



**EDUCATION ONE**  
AT TRINE UNIVERSITY

## 2024-25 ANNUAL REVIEW

# INSPIRE ACADEMY- A SCHOOL OF INQUIRY

### **Evaluated By:**

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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](http://www.education1.org), for public viewing.

## Part I: Academic Performance

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

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
	Does Not Meet Standard	Does Not Meet 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 <b>OR</b> 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 Does Not Meet Standard with concerns in the majority of indicator measures, despite credible plans to address the issues. The school was held accountable to eight measures, five of which received a rating of Does Not Meet Standard. Moving into the 2024-25 school year, the school needs to work to implement systems for improving overall attendance to at minimum an approaching standard percentage. Also, the school is required to conduct a root cause analysis on the decrease in overall progress towards proficiency that was observed at the end of the year on both the reading and math NWEA assessment.
Year 2	The school received a rating of Does Not Meet Standard with concerns in the majority of indicator measures, despite initial plans to address the issues. The school was held accountable to 22 measures, 18 of which received a rating of Does Not Meet Standard. Moving into the 2025-26 school year, the school will be placed on a school improvement plan. The plan will require urgent, measurable action steps focused on improving instructional quality, increasing student achievement, stabilizing staffing, and implementing effective interventions for the students most in need.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	<a href="#">Federal Accountability Rating</a>	N/A	DNMS			
	<a href="#">Proficiency on State Summative Assessment: E/LA</a>	N/A	DNMS			
	<a href="#">Proficiency on State Summative Assessment by Subgroup: E/LA</a>	N/A	DNMS			
	<a href="#">Proficiency on State Summative Assessment: Math</a>	N/A	DNMS			
	<a href="#">Proficiency on State Summative Assessment by Subgroup: Math</a>	N/A	DNMS			
	<a href="#">Growth on State Summative Assessment: E/LA</a>	N/A	AS			
	<a href="#">Growth on State Summative Assessment: Math</a>	N/A	AS			
	<a href="#">Pass or Pass+ Status Growth: E/LA</a>	N/A	N/A			
	<a href="#">Did Not Pass Status Growth: E/LA</a>	N/A	DNMS			
	<a href="#">Pass or Pass+ Status Growth: Math</a>	N/A	N/A			
	<a href="#">Did Not Pass Status Growth: Math</a>	N/A	DNMS			
	<a href="#">Comparison to Local Schools</a>	N/A	DNMS			
	<a href="#">3rd Grade Literacy</a>	N/A	DNMS			
	<a href="#">6th Grade Math</a>	N/A	DNMS			
	<a href="#">Chronic Absenteeism</a>	N/A	DNMS			
	<a href="#">Special Education Compliance</a>	MS	DNMS			

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	<a href="#">Instruction</a>	AS	AS			
	<a href="#">Attendance</a>	DNMS	DNMS			
	<a href="#">Progress Towards Proficiency: E/LA</a>	DNMS	DNMS			
	<a href="#">Progress Towards Proficiency by Subgroup: E/LA</a>	DNMS	DNMS			
	<a href="#">Progress Towards Proficiency: Math</a>	DNMS	DNMS			
	<a href="#">Progress Towards Proficiency by Subgroup: Math</a>	DNMS	DNMS			
	<a href="#">Historical Proficiency: E/LA</a>	ES	AS			
	<a href="#">Historical Proficiency: Math</a>	MS	DNMS			

## STATE AND FEDERAL ACADEMIC PERFORMANCE

### Federal Accountability Rating

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

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

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

Based on the information released by the Federal Department of Education, Inspire Academy (IA) receives a rating of **Does Not Meet Standard** based on the school's Accountability Plan Performance Framework.

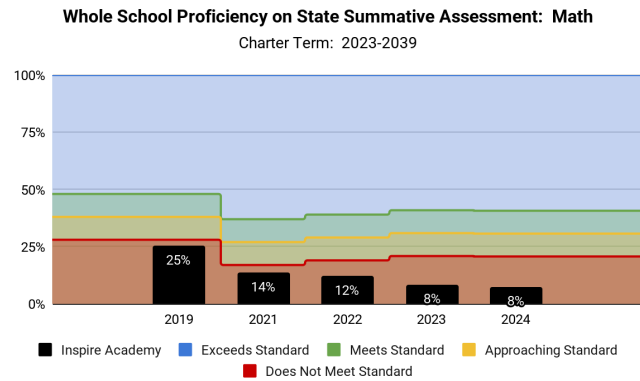
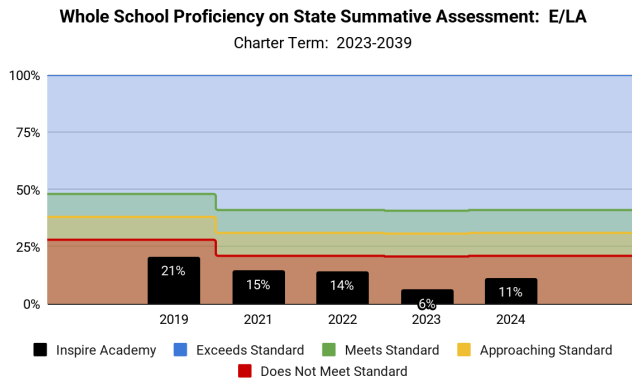
### Proficiency on State Summative Assessment

Education One measures the success of the school's educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana's summative assessment. Students included in the percentage used for comparison are legacy students. A legacy student is defined as having attended the school for a minimum of three years. The rubric for this measure is as follows:

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

Students in grades three through eight at IA participated in Indiana's state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three through eight. All data utilized in this measure's review is from the 2023-24 school year.

The graphs on the following page illustrate the historical trends of the school and state passing rates throughout the school's current charter term defined within this review. All students, regardless of legacy status, are included.



**English/Language Arts:** In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023-24 English/Language Arts assessment. At IA, 11% of students met or exceeded standards on the same assessment. With a difference of 30 points, the school **Does Not Meet Standard**. The school's English/Language Arts proficiency rates have remained persistently low over the past four years, despite an increase from 2022 to 2023. This trend reflects a significant and ongoing academic concern, indicating that current instructional strategies and interventions are not effectively meeting student needs. Immediate and targeted action is necessary to reverse this trajectory.

**Math:** In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023-24 math assessment. At IA, 8% of students met or exceeded standards on the same assessment. With a difference of 33 points, the school **Does Not Meet Standard**. This consistent underperformance raises serious concerns about the effectiveness of the school's math instruction and intervention strategies, and underscores the urgent need for a comprehensive and targeted plan for improvement.

