



EDUCATION ONE
AT TRINE UNIVERSITY

2024-25 ANNUAL REVIEW

GIRLS IN STEM ACADEMY

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Education One, L.L.C.

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REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29
	Meets Standard				

Is the school's educational program successful?

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

What does the Overall Rating for Academic Performance mean?

Year 1	The school received a rating of Meets Standard, complying with and presenting only a minimal concern in overall student attendance.
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	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				
	Chronic Absenteeism	N/A				

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

STATE AND FEDERAL ACADEMIC PERFORMANCE

Girls IN STEM Academy (GISA), opened in fall of 2024. Therefore, the school will start receiving state and federal accountability ratings starting with 2024-25 school year data. Because state and federal ratings come from previous school year data, GISA 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 three 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.

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

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

Growth on State Summative Assessment

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

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

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.

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:

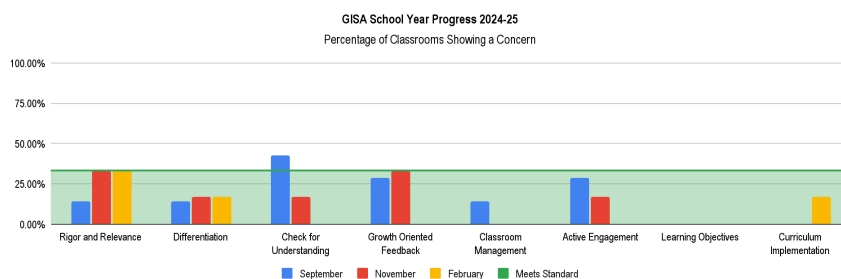
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction 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 2024-25 school year. The goal is for a bar to be within the green 'Meets Standard' shaded area of the graph.

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

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

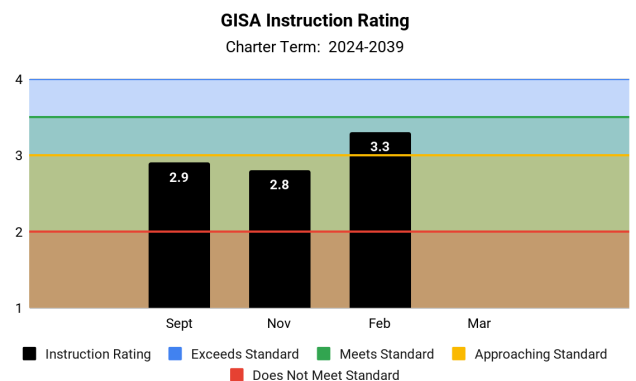
To coincide with the graph, the following table indicates the actual percentage of classrooms where there was an observable concern.

	September	November	February
Rigor + Relevance	14.0%	33.3%	33.3%
Differentiation	14.0%	16.7%	16.7%
Checks for Understanding	43.0%	16.7%	0.0%
Growth Oriented Feedback	29.0%	33.3%	0.0%
Classroom Management	14.0%	0.0%	0.0%
Active Engagement	29.0%	16.7%	0.0%
Learning Objectives	0.0%	0.0%	0.0%
Curriculum Implementation	0.0%	0.0%	16.7%

Over the course of the year, the school made commendable strides in fostering strong classroom culture, effective instruction, and student engagement. Teachers consistently set and communicated clear behavioral and academic expectations, and students remained attentive and focused throughout lessons. Learning objectives were routinely student-centered and aligned to standards, with technology thoughtfully incorporated, especially in grades 3–6, to support engagement and check for understanding.

Instruction was further strengthened by the use of open-ended questioning and feedback that encouraged student reasoning and ownership of learning. While classroom management and culture were consistently strong, the school is encouraged to deepen instructional rigor by supporting teachers in implementing gradual release strategies and checks for understanding, particularly in small-group settings. Continued focus on differentiated instruction and real-world application will ensure all students, including those performing above grade level, are consistently challenged and supported.

As a first year school within an established network, GISA was rated as a Tier II school, receiving site visits on a bi-monthly basis during the 2024-25 school year. The following graph illustrates the school's instructional trend data throughout the current school year (by month).



