



EDUCATION ONE
AT TRINE UNIVERSITY

2024-25 ANNUAL REVIEW

CAREER ACADEMY HIGH SCHOOL

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Education One, L.L.C.

TABLE OF CONTENTS

<u>Part I: Academic Performance</u>	3
<i>Is the school's educational program successful?</i>	
<u>Part II: Financial Performance</u>	17
<i>Is the school in sound fiscal health?</i>	
<u>Part III: Organizational Performance</u>	22
<i>Is the school effective and well run?</i>	
<u>Part IV: School Climate</u>	33
<i>Is the school providing appropriate conditions for student, family, and staff success?</i>	

REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
	Not Applicable	Meets Standard	Approaching Standard	Meets Standard	Approaching Standard

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

What does the Overall Rating for Academic Performance mean?	
Year 1	The school received an overall rating of Not Applicable for the 2020-21 school year due to the COVID-19 pandemic. Due to the COVID-19 pandemic, schools across the state were tasked with providing various instructional delivery methods for students based on health and safety guidelines provided by their county's local health department. Delivery methods, such as in-person, remote, or hybrid models, consistently changed for each school in Education One's portfolio throughout the 2020-21 school year based on COVID-19 related data and guidance. State assessments were canceled the year prior and local assessments were inconsistent at best for this school year. While data was collected and instructional practices monitored, all schools received a rating of Not Applicable. However, the school needs to utilize academic and discipline data/outcomes to identify root causes of observed deficiencies and then create quantifiable action plans for improvement. This should also include providing differentiated learning opportunities, specifically geared towards math and lower performing subgroups.
Year 2	The school received a rating of Meets Standard, indicating that the school complies with and presents minimal to no concerns in the indicator measures. The school was held accountable to 11 measures. While the school received ratings of Does Not Meet Standard on three of those measures, which were proficiency and growth on local assessments, Education One finds these to be of minimal concern as the assessments may or may not be appropriate for gauging overall proficiency and growth at the high school level in the way that the school is being held accountable for. The school should work to identify appropriate benchmark assessments in order to best utilize data to drive next steps for student achievement and growth and create quantifiable action plans for improvement.
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. Similar to the 2021-22 school year, the school continued to use the same local benchmark assessments for both reading and math. The results of those assessments indicate a large number of students not meeting grade level standards or growth goals, while state assessments, such as the SAT, are providing differing information. The school was highly advised to seek new assessment opportunities, the likes of which would provide meaningful data to the school to drive change throughout the academic year.
Year 4	Overall, the school received a rating of Meets Standard, with minimal areas of concerns in the indicator measures. As the school moves into the 2024-25 school year, it will be important to identify gaps in math instructional capacity and programming that form the foundation of student outcomes and use assessment results to be intentional with interventions and supports.

Year 5	Overall, the school received an Approaching Standard rating across its 16 accountability measures, with two rated as Does Not Meet Standard. Notably, the school experienced significant declines in student achievement on the 2024 SAT. While adjustments were made to instructional support for both students and teachers, 2024-25 PSAT outcomes suggest that these changes were not adequately aligned to drive measurable improvement.
	As the school moves into the next academic year, it is charged with implementing a more intentional, evidence-based instructional framework that directly supports college and career readiness outcomes. Priority should be placed on ensuring that interventions are data-driven, targeted, and monitored for effectiveness to accelerate achievement and reverse downward trends.

	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	AS	MS	MS
	Proficiency on State Summative Assessment: E/LA	N/A	N/A	MS	ES	AS
	Proficiency on State Summative Assessment by Subgroup: E/LA	N/A	N/A	MS	ES	MS
	Proficiency on State Summative Assessment: Math	N/A	N/A	MS	MS	AS
	Proficiency on State Summative Assessment by Subgroup: Math	N/A	N/A	MS	MS	DNMS
	Comparison to Local Schools	N/A	MS	MS	MS	AS
	Graduation Pathways Completion	ES	ES	ES	ES	ES
	Diploma Strength	N/A	N/A	MS	AS	AS
	Chronic Absenteeism	N/A	N/A	ES	MS	ES
	English Learner Compliance	MS	MS	MS	MS	MS
	Special Education Compliance	MS	MS	MS	MS	AS

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	N/A	MS	MS	ES	MS
	Attendance	N/A	AS	AS	MS	AS
	High School Graduation on Track	N/A	N/A	AS	AS	TBD
	Historical Proficiency: E/LA	N/A	N/A	N/A	MS	ES
	Historical Proficiency: Math	N/A	N/A	N/A	AS	DNMS

STATE AND FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating

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

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

A school receives one overall, summative rating based on the weighted points earned for each applicable federal measure. The rating reflects a school's achievement with respect to performance goals for the State. Data utilized for the ratings is from the 2023-24 school year. The measures included within the Federal Accountability system are also further defined and rated throughout the State and Federal Academic Performance section of this review.

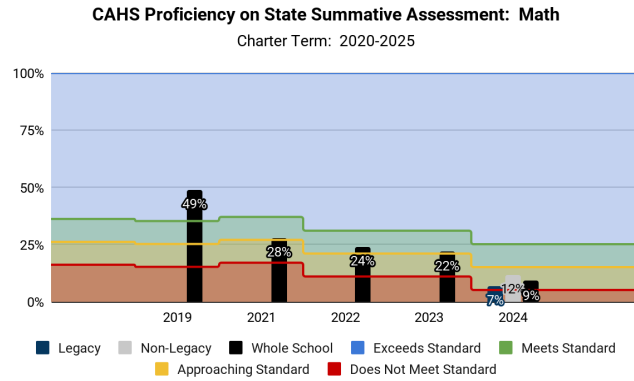
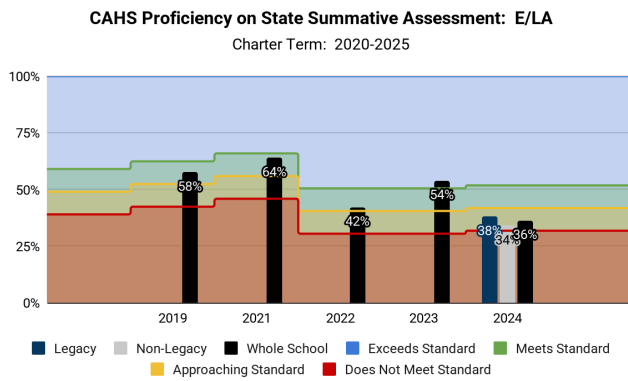
Based on the information released by the Federal Department of Education, Career Academy High School (CAHS) receives a rating of **Meets Standard** based on the school's Accountability Plan Performance Framework.

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 grade 11 participated in the Scholastic Aptitude Test (SAT). This assessment, administered in late winter, is considered a Graduation Qualifying Exam (GQE) in the state of Indiana and can be used as a graduation requirement. All data utilized in this measure's review is from the 2023-24 school year. The graphs on the following page illustrate the historical trends of the school and state passing rates throughout the school's current charter term defined within this review. All students, regardless of legacy status, are included.



