



2023-24 ANNUAL REVIEW

SUCCESS ACADEMY AT BOYS AND GIRLS CLUB

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REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
	Approaching Standard				

Is the school's educational program 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 Academic Performance mean?	
Year 1	The school received an overall rating of Approaching Standard, with some overarching concerns in indicator measures, but nothing of high level urgency or that the school does not have a credible plan to address the issues noted. In its first year, the school was held accountable to only six of the local performance measures, five of which had outcomes that were approaching standard. The school needs to create systems that provide students with targeted intervention at the beginning of the year, based on student outcomes, and provide continued professional development of teachers through differentiated coaching strategies to increase instructional capacity.

	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				
	Proficiency on State Summative Assessment: E/LA	N/A				
	Proficiency on State Summative Assessment by Subgroup: E/LA	N/A				
	Proficiency on State Summative Assessment: Math	N/A				
	Proficiency on State Summative Assessment by Subgroup: Math	N/A				
	Growth on State Summative Assessment: E/LA	N/A				
	Growth on State Summative Assessment by Subgroup: E/LA	N/A				
	Growth on State Summative Assessment: Math	N/A				
	Growth on State Summative Assessment by Subgroup: Math	N/A				
	Pass or Pass+ Status Growth: E/LA	N/A				
	Did Not Pass Status Growth: E/LA	N/A				
	Pass or Pass+ Status Growth: Math	N/A				
	Did Not Pass Status Growth: Math	N/A				
	Comparison to Local Schools	N/A				
3rd Grade Literacy	N/A					

	English Language Proficiency	N/A				
	Chronic Absenteeism	N/A				

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

STATE AND FEDERAL ACADEMIC PERFORMANCE

Success Academy at Boys and Girls Club (SABGC), opened in fall of 2023. Therefore, the school will start receiving state and federal accountability ratings starting with 2023-24 school year data. Because state and federal ratings come from previous school year data, SABGC will receive ratings of **Not Applicable** for all measures. Measures and their rubrics can be found below.

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 two or more consecutive years.

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.

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.

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 school's Median Growth Percentile is between 30 and 45.	The school's Median Growth Percentile is less than 30.

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 (F/R Lunch); and
- Special Education (SPED).

The rubric used for this measure is as follows:

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

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.

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.

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.

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.

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.

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.

LOCAL ACADEMIC PERFORMANCE

Instruction

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

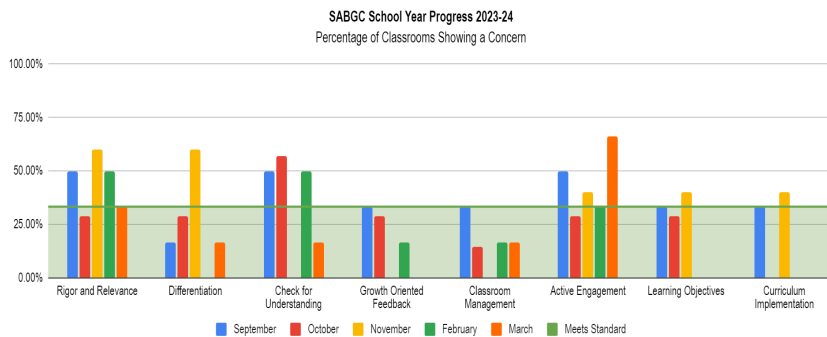
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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

The rubric for this measure is as follows:

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



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

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

at the site visit and to the Board of Directors during regularly scheduled board meetings.

