the trends of third grade students passing this assessment throughout the school's current charter term defined within this review. The school received a rating of **Not Applicable** for Year 1 of their charter due to the cancellation of assessments during the 2019-20 school year. In Year 2, the school received an overall rating of **Does Not Meet Standard** with only 53% of third grade students passing the IREAD-3 assessment.

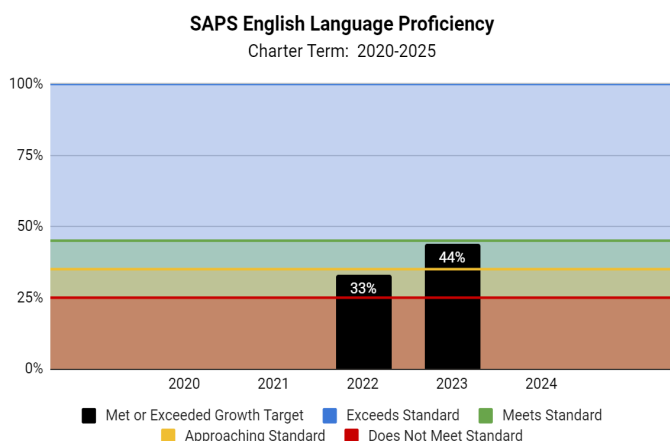
The school saw a 9 point increase by Year 3 of its charter and received a rating of **Approaching Standard** based on the results of the 2022 IREAD-3 assessment. The school saw little to no increase on the 2023 IREAD-3 assessment and maintained its rating of **Approaching Standard** in Year 4 with only 63% of students passing the assessment. In its final year of the charter, the school continued its rating of **Approaching Standard** but increased by 8 points from the previous school year. The local school corporation had a passing percentage of 62%.



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.



In Years 1-2, the school did not have enough English Learner students to have data publicly released. In Year 3 of the school's current charter term, SAPS would have been held accountable to the 2022 results. Schools, however, were still held harmless of assessment results, which resulted in an overall rating of **Not Applicable**.

In Year 4 of the school's charter, SAPS received an overall rating of **Meets Standard** with 44% of students meeting or exceeding growth targets on the 2023 WIDA Assessment. Comparatively, only 24% of students in the state of Indiana, who took the same assessment, met or exceeded growth targets. Similarly, only 16% of the local public school

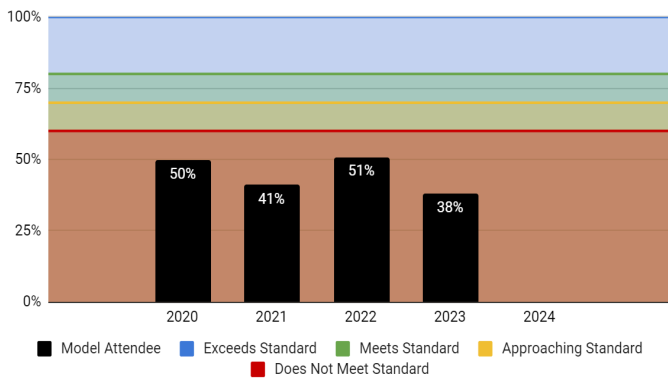
district met or exceeded growth targets. At the time of this report, data used for Year 5 data, results from the 2024 WIDA assessment, was unavailable.

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.

SAPS Chronic Absenteeism
 Charter Term: 2020-2025



The corresponding graph illustrates trends overtime for SAPS throughout its current charter term. The school has consistently received an overall rating of **Does Not Meet Standard** for this measure during its current charter term. The percentage of students with a model attendee rate has seen a 24% decrease since 2020. The state of Indiana’s model attendee rate in 2020 was 76.5%. It has also decreased overtime to 61%, a 20.3% decrease. The local traditional public school district observed a model attendee rate of 42.2% in 2023, a decrease of 17.3% since 2020.

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.

Instruction Rating Key	
0-9.9%	4 points
10.0-33.2%	3 points
33.3-49.9%	2 points
50-100%	1 point

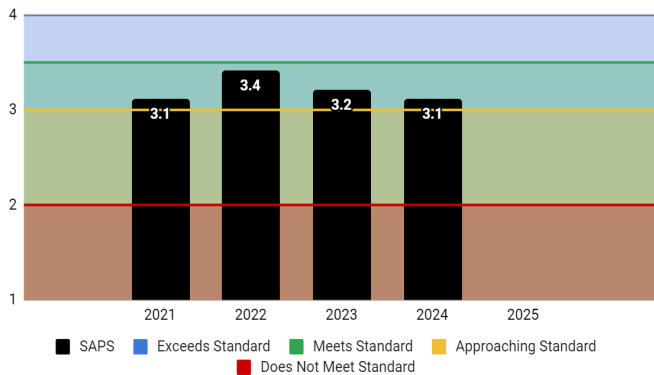
The rubric for this measure is as follows:

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 following table indicates the actual percentage of classrooms where there was an observable concern for each year of the school's current charter term.

Table Key					
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard		
	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Rigor + Relevance	29.8%	27.2%	31.0%	33.8%	U/A
Differentiation	12.0%	11.5%	22.7%	19.9%	
Checks for Understanding	8.8%	12.8%	13.7%	19.7%	
Growth Oriented Feedback	19.1%	11.1%	8.3%	17.0%	
Classroom Management	12.4%	6.9%	9.7%	5.8%	
Active Engagement	21.4%	18.6%	18.3%	13.6%	
Learning Objectives	4.6%	0.0%	3.0%	13.7%	
Curriculum Implementation	1.3%	0.0%	3.0%	9.9%	
Overall Rating (Points)	3.1	3.4	3.2	3.1	

SAPS Instruction Rating
Charter Term: 2020-2025



In Year 1 of SAPS' current charter the school received an overall rating of **Not Applicable**. The school was implementing a hybrid model and instructional delivery was still inconsistent due to COVID-19 restrictions. The Education One team conducted both in person and virtual site visits during the 2020-21 school year to maintain oversight and support.

The school has maintained an overall rating of **Meets Standard** in years two through four. Most areas of concern instructional delivery were minimal and supported by differentiated coaching supports or professional development. The instructional components that need the most support are rigorous and relevant instruction and implementation of appropriate differentiated strategies. At the time of this report, the school has not received any instructional site visits for the 2024-25 school year.