English/Language Arts: In Indiana, 52% of students in grade 11 met or exceeded standards on the 2023-24 Evidence Based Reading and Writing assessment. At CAHS 36% of students met or exceeded standards on the same assessment. With a difference of 16 points, the school is **Approaching Standard**.

Math: In Indiana, 25% of students in grade 11 met or exceeded standards on the 2023-24 math assessment. At CAHS 9% of students met or exceeded standards on the same assessment. With a difference of 16 points, the school is **Approaching Standard**.

The recent data reveals a troubling trend of decline in the percentage of students meeting performance standards across various grade levels and subject areas, with no clear indication that legacy students outperform non-legacy students.

Subgroup Proficiency on State Summative Assessment

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

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

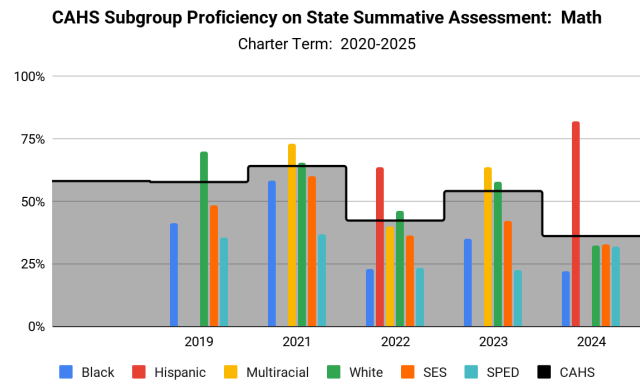
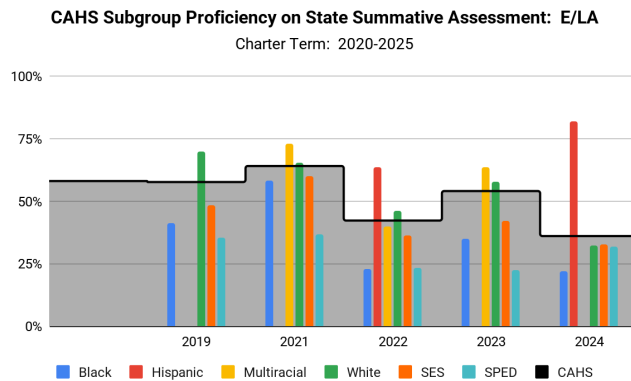
The rubric used for this measure is as follows:

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

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

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

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



The following table highlights 2023-24 results and how they compare to the state.

Subgroup Information			English/Language Arts				Math			
Subgroup	School Population	State Population	School Passing %	State Passing %	Difference	Rating	School Passing %	State Passing %	Difference	Rating
Black	25%	12%	21.9%	37.2%	-5.3	MS	0.0%	7.4%	-7.4	DNMS
Hispanic	13%	15%	81.8%	35.8%	+46.0	ES	18.2%	13.3%	+4.9	ES
White	46%	66%	32.2%	59.5%	-27.3	DNMS	10.2%	30.4%	-20.2	DNMS
F/R Lunch	52%	40%	32.7%	36.4%	-3.7	MS	5.5%	12.1%	-6.6	DNMS
SPED	21%	13%	31.8%	17.0%	+14.8	ES	4.5%	4.9%	-0.4	MS

English/Language Arts: The majority of CAHS student subgroups, including Black, Hispanic, F/R Lunch, and SPED subgroups, either met or exceeded standard. Only one student subgroup, White students, did not meet standard. As one of CAHS largest subgroups, this highlights the need for a root cause analysis to determine proper interventions. Overall, the school **Meets Standard**.

Math: Two subgroups, Hispanic students and SPED students, met or exceeded standard in comparison to the state. Three of CAHS larger subgroups, Black students, White students, and F/R Lunch Students fell well below the state and received a does not meet standard rating. Overall, the school **Does Not Meet Standard**.

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 CAHS, based on the location and subgroups served.

School Name	F/R Lunch Population	SPED Population	Distance from School
CAHS	52%	21%	
Clay High School	62%	15%	5.9 miles
Riley High School	56%	12%	10.8 miles
Washington High School	70%	11%	5.7 miles
Purdue Polytechnic High School South Bend	71%	11%	10.8 miles

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

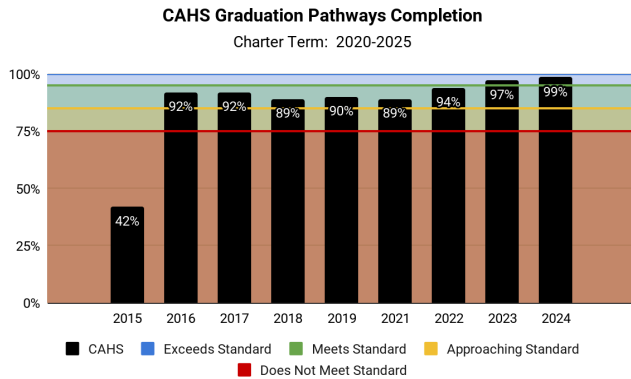
School Name	E/LA Proficiency	Math Proficiency
CAHS	36.4%	9.1%
Clay High School	36.7%	7.3%
Riley High School	34.3%	5.6%
Washington High School	11.5%	3.4%
Purdue Polytechnic High School South Bend	40.0%	13.3%

Overall, CAHS outperformed comparison schools 63% of the time when looking at proficiency. The school must critically examine the strategies and approaches employed that have not led to improved outcomes. It's essential to identify effective practices and scale them up while discontinuing those that have proven ineffective. Therefore, the school receives a rating of **Approaching Standard**.

Graduation Pathways Completion

Education One assesses a school's ability to support students in completing Indiana's graduation requirements. This measure illustrates the percentage of students in the most current grade 12 cohort that completed state requirements for graduating in four years. This is also commonly referred to as a graduation rate. Data is collected from the previous school year. The rubric for this measure is as follows and follows current goals the state of Indiana has:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 95.0% of grade 12 students complete graduation requirements.	85.0%-95.0% of grade 12 students complete graduation requirements.	75.0-84.9% of grade 12 students complete graduation requirements.	Less than 75.0% of grade 12 students complete graduation requirements.



The corresponding graph illustrates the trends of the school's graduation rates throughout the school's current charter term defined within this review. Official graduation rates are released well into the next academic year in the state of Indiana.

The state of Indiana saw a four-year cohort graduation rate of 95% in 2023-24. CAHS' graduation rate was 99%. Based on this percentage, the school receives a rating of **Exceeds Standard** for Graduation Pathways Completion.

By meeting graduation requirements, the school is preparing students for success in a rapidly changing world and equipping them with the knowledge, skills, and abilities needed to navigate college, career, and life with confidence and competence.