### Subgroup Proficiency on State Summative Assessment

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

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

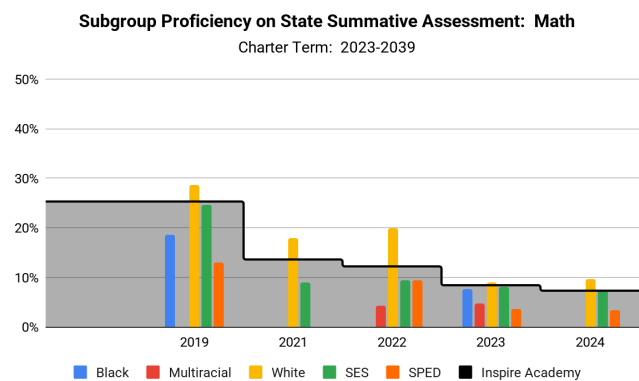
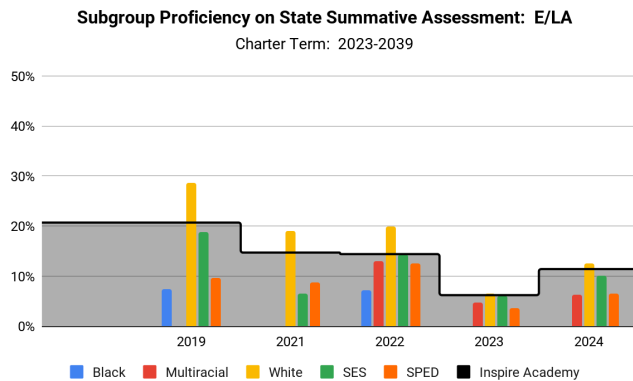
The rubric used for this measure is as follows:

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

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

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

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



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

Subgroup Information			English/Language Arts				Math			
Subgroup	School Population	State Population	School Passing %	State Passing %	Difference	Rating	School Passing %	State Passing %	Difference	Rating
Black	22%	13%	0.0%	20.9%	-20.9	DNMS	0.0%	17%	-17	DNMS
Multiracial	14%	6%	6.3%	37.9%	-31.6	DNMS	0.0%	35%	-35	DNMS
White	55%	63%	12.5%	47.9%	-35.4	DNMS	9.7%	48.7%	-39	DNMS
F/R Lunch	96%	47%	10.1%	28%	-17.9	AS	7.5%	27.2%	-19.7	AS
SPED	27%	17%	6.5%	13.7%	-7.2	AS	3.4%	16.9%	-13.5	AS

Overall, the school **Does Not Meet Standard** in both reading and math, performing similarly across content areas. The notable disparities in academic achievement across student subgroups, when considered alongside persistently low overall proficiency rates, suggest systemic issues within the school's instructional practices, curricular alignment, and teacher capacity. These trends indicate a pressing need for a comprehensive evaluation and targeted strengthening of core instructional systems to ensure all students have access to rigorous, high-quality teaching and learning experiences.

### Growth on State Summative Assessment

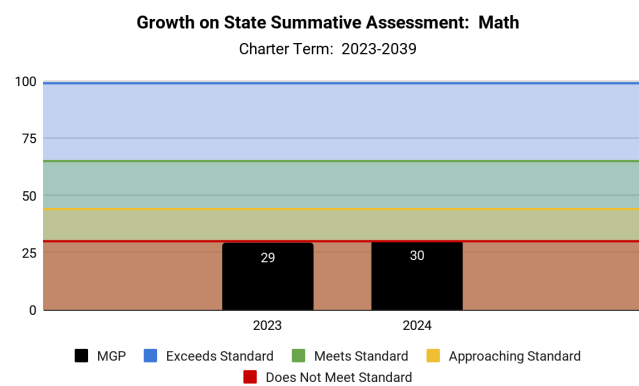
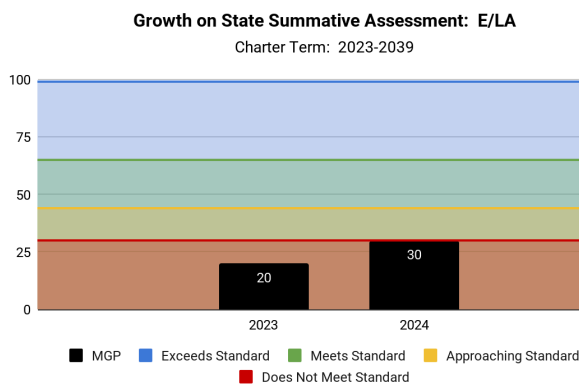
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates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

The rubric for this measure is as follows:

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

The Median Growth Percentile (MGP) is calculated utilizing individual Student Growth Percentiles (SGP) and finding the median, or midpoint, of those numbers. An SGP describes the relationship between the student's previous scores and their current year's score and compares that difference to the same student's academic peers. An academic peer is defined as a student in the same grade who had similar scores on previous assessments.

The MGP indicates how the school grew its students as well as or better than other schools that serve similar achieving students. The following graphs illustrate the MGP trends throughout the school's current charter term defined within this review.



IA had an MGP of 30 based on 2023-24 ILEARN assessment results in both English/Language Arts and Math. Therefore, the school is **Approaching Standard**. While the school has demonstrated progress with MGP of 30 in both reading and math, meeting the threshold for approaching standard, this level of growth remains insufficient given the persistently low proficiency rates. The current pace of improvement is not adequate to close achievement gaps or ensure students reach grade-level expectations. Continued and intensified focus on instructional quality and targeted interventions is critical to accelerate student learning.

### 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 <b>Pass or Pass+</b> have an SGP of at least 45.	40.0-50.0% of students with a previous status of <b>Pass or Pass+</b> have an SGP of at least 45.	25.0-39.9% of students with a previous status of <b>Pass or Pass+</b> have an SGP of at least 45.	Less than 25.0% of students with a previous status of <b>Pass or Pass+</b> have an SGP of at least 45.

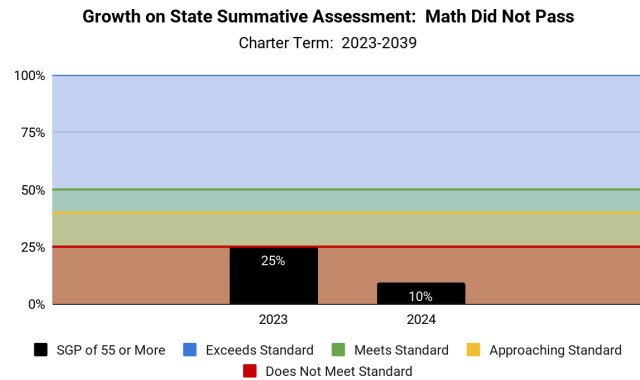
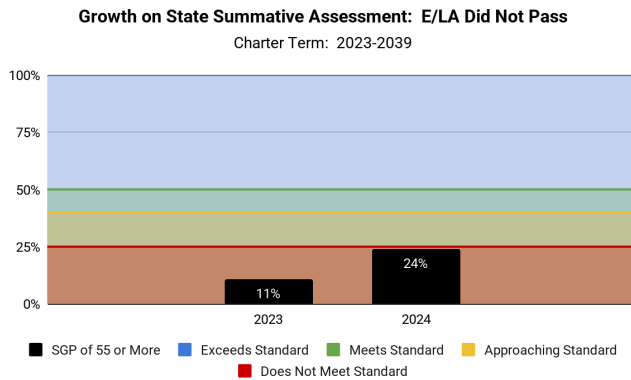
The school receives a rating of **Not Applicable**, as there are not enough students to form a cohort.



**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 <b>Did Not Pass</b> have an SGP of at least 55.	40.0-50.0% of students with a previous status of <b>Did Not Pass</b> have an SGP of at least 55.	25.0-39.9% of students with a previous status of <b>Did Not Pass</b> have an SGP of at least 55.	Less than 25.0% of students with a previous status of <b>Did Not Pass</b> have an SGP of at least 55.