Based on the qualitative and quantitative evidence collected throughout the 2024-25 school year, GISA receives a rating of **Meets Standard** with an average instruction rating of 3.0 points.

Attendance

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

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

The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. GISA had an average attendance rate of 92.4% and, thus, **Approaching Standard** according to the school's Accountability Plan Performance Framework. It is worth noting that, due to the school's relatively small enrollment, chronic absenteeism among a limited number of families had a disproportionate impact on the overall attendance rate.

Attendance Breakdown					
Kindergarten	90.9%	X	Fourth	93.0%	X
First	92.2%	X	Fifth	92.6%	X
Second	90.8%	X	Sixth	95.1%	✓
Third	93.5%	X	Whole School	92.4%	X
Key: ✓ = Meets Standard, X = Approaching Standard, X = 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 2024-25 school year, GISA utilized Cambium ClearSight, formative assessment platform for all students in grades 3-8. The reading and math assessments align to Indiana's state summative assessment in its complexity, rigor, and performance level indicators. Since the assessment does not include a growth measure, Education One will evaluate the school's change in proficiency rates from the beginning of the year to the end of the year assessment with the following rubric, taking into consideration the schools small testing size of 25 students:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students demonstrate grade level proficiency standards OR Increase of 5 or more students reaching proficiency.	70.0-79.9% of students demonstrate grade level proficiency standards or met growth targets. OR Increase of 3-4 students reaching proficiency.	60.0-69.9% of students demonstrate grade level proficiency standards or met growth targets. OR Increase of 1-2 students reaching proficiency.	Less than 60.0% of students demonstrate grade level proficiency standards or met growth targets. OR No increase or decline in the number of proficient students.

The following table illustrates the overall proficiency and progress towards proficiency (whether or not a student maintained grade level proficiency or met growth targets) throughout the school year.

Progress Towards Proficiency						
	Reading			Math		
	Baseline Proficiency Fall of 2023	End of Year Proficiency Spring of 2024	Rating	Baseline Proficiency Fall of 2023	End of Year Proficiency Spring of 2024	Rating
School	36.0%	60.0%	✓	8.0%	44.0%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Reading: The school increased the number of proficient students by 6, therefore, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework.

Math: The school increased the number of proficient students by 9, therefore, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework.

Historical Proficiency

The success of the school's educational model is measured by analyzing how legacy students perform compared to non-legacy students. A legacy student is identified by having attended the school for a minimum of three consecutive years. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Legacy students outperform non-legacy students by more than 7.5% Or The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	Legacy students outperform non-legacy students by 5.0-7.5%. Or The percentage of legacy students meeting grade level proficiency standards is between 70.0-79.9%.	Legacy students outperform non-legacy students by 2.5-4.9%. Or The percentage of legacy students meeting grade level proficiency standards is between 60.0-69.9%.	Legacy students outperform non-legacy students by less than 2.5%. Or The percentage of legacy students meeting grade level proficiency standards is less than 60.0%

As previously stated, the 2024-25 school year was the first year in which GISA was open. Therefore, the school receives a rating of **Not Applicable** and will not be held accountable to this measure until the 2026-27 school year.

Part II: Financial Performance

The Financial Performance section gauges both short-term financial health as well as long term financial sustainability, while accounting for key financial reporting requirements. Part II of this review consists of various measures designed to assess the overall financial viability of a school. All measures are noted in the school's Accountability Plan Performance Framework.

Overall Rating for Financial Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29
	Does Not Meet Standard				

Is the school in good financial standing?

Performance Rubric	Meets Standard	The school receives a weighted score of 2.7-3.2, complying with and presenting minimal to no concerns in the indicator measures.
	Approaching Standard	The school receives a weighted score of 2.0-2.6, presenting some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues OR the school receives a weighted score of 2.0-2.6, with no credible plan to address the issues.

What does the Overall Rating for Financial Performance mean?