Diploma Strength

Education One measures its high schools effectiveness in providing rigorous and relevant experiences for students to be prepared for college and/or careers. The Diploma Strength measure calculates the percentage of students in the most recent grade 12 cohort who earned any of the following Indiana diploma designations:

- Core 40;
- Academic Honors;
- Technical Honors;
- Academic and Technical Honors; and
- International Baccalaureate

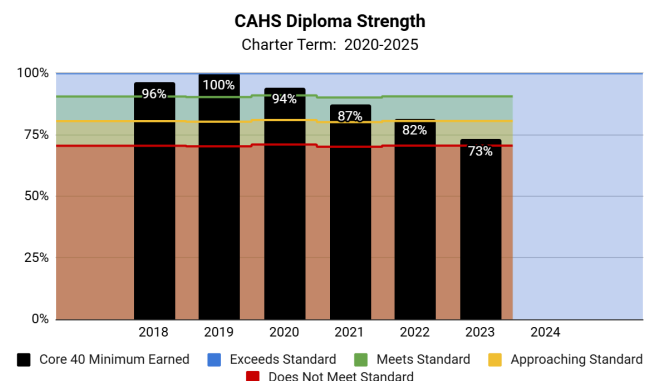
Data is collected by the IDOE from individual schools from the previous school year. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 12 students who earned an above-named diploma is greater than the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is within 0-10.0% of the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is within 10.1-20.0% of the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is greater than 20.0% from the state's percentage.

In 2023-24, CAHS had 73% of grade 12 students earn at least a Core 40 Indiana Diploma. In that same year, the state of Indiana had 91% of grade 12 students earn similar diplomas. With a difference of 18 points, the school receives a rating of **Approaching Standard**.

While the school's 99% graduation rate is commendable and reflects a strong commitment to ensuring students complete high school, the comparatively lower diploma strength rate warrants attention.

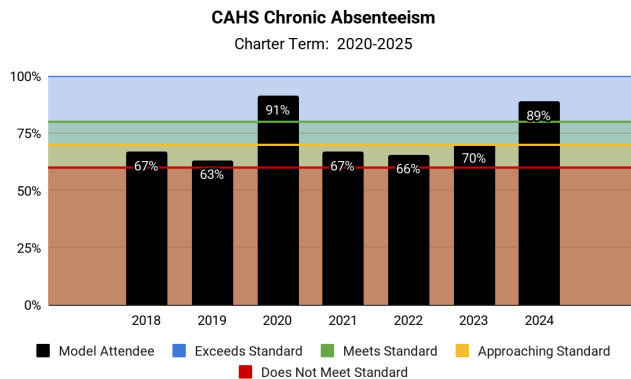
In Indiana, diploma strength is an important indicator of postsecondary readiness, as it reflects the proportion of students earning more rigorous diploma types such as Core 40 with Academic or Technical Honors. The current gap and downward trend suggests a need to ensure that students are not only graduating but also being equipped with the credentials and academic preparation necessary for long-term success in college and career pathways.



Chronic Absenteeism

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

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



The following graph illustrates trends overtime for CAHS throughout its current charter term. Based on the current model attendee rate of 89%, the school receives a rating of **Exceeds Standard**. Low chronic absenteeism suggests that the majority of students are actively engaged and motivated to attend school regularly. This indicates a positive school climate where students feel connected to their learning environment and are invested in their education.

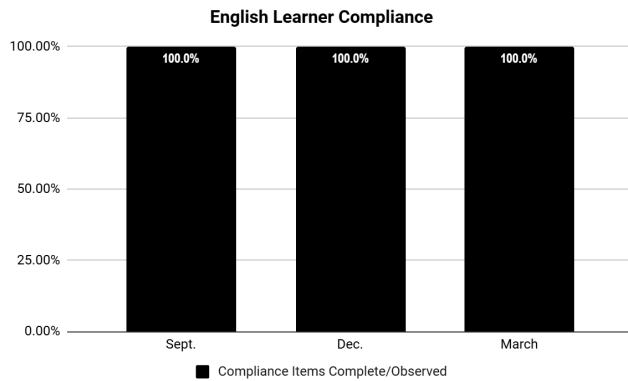
English Learner Compliance

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

- Evidence that ILP goals are established, current, and up to date in Indiana's online system;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of interventions and ILPs are appropriately communicated with the classroom teacher;
- Evidence of high quality interventions and ILPs are implemented in push in and/or pull out settings;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided.

The rubric for this sub-indicator is as follows:

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



The school has demonstrated adherence to the required measures for EL compliance. The school consistently maintains up-to-date and accurate Individualized Learning Plans (ILPs) in Indiana's online system, ensuring that all goals are current and reflective of students' needs. The following graph illustrates the measure characteristics met throughout this current school year.

Based on evidence collected throughout the school year, CAHS receives a rating of **Meets Standard**.

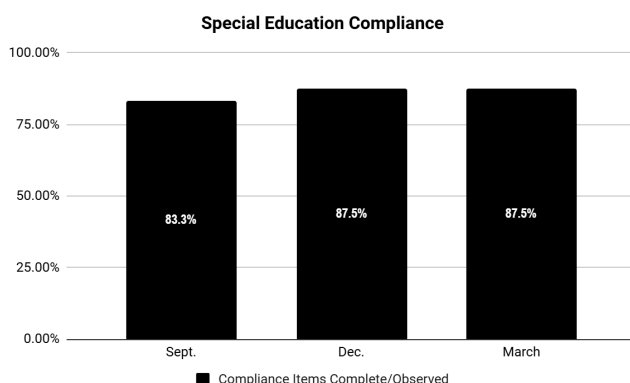
Special Education Compliance

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

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

The rubric for this sub-indicator is as follows:

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



The school ensures that every student with an Individualized Education Plan (IEP) receives tailored support and services. Indiana's online system shows that IEP goals are meticulously established, current, and up-to-date, reflecting a commitment to individualized student success. The graph illustrates the measure characteristics met throughout this current school year. The school should continue to monitor for disproportionate disciplinary actions and ensure that policies and professional development support equitable and consistent implementation. In addition, the school must evaluate strategies for delivering high-quality interventions in both push-in and pull-out settings. These interventions should

be individualized and aligned to student needs. Continued efforts should be made to strengthen scheduling structures to ensure special education staff are able to deliver services in a purposeful and coordinated manner. Based on evidence collected throughout the school year, CAHS receives a rating of **Approaching Standard**.

LOCAL ACADEMIC PERFORMANCE

Instruction

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

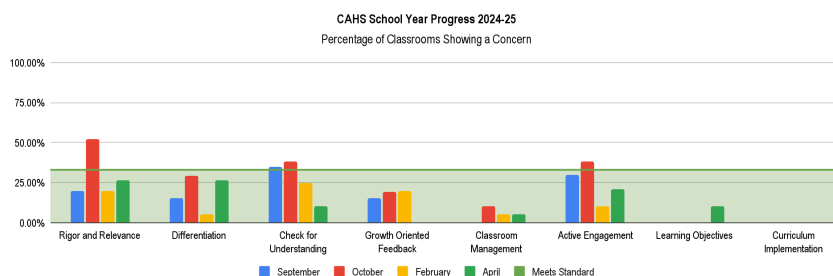
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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

The rubric for this measure is as follows:

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



The corresponding graph illustrates the percentage of classrooms showing a concern in each observable best practice throughout the 2024-25 school year. The goal is for a bar to be within the green 'Meets Standard' shaded area of the graph.