The following graphs illustrate the growth trends of students with previous did not pass status served throughout the school's current charter term defined within this review.



**English/Language Arts:** 24% of 'Did Not Pass' students had an SGP of at least 55 on the 2023-24 English/Language Arts assessment. The school receives a rating of **Does Not Meet Standard**.

**Math:** 10% of 'Did Not Pass' students had an SGP of at least 55 on the 2023-24 math assessment. The school receives a rating of **Does Not Meet Standard**.

It is evident that a concerning number of non-passing students are not meeting the growth targets necessary to progress towards proficiency. This observation raises significant concerns about the effectiveness of current interventions and support systems in addressing the various learning needs of all students.

### 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. <b>OR</b> 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. <b>OR</b> The school is meeting or exceeding standard in proficiency or median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time.

The following table indicates the comparison schools for IA, based on the location and subgroups served.

School Name	F/R Lunch Population	SPED Population	Distance from School
<b>IA</b>	<b>96%</b>	<b>27%</b>	
Grissom Elementary School	70%	30%	1.4 miles
Longfellow Elementary School	72%	26%	3.6 miles
South View Elementary School	66%	33%	2.2 miles
Southside Middle School	69%	22%	1.6 miles

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

School Name	E/LA Proficiency	Math Proficiency	E/LA Growth	Math Growth
<b>IA</b>	<b>11%</b>	<b>7%</b>	<b>18%</b>	<b>3%</b>
Grissom Elementary School	14%	17%	35%	34%
Longfellow Elementary School	15%	17%	17%	17%
South View Elementary School	10%	12%	34%	21%
Southside Middle School	10%	5%	12%	6%

Overall, IA outperformed comparison schools 31% of the time when looking at proficiency and growth. The data indicating that the school is not outperforming comparison schools is a reminder of the importance of focusing on students' academic needs and providing comprehensive support. Targeted interventions, resources, and professional development to address areas of weakness and improve student outcomes must become a priority. Therefore, the school receives a rating of **Does Not Meet Standard**.

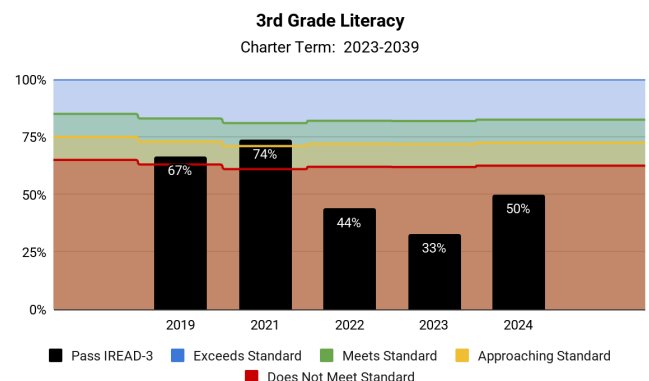
### 3rd Grade Literacy

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

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

The corresponding graph illustrates the trends of third grade students passing this assessment throughout the school's current charter term defined within this review. The state of Indiana has created a statewide goal, however, that the IREAD-3 passing rate be 95% by 2027.

In 2023-24, IA had a passing rate of 50% on the IREAD-3 assessment. The state of Indiana's passing percentage was 83%. With a difference of 33 percentage points, the school

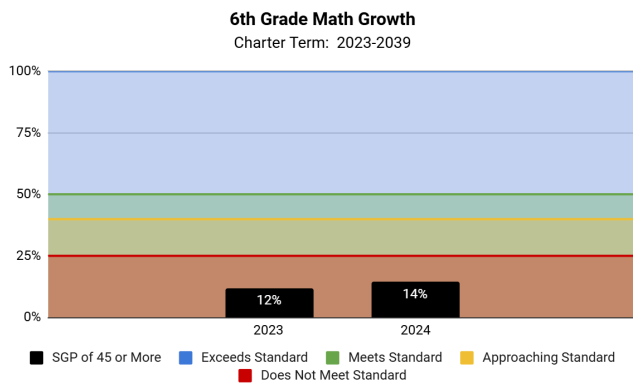


receives a rating of **Does Not Meet Standard** according to their Accountability Plan Performance Framework. The continued pattern of 'Does Not Meet Standard' ratings highlights the need for a comprehensive root cause analysis. Specifically, an in-depth review of the reading curriculum, the quality and alignment of teacher training, and the effectiveness of instructional delivery is necessary to ensure sustained and meaningful academic improvement.

### 6th Grade Math

The 6th Grade Math Growth measure calculates the percentage of grade six students meeting their individual growth targets on the state's summative math assessment. These targets are determined based on individual student performance and academic needs. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of grade 6 students have an SGP of at least 45.	40.0-50.0% of grade 6 students have an SGP of at least 45.	25.0-39.9% of grade 6 students have an SGP of at least 45.	Less than 25.0% of grade 6 students have an SGP of at least 45.



The following graph illustrates the trends of sixth grade students with an SGP of at least 45 on the ILEARN math assessment throughout the school's current charter term defined within this review. Struggles in 6th-grade math can serve as an early warning sign of potential academic challenges that may require intervention and support. Identifying and addressing these challenges early on can help prevent academic setbacks and ensure that students receive the necessary assistance to succeed academically.

In 2023-24, 14% of sixth grade students had an SGP of at least 45 on the ILEARN math assessment. Therefore, the school receives a rating of **Does Not Meet Standard** according to

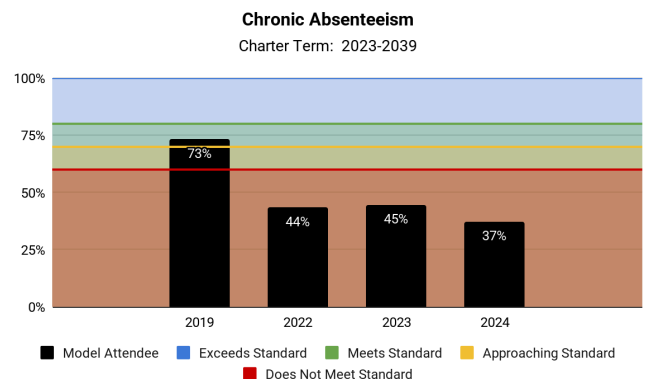
their Accountability Plan Performance Framework.

### Chronic Absenteeism

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

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

The following graph illustrates trends overtime for IA throughout its current charter term. Based on the current model attendee rate of 37%, the school receives a rating of **Does Not Meet Standard**. Students who are chronically absent are likely to miss valuable instruction and classroom activities, which can negatively impact their academic achievement and progress. High rates of chronic absenteeism may correlate with lower academic performance and proficiency levels in the school.



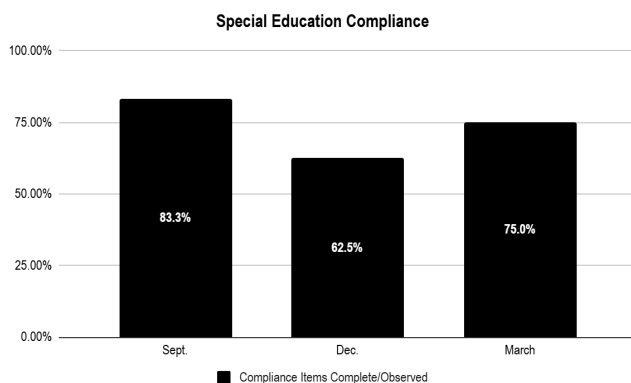
## Special Education Compliance

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

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

The rubric for this sub-indicator is as follows:

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



A significantly more rigorous and proactive system for monitoring SPED compliance is urgently needed at IA. The current approach lacks the frequency, depth, and follow-through necessary to ensure compliance with federal and state regulations and to uphold the school's legal and ethical responsibilities to students with disabilities.