Year 1	The school received a rating of Does Not Meets Standard, with a weighted rating of 1.8. The current financial rating reflects a short-term cash flow issue driven by the timing of major capital investments and delayed reimbursements, not a structural financial problem. Education One is also aware that with the school not being in its long-term facility during Year 1 impacted projected budgeted enrollment.
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Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	Financial Management	MS				
	Enrollment Variance	DNMS				
	Current Ratio	DNMS				
	Days Cash	DNMS				
	Debt/Default Delinquency	MS				
	Debt to Asset Ratio	DNMS				
	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.

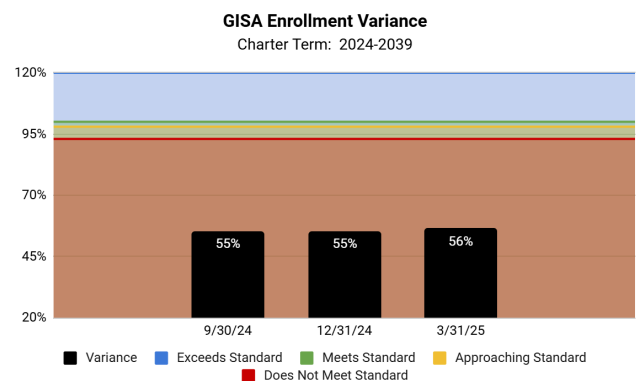
The school's first annual audit will be submitted during the next academic school year. The school did submit quarterly financials in a timely and complete fashion. For these reasons, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

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, GISA had an enrollment of 55 students as of October 2024. Similarly in February of 2025, the school observed an enrollment of 56 students. In August of 2024, Paramount Schools of Excellence submitted its annual budget based on an enrollment of 100 of students. With an enrollment variance of 56%, the school receives a rating of **Does Not Meet Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term.



Current Ratio

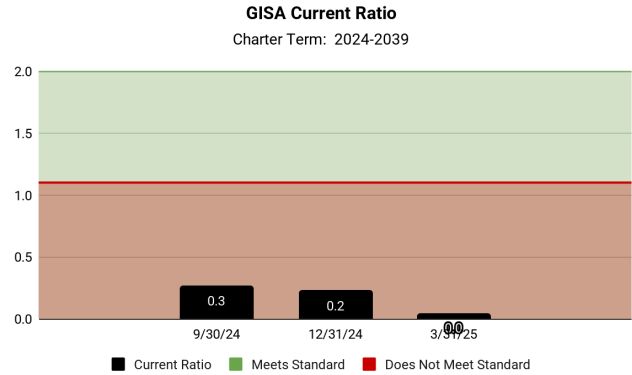
Education One assesses if the school's current assets (cash or other assets that can be accessed in the next twelve months) exceed its current liabilities (debt obligations due in the next twelve months). The rubric for this sub-indicator is as follows:

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

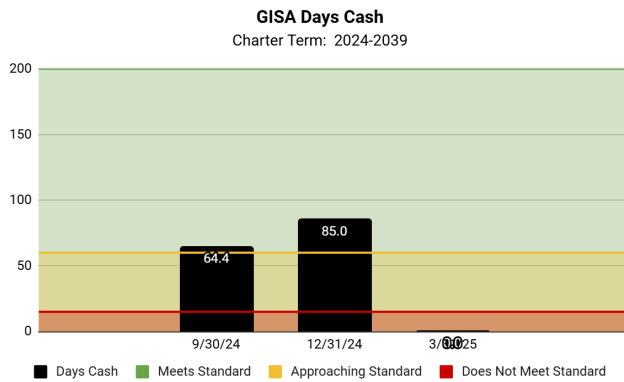
At the time of this report, the school's liabilities exceed its current assets with a ratio of 0.04, and, therefore, receives a rating of **Does Not Meet Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

Days Cash

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



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



At the time of this report, GISA had 0.02 days cash. For this reason, the school receives a rating of **Does Not Meet Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.

