



# 2019-20 ANNUAL REVIEW

DYNAMIC MINDS ACADEMY

Evaluated By:

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Education One, L.L.C.

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## OVERVIEW

In order to ensure its schools are operating at the highest level possible, Education One conducts an Annual Review for each school, specifically assessing the school's Academic, Finance, and Governance capabilities. The Annual Review report is a compilation of three key components:

1. Document Review
2. Routine Site Visits
3. Survey Analysis

Evidence of these items is collected throughout the school year and indicators are reported to the school's Board of Directors during regularly scheduled monthly meetings. Through continuous monitoring, Education One is able to identify trends in data over time, address key areas of concern, and highlight key areas of success on a more frequent basis. While the process involves a significant time commitment, Education One believes that this high level of accountability, coupled with strong collaboration will allow 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: the School Board Chair, School Leader, and EMO/Superintendent (*if applicable*). A final copy of each school's Annual Review is then posted on Education One's website, [www.education1.org](http://www.education1.org), for public viewing. Additionally, Education One compiles the Annual Reviews to provide the overall performance of its portfolio. This Education One Performance Report can also be found linked with the Annual Reviews of each school.

## Part I: Academic Performance

The Academic Performance review gauges the academic success of the school in serving its target populations and closing achievement gaps. Part I of this review consists of various indicators designed to measure success of local, state, and federal academic guidelines and goals. All indicators are noted in the school’s Accountability Plan Performance Framework.

Overall Rating	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
	<b>Approaching Standard</b>				

Is the school’s educational program successful?	
Performance Targets	<p><b>Exceeds Standard</b></p> <p>The school consistently and effectively complies with and presents no concerns in the sub-indicators below.</p>
	<p><b>Meets Standard</b></p> <p>The school complies with and presents no concerns in the sub-indicators below.</p>
	<p><b>Approaching Standard</b></p> <p>The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.</p>
	<p><b>Does Not Meet Standard</b></p> <p>The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues; or the school requires an Improvement Plan.</p>

Sub-Indicator Ratings	Sub-Indicators	Rating
	Instruction	AS
	Attendance Rate	AS
	Student IEP Goals	N/A
	Legacy Data: English/Language Arts and Math (Benchmark Assessment)	N/A
	Value Added: English/Language Arts and Math (Benchmark Assessment)	N/A
	Post-Secondary Support	AS
	Graduation Rate	N/A
	State Accountability Grade	N/A
	State Assessment Participation Rate	N/A
	Legacy Data: English/Language Arts and Math (State Summative Assessment)	N/A
	Value Added: English/Language Arts and Math (State Summative Assessment)	N/A
	Subgroup Growth to Proficiency	N/A
	IREAD-3	N/A
	Federal Accountability Grade	N/A
	English Language Learner Proficiency Progress	N/A
	Closing Achievement Gaps	N/A
Chronic Absenteeism	N/A	

**Instruction:** Education One measures and evaluates Instruction on a monthly basis during regularly scheduled site visits where classroom observations are conducted, assessing the following sub-indicators:

- Instructional delivery possesses the appropriate level or rigor;
- Appropriate interventions are implemented in accordance with student IEPs;
- Checks for understanding are appropriately implemented throughout the lesson;
- Students receive timely, growth oriented feedback from the teacher to improve their instructional practices;
- Classroom management supports content delivery;
- Techniques are implemented to increase active engagement of most learners;
- Instruction is based on core learning objectives; and
- The curriculum is implemented according to its design.

During the 2019-20 school year, Education One implemented a new system for calculating instructional ratings, in order to provide all stakeholders with a more accurate method for determining how effectively a school is delivering instruction. Within this new system, schools receive points ranging from 1 to 4 in each of the sub-indicators noted above. Those points are then weighted based on the effect size of each sub-indicator on overall student achievement and growth. The school's rating for the month is based on the sum of the weighted points. The rubric for Instruction, found in the Accountability Plan Performance Framework, is as follows:

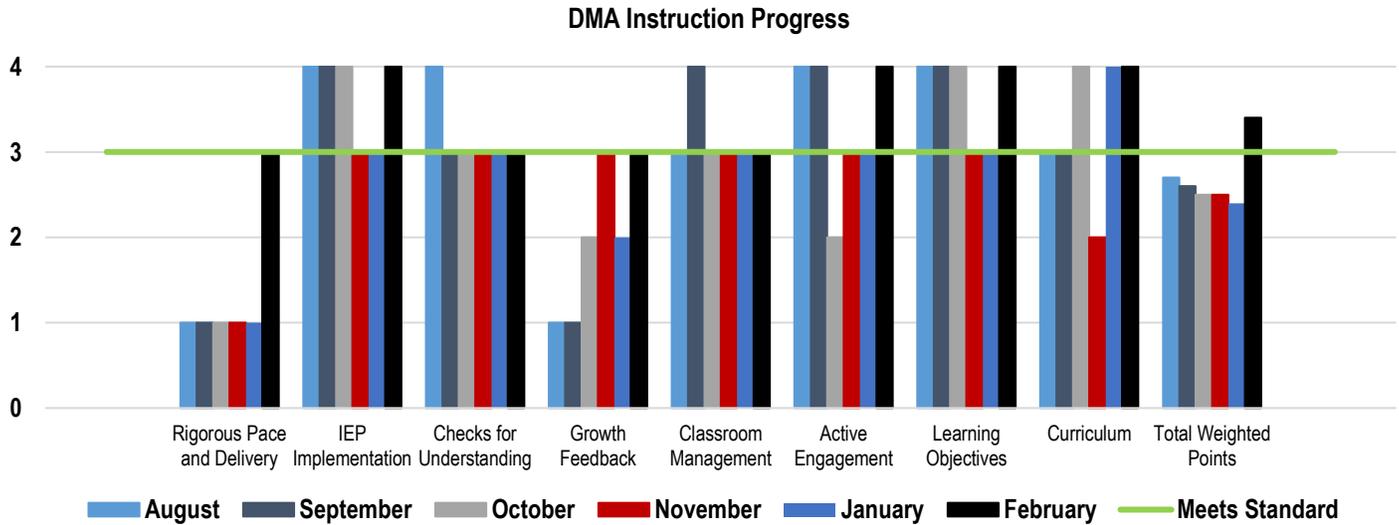
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a score of 4.	The school receives a score within the range of 3.0-3.9.	The school receives a score within the range of 2.0-2.9.	The school receives a score within the range of 1.0-1.9.