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

	September	October	November	February	March
Rigor + Relevance	50.0%	28.6%	60.0%	50.0%	33.3%
Differentiation	16.7%	28.6%	60.0%	0.0%	16.7%
Checks for Understanding	50.0%	57.10%	0.0%	50.0%	16.7%
Growth Oriented Feedback	33.3%	28.6%	0.0%	16.7%	0.0%
Classroom Management	33.3%	14.3%	0.0%	16.7%	16.7%
Active Engagement	50.0%	28.6%	40.0%	33.3%	66.0%
Learning Objectives	33.3%	28.6%	40.0%	0.0%	0.0%
Curriculum Implementation	33.3%	0.0%	40.0%	0.0%	0.0%

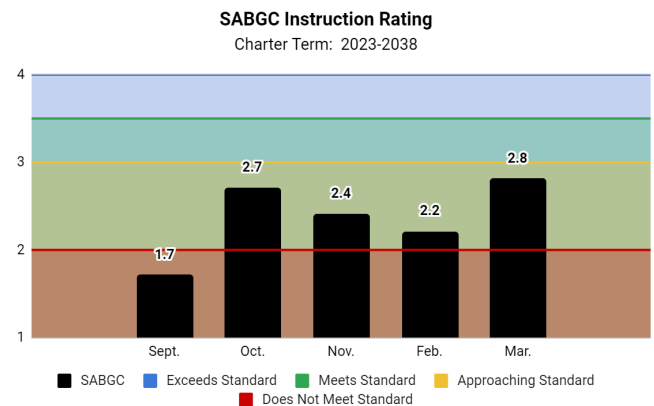
Being a new school, SABGC was identified as a Tier III support school, receiving site visits on a near monthly basis during the 2023-24 school year. The corresponding graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).

The school experienced inconsistent implementation of instructional best practices throughout the year, which can be typical for a new school with a brand new staff. Some of SABGC staff were also not appropriately licensed and required a lot of support. This concern was remedied mid-year.

The school did well in establishing and communicating clear expectations for behavior, academic performance, and classroom routines as a new school with a very unique model.

The school needs to ensure that students are consistently engaged in content that has an explicit connection to real-world applications, grouped based on readiness, interests, and/or learning profiles, and receive multiple opportunities to be assessed on readiness of skill.

Based on the qualitative and quantitative evidence collected throughout the 2023-24 SABGC receives a rating of **Approaching Standard**, with an average instruction rating of 2.4 points.



Attendance

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

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

The rubric for this measure is as follows:

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

The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. SABGC had an average attendance rate of 92.8% and, thus, is **Approaching Standard** according to the school's Accountability Plan Performance Framework. When students are absent from school, they miss out on valuable instructional time in the classroom. This can make it difficult for them to keep up with the curriculum and understand key concepts being taught.

Attendance Breakdown					
Kindergarten	92.9%	X	Fourth	95.7%	✓
First	91.8%	X	Fifth	93.1%	X
Second	92.4%	X	Whole School	92.8%	X
Third	91.7%	X	Key: ✓ = Meets Standard, X = Approaching Standard, ✗ = Does Not Meet Standard		

Progress Towards Proficiency

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

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

During the 2023-24 school year, SABGC utilized the i-Ready Diagnostic assessment. This computer adaptive assessment is designed to provide teachers with actionable insight into student needs and is aligned to grade level standards in reading and math. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of immediate improvement and celebration.

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

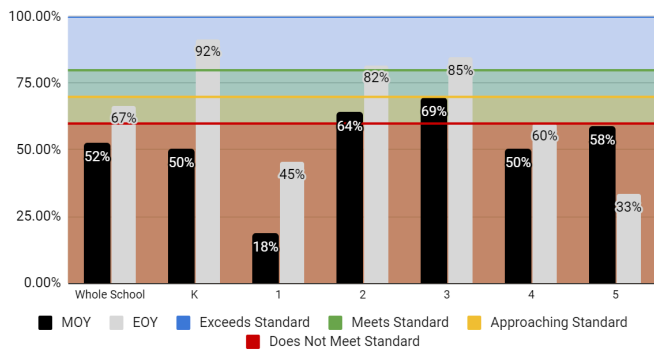
Progress Towards Proficiency: Reading							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Kindergarten	8%	33%	50%	✗	83%	92%	✓
First	9%	9%	18%	✗	36%	45%	✗
Second	9%	27%	64%	X	55%	82%	✓
Third	8%	8%	69%	X	31%	85%	✓
Fourth	0%	10%	50%	✗	20%	60%	X
Fifth	25%	25%	58%	✗	25%	33%	✗
School	10%	19%	52%	✗	42%	67%	X