Attendance

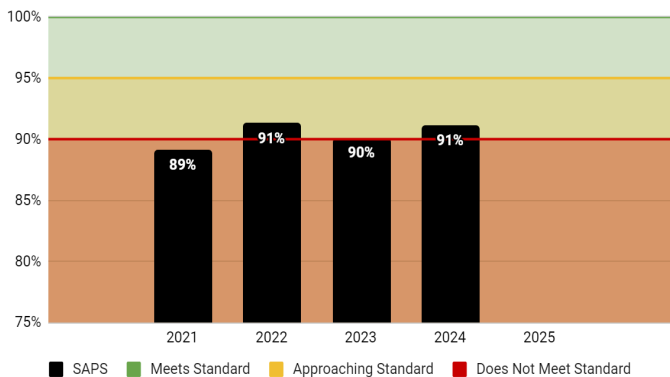
The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE. Average attendance is submitted to and reported out by Education One, however, on a monthly basis. Starting at the age of seven, students in Indiana are required to attend school regularly. 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%

SAPS Average Attendance Rating
Charter Term: 2020-2025



The corresponding chart identifies the school's overall average attendance rate throughout its current charter term. In the first year of its charter, the school received an overall rating of **Does Not Meet Standard** with an average attendance rate of 89%. Kindergarten, first, and fifth grade students had average attendance rates 3-5 points below the whole school average.

During its second year, SAPS increased its average attendance rate to 91% and received an overall rating of **Approaching Standard**. There were no grade levels that exhibited concerning differences in attendance when compared to earth other or the whole. However, Kindergarten still had the lowest attendance rate of 89.8%. This was an increase of almost 6 points from the previous school year.

During the 2022-23 school year, the third year of the current charter term, the school's average attendance rate decreased to 90.2%. Similar trends were observed as the year prior with Kindergarten having an average attendance rate of 88.0%. Overall, the school barely maintained its rating of **Approaching Standard**. In Year 4 of its current charter, SAPS saw a minimal increase in its average attendance to 90.8% and maintained a rating of **Approaching Standard** and continued to observe Kindergarten having the lowest average attendance rate of 88.0%. At the time of this report, attendance data has been unavailable for the 2024-25 school year.

Progress Towards Proficiency

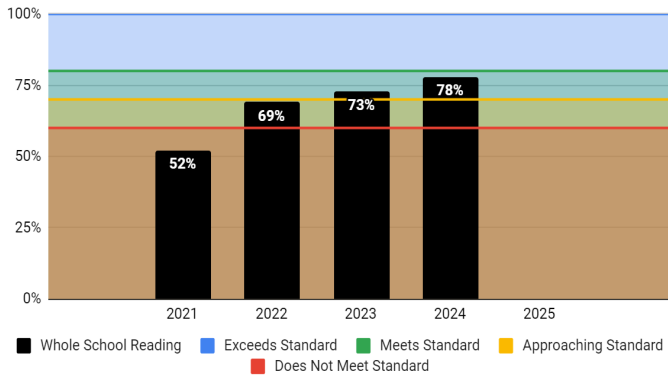
The success of the school’s educational model is measured by analyzing the percentage of students who demonstrate grade level proficiency and/or those who are growing appropriately towards proficiency. Ratings for both reading and math are based on the results of the school’s chosen benchmark assessment 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..

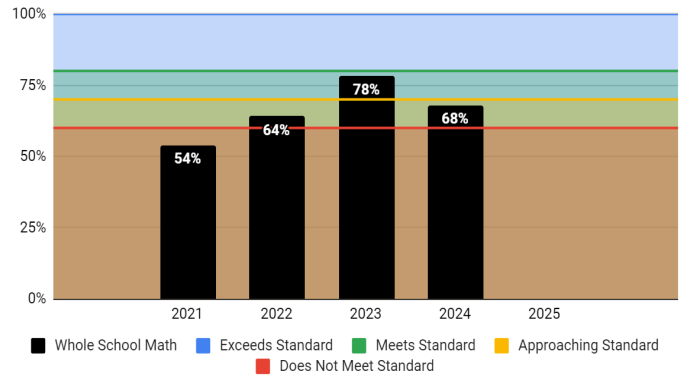
This measure was first introduced to all Education One schools’ Accountability Plan Performance Frameworks during the 2023-24 school year, which was SAPS’ fourth year under its current charter term. SAPS utilized the i-Ready Diagnostic, which is a computer adaptive assessment designed to provide teachers with actionable insight into student needs and is aligned to grade level standards in reading and math.

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’s current charter term. Data from the 2020-21 through 2022-23 school years (Year 1-3) of the SAPS’ charter was backfilled to identify overall progress towards meeting standards for this new measure.

SAPS Progress Towards Proficiency: Reading
 Charter Term: 2020-2025



SAPS Progress Towards Proficiency: Math
 Charter Term: 2020-2025



Reading: During the 2023-24 school year, 78% of students were considered proficient and/or met growth targets on the end of year reading i-Ready Diagnostic. The school received a rating of **Meets Standard**. Since the first year of its charter, SAPS has increased the percentage of students meeting proficiency and/or growth targets by 50%. At the time of this report, data has been unavailable for the 2024-25 school year.

Math: During the fourth year of its charter term, the 2023-24 school year, SAPS had 68% of its students considered proficient and/or meeting growth targets on the end of year math i-Ready Diagnostic. The school received a rating of **Approaching Standard**. Historically, the school exhibited appropriate increases each year, but decreased from the 2022-23 school year. Overall, the school increased the percentage of students meeting proficiency and/or growth targets by 26% since the 2020-21 school year. At the time of this report, data has been unavailable for the 2024-25 school year.

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.

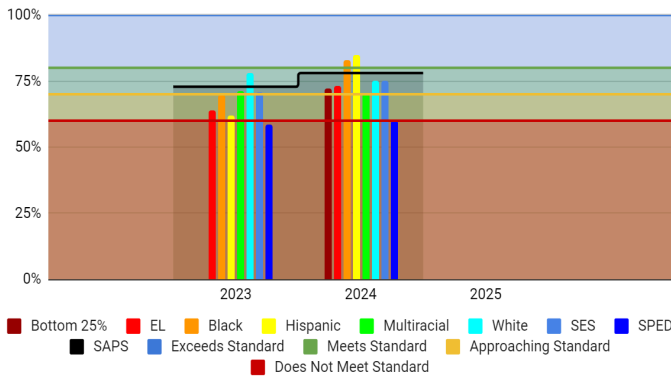
- Bottom 25%;
- English Learner;
- Race;
- Socioeconomic Status; and
- Special Education.

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.