Moving forward, IA must increase the frequency of compliance checks, shifting from periodic reviews to regularly scheduled internal audits that are both thorough and aligned with state expectations. These audits should include targeted reviews of IEP goal alignment, documentation accuracy, service delivery records, and timeliness of updates in Indiana's

IEP online system. Establishing a system of monthly checkpoints and leadership-level oversight will be critical to ensuring accountability and early identification of compliance risks.

In addition, staff must be equipped with the necessary tools, training, and support to ensure that all IEPs are not only procedurally compliant but also high-quality and instructional in nature. This includes:

- Regular professional development on IEP development and progress monitoring,
- Dedicated time for case managers to complete documentation accurately and on time, and
- Clear structures for ensuring interventions outlined in IEPs are implemented with fidelity.

Based on evidence collected throughout site visits and documentation reviews, IA receives a rating of **Does Not Meet Standard** for Special Education compliance. Without immediate and sustained improvements in this area, the school risks continued non-compliance and ongoing disruption to the delivery of high-quality instructional support for a highly vulnerable student population.

## 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:

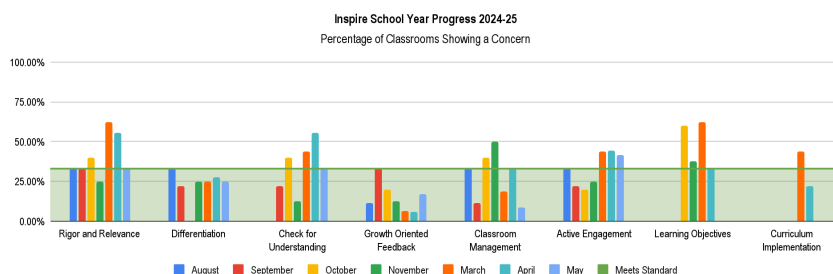
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction 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.

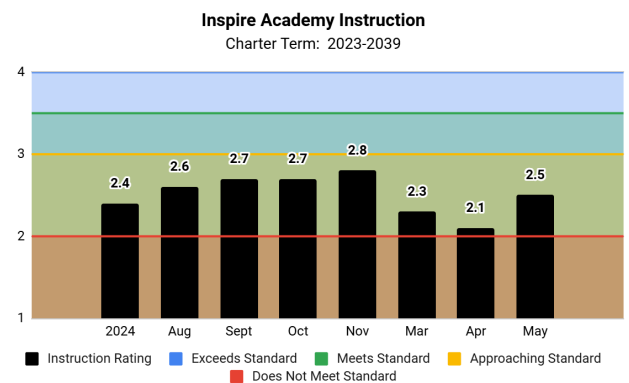
Any area that had 50% or more classrooms exhibiting misalignment to the best practice were recommended as areas of focus and

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.

	August	September	October	November	March	April	May
Rigor + Relevance	33.0%	33.0%	40.0%	25.0%	63.0%	55.6%	33.3%
Differentiation	33.0%	22.0%	0.0%	25.0%	25.0%	27.8%	25.0%
Checks for Understanding	0.0%	22.0%	40.0%	13.0%	44.0%	55.6%	33.3%
Growth Oriented Feedback	11.0%	33.0%	20.0%	13.0%	6.0%	5.6%	16.7%
Classroom Management	33.0%	11.0%	40.0%	50.0%	19.0%	33.3%	8.3%
Active Engagement	33.0%	22.0%	20.0%	25.0%	44.0%	44.4%	41.7%
Learning Objectives	0.0%	0.0%	60.0%	38.0%	63.0%	33.3%	0.0%
Curriculum Implementation	0.0%	0.0%	0.0%	0.0%	44.0%	22.0%	0.0%

Based on the data collected during monthly site visits, this school is demonstrating scores averaging between 2.1 and 2.8, squarely placing it in the “Approaching Standard” range throughout the year. While there was a slight increase in performance from August to November, the downward trend in the spring, especially the low point in April (2.1), is concerning given that all teachers were observed during reading and math instruction. These patterns, combined with the school’s significantly low student academic outcomes and teacher turnover, suggest systemic instructional and organizational challenges that require strategic intervention. The corresponding graph illustrates the school’s instructional trend data throughout the current charter term (by year) and then the current school year (by month).



Although curriculum implementation has remained a relative strength and learning objectives were clearly communicated during some months, these isolated positives are overshadowed by more persistent and foundational issues. The sharp and steady decline in checks for understanding indicates that teachers are not regularly assessing whether students are mastering content based on the learning objectives or the curriculum. Additionally, classroom management and student engagement were inconsistent, and growth-oriented feedback lacked regularity and depth, contributing to an overall instructional climate that does not appear conducive to student success.

Given the combination of underwhelming instruction, poor student outcomes, and teacher attrition, this school is at a critical juncture. Leadership must prioritize consistent implementation of high-quality instructional practices, beginning with a non-negotiable focus on real-time checks for understanding, effective feedback loops, and increased student engagement. Job-embedded professional development and coaching should be aligned to these priorities and tracked for impact. Additionally, the school should conduct a thorough analysis of its teacher experience, support systems, and culture to address the turnover challenge, as instability in staffing further compounds instructional issues. Without decisive action, the school risks further academic decline and continued loss of educator capacity.



Due to the school's federal, state, and local academic measure outcomes, the school was identified as a Tier III school, receiving site visits on a monthly basis during the 2024-25 school year. Drawing from both qualitative and quantitative evidence collected throughout the 2024-25 school year, IA receives a rating of **Approaching Standard** with an average instruction rating of 2.5 points.

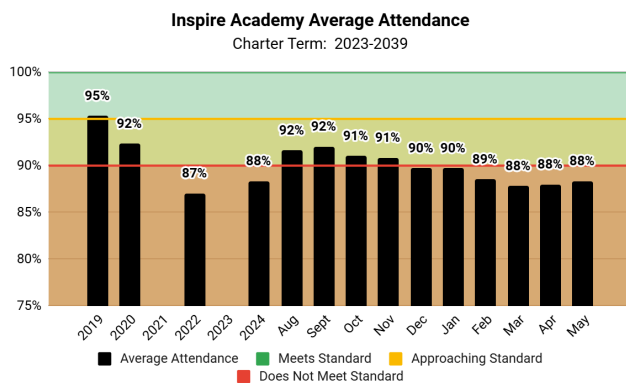
### Attendance

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 outlines the average attendance rate by grade level, along with the school's overall average attendance rate. For the 2024-25 school year, IA posted an overall attendance rate of 87.4%, which **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

Attendance Breakdown					
Kindergarten	85.2%	✗	Fifth	89.7%	✗
First	85.2%	✗	Sixth	85.2%	✗
Second	88.1%	✗	Seventh	87.6%	✗
Third	90.8%	✗	Eighth	82.9%	✗
Fourth	89.3%	✗	Whole School	87.4%	✗
Key: ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard					



This represents a decline from last year's already concerning rate of 88.3%, despite a required next step from the 2023-24 annual review directing the school to improve attendance to at least 90%. Chronic absenteeism is a critical barrier to student success. When students miss instructional time, particularly foundational lessons or core content, they are placed at a significant academic disadvantage.