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

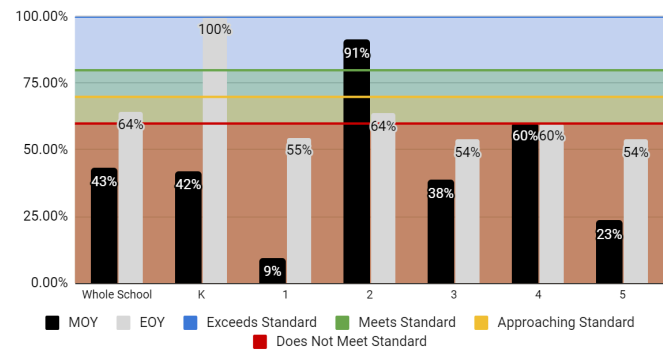
Progress Towards Proficiency: Math							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Kindergarten	8%	8%	42%	✗	67%	100%	✓
First	0%	0%	9%	✗	18%	55%	✗
Second	0%	9%	91%	✓	36%	64%	✗
Third	0%	0%	38%	✗	0%	54%	✗
Fourth	0%	20%	60%	✗	20%	60%	✗
Fifth	8%	0%	23%	✗	23%	54%	✗
School	3%	6%	43%	✗	27%	64%	✗

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

SABGC 2023-24 Progress Towards Proficiency: Grade Level
 Reading



SABGC 2023-24 Progress Towards Proficiency: Grade Level
 Math



Reading: 67% students were considered proficient and/or met growth targets on the reading i-Ready Diagnostic assessment. Therefore, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. Despite efforts to improve academic outcomes, the school continues to face challenges with a significant portion of students not meeting proficiency and growth standards, specifically in first, fourth, and fifth grade.

Math: 64% students were considered proficient and/or met growth targets on the reading i-Ready Diagnostic assessment. Therefore, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. Despite targeted efforts to improve outcomes, the data shows that a concerning proportion of students are not meeting proficiency standards, indicating the need for a reassessment of current strategies, in first, third, and fifth grade.

Subgroup Progress Towards Proficiency

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

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

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

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

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

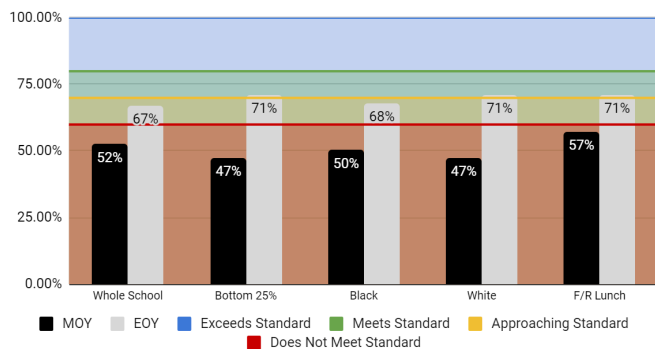
Progress Towards Proficiency: Reading								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	25%	0%	0%	47%	✗	12%	71%	✓
Black	58%	5%	23%	50%	✗	40%	68%	✗
White	25%	18%	18%	47%	✗	59%	71%	✓
F/R Lunch	74%	6%	18%	57%	✗	37%	71%	✓
School		10%	19%	52%	✗	42%	67%	✗

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

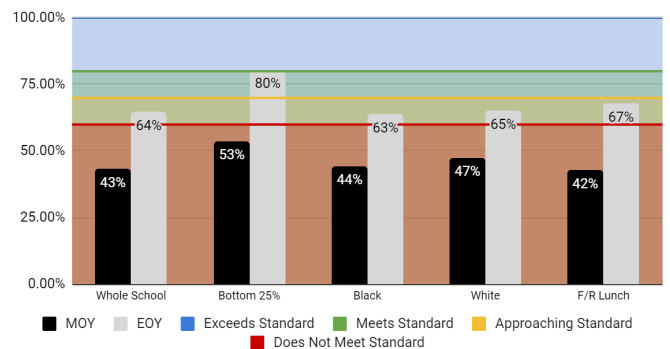
Progress Towards Proficiency: Math								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	25%	0%	0%	43%	✗	0%	80%	✓
Black	58%	0%	2%	53%	✗	17%	63%	✗
White	25%	6%	12%	44%	✗	53%	65%	✗
F/R Lunch	74%	4%	8%	47%	✗	29%	67%	✗
School		3%	6%	42%	✗	27%	64%	✗