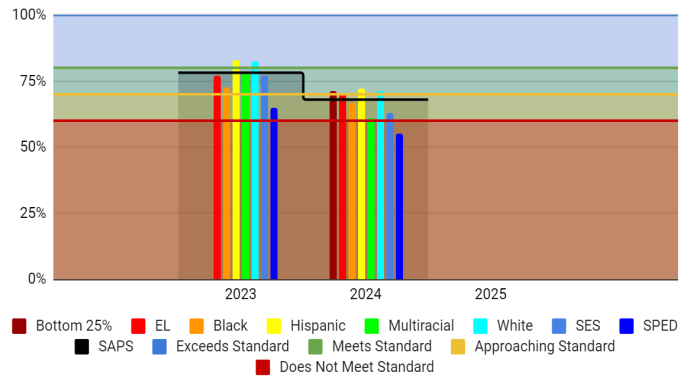
SAPS Progress Towards Proficiency: Subgroup Reading

Charter Term: 2020-2025



SAPS Progress Towards Proficiency: Subgroup Math

Charter Term: 2020-2025



As previously mentioned, this measure was first introduced to all Education One schools' Accountability Plan Performance Frameworks during the 2023-24 school year, which was SAPS' fourth year under its current charter term.

The following tables illustrate proficiency and growth outcomes throughout the 2023-24 school year.

Table Key			
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard

	Reading			Math		
	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Bottom 25%	U/A	72%	U/A	U/A	71%	U/A
English Learner	64%	73%		77%	70%	
Black	70%	83%		73%	67%	
Hispanic	62%	85%		83%	72%	
Multiracial	71%	70%		78%	61%	
White	78%	75%		82%	71%	
Free/Reduced Lunch	71%	75%		77%	63%	
Special Education	59%	60%		65%	55%	

Reading: The school has made progress in closing achievement gaps amongst student subgroups. Through concerted efforts and targeted interventions, the school witnessed improvement in academic outcomes for historically marginalized groups based on race. Despite targeted efforts to improve outcomes, the data for Special Education students showed that a proportion of students were not meeting growth standards, indicating the need for a reassessment of current strategies. Overall, the school received a rating of **Meets Standard** for the 2023-24 school year. At the time of this report, data has been unavailable for the 2024-25 school year.

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 was still a large gap in students from minority groups exhibiting grade level proficiency. Upon review of disaggregated data, it was clear that students from economically disadvantaged backgrounds and students with disabilities consistently performed below their peers in key academic areas. Current strategies need to be reviewed to assess effectiveness. Overall, the school received a rating of **Approaching Standard** for the 2023-24 school year. At the time of this report, data has been unavailable for the 2024-25 school year.

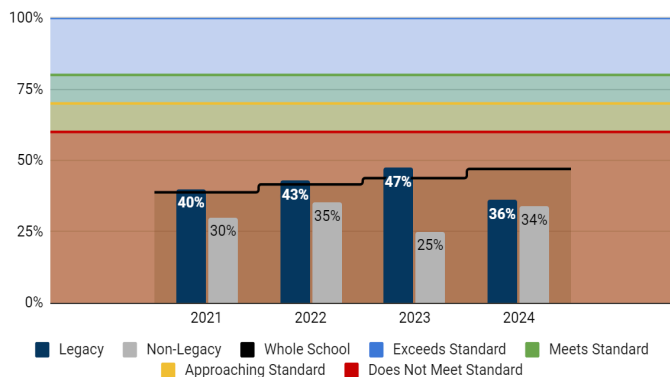
Historical Proficiency

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:

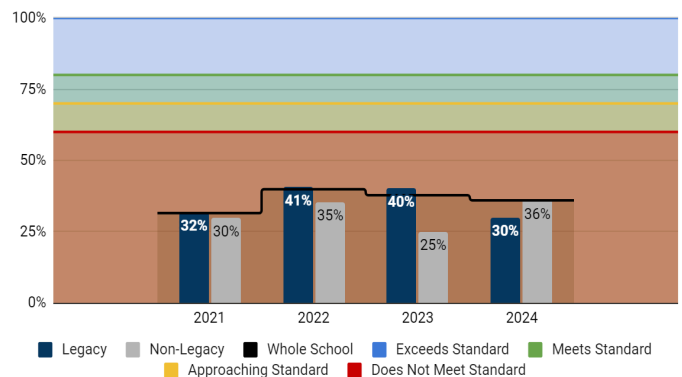
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Legacy students outperform non-legacy students by more than 7.5% Or The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	Legacy students outperform non-legacy students by 5.0-7.5%. Or 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 graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term. This measure was first introduced to all Education One schools' Accountability Plan Performance Frameworks during the 2023-24 school year, which was SAPS 'fourth year under its current charter term. Education One also redefined 'legacy student' from having attended the school for two years. The way in which legacy student data was analyzed also shifted. In order to compare like data, legacy and non-legacy students for the 2023-24 school year only included those grade levels who would have possible legacy students. In the case of SAPS, that would include students in grades two through five. Kindergarten and first grade students were only included in overall proficiency percentages. In previous years, kindergarten and first grade students were included in legacy outcomes based on their enrollment.

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**. At the time of this report, data has been unavailable for the 2024-25 school year.

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**. At the time of this report, data has been unavailable for the 2024-25 school year.

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	<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 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	<p>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.</p> <p>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.</p>
Year 4	<p>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.</p> <p>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.</p>

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

N/A: Indicates that data was not applicable for the school year.

U/A: Indicates that data was unavailable at the time of this report.

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.

Success Academy Primary School is a part of the Career Academy Network of Public Schools (CANOPS). During Year 1 of SAPS current charter, the network utilized Kruggel, Lawton & Company LLC, Independent Public Accountants for their audit for the period of July 1, 2019 to June 30, 2020. The report was filed with the State Board of Accounts in March of 2021. There were six findings that involved receipts and deposits, required timely submission of reports, textbook rentals, vendor disbursements, proper bonding, and travel claims. The contents of the report were discussed with the network’s Superintendent, Business Manager, and Board President in March of 2021. The network issued a formal response to the Supplemental Audit Report the same month with appropriate next steps to remedy the findings. Quarterly financial statements were submitted to Education One complete and on time for the entirety of the 2020-21 school year. For these reasons, the school received a rating of **Meets Standard** for the 2020-21 school year.

During its second year, the CANOPS continued to utilize Kruggel, Lawton & Company LLC, Independent Public Accountants for their audit for the period of July 1, 2020 to June 30, 2021. The report was filed with the State Board of Accounts in July of 2022. There were three findings that involved textbook rentals, credit card policy, and vendor disbursements. The contents of the report were discussed with the network’s Superintendent, Business Manager, and Board President in May of 2022. The network issued a formal response to the Supplemental Audit Report in June of 2022 with appropriate next steps to remedy the findings. The network did regularly submit complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. For these reasons, the network received a rating of **Meets Standard** for the 2021-22 school year.