The following table shows data collected during routine monthly site visits throughout the 2019-20 school year. The data indicates the percentage of classrooms that showed a concern in each sub-indicator as well as the points that were received for that month. Boxes highlighted in yellow indicate a best practice that was a concern in at least half of the classrooms observed. These areas of focus and improvement were documented and shared with the school's board of directors during regularly scheduled board meetings.

2019-20 Monthly Site Visit Percentage of Classrooms Showing a Concern									
	Rigorous Pace and Delivery	IEP Interventions	Checks for Understanding	Growth Feedback	Classroom Management	Active Engagement	Learning Objectives	Curriculum	Total Pts
Aug.	57.1%	0.0%	0.0%	71.4%	14.3%	0.0%	0.0%	14.3%	2.7
Sept.	71.4%	0.0%	28.6%	71.4%	0.0%	0.0%	0.0%	14.3%	2.6
Oct.	66.7%	0.0%	16.7%	33.3%	16.7%	33.3%	0.0%	0.0%	2.5
Nov.	57.1%	14.3%	28.6%	28.6%	14.3%	28.6%	28.6%	42.9%	2.5
Dec.	No Site Visit Due to Winter Break								
Jan.	57.1%	14.3%	28.6%	42.8%	28.6%	14.3%	14.3%	0.0%	2.4
Feb.	14.3%	0.0%	28.6%	28.6%	14.3%	0.0%	0.0%	0.0%	3.4
Mar.	No Site Visits Due to Statewide School Closures and Implementation of Remote Learning								
Apr.									
Avg.	54.0%	4.8%	21.9%	46.0%	14.7%	12.7%	7.2%	11.9%	2.6

Due to COVID-19, schools across the state were closed by the Governor, in order to ensure the safety of Indiana teachers and students. From March 2020 through the end of 2019-20 school year, Education One schools are now implemented remote learning. Therefore, scheduled site visits for March and April were cancelled. However, because Education One conducts routine monthly monitoring and oversight visits at each of our schools, instructional data for each school was collected between the months of August and February. The following graph illustrates the progress of each sub-indicator

throughout the year based on the percentage of classrooms that showed a concern. Consistent with the Instruction rubric, an area receiving a minimum of a '3' would be meeting standard for that month.



Based on the qualitative and quantitative evidence collected throughout the 2019-20 school year, Dynamic Minds Academy (DMA) receives a rating of **Approaching Standard** according to their Accountability Plan Performance Framework.

**Attendance Rate:** Starting at the age of seven, students in Indiana are required to attend school regularly. The Indiana Department of Education (IDOE) 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 Attendance Rate is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school's attendance rate is 95.0% or greater.	The school's attendance rate is between 90.0 and 94.9%.	The school's attendance rate is less than 90.0%.

The table identifies the average attendance rate per grade level and the school's overall average attendance. DMA had an average attendance rate of 93.7%, and thus, is **Approaching Standard** according to their Accountability Plan Performance Framework.

Attendance Breakdown					
✓ Meets Standard		× Approaching Standard		× Does Not Meet Standard	
Kindergarten	90.7%	×	Seventh Grade	94.1%	×
First Grade	94.6%	×	Eighth Grade	96.0%	✓
Second Grade	95.7%	✓	Ninth Grade	95.6%	✓
Third Grade	94.9%	×	Tenth Grade	87.5%	×
Fourth Grade	95.8%	✓	Eleventh Grade	89.7%	×
Fifth Grade	93.1%	×	Twelfth Grade	94.8%	×
Sixth Grade	95.1%	✓	<b>Overall Average</b>	<b>93.7%</b>	×

**Student IEP Goals:** The mission of DMA is to bridge the gap between treatment and education for students with Autism Spectrum Disorder (ASD). Education One measures the effectiveness of how well the school is meeting the needs of its population through the implementation of Individualized Education Plans (IEPs) and student goals being met. In order to meet standard, at least 70.0% of students enrolled for a semester would need to have met the goals established in their IEPs. The rubric from Student IEP Goals is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students enrolled for at least one semester met their IEP goals.	70.0-79.9% or more of students enrolled for at least one semester met their IEP goals.	60.0-69.9% or more of students enrolled for at least one semester met their IEP goals.	Less than 60.0% of students enrolled for at least one semester met their IEP goals.

As previously mentioned, the state of Indiana closed schools and implemented remote learning in March of 2020 due to a worldwide pandemic. Due to the lack of consistent instructional delivery implemented during the last quarter of the school's year compared to the first three quarters and the inability to complete various testing and observations for goals in IEPs, the school receives a rating of **Not Applicable** for the 2019-20 school year.

**Legacy Data (Benchmark Assessment):** Education One requires all schools in its portfolio to measure student progress multiple times throughout the school year using a tool selected by each individual school. DMA utilized Edmentum's Exact Path during the 2019-20 school year. This computer adaptive assessment assesses students in reading and math and is aligned to Common Core standards.