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

improvement with the school leadership team at the site visit and to the Board of Directors during regularly scheduled board meetings.

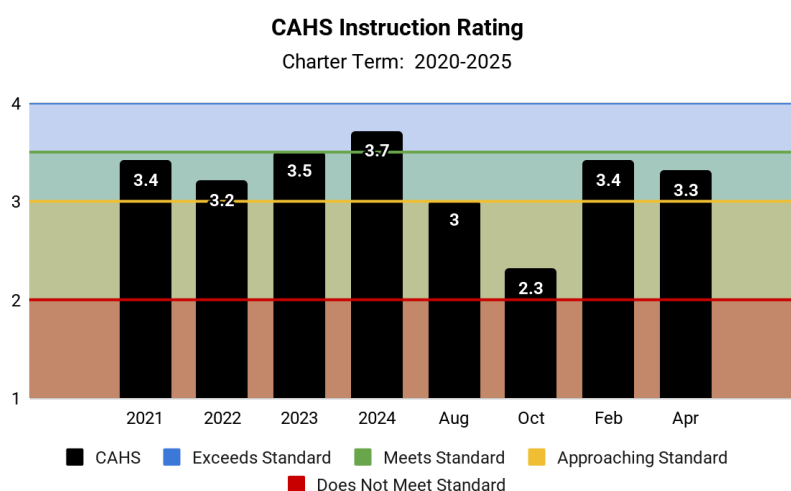
To coincide with the graph, the following table indicates the actual percentage of classrooms where there was an observable concern.

	September	October	February	April
Rigor + Relevance	20.0%	52.0%	20.0%	26.3%
Differentiation	15.0%	29.0%	5.0%	26.3%
Checks for Understanding	35.0%	38.0%	25.0%	10.5%
Growth Oriented Feedback	15.0%	19.0%	20.0%	0.0%
Classroom Management	0.0%	10.0%	5.0%	5.3%
Active Engagement	30.0%	38.0%	10.0%	21.1%
Learning Objectives	0.0%	0.0%	0.0%	10.5%
Curriculum Implementation	0.0%	0.0%	0.0%	0.0%

The school has maintained strong consistency in foundational instructional practices, including clear learning objectives, effective classroom management, and alignment to curriculum resources. These elements, along with a broad and diverse course offering, reflect a stable and mature instructional environment. Looking ahead, the school is well-positioned to deepen its impact by aligning professional development and coaching more closely to the varied needs of its teaching staff. As the school continues to build on its RTI work and curriculum development efforts, targeted support structures can help ensure all teachers, whether early in their careers or more experienced, are growing in ways that translate to stronger, more differentiated instruction for students across content areas.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier II school, receiving site visits on a bi-monthly basis during the 2024-25 school year. The following graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).

Based on the qualitative and quantitative evidence collected throughout the 2024-25 school year, CAHS receives a rating of **Meets Standard** with an average instruction rating of 3 points.



Attendance

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

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

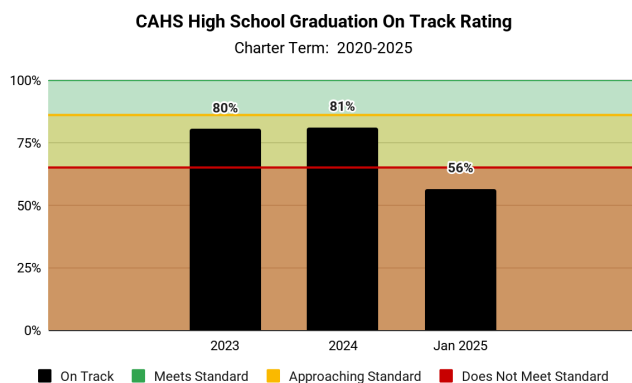
The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. CAHS had an average attendance rate of 94.2% and, thus, **Approaching Standard** according to the school's Accountability Plan Performance Framework. Students with poor attendance may feel disconnected from their peers and teachers, leading to reduced engagement in class activities and discussions. This lack of engagement can further exacerbate academic difficulties.

Attendance Breakdown		
Ninth	93.5%	✗
Tenth	93.9%	✗
Eleventh	94.3%	✗
Twelfth	95.6%	✓
Whole School	94.2%	✗
Key: ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard		

High School Graduation on Track

Education One evaluates the school's ability to ensure students are earning the expected number and type of credits annually in order to graduate on time. Data is collected on a bi-annual basis to monitor this measure, however, the school receives an overall rating based on end of year data collection. The rubric is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students earning the expected number and type of credits in order to graduate on time is greater than 85.0%.	The percentage of students earning the expected number and type of credits in order to graduate on time is between 65.0 and 85.0%.	The percentage of students earning the expected number and type of credits in order to graduate on time is less than 65.0%.



The corresponding graph illustrates the percentage of students, by grade level, that are on track to graduate on time through earning the expected number and type of credits for that grade level. The measure and final rating will be updated in July following submission of June 2025 data.

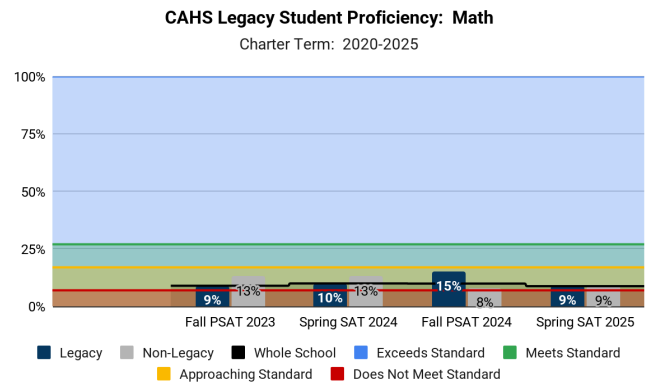
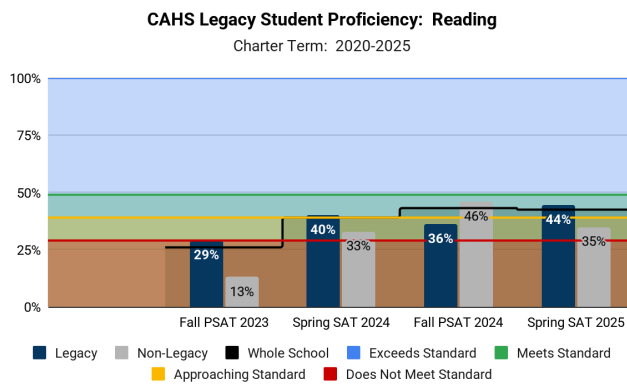
Historical Proficiency

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 school utilized the Preliminary SAT (PSAT) as its chosen benchmark test, which is administered by the College Board. This assessment serves primarily as a practice test for the SAT, which is a Graduation Qualifying Exam (GQE) for the state of Indiana. The PSAT was given in the fall and spring of the current school year.