Debt/Default Delinquency

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

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

At the time of this report, 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

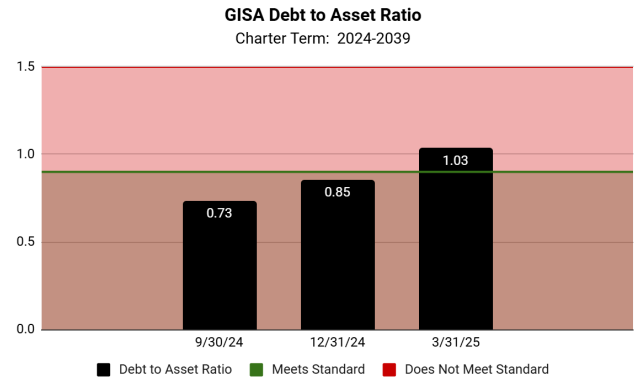
Education One monitors the school's debt to asset ratio, which indicates the percentage of assets that are being financed with debt. The rubric for this sub-indicator is as follows:

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 **Does Not Meet Standard** with a ratio of 1.03. The corresponding graph illustrates trends in debt to asset ratio throughout the school's current charter term.

Debt Service Coverage

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



Part III: Organizational Performance

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

Overall Rating for Organizational Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29
	Meets Standard				

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

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school receives an overall 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	Culture of High Expectations	MS				
	Staff Development	MS				
	Instructional Leadership	MS				
Compliance	Charter Compliance	MS				

GOVERNING BOARD

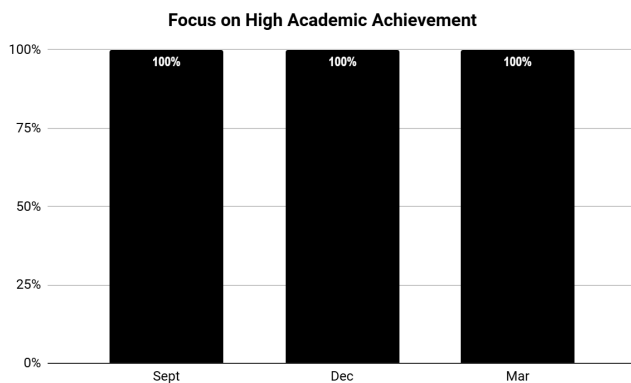
Focus on High Academic Achievement

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

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

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

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



The governing board of Paramount Schools of Excellence (PSOE) demonstrates a clear commitment to high academic achievement and the mission of the school by consistently using student performance data to guide strategic decisions and monitor progress toward established goals.

Board members share a unified definition of academic excellence and assume ultimate responsibility for ensuring both school and student success. Through regular review of key indicators, such as assessment outcomes, growth measures, and college or career readiness benchmarks, the board remains actively informed and engaged in evaluating the school's performance. Their actions reflect a focused effort to

align governance with outcomes, ensuring that all decisions support the academic success of every student. Based on evidence collected throughout the school year, PSOE governing board receives a rating of **Meets Standard**.

Commitment to Exemplary Governance

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

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

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

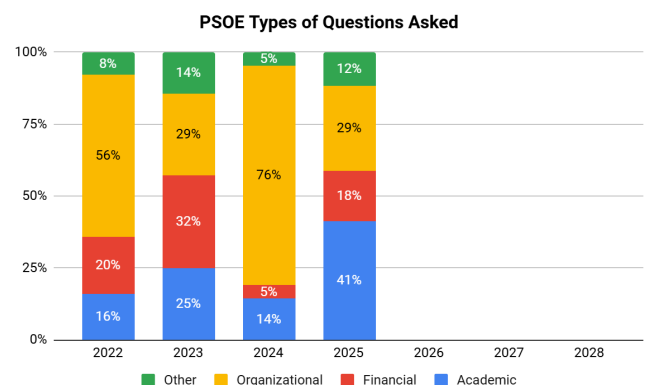
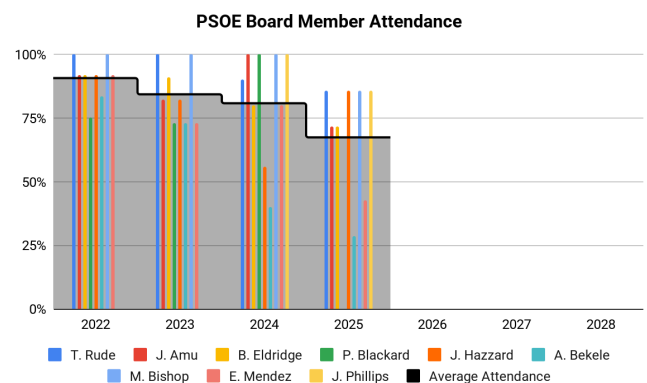
Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