When calculating Benchmark Assessment Legacy Data, Education One looks at students who were enrolled at the school for two or more years and the grade level proficiency of those students. The rubric for Legacy Data, using benchmark assessment data, is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	70.0-79.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	60-69.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	Less than 60.0% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.

The 2019-20 school year was the first year in which DMA was open and, therefore, does not have any students who are considered legacy. The school receives a rating of **Not Applicable** for the 2019-20 school year in both reading and math.

**Value Added (Benchmark Assessment):** When calculating Benchmark Assessment Value Added, Education One looks at students who had fall and spring scores to provide the school with growth data. The rubric for Value Added, using benchmark assessment data, is as follows:

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

As stated above, the state of Indiana closed schools and implemented remote learning in March 2020 due to a worldwide pandemic. Therefore, DMA was only able to conduct testing during the fall and winter windows. For this reason, the school receives a rating of **Not Applicable** for the 2019-20 school year in both reading and math.

**Post-Secondary Support:** Education One measures the quality of a high school's post-secondary support based on student preparation for post-secondary opportunities through challenging coursework, high expectations, material resources, including personnel guidance that are made available to support students in post-secondary options, and that graduation requirements meet or exceed graduation standard requirements for the state of Indiana. The rubric for Post-Secondary Support is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school exhibits no concerns in the sub-indicator characteristics.	The school presents concerns in one of the sub-indicator characteristics.	The school presents concerns in two or more of the sub-indicator characteristics.

DMA offers various appropriate post-secondary opportunities for its high school students in the way of credited and life skill courses, both academically and through its therapeutic partner, The Hope Source. Appropriately high expectations are woven throughout each students' IEP and diploma track. The school also has adequate material and personnel resources to support students and families in post-secondary opportunities. Currently, graduation requirements meet or exceed graduation standards for the state of Indiana. However, the school needs to continue to develop their graduation pathways for the class of 2023. Therefore, the school receives a rating of **Approaching Standard** according to their Accountability Plan Performance Framework.

**Graduation Rate:** Across the state of Indiana, the Four Year Cohort Graduation Rate shows that 86.4% of students graduated high school in 2018-19. Education One compares the graduation rate of its schools to that of the state of Indiana. The rubric for Graduation Rate is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's graduation rate, including students receiving a certificate of completion, is greater than the state's graduation rate.	The school's graduation rate, including students receiving a certificate of completion, is within 0.0-10.0% of the state's graduation rate.	The school's graduation rate, including students receiving a certificate of completion, is within 10.1-15.0% of the state's graduation rate.	The school's graduation rate, including students receiving a certificate of completion, is more than 15.0% away from the state's graduation rate.

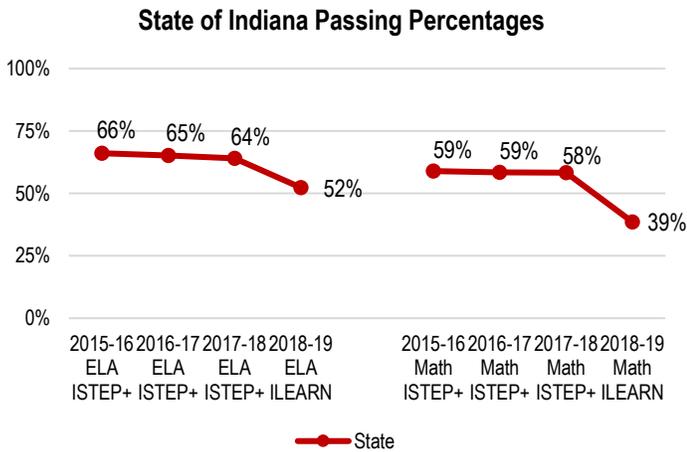
The 2019-20 school year was DMA's first year of operation. Data for graduation rates is released by the state a year in the rear. With no data for Education One to use to measure the graduation rate, the school receives a rating of **Not Applicable** for this indicator.

**State Accountability Grade:** In 2015-16, the state of Indiana implemented a new, student-centered accountability system to report school performance in the form of a letter grade. The framework includes three domains: performance, growth, and multiple measures. Each domain has its own indicators that make up a final score. The final scores are weighted accordingly to determine the final accountability grade. For more information, including the history of Indiana's Student-Centered Accountability for the IDOE, visit: <http://www.doe.in.gov/accountability/indiana-student-centered-accountability>. Education One's rubric for the State Accountability Grade is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school received an 'A' or 'B' for the most recent school year.	The school received a 'C' for the most recent school year.	The school received a 'D' for the most recent school year.	The school received an 'F' for the most recent school year <b>OR</b> received a 'D' for at least two or more consecutive years.

The Indiana Learning Evaluation Assessment Readiness Network (ILEARN) measures student achievement and growth according to the Indiana Academic Standards (IAS) and is the summative accountability assessment used to calculate the performance and growth domains for the state's accountability grade. ILEARN was first implemented during the 2018-19 school year, replacing ISTEP+, which had previously been used to assess achievement levels and growth of the IAS that

were adopted in 2014. Unfortunately, the state does not release state assessment results until well into the following school year, meaning all sub-indicators that utilize state assessment data are indicative of the previous school year. Therefore, the State Accountability Grade represents the 2018-19 school year.