A legacy student for CAHS is a student who has attended the school for three years. By definition, a legacy student would be an eleventh grade student who has been enrolled at CAHS for the entirety of their high school career. A non-legacy student is defined as an eleventh grade student who has been previously enrolled at one or more other high schools.



Reading: At the end of the 2024-25 school year, 44% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 35% of non-legacy students. With a difference of 9 percentage points, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework.

Math: At the end of the 2024-25 school year, 9% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 9% of non-legacy students. With a difference of 0 percentage points, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

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	Does Not Meet Standard

Is the school in good financial standing?

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

What does the Overall Rating for 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>

Year 5	The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on July 7, 2022 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2025. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair.
	The school received an overall rating of Does Not Meet Standard due to the late completed financial audit for July 1, 2022 through June 30, 2023 and lack of audit for the 2023-24 fiscal year. This is the third year in which the network has been a year behind in financial audits. The network was put on Tier III status in February of 2024, with required next steps to have these audits completed by the winter of 2025 as part of their previous annual review.

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

Financial Management

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

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

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

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

The State Board of Accounts reviewed the annual audit for the period July 1, 2022 to June 30, 2023 on March 5, 2025, a more than one year delay in submitting the audit by the school. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts. The audit did indicate the following deficiencies:

- Average Daily Membership: Three students, one from the primary, middle, and high school were not present for the fall count date and showed no signs of engagement. A total of 146 students were tested overall.
- Required Reports: The Network did not submit an Annual Financial Report following the June 30, 2023 fiscal year-end. Charter schools are required to file an annual report with the State Examiner no later than sixty (60) days after the close of each fiscal year.
- Monthly Reconcilements Maintained: The Network was unable to provide documentation that the bank accounts are being reconciled on a timely and monthly basis.
- Receipts and Deposits: The Network collects amounts for various items including textbook fees, field trips, bus passes, fines and other items. A random sample of 60 cash receipts transactions were tested. In June 2023, deposits were not made at least twice a week.
- Credit Card Policy: The School utilizes a credit card to make certain purchases. Credit card statements and payments by two different credit card vendors were examined for twelve monthly periods. Of those twelve periods, seven included interest payments, and three included late fees. A total of \$1,782.02 was paid in interest and \$120 was paid in late fees.
- Textbook Rentals: The Network pursues delinquent accounts for collection, but it does not have a formal policy to address uncollectible accounts.

The contents of the report were discussed with appropriate school personnel on November 26, 2024 and the school provided an official response, already indicating action plans to remedy the findings.

At the time of this report the network had begun the 2023-24 audit in February of 2025. The network indicated the report was submitted to the SBOA on June 12, 2025. Quarterly financials, with the exception of financials through 3/31/2025, were submitted in a timely manner.

The network was placed under Tier III intervention and support in February 2024 and received required next steps for the 2024-25 school year on their 2023-24 annual review, which were:

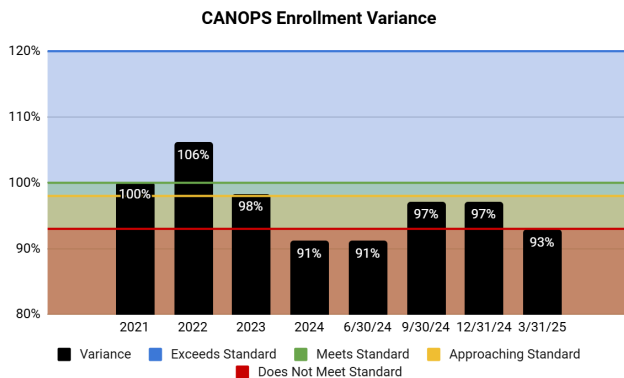
- Complete and submit Fiscal Year 2022-23 Audit by Fall 2024
- Complete and submit Fiscal Year 2023-24 Audit by Winter 2025

The network was unable to meet those deadlines. The network receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

Enrollment Variance

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

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



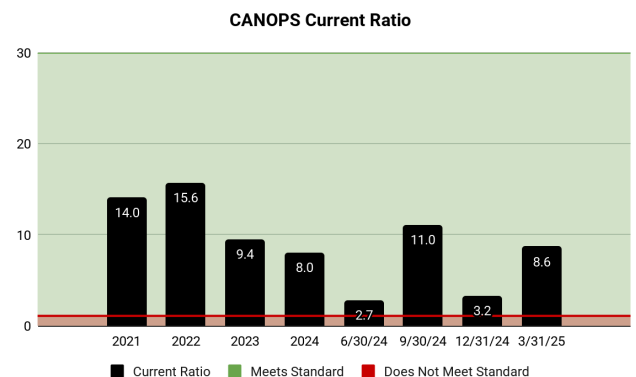
According to the Indiana Department of Education, the Career Academy Network of Public Schools (CANOPS) had an enrollment of 1,679 students as of October 2024. Similarly in February of 2025, the network observed an enrollment of 1,661 students. In August of 2024, CANOPS submitted its annual budget based on an enrollment of 1,800 students. With an average enrollment variance of 92.8%, the network receives a rating of **Does Not Meet Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term.

Current Ratio

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

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

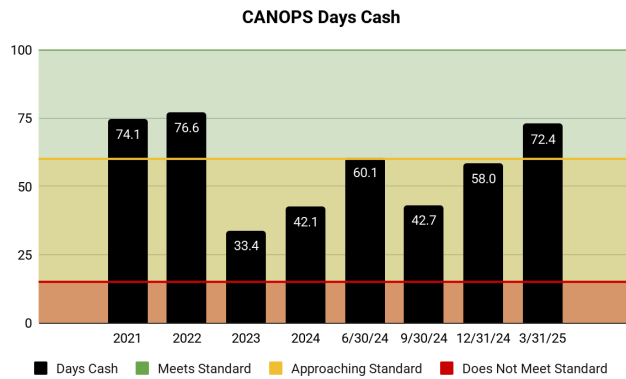
The network's current ratio is 8.6. Therefore, the network receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.



Days Cash

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

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



The network's Days Cash through March 31, 2025 was 72.4, an increase of 30.3 days from March 2024. Therefore, the network receives a rating of **Meets Standard**. The corresponding graph illustrates trends in Days Cash throughout the school's current charter term.

Debt/Default Delinquency

This sub-indicator is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors. The rubric for this sub-indicator is as follows:

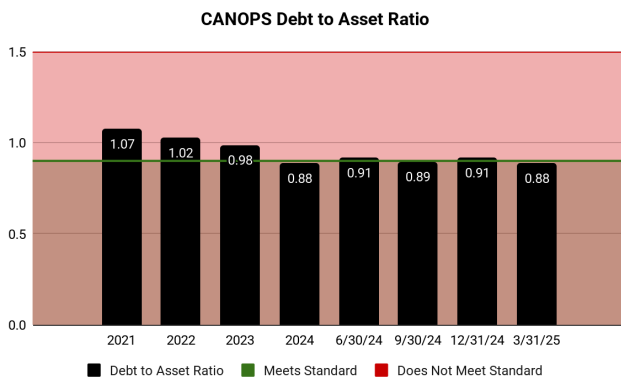
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

At the time of this report, the network was not delinquent or in default on any outstanding loan(s). Therefore, the network receives a rating of **Meets Standard**.