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

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

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



Fiduciary Responsibilities

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

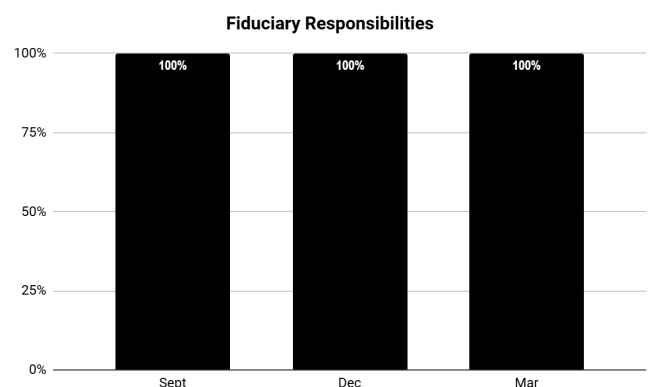
- Ensure that all members understand the school's finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically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

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

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

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

The board ensures that annual budgets are thoughtfully developed to support student achievement, and members actively contribute their time, expertise, and resources to the school's success. Additionally, the board engages in efforts to expand program awareness, build community partnerships, and pursue fundraising opportunities that supplement public funding. Their understanding of the broader charter school landscape also enables them to advocate for policies that support and advance the charter movement. Based on evidence collected throughout the school year, PSOE governing board receives a rating of **Meets Standard**.



Strategic Planning and Oversight

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

- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the school's

future;

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

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

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



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

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

challenges and drive continuous improvement.

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

Legal and Regulatory Compliance

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

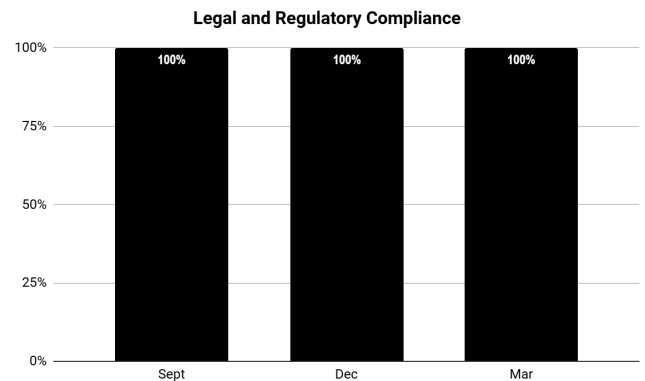
- Hold all meetings in compliance with Indiana's Open Door Law;

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

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

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

The governing board consistently demonstrates a strong commitment to legal and regulatory compliance, fulfilling its fiduciary responsibilities with diligence and integrity. Board meetings are conducted in alignment with Indiana's Open Door Law, and proceedings are accurately documented to uphold transparency and public accountability.



The board operates in accordance with the terms of the charter agreement and follows established policies and procedures as outlined in its bylaws. Policies are reviewed and updated regularly to reflect evolving legal standards and best practices. The board ensures compliance with all applicable state and federal laws, including those governed by the State Board of Accounts and IRS requirements, and exercises sound business judgment in matters such as conflict of interest management, liability insurance, and financial reporting. Based on evidence collected throughout the school year, PSOE governing board receives a rating of **Meets Standard**.