The state of Indiana saw a decrease in overall student achievement of 11.8% in English/Language Arts and 19.7% in Mathematics in grades three through eight after the first execution of the ILEARN assessment. This was likely due to a combination of the rigors associated with the new assessment and newly established performance cuts. Legislation was passed in early 2020 to hold schools harmless for 2019 and 2020 ILEARN results. Information regarding the IDOE’s rationale for lower achievement rates can be found here: <https://www.doe.in.gov/news/indiana-department-education-releases-spring-2019-ilearn-results>.

As previously stated, DMA’s first year of operation was the 2019-20 school year and does not have data to receive an

accountability grade. For that reason the school receives a rating of **Not Applicable** according to their Accountability Plan Performance Framework.

**State Assessment Participation Rate:** The participation rate describes the percentage of students who completed the state mandated summative assessment. It is used for state and federal reporting and accountability determinations. The rubric for State Assessment Participation Rate is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	95.0-100% of students enrolled in testing grades participated in the most current state summative assessment.	85.0-94.9% of students enrolled in testing grades participated in the most current state summative assessment.	Less than 85.0% of students enrolled in testing grades participated in the most current state summative assessment.

DMA did not take the 2019 ILEARN assessment due to their first year of operation being the 2019-20 school year and therefore receives a rating of **Not Applicable**.

**Legacy Data (State Summative Assessment):** When calculating legacy data utilizing state summative assessment results, Education One looks at students who have been enrolled for two or more years and how the achievement results of this group of students compare to the state’s overall results. The rubric for Legacy Data (State Summative Assessment) is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The passing percentage of legacy students is greater than the state passing percentage.	The passing percentage of legacy students is within 0-10.0% of the state passing percentage.	The passing percentage of legacy students is within 10.1-20.0% of the state passing percentage.	The passing percentage of legacy students is more than 20.0% from the state passing percentage.

As previously stated, due to 2019-20 being the first year of operation, DMA receives a rating of **Not Applicable**.

**Value Added (State Summative Assessment):** Under the Indiana Growth Model, the IDOE compares each student’s growth on the state assessment from one year to the next and determines whether students made low, average, or high growth

compared to their academic peers. For more information on how growth is determined, visit <http://www.doe.in.gov/accountability/growth>.

Education One measures the median growth percentile of students achieving growth in both English/Language Arts and Math to ensure that students are making adequate or substantial gains over time in comparison to whether or not students are considered proficient on the state assessment. The rubric for Value Added (State Summative Assessment) is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's Median Growth Percentile was 75 or more (top quartile).	The school's Median Growth Percentile was between 50 and 74.9.	The school's Median Growth Percentile was between 25 and 49.9.	The school's Median Growth Percentile was less than 25 (bottom quartile).

Without 2019 ILEARN data, DMA receives a rating of **Not Applicable** for Value Added (State Summative Assessment).

**State Assessment Subgroup Growth to Proficiency:** Education One identifies subgroups within the testing population to track if students in those subgroups made sufficient academic growth to achieve, maintain, or exceed proficiency in their grade level. The rubric for Subgroup Growth to Proficiency is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The average percentage of student subgroups making sufficient academic growth to achieve, maintain, or exceed proficiency is 80.0% or more.	The average percentage of student subgroups making sufficient academic growth to achieve, maintain, or exceed proficiency is between 70.0-79.9%.	The average percentage of student subgroups making sufficient academic growth to achieve, maintain, or exceed proficiency is between 60.0-69.9%.	The average percentage of student subgroups making sufficient academic growth to achieve, maintain, or exceed proficiency is less than 60%.

To measure this indicator Education One utilizes ILEARN assessment data. Due to 2019-20 being the first year of operation for DMA and, therefore, not having assessment data to analyze, the school receives a rating of **Not Applicable**.

**IREAD-3:** The purpose of the Indiana Reading Evaluation and Determination (IREAD-3) assessment is to measure foundational reading standards through grade three. IREAD-3 is a summative assessment that requires the evaluation of reading skills for students who are in grade three to ensure that all students can read proficiently before moving to grade four. IREAD-3 is administered two times per year, round one taking place in the spring and round two taking place in the summer for those students who did not pass the first round assessment. Education One compares its schools' passing percentage after both rounds of testing to the passing percentage of the state. The rubric for Subgroup Growth to Proficiency is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students receiving a passing score after both spring and summer assessments is greater than the state passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 0-10.0% of the state passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 10.1-20.0% of the state passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is greater than 20.0% of the state passing percentage.

DMA has yet to take the IREAD-3 assessment due to 2019-20 being its first year of operation and therefore receives a rating of **Not Applicable**.

**Federal Accountability Grade:** The Every Student Succeeds Act (ESSA) was signed into law in December 2015. ESSA requires 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. Under this plan, each school receives a federal accountability rating that looks at various data points different and similar to those used to calculate the state accountability grade. More information on the plan can be found at <https://www.doe.in.gov/essa>. The rubric for Federal Accountability Grade is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school received a rating of Exceeds Expectations.	The school received a rating of Meets Expectations.	The school received a rating of Approaches Expectations.	The school received a rating of Does Not Meet Expectation for the most recent school year <b>OR</b> received a rating of Approaches Expectations for at least two or more consecutive years.

DMA receives a rating of **Not Applicable** for reasons previously stated.

**English Language Proficiency Progress:** Education One understands that proficiency of the English language is significant to the academic success of the English Language Learner (ELL) population a school may serve. The school’s English Language Learner program quality is assessed by the percentage of students who met their growth goal from state mandated assessments or achieved English language proficiency according to World-class Instructional Design and Assessment (WIDA). The rubric for English Language Proficiency Progress is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of ELL students that met growth goals or achieved proficiency is greater than 67.0%.	The percentage of ELL students that met growth goals or achieved proficiency is between 33.4 and 67.0%	The percentage of ELL students that met growth goals or achieved proficiency is between 25 and 33.3%	The percentage of ELL students that met growth goals or achieved proficiency is less than 25%.