Debt to Asset Ratio

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

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



The network's debt to asset ratio was 0.88. The corresponding graph illustrates trends in debt to asset ratio throughout the school's current charter term. The network receives a rating of **Meets Standard**.

Debt Service Coverage

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

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	Meets Standard

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

What does the Overall Rating for Organizational Performance mean?	
Year 1	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 no concerns in the indicator measures. However, moving into the 2024-25 school year, the English Learner programs need to assess program effectiveness as it pertains to student outcomes.
Year 5	Overall, the school received a rating of Meets Standard, with minimal concerns in the indicator measures. To strengthen transparency and reinforce fiduciary oversight, it is recommended that the board move routine financial updates out of the consent agenda. While the Finance Committee reviews financials in detail, a brief public summary highlighting key trends, variances, and financial risks should be presented during each board meeting. This adjustment will support informed decision-making, promote shared accountability among board members, and enhance public trust in the school's financial stewardship. School leadership teams need to work to establish a cohesive structure that consistently connects professional development to classroom practice to regain academic performance to what it has historically been in the past.

	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	MS
	Commitment to Exemplary Governance		AS	AS	MS	MS
	Fiduciary Responsibilities		AS	AS	MS	MS
	Strategic Planning and Oversight		MS	MS	MS	MS
	Legal and Regulatory Compliance		MS	MS	MS	MS
School Leader	Culture of High Expectations	MS	MS	MS	MS	MS
	Staff Development					AS
	Instructional Leadership					MS
Compliance	Charter Compliance	AS	MS	MS	MS	MS

GOVERNING BOARD

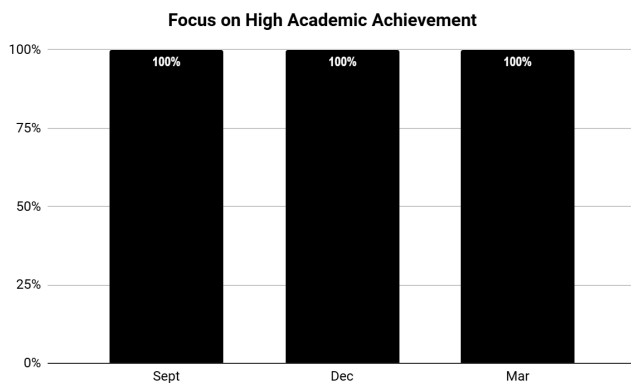
Focus on High Academic Achievement

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

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

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

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



The governing board of Career Academy Network of Public Schools (CANOPS) demonstrates a clear commitment to high academic achievement and the mission of the school by consistently using student performance data to guide strategic decisions and monitor progress toward established goals. Board members share a unified definition of academic excellence and assume ultimate responsibility for ensuring both school and student success. Through regular review of key indicators, such as assessment outcomes, growth measures, and college or career readiness benchmarks, the board remains actively informed and engaged in evaluating the school's performance. Their actions reflect a focused effort to align governance with outcomes, ensuring that all decisions

support the academic success of every student. Based on evidence collected throughout the school year, CANOPS governing board receives a rating of **Meets Standard**.

Commitment to Exemplary Governance

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

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

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

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

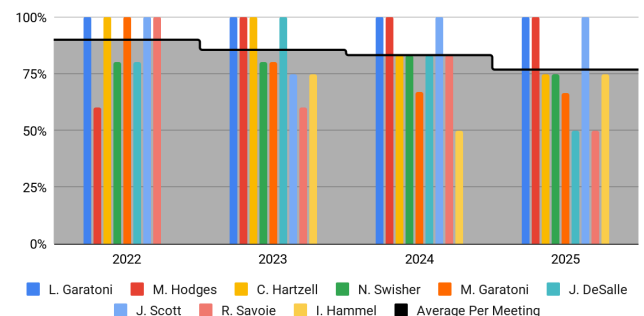
Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board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

The governing board demonstrates a strong commitment to exemplary governance through the implementation of effective structures and practices that support strategic oversight and organizational success. The board maintains a diverse and skilled membership, with clear roles and responsibilities that enable members to contribute meaningfully to the school's mission.

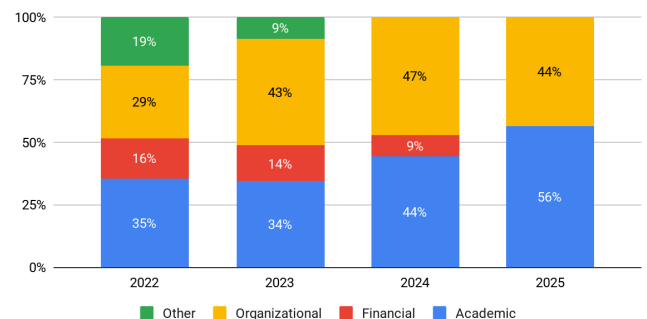
Leadership is strong, with an engaged board chair guiding productive meetings where members are well-prepared and actively involved. The board invests in its own development through orientation and ongoing training, and utilizes a committee structure to ensure work is carried out efficiently.

Additionally, the board maintains open and timely communication with Education One, providing comprehensive meeting materials and promptly addressing any organizational or academic concerns, thereby upholding high standards of accountability and transparency. The corresponding graphs illustrate the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, the governing board receives a rating of **Meets Standard**.

CANOPS Board Member Attendance
Charter Term: 2020-2025



CANOPS Types of Questions Asked
Charter Term: 2020-2025



Fiduciary Responsibilities

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

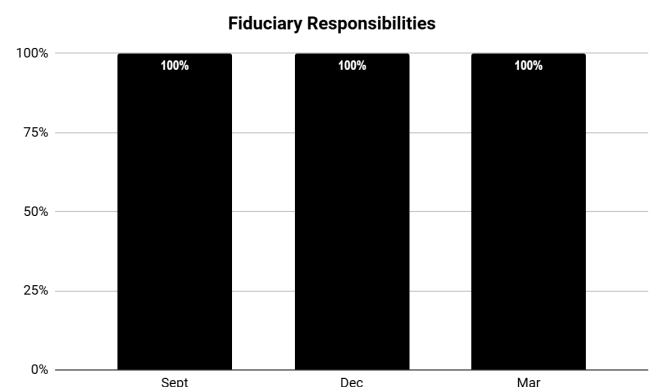
- Ensure that all members understand the school's finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically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

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

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

The governing board demonstrates a strong commitment to responsible resource management and long-term sustainability through careful financial oversight and strategic planning. Board members in the past have been well-informed about the school's financial position, regularly reviewing data to make sound decisions that align with the school's mission and academic goals in public meetings.