In 2022-23, the school’s third year of its current charter term, the network was unable to complete the audit for the period of July 1, 2021 to June 30, 2022. The network submitted multiple extensions throughout the school year. The network regularly submitted complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. Without a current audit to measure the network’s financial controls, the network received a rating of **Approaching Standard** for the 2022-23 school year.

In Year 4 of its current charter, the network was able to submit the audit for the period of July 1, 2021 to June 30, 2022 in April of 2024. There were two findings that involved textbook rentals and average daily membership. The contents of the report were discussed with the network’s Superintendent, Business Manager, and Board President in March of 2022. The network issued a formal response with appropriate next steps to remedy the findings. The network regularly submitted quarterly financial statements that were complete, but often significantly late. While the network was able to complete their 2021-22 audit during the 2023-24 school year, they were still one audit behind. The network made swift action in remedying the issues that were causing late submission of quarterly reports and getting audited complete in a timely fashion. The network received a final rating of **Approaching Standard** for the 2023-24 school year.

The annual audit for the period of July 1, 2022 to June 30, 2023 began on May 15, 2024 and has not been completed by the time of this report. The audit is due to be submitted during the Fall of 2024. Similarly, due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year.

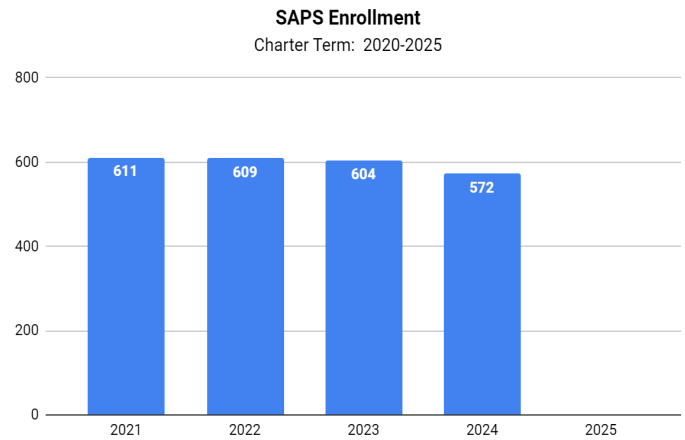
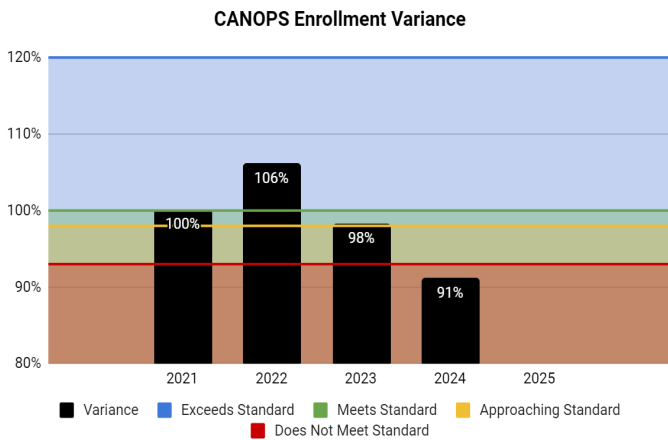
Enrollment Variance

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.

The following graphs illustrate trends in enrollment variance of the network over the course of SAPS' current charter term as well as the student enrollment at the school.



CANOPS had an overall enrollment variance of 100% and received an overall rating of **Meets Standard** in 2020-21. The network increased its enrollment variance to 106% in 2021-22 and received the rating of **Exceeds Standard**. During the third year of SAPS charter term, the was a decreased in overall enrollment variance at the network level but the network had a rating of **Meets Standard** in 2022-23

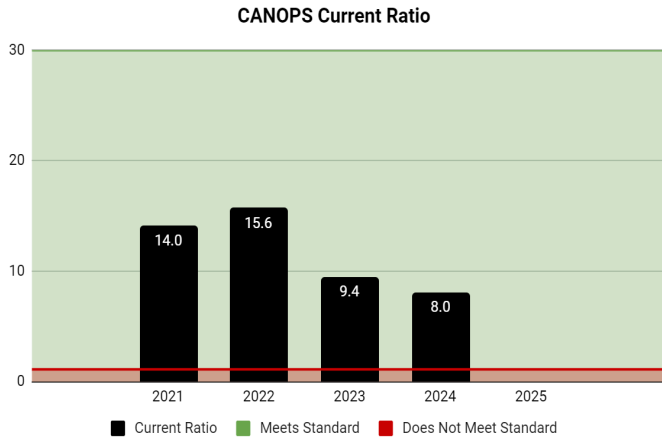
The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on July 7, 2022 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2025. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. Therefore, the school received a rating of **Meets Standard** for the 2023-24 school year, despite an enrollment variance of 91%. The projected enrollment for SAPS was 605 students. The school had 588 students enrolled in October of 2023 and 568 in February 2024. The average enrollment variance for the school would have been 95%, an approaching standard outcome.

At the time of this report, the school did not have updated enrollment numbers for the 2024-25 school year.

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.



The corresponding graph illustrates trends of this measure. The network has consistently received a rating of **Meets Standard** throughout the school's current charter term. 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**. Due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year to assess this measure.

Days Cash

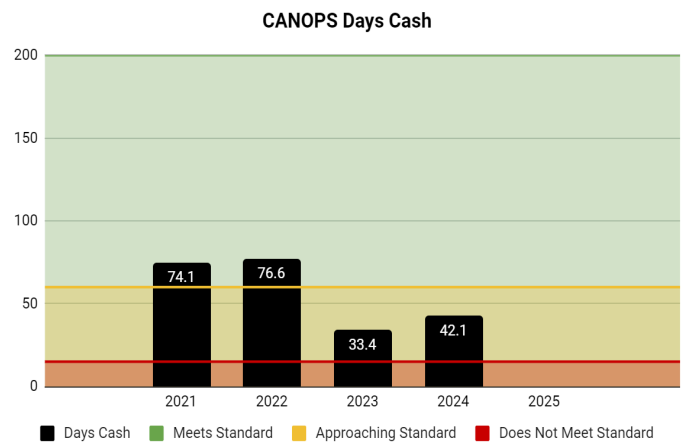
Education One calculates days cash on hand as an important measure of the school's fiscal health. The metric indicates how many more days after the end of the current fiscal year (June 30) the school would be able to operate.