As stated above, DMA receives a rating of **Not Applicable** because 2019-20 was their first year of operation and they do not have data to provide a measurement for this indicator.

**Chronic Absenteeism:** A student is considered a model attendee under the federal accountability guidelines by having an attendance rate of 96% or higher or an increase in their attendance rate by 3% from the prior year. Rather than averaging an attendance rate similar to the sub-indicator ‘Attendance Rate,’ this indicator finds the percentage of students who meet the aforementioned criteria. The rubric from Chronic Absenteeism is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The model attendee rate is greater than 82.5%.	The model attendee rate is between 69.2 and 82.5%.	The model attendee rate is between 58.7 and 69.1%	The model attendee rate is less than 58.7%.

This indicator uses data from the 2018-19 school year. As 2019-20 was the first year of operation for DMA, the school receives a rating of **Not Applicable**.

## Part II: Financial Performance

The Financial Performance review 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 indicators designed to measure the overall financial viability of a school. All indicators are noted in the school's Accountability Plan Performance Framework.

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

Is the school's educational program successful?	
Performance Targets	<p><b>Exceeds Standard</b></p> <p>The school consistently and effectively complies with and presents no concerns in the sub-indicators below.</p>
	<p><b>Meets Standard</b></p> <p>The school complies with and presents no concerns in the sub-indicators below.</p>
	<p><b>Approaching Standard</b></p> <p>The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.</p>
	<p><b>Does Not Meet Standard</b></p> <p>The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.</p>

Sub-Indicator Ratings	Sub-Indicators	Rating
	Financial Management	MS
	Enrollment Variance	DNMS
	Current Ratio	MS
	Days Cash	AS
	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 weakness with the school’s financial controls; and
- Submission of quarterly financial statements that are timely, complete, and able to be utilized to assess financial sub-indicators

These characteristics are observed on a quarterly basis as well as annually when new financial information is provided by the school and State Board of Accounts (SBOA). Information that is updated is shared out at regularly scheduled school board meetings. The rubric from Financial Management is as follows:

Exceeds Standard	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 its financial audit or quarterly financial reporting requirements.	The school does not meet standard for either its financial audit or quarterly financial reporting requirements

Due to 2019-20 being DMA’s first year of operation there was no audit for the 2018-19 fiscal year. The school met standard in regards to its financial reporting requirements for timely submission of quarterly financial statements turning in 100% of its financial documents to Education One in a timely manner.

For these reasons, the school receives a rating of **Meets Standard** for the 2019-20 school year on their Accountability Plan Performance Framework.

**Enrollment Variance:** Indiana calculates its state tuition support for schools two times per year. The rubric for Enrollment Variance is as follows:

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

According to the Indiana Department of Education, DMA had an enrollment count of 113 students as of September 2019. Education One requires that each of the schools in its portfolio are within 98% of their budgeted enrollment in order to meet standard. DMA’s enrollment variance was 84%. The school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Framework.

**Current Ratio:** With regard to its current ratio, the school’s current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months) with a ratio of 142.59 and therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Framework. The rubric for Current Ratio is as follows:

Meets Standard	Does Not Meet Standard
The current ratio is 1.10 or greater	The current ratio is less than 1.10

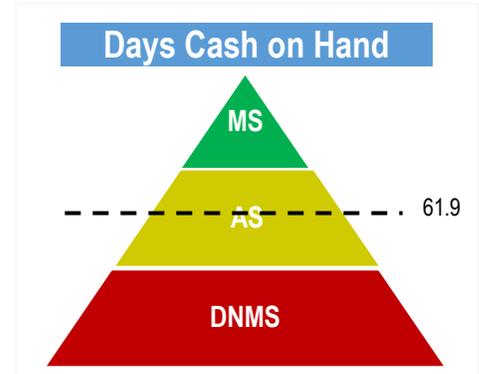
**Days Cash:** Additionally, Education One also calculates days cash on hand as an important measure of a charter school’s fiscal health. This metric indicates how many more days after June 30, 2020 the school would be able to operate. The rubric for Days Cash is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	Days cash on hand is at least 90.0.	Days cash on hand is between 45.0 and 89.9.	Days cash on hand is less than 45.0.

DMA receives a rating of **Approaching Standard** with 61.9 days cash on hand according to their Accountability Plan Performance Framework. This is a commendable number due to 2019-20 school year being the school's first year in operation.

**Debt/Default Delinquency:** This metric is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors. The rubric for Debt/Default Delinquency is as follows:

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



In the case of DMA, creditors provided no indication that the school had defaulted on its debt obligations. Based on the summary of these sub-indicator ratings, DMA receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.

**Debt to Asset Ratio:** Education One monitors the school's debt to asset ratio on a quarterly basis, reporting out at the school's regularly scheduled board meetings. This ratio indicates the percentage of assets that are being financed with debt. The school **Meets Standard** for the debt to asset ratio sub-indicator, with a ratio of 0.34. The rubric for Debt to Asset Ratio 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.

**Debt Service Coverage:** Education One monitors the school's debt service coverage ratio on a quarterly basis, reporting out at the school's regularly scheduled board meetings. This ratio is a measurement of the cash flow available to pay current debt obligations. Due to DMA's first year of operation being the 2019-20 school year, this indicator is rated as **Not Applicable**. The rubric for Debt Service Coverage 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 schools. Part III of this review consists of various indicators designed to measure how well school administration and the school's Board of Directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations. All indicators are noted in the school's Accountability Plan Performance Framework.