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

SABGC 2023-24 Progress Towards Proficiency: Subgroup
Reading



SABGC 2023-24 Progress Towards Proficiency: Subgroup
Math



Reading: The school observed a substantial increase in the percentage of students identified in the bottom 25% meeting proficiency and/or growth targets from middle of year testing to end of year test. It is also worth noting that the school's Free/Reduced Lunch student population is performing better than their peers in meeting proficiency and/or growth targets. Upon review of disaggregated data, it's clear that students of certain racial groups maintained

underperformance compared to their peers, despite a higher percentage of students meeting growth targets. Overall, the school receives a rating of **Meets Standard** with the school observing appropriate levels of progress towards proficiency in most subgroups.

Math: Similar outcomes were observed in math as well. It is also worth noting that the school’s Free/Reduced Lunch student population is performing better than their peers in meeting proficiency and/or growth targets. Overall, the school receives a rating of **Approaching Standard**.

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%

As previously stated, the 2023-24 school year was the first year in which SABGC was open. Therefore, the school receives a rating of **Not Applicable** and will not be held accountable to this measure until the 2025-26 school year.

School Specific Goal

During the 2023-24 school year, each school was tasked to identify an equity challenge and create goals to address the challenge. After an analysis of beginning of year iReady Reading and Math data, SABGC decided to target improvement of students moving from the “red” to “yellow” performance category. By grade level, 64% of 2nd graders, 93% of 3rd graders, 58% of 4th graders, and 36% of 5th graders are labeled in the red performance category. By grade level, 55% of 2nd graders, 80% of 3rd graders, 58% of 4th graders, and 58% of 5th graders are labeled in the red performance category. The rubric for the school-specific goal is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 5.0% of students in each grade level, second through fifth, will improve their iReady performance from the red to yellow category.	3-5.0% of students in each grade level, second through fifth, will improve their iReady performance from the red to yellow category.	2-2.9% of students in each grade level, second through fifth, will improve their iReady performance from the red to yellow category.	Less than 2% of students in each grade level, second through fifth, will improve their iReady performance from the red to yellow category.

Based on evidence collected from the school, SABGC will receive a rating of **Exceeds Standard** for reading and **Exceeds Standard** for math. On average the school experienced an average change of 27 points in reading and 31.5 points in math.

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
	2023-24	2024-25	2025-26	2026-27	2027-28
	Approaching Standard				

Is the school in good financial standing?

Performance Rubric	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school complies with and presents minimal to no concerns in the indicator measures.	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.	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	<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>
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	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	Financial Management	AS				
	Enrollment Variance	MS				
	Current Ratio	MS				
	Days Cash	MS				
	Debt/Default Delinquency	MS				
	Debt to Asset Ratio	MS				
	Debt Service Coverage	N/A				

Financial Management

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

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

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

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

The network regularly submitted quarterly financial statements that were complete, but often significantly late.