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.

The corresponding graph illustrates trends in days cash for the CANOPS network. In Year 1 and Year 2 of the school's current charter term, CANOPS received **Meets Standard** ratings with days cash amounts well over the 60 days required. Starting in Year 3, however, the network saw an overall decrease of 43.2 days. With the aforementioned letter from the network Board Chair, Lawrence Garatoni, the network maintained a rating of **Meets Standard**.

At the end of the 2023-24 school year, CANOPS had increased their days cash to 42.1. The network exhibited a one-year positive trend of 8.7 days. The network received a rating of **Meets Standard**. Due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year to assess this measure.



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:

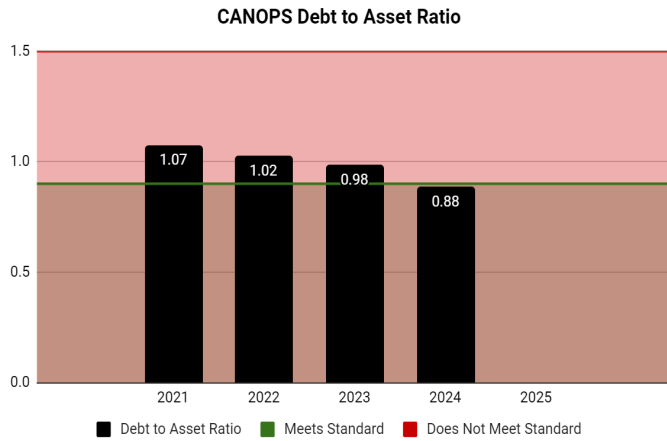
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

Throughout the school's current charter term, neither the network's auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the network received a rating of **Meets Standard** from the 2020-21 school year. Due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year to assess this measure.

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 corresponding graph illustrates trends in debt to asset ratio throughout the school's current charter term. Overtime, the network has worked to decrease its debt to asset ratio. While the ratios from the 2020-21 through the 2022-23 school year did not meet standard, the network received the rating of **Meets Standard** due the aforementioned letter from the network Board Chair, Lawrence Garatoni. During the school's fourth year of its current charter term, the network was able to decrease its debt to asset ratio to 0.88, an appropriate ratio and received a rating of **Meets Standard**. Due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year to assess this measure.

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 throughout its current charter term and the network received a rating of **Not Applicable** each year. The rubric for this sub-indicator is as follows:

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

Part III: Organizational Performance

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

Overall Rating for Organizational Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	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	U/A
	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	

U/A: Indicates that data was unavailable at the time of this report.

GOVERNING BOARD

Education One established new measures for its schools' governing boards during the 2021-22 school year to increase board capacity and expectations. Prior to, each board, including CANOPS' was held accountable to the following characteristics:

- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Managing Director of Education One;
- Clear understanding of the mission and vision of the school;
- Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary;
- Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school;
- Effective and transparent management of conflicts of interest;
- Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns;
- Adherence to its charter agreement as it pertains to governance structure;
- Collaboration with the school leader to establish clear objectives, priorities, and goals;
- Quarterly board training for all members;
- Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, engaging the school leader in school improvement plans; and
- Holding of all meetings in accordance with Indiana Open Door Law

Characteristics of quality board governance were observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the president and committees of the board. The findings were reported to the school's board of directors and leadership on a monthly basis. To receive a rating of 'Meets Standard,' a governing board would present no concerns in the characteristics of this sub-indicator.

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the sub-indicator characteristics.	The governing board presents concerns in a minimal number of the sub-indicator 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.

The Career Academy Network of Public Schools (CANOPS) governing board presented concerns in a minimal number of sub-indicator characteristics with a credible plan to address issues during the 2020-21 school year and received an overall rating of **Approaching Standard**. These included the implementation of processes and procedures to formally evaluate school leaders, the superintendent, and the board in a timely manner and communicating deficiencies or major organizational changes with the Executive Director of Education one in a timely manner.

These characteristics were expanded starting in Year 2 of the school's current charter term, the 2021-22 school year, to the following overarching measures:

- Focus on High Achievement;
- Commitment to Exemplary Governance;
- Fiduciary Responsibilities;
- Strategic Planning and Oversight; and
- Legal and Regulatory Compliance

Each measure has its own set of characteristics and is rated against the following rubric:

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.

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.

In Year 1 of the school's charter, the CANOPS governing board showed consistent evidence that board members not only believed in the mission and vision of the school, but assumed ultimate responsibility for the success of the students and the school. With the transition to new superintendent, the board was regularly presented with relevant student data to indicate academic progress towards goals and inform board decisions. The board was aligned in their definition of high academic achievement and maintained pre-pandemic expectations for school achievement and growth in results and programming initiatives. For those reasons, the network received a rating of **Meets Standard** during the 2021-22 school year.

During the 2022-23 school year, the governing board showed consistent evidence that board members not only believe in the mission and vision of the school, but assumed ultimate responsibility for the success of the students and the school. The board was regularly presented with relevant student data and school initiatives to indicate academic progress towards goals and inform board decisions. This was evidenced through the types of questions board members were asking. 31% of questions during the 2022-23 school year were geared towards academic performance. The board was aligned in their definition of high academic achievement and maintained high expectations for school achievement and growth in results and programming initiatives. For these reasons, the network continued to receive a rating of **Meets Standard**.

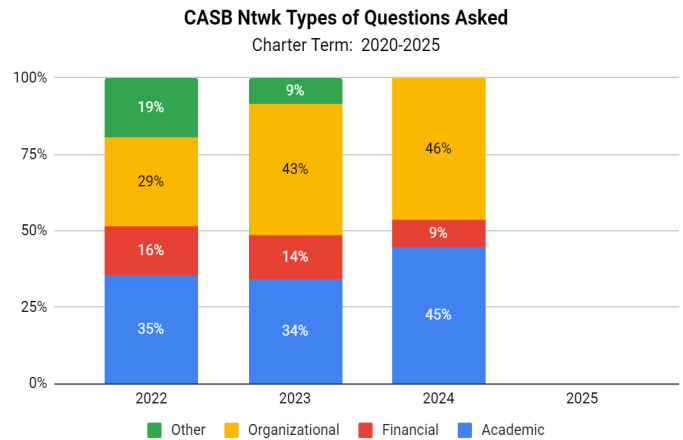
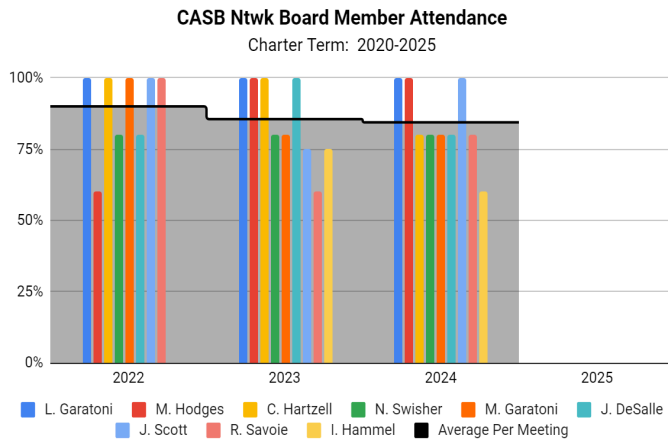
It was evident, throughout the 2023-24 school year, that each member of the CANOPS board believed in the mission of the network overall and those of each individual school. There was a clear agreement on what academic excellence was and members assumed ultimate responsibility for each school and the students and families they serve. Members of the board had a general understanding of how student achievement is measured at all levels, and sought 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. Based on evidence collected throughout the school year, the CANOPS governing board received a rating of **Meets Standard** in the fourth year of the school's charter term.