Overall Rating	Year 1	Year 2	Year 3	Year 4	Year 5
	<b>2019-20</b>	2020-21	2021-22	2022-23	2023-24
	<b>Meets Standard</b>				

Is the school's educational program successful?	
Performance Targets	<p style="text-align: center; color: #003366;"><b>Exceeds Standard</b></p> <p>The school consistently and effectively complies with and presents no concerns in the sub-indicators below.</p>
	<p style="text-align: center; color: #006633;"><b>Meets Standard</b></p> <p>The school complies with and presents no concerns in the sub-indicators below.</p>
	<p style="text-align: center; color: #cc9900;"><b>Approaching Standard</b></p> <p>The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.</p>
	<p style="text-align: center; color: #cc0000;"><b>Does Not Meet Standard</b></p> <p>The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.</p>

Sub-Indicator Ratings	Sub-Indicators	Rating
	Academic Leader Review	<b>MS</b>
	Governance	<b>MS</b>
	Special Education Compliance	<b>MS</b>
	Charter Accountability Reporting Requirements	<b>MS</b>

**Academic Leader Review:** Education One measures the quality of the school’s leadership team by looking at various characteristics, including experience, leadership stability, communication with stakeholders, clarity of roles and responsibilities, engagement in continuous improvement and addressing areas of concern, and consistently providing information to and consulting with the school’s 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. These findings are reported to the school’s board of directors and leadership on a semester basis. To rubric for Leadership is as follows:

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

During the 2019-20 school year, Samantha Bandy served as the School Leader of DMA. As School Leader, Ms. Bandy was primarily responsible for academic and instructional development, state and authorizer reporting requirements, Special Education oversight, and student discipline.

DMA’s first year of operation proved to be nothing short of extraordinary. Ms. Bandy rose to the occasion to tackle all the various challenges presented to both her and the school as a whole. She demonstrated appropriate academic and leadership qualities by working to collaborate with her staff to establish clear academic expectations, work with the therapy provider to ensure goals of students were being met, and create systems and structures to continuously improve upon practices. This was ever apparent during the COVID-19 school closures and move towards remote learning. Ms. Bandy worked tirelessly with her leadership team, teachers, and staff to create structures for IEP services and education to continue remotely from March until June of 2020.

Principal Bandy created a leadership team comprised of various individuals with experience in education, teaching students on the autism spectrum, and Special Education practices and procedures. The leadership team remained consistent throughout the school year despite unforeseen challenges. They showed great commitment to the vision and mission of the school due to the leadership of Ms. Bandy.

School Leader Bandy worked diligently throughout the year to ensure there was not only clarity of roles and responsibilities amongst the DMA staff but also clarity of the responsibility of Dynamic Minds Academy teachers and aides and The Hope Source guides and therapy providers. It is through this work that Ms. Bandy exhibited engagement in continuous improvement and worked to establish systems for addressing areas of deficiency amongst her team. While Ms. Bandy and her team have worked to collaborate with their therapy partner, this is an area that will continue to need improvement going into the 2020-21 school year with clearly establish roles and responsibilities of both entities in order to support the whole child and fulfill the mission of the school.

Ms. Bandy has proved to be an excellent communicator, consistently providing information to and consulting with the school’s Board of Directors, Education One, and other key stakeholders, such as The Hope Source. In addition, she attends all of DMA board meetings as well as monthly meetings with the Education One team. During these meetings, she provides detailed updates pertaining to student performance, student recruitment and retention, school initiatives, staff professional development, and major events.

Overall, due to the Principal’s experience and demonstrated ability, DMA receives a rating of **Meets Standard** for school leadership.

**Governance:** Education One measures the quality of a governing board by looking at various characteristics, including timely communication with Education One, a clear understanding of the mission and vision of the school, adherence to board policies and procedures, recruitment and selection of knowledgeable members who represent diverse skill sets, effective and transparent management of conflicts of interest, collaboration with school leadership, adherence to the charter agreement, quarterly board training for all members, and holding all meetings in accordance with Indiana Open Door Law.

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the president and committees of the board. These findings are reported to the school's board of directors and leadership on a monthly basis. The rubric for Governance is as follows:

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

The Board of Directors for DMA is comprised of members with a wealth of knowledge and experiences to clearly understand the mission and vision of the school. Collectively the board represents skill sets in areas of finance, community engagement, business, legal, and education, specifically special education and children with ASD.

As witnessed during monthly board meetings, members of DMA's governing board adhered to the board policies and procedures found in clearly establish by-laws and held each meeting in accordance with Indiana Open Door Law. The board met quorum in each of its meetings with 100% attendance of its five members at almost all meetings held during the 2019-20 school year. Board members were prepared and actively participated during each meeting, providing quality discussions and questions when appropriate.

The board president communicated and collaborated with the Education One team and school leader on a regular basis when needed. The board collaborated with the school leader throughout the school's first year of operation to establish clear objectives, priorities, and goals, specifically surrounding enrollment, budget, partnership with The Hope Source, and ensuring that the mission of the school was being fulfilled. Interactions were conducive to the success of the school and members often provided continuous and constructive feedback to engage with the school leader regarding improvement plans and areas of growth.

The governing board proved to be effective and transparent in managing any conflicts of interest and adhering to its charter agreement as it pertains to governance structure. The members of the board were careful to asking members of the Education One team for advice on various items to ensure the school was compliant on all fronts and handling matters appropriately.

After a thorough review, including meeting minutes and notes, the DMA board receives a rating of **Meets Standard** according to their Accountability Plan Performance Framework.