However, financials presented to the board have been placed in the consent agenda items with no clear communication or presentation to the public or general board, outside of the finance committee. To strengthen transparency and reinforce fiduciary oversight, it is recommended that the board move routine financial updates out of the consent agenda. While the Finance Committee reviews financials in detail, a brief public summary highlighting key trends, variances, and financial risks should be presented during each board meeting. This adjustment will support informed decision-making, promote shared accountability among board members, and enhance public trust in the school's financial stewardship.



The board ensures that annual budgets are thoughtfully developed to support student achievement, and members engage in efforts to expand program awareness and build community partnerships. Their understanding of the broader charter school landscape also enables them to advocate for policies that support and advance the charter movement. Based on evidence collected throughout the school year, CANOPS governing board receives a rating of **Meets Standard**.

Strategic Planning and Oversight

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

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

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

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



The governing board exhibits a strong commitment to strategic planning and oversight, ensuring that the school is well-positioned for long-term success. The board has guided the development of a clear strategic plan that aligns with its vision and sets the direction for school growth.

Annual goals are established for the board, committees, and school leadership, with structures in place to ensure progress is regularly monitored. Board members respect the leadership's autonomy while maintaining clear oversight through regular performance evaluations and data-informed discussions. They work collaboratively with school leadership, engaging in ongoing communication and feedback loops to address

challenges and drive continuous improvement. Succession planning for both the board and school leadership is thoughtfully considered, ensuring stability and sustained progress toward strategic priorities. Based on evidence collected throughout the school year, CANOPS governing board receives a rating of **Meets Standard**.

Legal and Regulatory Compliance

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

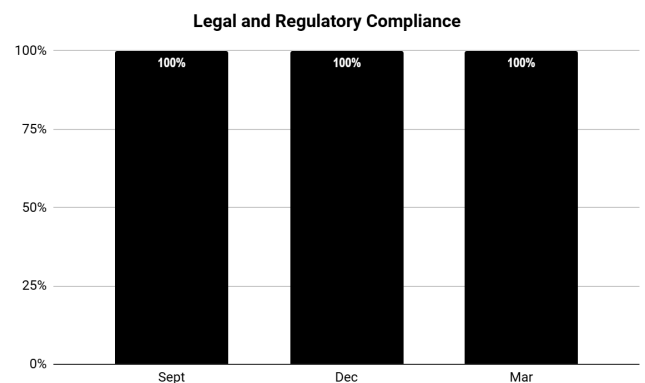
- Hold all meetings in compliance with Indiana’s Open Door Law;
- Maintain the highest standards of public transparency by accurately documenting meeting proceedings and board decisions;
- Adherence to all terms set forth in the charter agreement;
- Comply with established board policies and procedures,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

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

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

The governing board consistently demonstrates a strong commitment to legal and regulatory compliance. Board meetings are conducted in alignment with Indiana’s Open Door Law, and proceedings are accurately documented to uphold transparency and public accountability. The board operates in accordance with the terms of the charter agreement and follows established policies and procedures as outlined in its bylaws.

Policies are reviewed and updated regularly to reflect evolving legal standards and best practices. The board ensures compliance with all applicable state and federal laws, including those governed by the State Board of Accounts and IRS requirements, and exercises sound business judgment in matters such as conflict of interest management, liability insurance, and financial reporting. The corresponding graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, CANOPS governing board receives a rating of **Meets Standard**.



SCHOOL LEADER

Culture of High Expectations

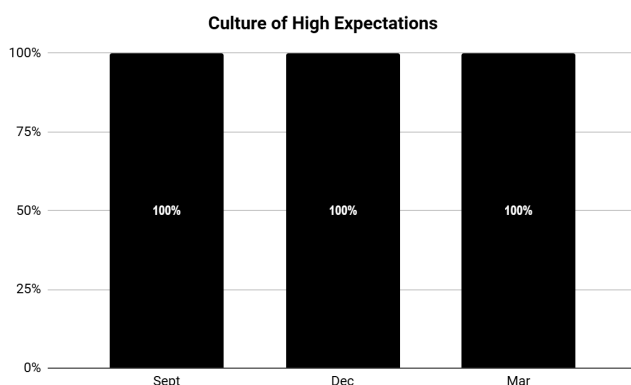
Education One measures the school leader and/or leadership team on the effectiveness of creating a school culture of high expectations. Leaders serve as models, mentors, and catalysts for positive change within the school community. The ability to create a culture of high expectations is fundamental to creating a thriving, dynamic learning community

where all students can flourish. Leadership teams exhibit the following characteristics in creating a culture of high expectations:

- Evidence stability in key administrative positions;
- Maintain appropriately licensed and/or certified personnel in key administrative positions;
- Receive a rating of effectiveness in the role of a school leader;
- Provide clarity of roles and responsibilities among school staff;
- Execute goals created by the school's board of directors that align with the school's mission and/or vision;
- Engage in the continuous process of improvement and establishment of systems for addressing areas of deficiency on time;
- Communicate effectively with stakeholders (i.e., students, staff, families, and community) that support the implementation of the mission and vision of the school; and
- Provide consistent information to and consult with the school's board of directors and members of Education One.

Characteristics of a culture of high expectations are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure 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 present 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 present concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



The school leader continues to cultivate a positive culture grounded in relationships and student-centered values. The principal is well-respected by students and staff alike, known for his relational approach, and deep awareness of each student's academic pathway. This strength contributes to a sense of belonging and inclusivity across the school. Leadership positions have remained stable over time, contributing to overall consistency in school operations. The school's mission is clear and leadership is deeply committed to it. Communication with stakeholders is consistent.

Based on evidence collected throughout the school year, CAHS school leadership receives a rating of **Meets Standard**.

Staff Development

Education One expects school leaders and/or leadership teams to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous and fair definitions of teacher effectiveness, as evidenced by the following characteristics:

- At least 90% of teachers who teach full-time either:
 - Hold a license or permit to teach in a public school in Indiana described in code or rules adopted by the state board concerning the licensing of teachers; or
 - Are in the process of obtaining a license to teach in a public school in Indiana under the transition to

teaching program established by the Indiana code.

- Any individuals who provide a service for which a license is required under Indiana law must have the appropriate license;
- Establish an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) in which teachers believe that all students can succeed;
- Conduct regular teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses, that teachers are held accountable for;
- Provide sustained, systemic, and effective supervision, professional development, and coaching that improves teachers' instructional effectiveness; and
- Ensure professional development activities are interrelated with classroom practice.