The State Board of Accounts reviewed the annual audit for the period July 1, 2021 to June 30, 2022 on April 4, 2024. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts. The audit did indicate the following deficiencies:

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

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

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

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

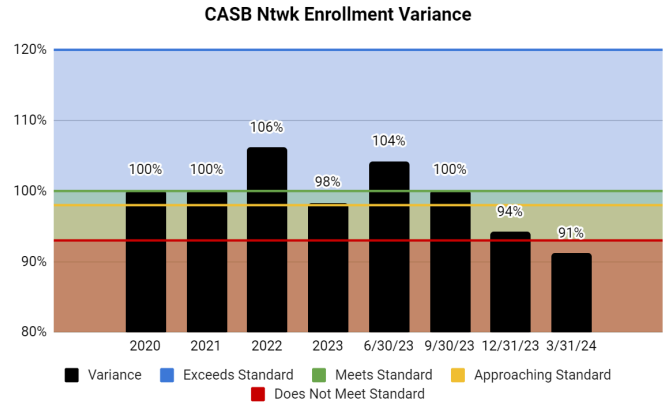
Enrollment Variance

The state of Indiana calculates its state tuition based on the number of students enrolled at various times per academic school year. A school's ability to identify an appropriate enrollment target to support its budget creates stability with staffing and operations.

The rubric for this sub-indicator is as follows:

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

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



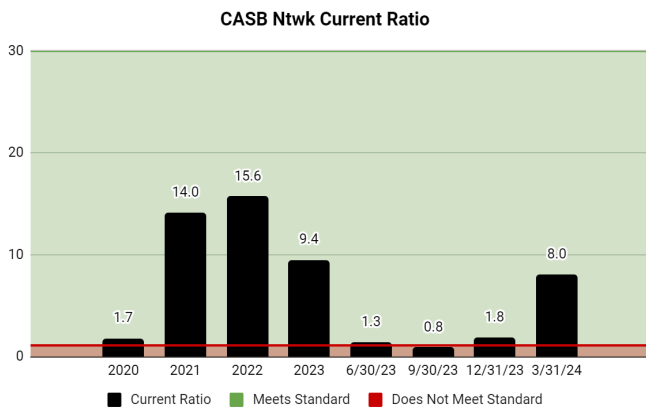
The network Board Chair, Lawrence Garatoni, submitted a written letter of assurance to Education One on July 7, 2022 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2025. This commitment is binding for the Garatoni-Smith

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

Current Ratio

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

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



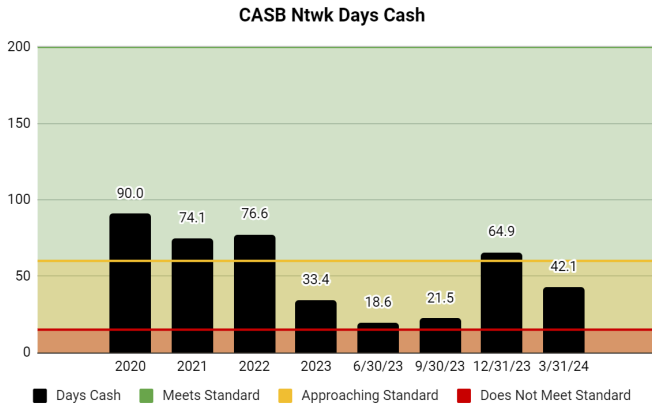
At the time of this report, the school's assets exceed its current liabilities with a ratio of 8.0, and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends of this measure.

Days Cash

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

The rubric for this sub-indicator is as follows:

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



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

Debt/Default Delinquency

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

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

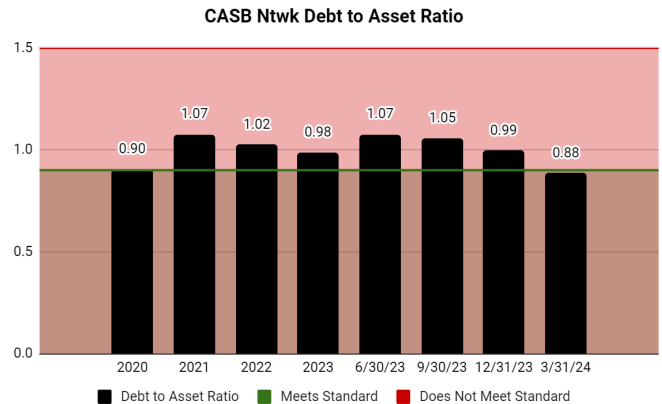
At the time of this report, neither the school’s auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the school receives a rating of **Meets Standard**.