**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 site visit on a quarterly basis and looks for evidence that IEP goals are established, current, appropriately communicated with the classroom teacher, and implemented. Similarly, the school must provide evidence that disciplinary actions are appropriate, legal, equitable, and fair

**Skill Sets Represented on the Board**



Finance



Legal



Community Engagement



Education



Business

as well as the percentage of disciplinary actions of SPED students does not exceed the percentage of students identified as SPED. The rubric for Special Education Compliance is as follows:

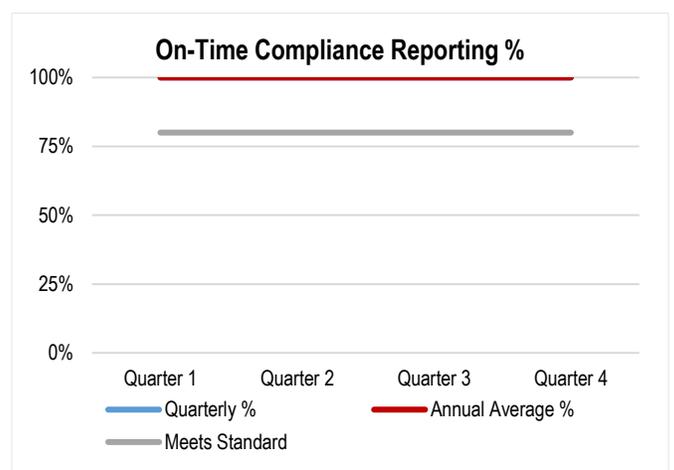
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school complies with all state and federal special education laws and provides appropriate documentation as evidence meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of indicator components and has a credible plan to address the issues.	The school presents concerns with documentation and/or compliance in a minimal or majority of the indicator components and/or provides no evidence of a credible plan to address the issues.

Education One’s Compliance Officer visited and/or reviewed documents for DMA in September, November, February, and May during the 2019-20 school year. In September the school received a rating of Approaching Standard with 25% of the files checked not being in compliance. However, the school had a credible plan to address the issues. The school received ratings of Meets Standard for the remainder of the compliance checks. With almost 100% of students enrolled at DMA having an IEP, Education One commends the DMA staff for maintaining compliance in this area, specifically during its first year of operation and students being moved to remote learning in March of 2020. Therefore, the school receives a rating of **Meets Standard**.

**Charter Accountability Reporting Requirements:** Education One requires its schools to submit monthly reports consistent with state reporting and what is required of the authorizer to maintain according to legislation. The school is measured by timely submission of reports, compliance in terms of the school’s charter, policies, and federal and state laws, proactive and productive collaboration with the board to meeting governance obligations, and participation during scheduled meetings with Education One. The rubric for Charter Accountability Reporting Requirements is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school complies with and presents no concerns in the indicator characteristics.	The school presents concerns in a minimal number of characteristics and has a credible plan to address the issues.	The school presents concerns in a minimal or majority of characteristics and/or with no credible plan to address the issues.

During the 2019-20 school year, DMA Principal Ms. Bandy was primarily responsible for submitting compliance documents to Education One. Documents such as employee spreadsheets, board meeting minutes, academic data, and quarterly reports were routinely submitted on time and complete. State reporting documents were submitted in accordance with state law. DMA maintained compliance with all material sections of its charter and submitted amendments as applicable. Ms. Bandy was consistently and actively engaged in meetings with Education One and maintained sufficient communication with Education One between scheduled meetings. Thus, DMA receives a rating of **Meets Standard** according to their Accountability Plan Performance Framework.



## Part IV: School Climate

The School Climate review gauges the culture of the school in meeting the needs of students, staff, and parents in order to ensure overall effectiveness. Part IV of this review consists of indicators designed to measure how well a school is providing the appropriate conditions for stakeholder success. All indicators are noted in the school's Accountability Plan Performance Framework.

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

Is the school's educational program successful?	
Performance Targets	<p><b>Exceeds Standard</b></p> <p>The school consistently and effectively complies with and presents no concerns in the sub-indicators below.</p>
	<p><b>Meets Standard</b></p> <p>The school complies with and presents no concerns in the sub-indicators below.</p>
	<p><b>Approaching Standard</b></p> <p>The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.</p>
	<p><b>Does Not Meet Standard</b></p> <p>The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.</p>

Sub-Indicator Ratings	Sub-Indicators		Rating
	School-Wide Satisfaction		N/A
	Survey Participation		N/A

**School-Wide Satisfaction:** In order to gauge school-wide satisfaction amongst stakeholders, including parents, students and staff, Education One requires all of the schools in its portfolio to administer an annual survey, created and analyzed by a third party provider. The survey measures overall satisfaction with the school, effectiveness of communication, safety of the school environment, and student/staff/parent interactions. The rubric for School-Wide Satisfaction is as follows:

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

Due to the circumstances surrounding the worldwide pandemic and the school going to remote learning in March of 2020, the school was unable to provide a survey that would yield both the quality and quantity of responses to measure this indicator. Therefore, the school receives a rating of **Not Applicable**.

**Survey Participation:** While survey participation is not a metric that is calculated in the Accountability Plan Performance Framework, understanding the survey’s population size as well as its sample size is valuable in determining the validity of the overall survey. A school’s population size is defined as the total number of possible respondents. The sample size is the number of completed responses the survey received.

Due to the lack of survey data for the 2019-20 school year for reasons stated above, the school receives a rating of **Not Applicable** for this indicator.