SCHOOL LEADER

Culture of High Expectations

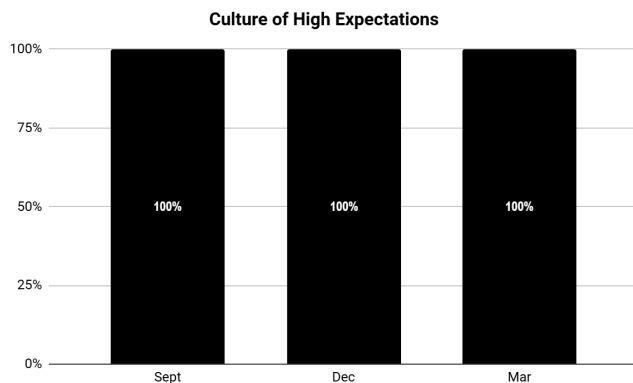
Education One measures the school leader and/or leadership team on the effectiveness of creating a school culture of high expectations. Leaders serve as models, mentors, and catalysts for positive change within the school community. The ability to create a culture of high expectations is fundamental to creating a thriving, dynamic learning community where all students can flourish. Leadership teams exhibit the following characteristics in creating a culture of high expectations:

- Evidence stability in key administrative positions;
- Maintain appropriately licensed and/or certified personnel in key administrative positions;
- Receive a rating of effectiveness in the role of a school leader;
- Provide clarity of roles and responsibilities among school staff;

- Execute goals created by the school's board of directors that align with the school's mission and/or vision;
- Engage in the continuous process of improvement and establishment of systems for addressing areas of deficiency on time;
- Communicate effectively with stakeholders (i.e., students, staff, families, and community) that support the implementation of the mission and vision of the school; and
- Provide consistent information to and consult with the school's board of directors and members of Education One.

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

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



In its inaugural year, the school has established a strong foundation built on high expectations, driven by a leader who is both visionary and intentional. The school leader has skillfully articulated and upheld a clear mission centered around empowering young women through STEM education. Her ability to communicate this vision, alongside building meaningful partnerships with well-known organizations demonstrates a deep commitment to long-term impact and community engagement.

With clearly defined roles among staff, effective communication with stakeholders, and consistent alignment to board goals, the leader models the kind of

high-functioning, mission-aligned leadership that sets the tone for a thriving school culture. Her approach reflects a deep understanding of how to tell the school's unique story while holding it to rigorous standards of performance and innovation. Based on evidence collected throughout the school year, GISA's school leadership receives a rating of **Meets Standard**.

Staff Development

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

- At least 90% of teachers who teach full-time either:
 - Hold a license or permit to teach in a public school in Indiana described in code or rules adopted by the state board concerning the licensing of teachers; or
 - Are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program established by the Indiana code.
- Any individuals who provide a service for which a license is required under Indiana law must have the appropriate

license;

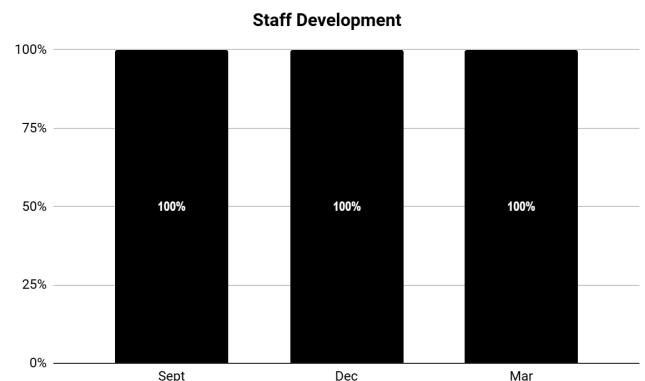
- Establish an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) in which teachers believe that all students can succeed;
- Conduct regular teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses, that teachers are held accountable for;
- Provide sustained, systemic, and effective supervision, professional development, and coaching that improves teachers' instructional effectiveness; and
- Ensure professional development activities are interrelated with classroom practice.

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

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

The school leader's focus on continuous improvement and instructional quality has been evident in the systems she is establishing to support teacher development. Staff expectations are clearly defined, and early efforts toward regular feedback and coaching demonstrate her understanding of what it takes to build instructional capacity in a new school environment.