The continued decline in attendance is not only alarming, it signals a failure to respond effectively to prior feedback and undermines the school's ability to deliver on its academic mission. Immediate and targeted interventions are necessary to reverse this trend, including a comprehensive attendance

strategy and the school's academic calendar, proactive family engagement, real-time monitoring systems, and consistent follow-up to ensure students are present, supported, and learning.

### 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



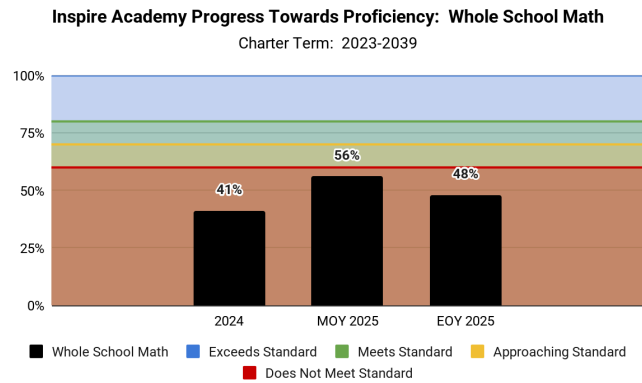
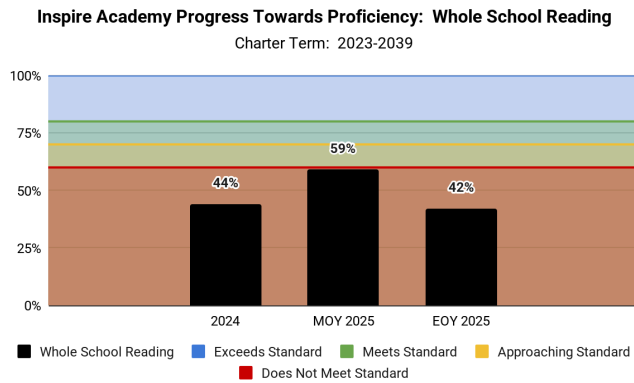
math are based on the results of the school's chosen benchmark assessment and standards. The rubric for this sub-indicator is as follows:

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, IA utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP). This computer adaptive assessment evaluates students in reading and math and is aligned to grade level standards. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of immediate improvement and celebration. The following tables and graphs illustrate the overall proficiency and progress towards proficiency (whether or not a student maintained grade level proficiency or met growth targets) throughout the school year and current charter term.

Progress Towards Proficiency: Reading							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Kindergarten	58.3%	57.1%	71%	✓	41.7%	42%	✗
First	20.0%	23.1%	62%	✗	26.7%	53%	✗
Second	17.6%	11.1%	56%	✗	17.6%	35%	✗
Third	13.3%	17.6%	47%	✗	20.0%	40%	✗
Fourth	47.4%	38.1%	41%	✗	31.6%	53%	✗
Fifth	30.0%	27.3%	82%	✓	30.0%	50%	✗
Sixth	38.5%	27.3%	45%	✗	7.7%	23%	✗
Seventh	25.0%	25.0%	50%	✗	8.3%	33%	✗
Eighth	71.4%	43.8%	50%	✗	42.9%	43%	✗
School	35.4%	30.1%	59%	✗	25.2%	42%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: Math							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Kindergarten	58.3%	50.0%	57%	✗	41.7%	50%	✗
First	20.0%	38.5%	69%	✗	46.7%	60%	✗
Second	29.4%	27.8%	39%	✗	23.5%	29%	✗
Third	14.3%	11.8%	71%	✓	14.3%	64%	✗
Fourth	35.0%	28.6%	52%	✗	20.0%	30%	✗
Fifth	40.0%	16.7%	33%	✗	50.0%	80%	✓
Sixth	0.0%	27.3%	73%	✓	15.4%	62%	✗
Seventh	8.3%	8.3%	50%	✗	0.0%	33%	✗
Eighth	33.3%	25.0%	63%	✗	20.0%	40%	✗
School	26.6%	26.1%	56%	✗	25.0%	48%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							



**Reading:** 42% of students were considered proficient and/or met growth targets on NWEA. Therefore, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework. These results reflect not only a failure to meet expectations but a worsening trend from earlier in the year and the 2023-24 school year, with many grade levels showing declining proficiency over time.

**Math:** 48% of students were considered proficient and/or met growth targets on NWEA. Therefore, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework. The school saw a decrease from mid-year results, but a seven percentage point increase from the 2023-24 school year. However, the school is still 12 percentage points from approaching standard.

The school's performance in both reading and math remains concerning. The most alarming finding is that no grade level achieved Meets Standard or higher by the end of the year in either subject, with the exception of isolated end-of-year progress in 5th grade math. The overwhelming majority of students are not on track to meet grade-level expectations or academic growth goals. These outcomes point to urgent, systemic instructional gaps and a lack of effective academic interventions. Despite collecting and analyzing benchmark data throughout the year, the school has not demonstrated the ability to translate this information into meaningful instructional shifts that drive student achievement. This failure to improve, even with clear and timely data in hand, signals a critical disconnect between assessment analysis and responsive action in the classroom.

### Subgroup Progress Towards Proficiency

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

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

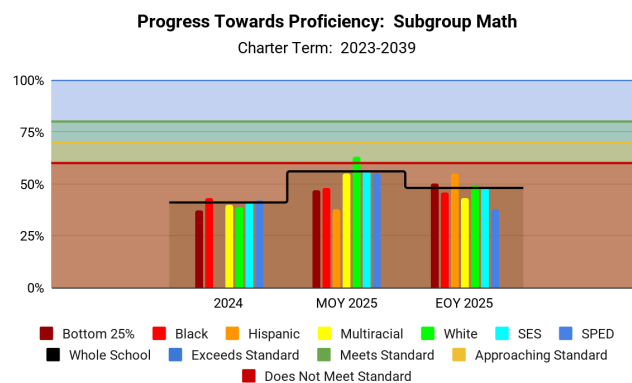
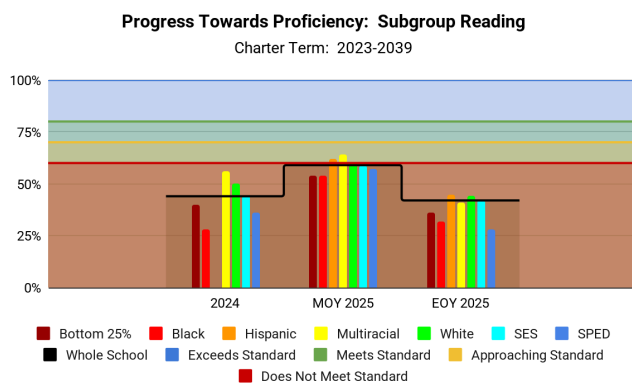
The rubric for this sub-indicator is as follows, for each subgroup:

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

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

Progress Towards Proficiency: Reading								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	17%	0%	0%	54%	✗	0%	36%	✗
Black	17%	40.9%	26.9%	54%	✗	27.3%	32%	✗
Hispanic	9%	27.3%	30.8%	62%	✗	36.4%	45%	✗
Multiracial	17%	40.9%	27.3%	64%	✗	18.2%	41%	✗
White	57%	33.3%	31.9%	60%	✗	25%	44%	✗
SPED	17%	27.6%	21.4%	57%	✗	13.8%	28%	✗
School	100%	35.4%	30.1%	59%	✗	25.2%	42%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								

Progress Towards Proficiency: Math								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	17%	0%	0%	47%	✗	0%	50%	✗
Black	17%	37.5%	18.5%	54%	✗	25%	46%	✗
Hispanic	9%	36.4%	38.5%	62%	✗	0%	55%	✗
Multiracial	17%	14.3%	22.7%	64%	✗	9.5%	43%	✗
White	57%	26.4%	27.8%	60%	✗	26.4%	49%	✗
SPED	17%	10.3%	6.9%	57%	✗	3.4%	38%	✗
School	100%	26.6%	26.1%	59%	✗	25%	48%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								



The school receives a rating of **Does Not Meet Standard** based on reading and math proficiency data across all subgroups. Subgroup data reveals deeply concerning and inequitable academic outcomes, specifically, SPED students and those in the Bottom 25%, both groups that should be receiving the most tailored and intensive support, are performing at levels that indicate serious and persistent instructional failure.

For the Bottom 25%, the complete absence of proficiency at all testing windows is alarming. These students remain severely below grade level, with no students moving from below to on-grade-level status. These outcomes suggest that current interventions are ineffective. The lack of progress for these students undermines the core premise of the school's

academic model. Similarly, SPED students' proficiency dropped in both proficiency and students meeting growth targets. The data indicates that SPED supports are not being implemented with the intensity, frequency, or instructional quality required to close gaps or meet IEP-aligned academic needs.

### Historical Proficiency

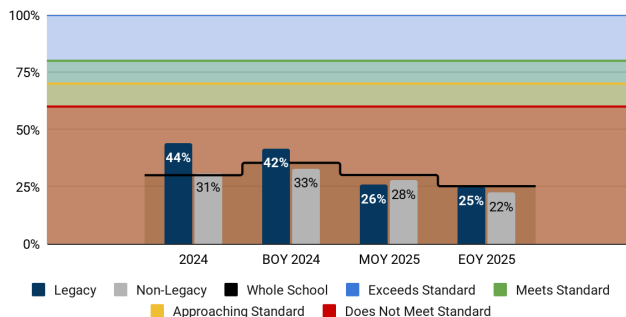
The success of the school's educational model is measured by analyzing how legacy students perform compared to non-legacy students. A legacy student is identified by having attended the school for a minimum of three consecutive years. The rubric for this sub-indicator is as follows:

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

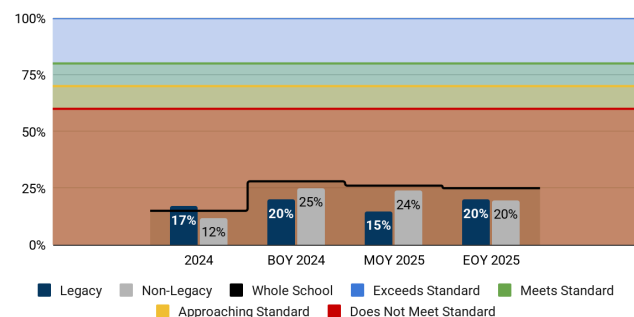
The following table and graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term. Legacy students are those who have been enrolled at the school for a minimum of three years in grades two through eight. Non-legacy students are those who have been enrolled for less than three years in the same grade levels. Kindergarten and first grade students are included in whole school averages but are not used in comparing legacy to non-legacy students. The ratings in the table below are indicative of the end of year proficiency percentage, only, for context of overall expectations. They are not indicative of the school's ratings for this measure.

Historical Proficiency									
		Reading				Math			
	Population %	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
Legacy	19%	41.7%	25.9%	25.0%	✗	20.0%	23.8%	19.7%	✗
Non-Legacy	60%	32.9%	27.8%	22.4%	✗	25.0%	23.8%	19.7%	✗
Whole School	100%	35.4%	30.1%	25.2%	✗	28.1%	26.1%	25.0%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard									

Legacy Student Proficiency: Reading  
Charter Term: 2023-2039



Legacy Student Proficiency: Math  
Charter Term: 2023-2039



**Reading:** At the end of the 2024-25 school year, 25.0% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 22.4% of non-legacy students. With a difference of 2.6 percentage points, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework.

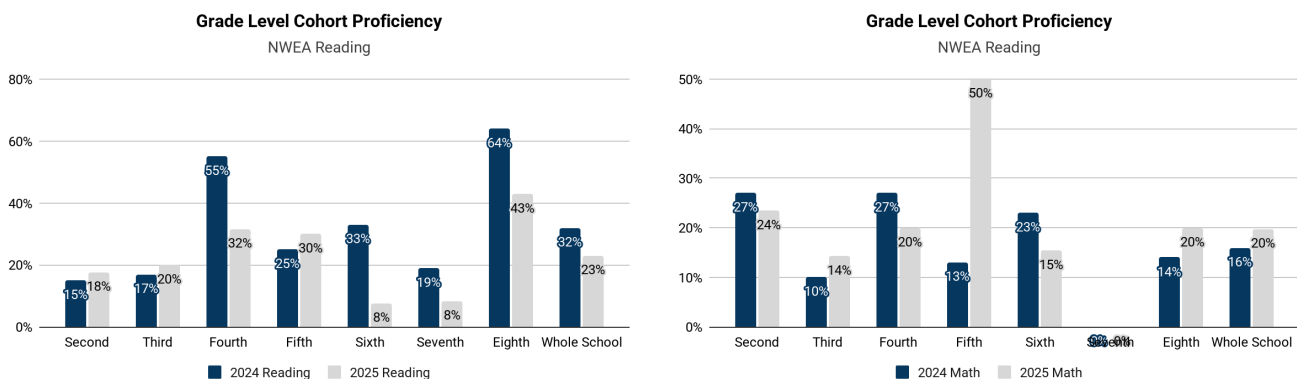
**Math:** At the end of the 2024-25 school year, 19.7% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 19.7% of non-legacy students. With a difference of 0 percentage points, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

The school's proficiency data, particularly among legacy students, raises immediate concerns about the long-term effectiveness of its academic program. The results suggest that even students with long-term enrollment are not making meaningful academic progress. Legacy student outcomes are well below standard, indicating that students who have experienced multiple years of instruction at this school are not gaining the foundational skills needed to meet grade-level expectations. Notably, the proficiency rate for legacy students is nearly identical to that of non-legacy students, suggesting little added value over time, even for students who have been fully immersed in the school's systems, culture, and curriculum.

While short-term fluctuations can sometimes be attributed to mobility or transitions, legacy performance data is a direct reflection of the program's effectiveness in delivering consistent, rigorous instruction year over year. In this case, the data shows inability to drive improvement for any student group over time. A school's academic program must demonstrate an ability to move students forward the longer they remain enrolled. When legacy students perform no better than peers who have been at the school for a shorter time, it signals a deep misalignment between instructional practices and academic outcomes.