## Part V: Continuous Learning Plan

Starting in March 2020, Indiana school buildings were closed to traditional face to face instruction and remote learning was implemented throughout the state due to the worldwide COVID-19 pandemic. Eventually the Governor of Indiana would close school buildings for the remainder of the school year, which was defined as June 30, 2020. As a response to this extensive closure the Indiana Department of Education required all traditional public, public charters, and private schools to submit a Continuous Learning Plan (CLP) that covered the following areas:

- Delivery of Learning;
- Achievement and Attendance; and
- Staff Development

Dynamic Minds Academy submitted their CLP by the deadline provided by the state and it was accepted by officials as written. The Education One team met with the leadership team of DMA on a bi-weekly basis to support in the implementation of the plan and provide resources and feedback as needed.

**Delivery of Learning:** DMA implemented a remote learning plan that combined digital and paper/pencil learning based on family wants and needs. Any resources that students and families needed in order to continue learning were provided by the school in a timely manner. DMA continued partnering with The Hope Source as their therapy provider who was able to continue services through telehealth platforms. The leadership team and staff maintained transparent and consistent communication of expectations of remote learning with students and parents through various communications systems, emails, and outreach based on family feedback.

**Achievement and Attendance:** Through the use of various digital curriculums, like Plato and Exact Path, and delivery tools, like Zoom and Blendspace, students were able to continue to their learning and progress towards achievement in relation to grade level standards and high school credit attainment. Attendance was documented through the students' interaction with these various digital avenues. The school documented attendance at 93.6%.

**Staff Development:** Education One commends DMA for utilizing this time to drive professional development not only in the CLP but also to further develop staff to improve upon general best practices and curriculum development. The leadership team observed live and pre-recorded lessons in order to provide feedback and support to their teachers. Staff meetings were held on a weekly basis but the leadership team also provided one-on-one support to teachers as needed.

## Part VI: Next Steps

*Does the school or organization require interventions moving forward?*

Education One provides tiered support to its portfolio of schools to ensure that students and families are receiving the best possible educational experience. Education One believes the process for turn around, improvement, and maintaining quality practices happens through a differentiated, tiered approach to authorizing.

### **Tier I: High-Quality Authorization, Screening and Group Interventions**

All schools within Education One's portfolio receive a foundation of high-quality authorization best practices to ensure that any difficulties seen at the school are not due to inadequate authorization. All schools are monitored to identify areas of improvement on a monthly basis through Monthly Site Visits and Monthly Reporting Requirements that monitor the status of the school's Accountability Plan and documents academic, board governance, and financial processes.

All schools receive supplemental authorization support in identified areas of improvement based off the continuous monitoring through Mid-Month Accountability Visits that provide schools an opportunity to collaborate with the Education One Team on school-specific initiatives. Schools not showing adequate progress in Tier I are moved to Tier II. Inadequate progress is receiving a rating of "Does Not Meet Standard" in academics, board governance, or finance on the school's Annual Review.

### **Tier II: Targeted Interventions**

Schools not making adequate progress in Tier I are provided with increasingly rigorous support to match their needs on the basis of levels of performance on the Annual Review and rates of progress from the Monthly Site Visits and Monthly Reporting Requirements. A School Improvement Plan will be created, identifying areas of improvement, goals, strategies to be implemented to support the goals created, and a timeline for application of the strategies identified. The Education One Team and School Leadership Team will collaborate and create the School Improvement Plan together to ensure the plan is rigorous and that the team has the capacity to carry out the plan.

The intensity of support will vary in frequency and duration based on the team's ability to implement the identified strategies. The school will have one academic year to implement the School Improvement Plan to show progress in their area of growth. Schools that move out of the "Does Not Meet Standard" rating on the next Annual Review will move back to Tier I. Schools that show progress towards the goals in their School Improvement Plan but maintain a "Does Not Meet Standard" rating on the next Annual Review will remain in Tier II. Schools that continue to have a rating of "Does Not Meet Standard" on the next Annual Review with little to no progress towards goals outlined in their School Improvement Plan will move to Tier III.

### **Tier III: Intensive Interventions and Comprehensive Evaluation**

Schools not making adequate progress in Tier II are provided with increasingly intensive support to match their needs on the basis of levels of performance on the Annual Review, rates of progress from the Monthly Site Visits and Monthly Reporting Requirements, and lack of progress towards goals created in previous School Improvement Plan. The school will receive individualized, intensive interventions that target deficits through a specialized Emergency Accountability Plan. While each school has an Accountability Plan that monitors broad, best practices regarding academics, board governance, and finances, the Emergency Accountability Plan will be specific to the targeted deficits, including implementation components and timelines that are non-negotiable. Schools that meet the desired level of progress will be moved back to Tier II with the implementation of a School Improvement Plan to ensure progress towards meeting standard continues. If schools do not achieve the desired level of progress, within the allotted period, in response to these targeted interventions, the school may be referred for a comprehensive evaluation and considered for nonrenewal or closure.

Overall, Dynamic Minds Academy's first year of operation, 2019-20, was full of challenging obstacles that the leadership team, teachers, and staff faced head on to ensure academic success for their students was obtainable. The first year of operation proved that the leadership found in the school's governing board and school leader was focused on creating systems, processes, and procedures that would guarantee the mission and vision of the school was being carried out with fidelity. Education One commends the school for its desire for continuous improvement and understands that with the worldwide pandemic and school closure that the specific work being done was forced to switch gears and focus on remote learning.

The school will be classified as a Tier I school for the 2020-21 school year. However, improvement in the following areas is necessary for the coming school year and will be monitored during regularly scheduled site visits and mid-month accountability visits with the Education One team.

- Provide training and create processes for utilizing the benchmark system to drive instruction that promotes growth towards proficiency.
- Continue to improve collaboration and partnership with The Hope Source and clarify the roles and responsibilities of DMA and The Hope Source staff during the academic portion of the students' day.