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.

The following graphs illustrated the trends in board member attendance and types of questions asked during the board meetings, starting in the 2021-22 school year.



In 2021-22, the second year of the school’s current charter term, the CANOPS board members represented varied skill sets within business, community engagement, education, and finance. However, the board needs further development in the area of legal. The board was led by Board President Larry Garatoni. He proved to be able to effectively lead the board and engage members in various aspects of governance and commitments to the school. The board experienced change in membership throughout the year, with members retiring from the board. Mr. Garatoni was able to recruit and replace retired members in a timely manner with those who had appropriate background, skills, and connections in the community to support the mission and vision of the school.

The Career Academy Network governing board had an average attendance rate of 78.2% throughout the 2021-22 year. Majority of members averaged between 75.0 and 100% attendance. This indicated member investment in the school and its success. Engagement during public meetings averaged just over six questions per meeting. The majority of the questioning came from less than 30% of the board. The board evidenced comfortability or was provided with more opportunity to discuss academic and organizational issues during public meetings. Mr. Garatoni maintained consistent and timely communication, including the discussion of any deficiencies, during regularly scheduled meetings with the Executive Director of Education One. Complete and coherent meeting materials and notes were provided in a timely fashion throughout the school year.

Overall the network received a rating of Engagement of **Approaching Standard** with some concern around clarity in defined roles and responsibilities of members and committee. A more robust committee structure could have supported the board in being more strategic and efficient during meetings.

During the third year of the school’s charter term, the board maintained a vast representation of skill sets mentioned previously with an area of growth to incorporate members with legal backgrounds. The board continued to be led by Board President Larry Garatoni. He led the board effectively and engaged members in various aspects. The board experienced change in membership again during the 2022-23 school year with retirements. Again, Mr. Garatoni was able to recruit and replace retired members in a timely manner with those who had appropriate background, skills, and connections in the community to support the mission and vision of the school.

The CANOPS board had an average attendance rate of 91.1%, an increase of 12.9 points from the 2021-22 school year. The majority of members averaged between 80.0 and 100% attendance, indicating members are invested in the schools and their success. Questions and comments were more evenly distributed amongst board members, further proving improved overall engagement during meetings. Based on the types of questions being asked, the board evidenced a comprehensive review of materials and general understanding of the school’s mission and goals. 88.6% of questions posed were reflective of the three main performance areas in which the schools are being held accountable to, also an improvement from the previous school year.

Mr. Garatoni and Superintendent Jeremy Lugbill maintained consistent and timely communication, including the discussion of any deficiencies, during regularly scheduled meetings with the Executive Director of Education One. Complete and coherent meeting materials and notes were

provided in a timely fashion throughout the school year. Continued board development and/or ongoing training would prove beneficial for the board as the network expands its portfolio. A more robust committee structure could be implemented to support the board in being as efficient as possible with the oversight of more schools and locations. With a minimal number of concerns, the network received a rating of **Approaching Standard**.

During the 2023-24 school year, the board saw an average attendance rate of 84%. Mr. Garatoni remained Board President and continued to engage members during meetings. The board was composed of nine members, all of which brought a unique and diverse perspective to the board. They were 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 continue to 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. 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. With no areas of concern, the governing board received a rating of **Meets Standard** for Year 4 of the school's current charter term.

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.

In 2021-22 and 2022-23, based on submitted board meeting minutes and attendance at regularly scheduled meetings, the board reviewed and approved financial data regularly. The board maintained a balanced budget and financials provided to the board included a high level summary for a better overall understanding and ability to ask questions during public meetings. The board appropriately approved a budget each year, strategically aligning resources to support student achievement and growth, programming, and the overall mission and vision of the school.

As a whole, the board did not set a priority to investing time or other resources to the school outside of board meeting attendance for both of these years. As such, the school received a rating of **Approaching Standard** during the second and third year of the school's current charter term.

During the school's fourth year of its current charter term, the board approved a budget 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 increased 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, and engaged well with national, state, and local level leaders to support and advance the charter school sector.

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 and the board took the necessary steps required to rectify the situation. Based on evidence collected throughout the school year, the CANOPS governing board received a rating of **Meets Standard** for the 2023-24 school year.

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.

Every April, the board submits an annual self-assessment to Education One to evaluate the boards effectiveness in meeting the governance measures outlined in the school's Accountability Plan Performance Framework.

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

The board did not have a clear succession plan in place for the school leader and/or new members, however, as board positions opened up throughout the year, CANOPS was able to maintain a full board, through strong recruitment efforts. Based on those findings, the network received a rating of **Meets Standard**.

During the school's third year of its current charter term, the network's superintendent, Mr. Lugbill, maintained established organizational structures during public board meetings to allow the network to collaborate closely with each of the schools' leaders. Board minutes and attendance at meetings evidenced that each school leader had a regularly scheduled time during board meetings to report academic and operational updates. Overall, the board worked throughout the 2022-23 school year to ensure that Mr. Lugbill and each school leader had the autonomy and authority to manage the school. The board gave direction to Mr. Lugbill to complete a formal evaluation of each school leader to highlight areas of commendation and growth.

The board still did not have a clear succession plan in place for the school leader and/or new members, however, as board positions opened up throughout the year, CANOPS has been able to maintain a full board, through strong recruitment efforts. This was also evidenced through the high quality hires of new school leaders at Career Academy Middle School and Success Academy Primary School for the 2022-23 school year. Based on these findings, the network received a rating of **Meets Standard**.