Examining changes in student cohort proficiency from one year to the next is essential for understanding the effectiveness of instruction over time. This longitudinal view highlights whether students are making sustained academic progress as they advance through grade levels, rather than simply reflecting shifts in class composition. Tracking cohort growth helps schools identify persistent instructional gaps, evaluate the impact of academic interventions, and ensure that learning is building year over year, not restarting. Without this lens, it is difficult to determine whether students are truly advancing or simply cycling through the same performance levels.

The following graphs indicate student proficiency by current grade level cohort, comparing end of year proficiency from 2024 to 2025 in both reading and math on NWEA.



\*Data for the current first-grade cohort's 2024 performance was unavailable, therefore excluding them from these results.

This purview illustrates further overall decline in reading proficiency, notably amongst current fourth, sixth, seventh, and eighth grade students. Current fifth grade students saw the largest increase in proficiency by five percentage points. In math, however, the school observed mixed results with positive movement happening amongst current third, fifth, and eighth grade students. The current fourth, sixth, and seventh grade cohort is especially concerning, showing a significant decline in reading and math proficiency or a 0% proficiency year over year. It is important to note that the school experiences high levels of student transience both throughout the school year and from year to year, which can complicate longitudinal data comparisons and impact overall performance trends.

## Part II: Financial Performance

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

Overall Rating for Financial Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
	Approaching Standard	Meets 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 <b>OR</b> 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 Approaching Standard, with a weighted score of 2.6, by presenting concerns in the Days Cash measure. While the school has credible plans to address the issue, it has been difficult to increase the amount of days cash over the course of the year and a more aggressive plan should be implemented.
Year 2	The school received a rating of Meets Standard, with a weighted score of 3.2, by presenting no concerns in the indicator measures. The school's targeted plan for Days Cash was clearly evident throughout the year, despite a low starting point in the first quarter. To sustain this positive trajectory, it is important that the school continues to build on this momentum, including budgeting based on conservative enrollment projections to mitigate financial risk.

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

### Financial Management

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

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

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

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

At the time of this report, the school had completed the annual audit for the period July 1, 2023 to June 30, 2023. However, the State Board of Accounts has not yet reviewed the audit.

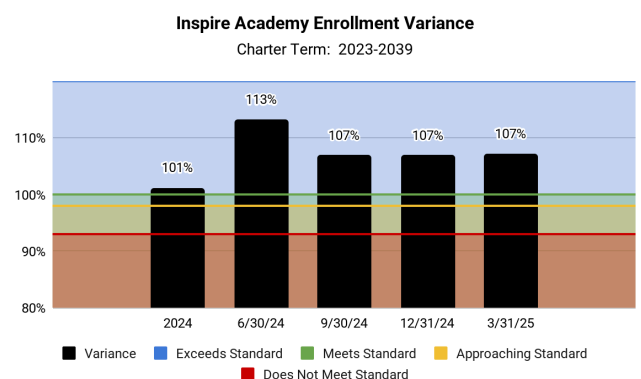
Throughout the 2023-24 school year, Inspire Academy (IA) submitted quarterly financial statements on time that were used to assess the financial measures found in this report. For these reasons, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance 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, IA had an enrollment count of 190 students as of October 2024. Similarly in February of 2025, the school observed an enrollment of 192 students. In August of 2024, IA submitted its annual budget based on an enrollment of 178 students. With a combined enrollment variance of 107%, the school receives a rating of **Exceeds Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term.



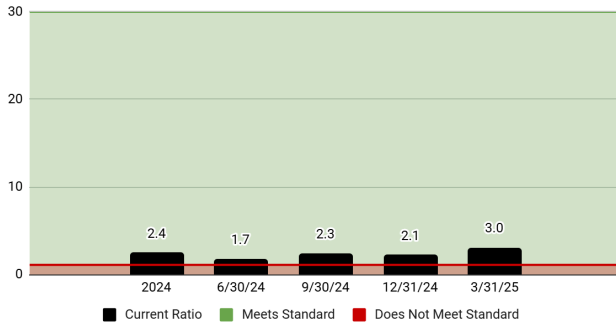
### Current Ratio

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.



**Inspire Academy Current Ratio**  
Charter Term: 2023-2039



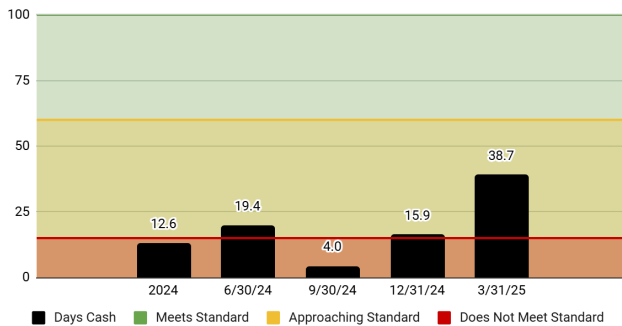
At the time of this report, the school's assets exceed its current liabilities with a ratio of 3.0 and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

### Days Cash

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

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

**Inspire Academy Days Cash**  
Charter Term: 2023-2039



At the time of this report, IA had 38.7 days cash. The school has consistently added cash throughout each quarter of the 2024-25 school year, with a one-year positive trend of 26.1 days. For this reason, the school receives a rating of **Meets Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.

### Debt/Default Delinquency

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

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

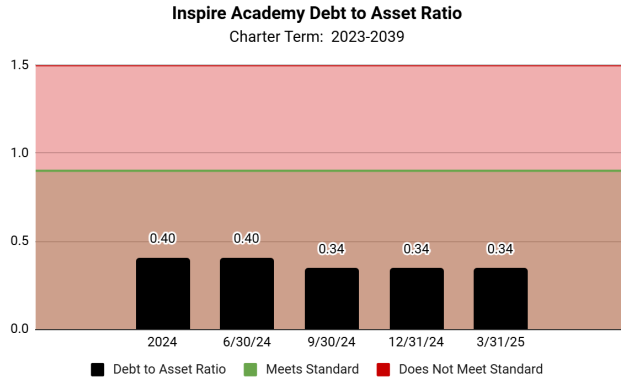
At the time of this report, neither the school's auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the school receives a rating of **Meets Standard**. The corresponding graph illustrates trends in debt/default delinquency throughout the school's current charter term.