The leader works to foster an environment where all staff are held to high standards of pedagogical practice. She is especially responsive to teacher needs, using data and reflective conversations to identify areas for growth. As the school matures, continued investment in embedded professional development will be key to sustaining instructional quality and staff retention. Based on evidence collected throughout the school year, GISA's school leadership receives a rating of **Meets Standard**.



Instructional Leadership

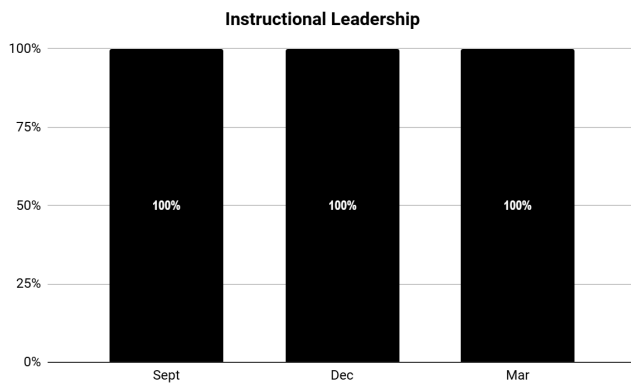
Education One believes that the role of a school leader and/or leadership team extends far beyond administrative duties. A leader shapes the academic direction and fosters a culture of continuous learning. Instructional leadership is the ability to inspire, guide, and support teachers in delivering high-quality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

- Define specific instructional and behavioral actions that are linked to the school's mission and/or vision;
- Use classroom observations to support student academic achievement by visiting all teachers frequently to observe instruction;
- Provide prompt and actionable feedback to teachers to support the improvement of student outcomes;
- Analyze assessment results frequently to adjust classroom instruction, grouping of students, and/or identifying students for special intervention; and
- Establish processes and procedures for collaboration between staff that center on student learning and

achievement.

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

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



The leader's innovative and data-responsive mindset shines through in her approach to instructional leadership. She is unafraid to challenge the status quo and adapt to better serve the needs of her students. Instructional priorities are grounded in the school's mission, with a clear focus on STEM integration, engagement, and rigorous academic experiences.

The leader frequently visits classrooms, provides actionable feedback, and uses assessment data to inform next steps in instruction and student support. She has also fostered a collaborative culture where student learning remains at the center of all decision-making. With her dynamic leadership style and commitment to high-impact practices, she is

well-positioned to lead the school toward sustained academic excellence. Based on evidence collected throughout the school year, GISA'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.

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

Part IV: School Wide Climate

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29
	Meets Standard				

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

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

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

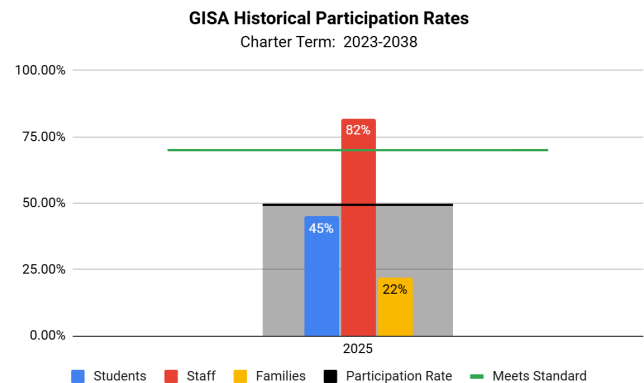
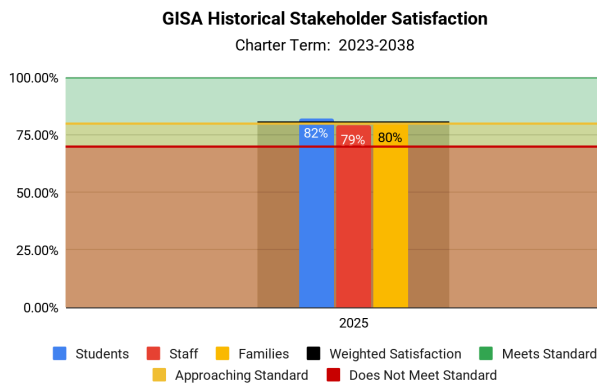
Stakeholder Satisfaction

Education One requires its schools to conduct an annual third-party survey of staff, students, and families, to gauge the school's effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary. Education One's standard for survey reliability is a participation rate of at least 70.0%. The rubric for this measure is as follows:

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 80.4%, 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%.