In 2023-24, the board developed a clear strategic plan, with the support of the network's superintendent. Annual goals were created that served as the foundation of the network and school leadership quarterly goals. The board, as previously stated, was organized in a way 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 has created and maintained an up-to-date succession plan and formal evaluations were conducted of all school leaders. For the fourth year of the school's charter term, the network received 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.

The CANOPS governing board has met all the characteristic requirements of this measure throughout Year 2, 3, and 4 of the school's current charter term. All meetings have been held in compliance with Indiana's Open Door Law and met all state and federal laws. The board maintained the highest standards of public transparency, accurately documenting meetings and board decisions, and adhering to all terms set for in the school's charter agreement. Policies and procedures were regularly created, reviewed, and revised when appropriate. Based on evidence collected throughout the charter term, the CANOPS governing board received consistent ratings 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.

In Year 1 of the school's current charter, the network delegated daily oversight obligations to Alex Hammel, Superintendent for all three CANOPS schools, as well as to three School Leaders. The Superintendent, along with the School Leaders and network staff, supported each of the three schools in areas such as curriculum and instruction, professional development, reporting, financial management, human resources, and technology.

Dean Fecher served as the School Leader of SAPS during the 2020-21 school year and had served in this role since the school's inaugural year in 2015-16. As School Leader, he was primarily responsible for ensuring that academic and instructional development occurred, with support from the Assistant School Leader and Instructional Coach. Mr. Fecher also oversaw the implementation of discipline and behavior strategies. He was also accountable for state and authorizer reporting requirements and special education oversight.

Principal Fecher continued to create an environment that emphasized the importance of technology integration, project based learning experiences, and Project Lead the Way initiatives. Mr. Fecher attended all CANOPS board meetings as well as regularly scheduled meetings with the Assistant Director of Accountability and the Education One team. During these meetings, he collaborated and provided detailed updates pertaining to student performance, student recruitment and retention, school initiatives, and major events.

The 2020-21 school year proved to be nothing short of extraordinary due to a worldwide pandemic that caused all schools across the state to change instructional delivery methods. Mr. Fecher and the CANOPS leadership team worked tirelessly with teachers and staff to create structures to ensure that the needs of families and scholars were met physically, mentally, emotionally, and academically. SAPS was able to provide an environment with the least amount of disruption by establishing teachers whose sole role was to provide virtual instruction and safety procedures and protocols for in-person instruction.

It was evident that Principal Fecher was open to feedback and strove for continuous improvement pertaining to his own professional practices. Education One has understood that school improvement is a process and commended School Leader Fecher and his team for implementing

strategic programs, targeted at closing achievement gaps, through the use of small and differentiated academic grouping and platooning. However, based on Mr. Fecher's end of year evaluation conducted by CANOPS Superintendent, clear and measurable goals needed to be identified to increase the overall student achievement and ensure that outcomes at SAPS are the highest in South Bend.

Education One strove to work collaboratively with not only leadership at the school level, but with the network's overall leadership team, including the Superintendent and Director of Curriculum. While school level leadership communicated in an effective and timely manner, this same level of communication was not consistent with these two network level roles throughout the 2020-21 school year. SAPS received a rating of **Approaching Standard** for leadership due to the school and network leadership presenting concerns in a minimal number of sub-indicator characteristics.

During the 2021-22 school year, the second year of the school's current charter term, the network delegated daily oversight obligations to Jeremy Lugbill, Superintendent, for all three schools, as well as to three School Leaders. The Superintendent, along with the School Leaders and network staff, supported each of the three schools in areas such as curriculum and instruction, professional development, reporting, financial management, human resources, and technology.

Dean Fecher continued to serve as the School Leader of SAPS during the 2021-22 school year. As School Leader, he was primarily responsible for ensuring that academic and instructional development occurred, with support from the Assistant School Leader and Instructional Coach. Mr. Fecher also oversaw the implementation of discipline and behavior strategies and was accountable for state and authorizer reporting requirements and special education oversight.

Principal Fecher continued to create an environment that emphasizes the importance of technology integration, project based learning experiences, and Project Lead the Way initiatives. Mr. Fecher attended all Career Academy Network board meetings as well as regularly scheduled meetings with the Assistant Director of Accountability and the Education One team. During these meetings, he collaborated and provided detailed updates pertaining to student performance, student recruitment and retention, school initiatives, and major events.

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

Education One worked collaboratively with not only leadership at the school level, but with the network's overall leadership team, including the Superintendent and Director of Curriculum. Communication and collaboration increased to support partnerships between the network and Education. SAPS receives a rating of **Meets Standard** during the second year of its current charter term.

During the 2022-23 school year the network's board delegated daily oversight obligations to Jeremy Lugbill, Superintendent, for all three schools. Each of the three schools had its own School Leader. The Superintendent, along with the School Leaders and network staff, supported each of the three schools in areas such as curriculum and instruction, professional development, reporting, financial management, human resources, and technology.

Becky Bartlett was School Leader for SAPS during the 2022-23 school year. This was her first year as principal of the school, however she came with years of experience in multiple leadership roles from other local school districts. Ms. Bartlett demonstrated more than sufficient academic and leadership experience as she continuously improved upon or enhanced the programming and structures at SAPS throughout the year.

While Principal Bartlett was a new addition to the school's leadership team, the network overall saw stability in key administrative positions to be able to support her in this new role. She effectively communicated with internal and external stakeholders, maintaining or improving stakeholder satisfaction results and increasing parent involvement through the revived Parent Teacher Association.

Ms. Bartlett was an active participant in the continuous process of improvement with both internal and external stakeholders. There were clear systems and processes in place to address areas of deficiency in a timely manner. Ms. Bartlett utilized network curriculum support to effectively improve instructional practices in areas in need throughout the school year, based on qualitative and quantitative evidence. Throughout the school year she consistently provided relevant information to the network's board of directors as well as the Education One team during meetings and/or site visits. Based on this summary, the school received a rating of **Meets Standard** for the 2022-23 school year.

In 2023-24, the network was made up of five schools in South Bend, two high schools, one middle school, and two elementary schools. The network’s board continued to delegate daily oversight obligations to Jeremy Lugbill, the network’s Superintendent. Each of the five schools had its own principal. Mr. Lugbill, 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. Becky Bartlett, the school’s previous leader, moved into the Curriculum Director position for the network as a whole. Ms. Bryant brought her experience as a teacher and discipline dean to the role. Based on stakeholder surveys and observations in collaborative meetings and site visits, it was evident that consistent 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. The school received a rating of **Approaching Standard** for the fourth year of its current charter term.