Debt to Asset Ratio

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

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

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



Debt Service Coverage

Education One monitors the school’s debt service coverage ratio, which is a measurement of the cash flow available to pay current debt obligations. This measure was not available for the school during this school year. The school will receive a rating of **Not Applicable**.

The rubric for this sub-indicator is as follows:

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

Part III: Organizational Performance

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

Overall Rating for Organizational Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
	Meets Standard				

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

What does the Overall Rating for Organizational Performance mean?	
Year 1	Overall, the school received a rating of Meets Standard, with no concerns in the indicator measures.

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

GOVERNING BOARD

Focus on High Academic Achievement

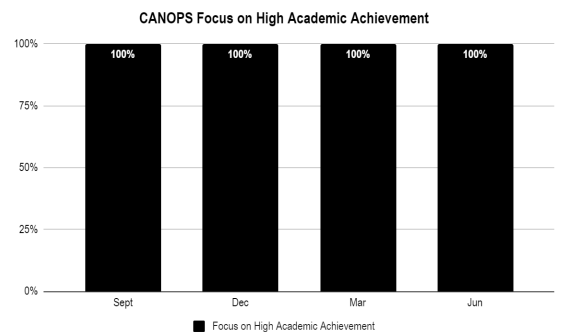
Education One expects governing boards to consistently work towards fulfilling the mission of the school and promises of the charter, and to know whether or not students are on track for high-levels academic achievement, as evidenced by the following characteristics:

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

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

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

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



Commitment to Exemplary Governance

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

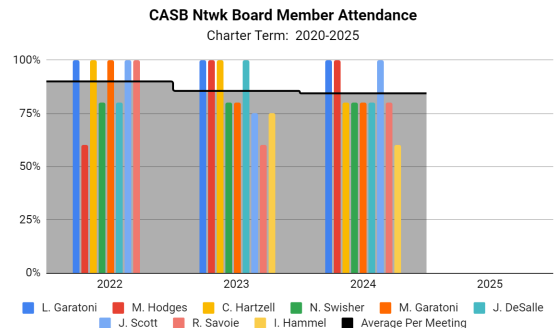
- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;

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

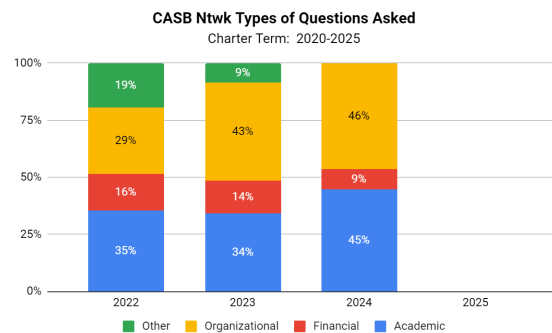
Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

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



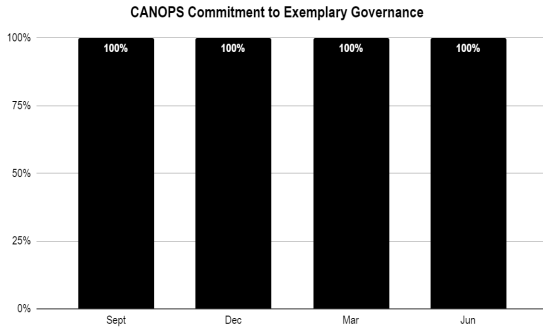
The board is composed of nine members, all of which bring a unique and diverse perspective to the board. They are all highly qualified with experiences in business, community engagement, education, and finance. The board does engage with legal counsel during and outside of meetings. However, it would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



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

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

advance of the scheduled board meeting.