GISA Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	51	23	45.1%
Staff	11	9	84.8%
Families	51	11	21.6%

Part V: Next Steps

As a part of our 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 our belief that providing schools with individualized support coupled with high levels of accountability creates an environment where kids and communities thrive. This process emphasizes school autonomy, partnership and collaboration, and most importantly, continuous improvement.

Education One utilizes a tiered approach to providing schools with differentiated supports to best meet their unique needs, including schools who require more intensive interventions, based on quantitative and qualitative data points. A school's performance in regards to the indicators found in this annual review determines their assigned intervention and/or support tier each year. 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"> • 2 Site Visits (Q1, Q3) • Major Assessment Data Dives 	Tier IIa <ul style="list-style-type: none"> • 3 Site Visits (Oct-Feb) • Targeted Support Checks based on School Initiatives Tier IIb <ul style="list-style-type: none"> • 4 Site Visits (Sept.-Mar.) • Targeted Support Checks based on Deficiencies 	<ul style="list-style-type: none"> • 6 Site Visits (Sept.-Mar.) • Targeted Support Checks based on SIP
Financial Performance	<ul style="list-style-type: none"> • Quarterly Review 	<ul style="list-style-type: none"> • Quarterly Review • Targeted Support Checks based on Deficiencies 	<ul style="list-style-type: none"> • Quarterly Review • Ongoing Finance Meetings based on SIP
Organizational Performance	<ul style="list-style-type: none"> • Quarterly Board Chair Check-ins • Board Meeting Attendance 	<ul style="list-style-type: none"> • Quarterly Board Chair Check-ins • Board Professional Development • Board Meeting Attendance 	<ul style="list-style-type: none"> • Frequent Board Chair Check-ins • Targeted Support Checks based on SIP • Board Professional Development • Board Meeting Attendance

Next Steps Overview For 2025-26 School Year

Academic Performance		
Rating	Tier	Probationary Status?
Meets Standard	Tier placements will be determined following the release of 2025 ILEARN results.	No

Commendations:

- Demonstrating exceptional gains in proficiency, increasing reading proficiency by 24 percentage points and math by 36 percent points
- Showcasing intentional lesson planning and clarity of instructional outcomes based on the network's academic model
- Cultivating a safe and focused learning environment for students during inaugural year
- Strategically integrating technology to enhance student engagement and checks for understanding
- Implementing open-ended questioning and growth oriented feedback techniques to promote deeper student thinking and ownership of learning

Recommendations:

- Identify more opportunities to embed the school's model (STEM) into core times of the day outside of a specials class
- Improve overall attendance through continue targeted family engagement strategies

Financial Performance		
Rating	Tier	Probationary Status?
Does Not Meet Standard	Tier I	No

This will be updated by June 30, 2025 based on current cash position and reimbursements from the state/closure of loans happening at the end of June.

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

GOVERNING BOARD

Commendations:

- Maintaining a slate of board members who believe in the mission of the school
- Agreeing on the definition of academic excellence
- Recruiting and maintaining a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc
- Overseeing the development of a clear strategic plan that reflects the board's vision and priorities for the school's future

Recommendations:

- Continue ensuring the utmost level of transparency with stakeholders as the network continues to expand across Indiana

LEADERSHIP

Commendations:

- Establishing a compelling and mission-drive vision centered on empowering girls through STEM initiatives
- Modeling intentional leadership by maintaining clear communication with stakeholders

- Upholding rigorous expectations for both staff and students
- Building meaningful partnerships with external organizations that reinforce the school's vision and model

Recommendations:

- Continue to implement foundational practices regarding evaluations, professional development, and coaching supports as the school grows in size and into its permanent space