At the time of this report, SAPS has a new school leader for the 2024-25 school year, Ms. Sybil Snyder, who comes to the school with previous leadership experience from other local public school districts.

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.

In Year 1 of its current charter, SAPS complied with all sub-indicator characteristics, including the submission of all required monthly documentation in a timely manner, complying with the terms of its charter, collaborating with Education One to meet various obligations, and participating in all scheduled meetings with the Education One team. However, documentation regarding leadership evaluations and school data required for the annual review were incomplete when due or not submitted at all. Thus, SAPS received a rating of **Approaching Standard** during the 2020-21 school year.

In Year 2, SAPS complied with all sub-indicator characteristics, including the submission of all required documentation in a timely manner, complying with the terms of its charter, collaborating with and participating in all scheduled meetings with the Education One team. Thus, SAPS received a rating of **Meets Standard**.

SAPS continued to comply with all sub-indicator characteristics, including the submission of all required documentation in a timely manner, complying with the terms of its charter, collaborating with and participating in all scheduled meetings with the Education One team. The school received a rating of **Meets Standard** for the third year of its current charter term.

In 2023-24, the school submitted all required compliance documentation in a timely manner as set forth by Education One, with some items missing that are network level reports. 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 received a rating of **Meets Standard**.

At the time of this report, no new evidence has been collected for the 2024-25 school year.

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.

In Year 1 of the school’s current charter term, the school met standard throughout each quarterly compliance check for the creation and implementation of Individualized Learning Plans and instructional interventions and received an overall rating of **Meets Standard**. This trend continued into Year 2 of the charter term as the school’s overall English Learner population continued to grow to 6%. The school saw an overall improvement in communication between classroom teachers and interventionists, evidenced by the pull out program focusing on the school’s curriculum maps and pacing guide so that students were receiving support to benefit what is being taught in the classroom. It was evident that intervention time was maximized through appropriate materials and planning. Based on the qualitative and quantitative evidence collected, the school maintained the rating of **Meets Standard** for the 2021-22 school year.

In Year 3, the school’s overall population of English Learners remained the same as the previous school year. The school continued best practices in communication between classroom teachers and interventions, evidenced by the pull out program focusing on the school’s curriculum maps and pacing guide so that students are receiving support to benefit what is being taught in the classroom. It is evident that intervention time is maximized through appropriate materials and planning. The school received a rating of **Meets Standard**.

In 2023-24, 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 received a rating of **Meets Standard**. At the time of this report, no new evidence has been collected for this measure for the 2024-25 school year.

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.

In Year 1 of the school’s current charter term, the school met standard throughout each quarterly compliance check for the creation and implementation of Individualized Education Programs and instructional interventions and received an overall rating of **Meets Standard**. In Year 2, the school’s Special Education population made up 21% of overall enrollment for the 2021-22 school year. SAPS implemented an effective balance of push in and pull out services. The Special Education team specifically supported its students during a whole school math intervention time. Similar to the English Learner program, Special Education staff communicated appropriately with general education classroom teachers to ensure student services were being implemented and interventions supported grade level content being provided during whole group instruction. Based on the qualitative and quantitative evidence collected, the school received a rating of **Meets Standard**.

During the 2022-23 school year, SAPS’ Special Education population made up 26.3% of overall enrollment, an increase of 5 points. SAPS implemented an effective balance of push in and pull out services. Similar to the English Learner program, Special Education staff communicated appropriately with general education classroom teachers to ensure student services were being implemented and interventions supported grade level content being provided during whole group instruction. Site visits during compliance checks further evidenced this communication as skills observed in general education settings were also observed in pull out settings. Based on the qualitative and quantitative evidence collected, the school continued to maintain a rating of **Meets Standard**.

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 received a rating of **Meets Standard**. At the time of this report, no new evidence has been collected for this measure for the 2024-25 school year.

Part IV: School Wide Climate

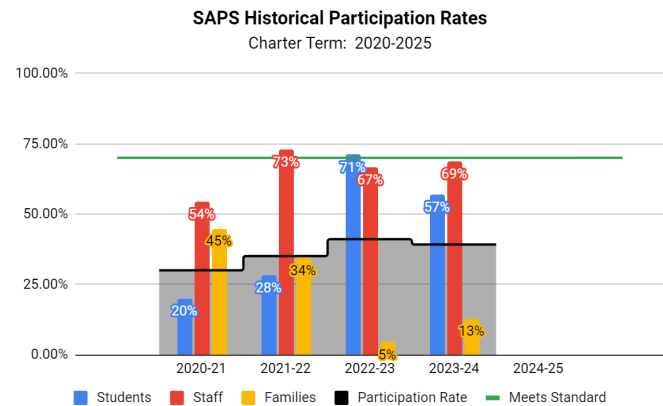
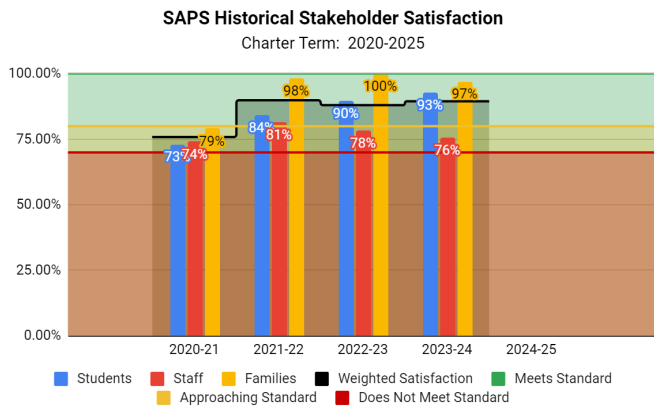
Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school's effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

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	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 throughout its current charter term, as well as the participation rate of stakeholders.



The following table identifies the stakeholder satisfaction trends overtime and how they relate to the school's overall satisfaction rate.

Table Key					
Meets Standard	Approaching Standard	Does Not Meet Standard			
Satisfaction Rates					
	2021	2022	2023	2024	2025
Students	73%	84%	90%	93%	U/A
Staff	74%	81%	78%	76%	
Families	79%	98%	100%	97%	
Whole School	76%	90%	88%	89%	

Historically, the school has received high overall, weighted satisfaction rates from its survey post-COVID. Staff satisfaction has consistently been approaching standard for most of the years in the school's current charter term. The school has not evidenced appropriate structures and procedures, however, to increase stakeholder participation, especially with families. The positive results from the surveys may be invalid due to the lack of overall participation.