Characteristics of teacher development are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

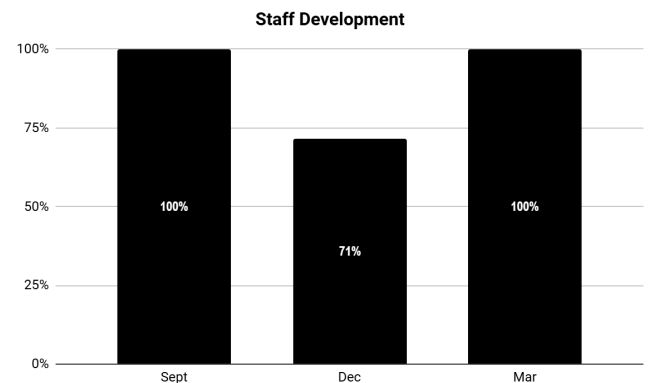
Meets Standard	Approaching Standard	Does Not Meet Standard
The school leader and/or team complies with and presents no concerns in the measure characteristics.	The school leader and/or team present concerns in a minimal number of the measure characteristics with a credible plan to address the issues.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

Staff development remains an area for targeted growth, particularly in creating a long-term, systemic approach to improving instructional effectiveness. While the school meets licensure requirements and remains compliant, the leadership team is still working to establish a cohesive structure that consistently connects professional development to classroom practice.

The team has demonstrated responsiveness to recent trends in student achievement data and has taken initial steps to build out coaching, standards development, and MTSS support. These efforts are still emerging and must be sustained and aligned with a broader, mission-driven strategy.

Moving forward, the development of a comprehensive and integrated system for supervision, coaching, and professional learning will be critical in ensuring all teachers are equipped to deliver data-informed, high-quality instruction.

Based on evidence collected throughout the school year, CAHS school leadership receives a rating of **Approaching Standard**.



Instructional Leadership

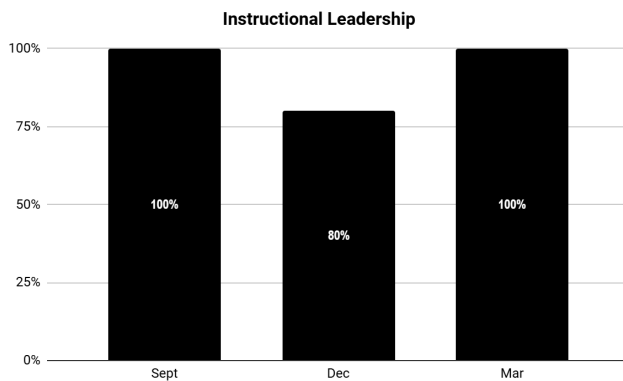
Education One believes that the role of a school leader and/or leadership team extends far beyond administrative duties. A leader shapes the academic direction and fosters a culture of continuous learning. Instructional leadership is the ability to inspire, guide, and support teachers in delivering high-quality instruction that promotes student growth and achievement, as evidenced by the following characteristics:

- Define specific instructional and behavioral actions that are linked to the school's mission and/or vision;
- Use classroom observations to support student academic achievement by visiting all teachers frequently to

- observe instruction;
- Provide prompt and actionable feedback to teachers to support the improvement of student outcomes;
- Analyze assessment results frequently to adjust classroom instruction, grouping of students, and/or identifying students for special intervention; and
- Establish processes and procedures for collaboration between staff that center on student learning and achievement.

Characteristics of instructional leadership are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure 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 present 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 present concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



The school leader demonstrates a working knowledge of instructional expectations and is making progress toward building systems that support instructional improvement. Recent growth among new teachers can be attributed to the efforts of the instructional coach and the emerging strength of teacher leadership teams. These leaders have been instrumental in driving key initiatives forward with the principal's support.

While foundational structures for observation and feedback are in place, there is still a need for more consistent follow-through and differentiation to support the growth of all instructional staff. As the leadership team continues to refine its

instructional systems, sustained focus on data-informed coaching, collaborative planning, and aligned intervention will be critical to advancing instructional quality across the school.

Based on evidence collected throughout the school year, CAHS school leadership receives a rating of **Meets Standard**.

COMPLIANCE

Charter Compliance

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

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

- Participation in scheduled meetings with Education One.

The rubric for this sub-indicator is as follows:

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

Over the course of the year, the school demonstrated full compliance with the terms of its charter and maintained a consistent and collaborative relationship with Education One. All required compliance documentation, including board meeting minutes and schedules, board member updates, reports, and employee records, were submitted accurately and in a timely manner. The school remained aligned with the expectations outlined in its charter agreement and adhered to all applicable federal and state regulations. Additionally, the school engaged productively with both its governing board and Education One, actively participating in scheduled meetings and fulfilling governance responsibilities with transparency and professionalism. Based on evidence collected throughout the school year, CAHS receives a rating of **Meets Standard**.

Part IV: School Wide Climate

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
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

Is the school providing appropriate conditions for student, family, and staff success?

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

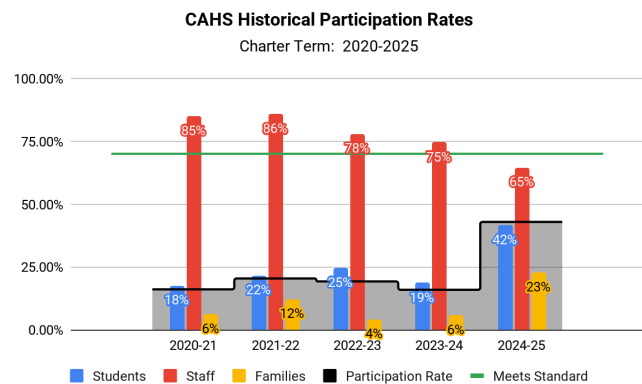
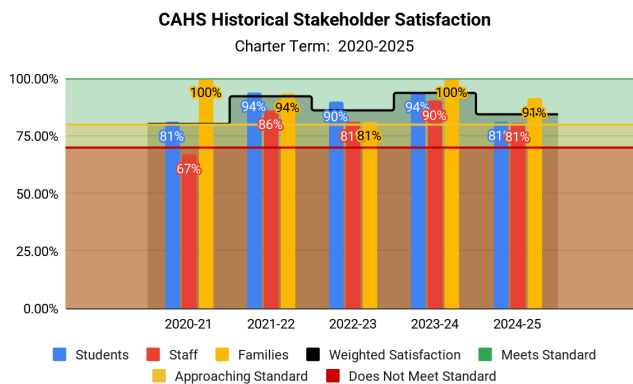
Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Stakeholder Satisfaction		MS	MS	MS	MS	MS

Stakeholder Satisfaction

Education One requires its schools to conduct an annual third-party survey of 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. Education One's standard for survey reliability is a participation rate of at least 70.0%. The rubric for this measure is as follows:

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school. With an overall weighted satisfaction rate of 84%, the school receives a rating of **Meets Standard**.



While survey participation is not a measure found in the school's Accountability Plan Performance Framework, it is an important metric to understand the viability of the rating provided above. The following table indicates the total number of possible participants for each stakeholder group, the number of stakeholders that took the survey, and the participation rate of each stakeholder. Education One's standard for survey viability is a participation rate of at least 70.0%.

CAHS Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	453	188	41.5%
Staff	48	31	64.6%
Families	453	103	22.7%