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

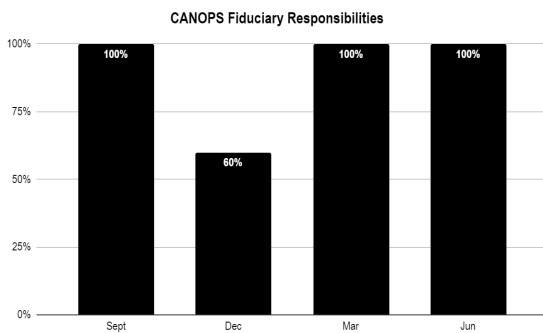
Fiduciary Responsibilities

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

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

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

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



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

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

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

Strategic Planning and Oversight

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

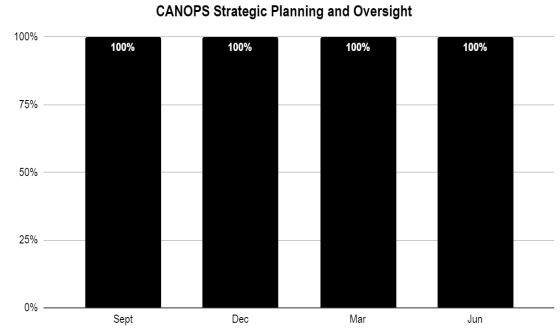
- Oversee the development of a clear strategic plan that reflects the board’s vision and priorities for the school’s future;
- Set annual goals for the school, board, and each board committee;
- Organize the board, its committees, and all meetings in order to meet the school’s annual goals and strategic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

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

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

The board has developed a clear strategic plan, with the support of the network’s superintendent. Annual goals have been created that serve as the foundation of the network and school leadership quarterly goals. The board, as previously stated, was organized in a way that allowed it to be efficient and focused.

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



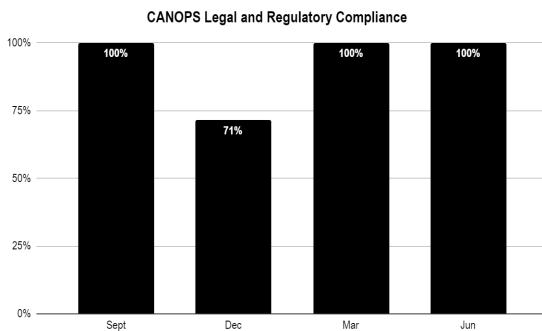
Legal and Regulatory Compliance

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

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

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

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



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

The board maintained the highest standards of public transparency, accurately documenting meetings and board decisions, and adhering to all terms set for in the school’s charter agreement. Based on evidence collected throughout the school year, CANOPS governing

board receives a rating of **Meets Standard**.

SCHOOL LEADER

Leadership

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

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

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

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

SABGC is a part of the Career Academy Network of Public Schools (CANOPS). The network is made up of five schools in South Bend, two high schools, one middle school, and two elementary schools. The network’s board delegated daily oversight obligations to Jeremy 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. Brie Childs served as SABGC’s Principal for the 2023-24 school year, the school’s inaugural year. Ms. Childs brought years of academic and leadership experience to the school as she worked to establish culture, processes, and systems of a new school. Principal Childs did a commendable job of navigating all that is required of a school leader of a brand new school, as evidenced by the stakeholder survey outcomes and overall satisfaction of those she served. Ms. Childs engaged throughout the school year with her team and Education One and consistently provided information to all stakeholders, specifically her network leadership team and the board of directors. Based on evidence collected throughout the school year, SABGC’s school leadership receives a rating of **Meets Standard**.

COMPLIANCE

Charter Compliance

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

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

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

The rubric for this sub-indicator is as follows:

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

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

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

The school was out of compliance in maintaining appropriately licenced staff, but rectified the situation mid-year. 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, SABGC receives a rating of **Meets Standard**.

English Learner Compliance

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

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

The rubric for this sub-indicator is as follows:

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

The school did not have a large enough cohort of English Learner students to warrant compliance of this measure and will receive a rating of **Not Applicable**.

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 did not have a large enough cohort of English Learner students to warrant compliance of this measure and will receive a rating of **Not Applicable**.

Part IV: School Wide Climate

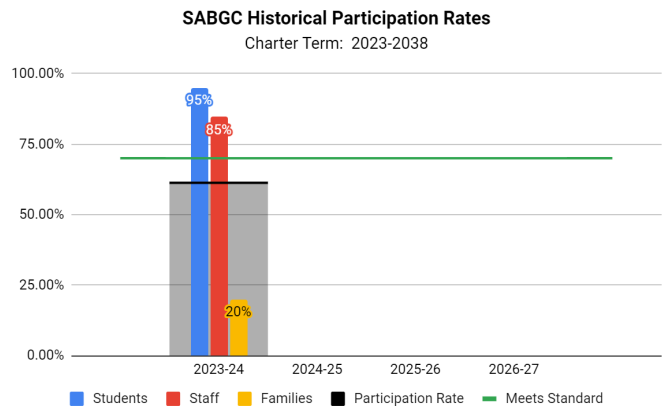
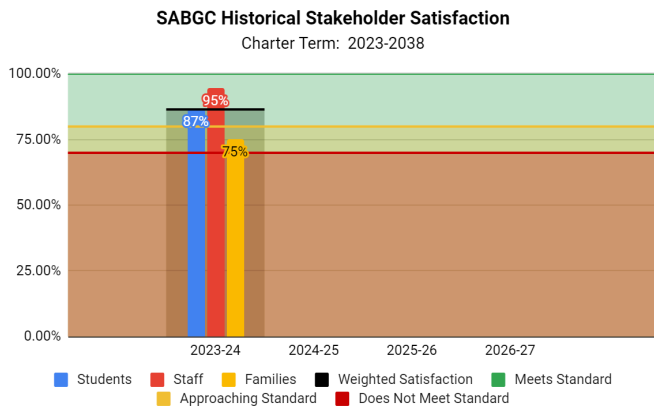
Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school’s effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
	Meets Standard				

The rubric for this indicator is as follows:

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school. With an overall weighted satisfaction rate of 86.4%, the school receives a rating of **Meets Standard**.



While survey participation is not a measure found in the school’s Accountability Plan Performance Framework, it is an important metric to understand the viability of the rating provided above. The following table indicates the total number of possible participants for each stakeholder group, the number of stakeholders that took the survey, and the participation rate of each stakeholder. Education One’s standard for survey viability is a participation rate of at least 70.0%. Student and staff participation exceed this expectation, validating the high rate of satisfaction for both. However, family participation falls far below the expectation and causes pause on the validity of overall results of that group.

SABGC’s Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	40	38	95.0%
Staff	13	11	84.6%
Families	40	8	20.0%

Part V: Next Steps

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

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

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

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

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

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

Next Steps Overview for 2024-25 School Year

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

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

Commendations:

- Building positive and respectful relationships with students
- Establishing the foundation of the school's unique model and mission
- Increasing teacher capacity over time, through coaching supports and/or hiring systems
- Providing targeted interventions after the mid-year assessment to increase overall proficiency by 32 points in reading and 24 points in math

Recommendations:

- Provide targeted intervention systems at the start of the school year
- Create a plan for supporting students in grade levels that showed low progress towards proficiency
- Implement consistent and differentiated coaching strategies to support new and/or existing staff

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

Commendations:

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

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

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

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

GOVERNING BOARD

Commendations:

- Increasing focus of board meetings to academic and student outcomes
- Engagement of members during the board meeting and outside at school events and initiatives
- Establishing effective committees and executive working sessions in between public board meetings
- Ensuring the school leadership team has autonomy and authority to manage the school while maintaining strong and close oversight of outcomes

LEADERSHIP

Commendations:

- Executed goals created by the school's board of directors that align with the school's unique mission and model
- Communicated and engaged effectively with stakeholders (i.e., students, staff, families, and community) that supported the implementation of the mission and vision of the school
- Established culture of respect and satisfaction, as evidenced by the stakeholder survey results

Recommendations:

- Continue to engage in the continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner

COMPLIANCE

Commendations:

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

School Wide Climate
Meets Standard

Commendations:

- Creating a supportive and collaborative culture with students, staff, and families teachers and staff

Recommendations:

- Increase family participation in surveys to validate overall satisfaction but also use results to drive next steps, especially as a new school