### Debt to Asset Ratio

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

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





The school receives a rating of **Meets Standard** with a ratio of 0.34. 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
	2023-24	2024-25	2025-26	2026-27	2027-28
	Meets Standard	Approaching 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 <b>OR</b> the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received an overall rating of Meets Standard with minimal concerns in the indicator measures. Throughout the 2023-24 school year, the school was unable to exhibit 100% of characteristics in Governing Board and Special Education measures. However, upon notification, the school remedied any concerns within a timely manner and completed the year with no overarching areas of concern. Moving into the 2024-25 school year, systems and processes need to be consistently implemented in regards to Special Education Compliance.
Year 2	The school received an overall rating of Approaching Standard with some concerns in the indicator measures. While there are plans in place to start addressing concerns, there needs to be a continued sense of urgency for a strategic and focused shift towards improving academic achievement. This includes prioritizing the development of rigorous instructional practices, strengthening teacher capacity, and aligning organizational efforts around clear, measurable academic goals to drive student success and organizational decisions.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Governing Board	<a href="#">Focus on High Academic Achievement</a>	MS	AS			
	<a href="#">Commitment to Exemplary Governance</a>	MS	MS			
	<a href="#">Fiduciary Responsibilities</a>	MS	MS			
	<a href="#">Strategic Planning and Oversight</a>	MS	MS			
	<a href="#">Legal and Regulatory Compliance</a>	MS	MS			
School Leader	<a href="#">Culture of High Expectations</a>	MS	AS			
	<a href="#">Staff Development</a>		MS			
	<a href="#">Instructional Leadership</a>		AS			
Compliance	<a href="#">Charter Compliance</a>	MS	MS			

## GOVERNING BOARD

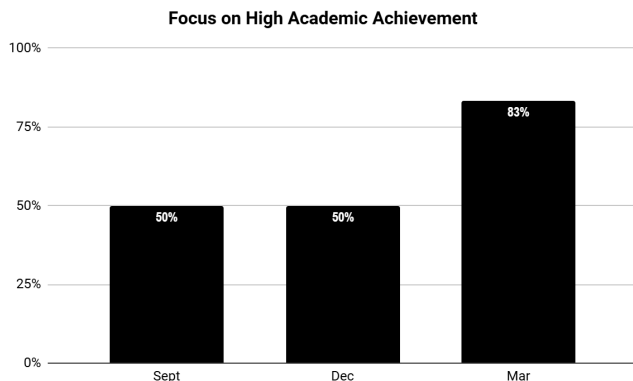
### Focus on High Academic Achievement

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

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

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

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



While the governing board demonstrates a strong commitment to the school's mission and overall academic success, there remain opportunities for growth in how student achievement is understood and leveraged in decision-making. Currently, there is limited evidence that student performance data is consistently used to guide strategic discussions or to evaluate progress toward school goals.

Although board members are invested in supporting school improvement, a more unified understanding of how student data informs academic excellence is needed. Strengthening the regular review of key indicators, such as assessment outcomes, student growth, and readiness benchmarks, will be

essential to ensure that governance decisions are data-driven and aligned with student success. The corresponding graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, IA's governing board receives a rating of **Approaching 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.;

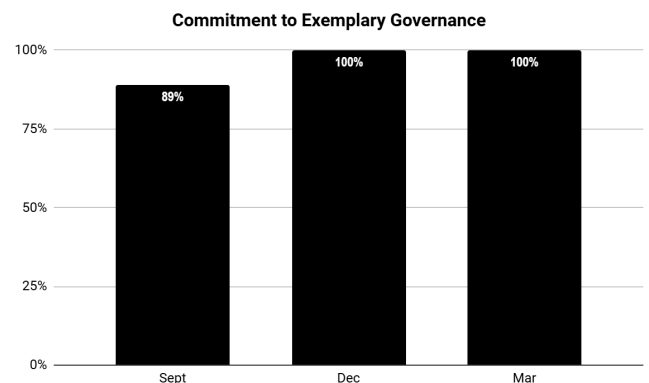
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;
- Investment in the board's development, through orientation for new members and ongoing training for existing members;
- Clearly defined roles and responsibilities 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. <b>OR</b> The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

The governing board has established basic governance structures and maintains a clear understanding of roles and responsibilities. While meeting materials are shared in a timely manner, engagement during meetings, such as through questioning and discussion, could be more consistent and reflective of a comprehensive review of those materials.

Strengthening preparation and active participation will be critical to more effective oversight. Continued development in this area will help ensure the board fully supports the school's mission and strategic goals. The corresponding graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, the governing board receives a rating of **Meets Standard**.



### Fiduciary Responsibilities

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

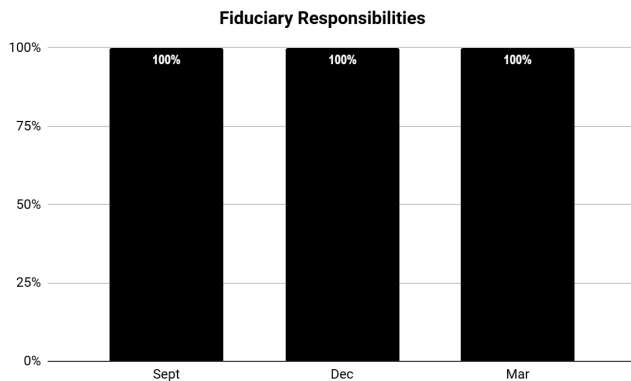
- Ensure that all members understand the school's finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically and aligns with the student performance goals

of the school;

- Set and meet realistic fundraising goals through donor engagement to provide additional resources the school needs;
- Require that each board member make the school a top personal priority each year through the investment of time, energy, and/or resources (monetary or otherwise); and
- Understand the political context of public charter schools and advocate for policies that promote and support the charter sector.

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

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. <b>OR</b> 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 baseline understanding of financial oversight and resource management, ensuring that budgets are aligned with operational needs and reviewed regularly. While the board meets expectations in monitoring the school's financial health, there is room to grow in strategic planning and long-term sustainability efforts.

Increased focus on leveraging partnerships, expanding awareness, and pursuing supplemental funding opportunities would further support the school's mission. Continued development in these areas will help strengthen the board's impact over time. The corresponding graph illustrates the measure characteristics met throughout this current school

year. Based on evidence collected throughout the school year, IA's 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. <b>OR</b> 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 developing approach to strategic planning and oversight, maintaining foundational structures to support the school's direction. While a strategic plan is in place and aligned to the school's vision, continued focus on refining goals and monitoring progress will strengthen overall governance.

Board members maintain regular communication with school leadership and provide oversight through scheduled evaluations and discussions, though there is still opportunity to deepen engagement in performance monitoring and long-term planning. As the school grows, further attention to succession planning and sustained improvement efforts will be important areas for development. The corresponding graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, IA's governing board receives a rating of **Meets Standard**.



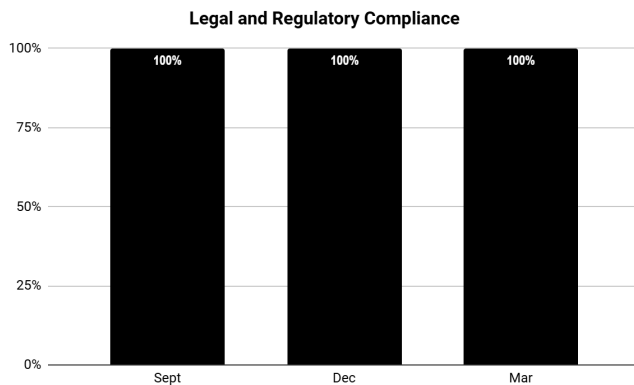
### Legal and Regulatory Compliance

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. <b>OR</b> 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 consistent commitment to meeting legal and regulatory requirements, operating within the foundational expectations of charter governance. Board meetings are conducted in compliance with Indiana's Open Door Law, with minutes recorded to maintain public accountability. The board adheres to its charter agreement, bylaws, and core policies, though continued attention to regular policy review and updates will support stronger alignment with evolving standards.

While the board meets basic compliance expectations related to state and federal laws, there is room to deepen its practices in areas such as oversight of conflict of interest procedures

and broader fiduciary responsibilities. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, IA's 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.

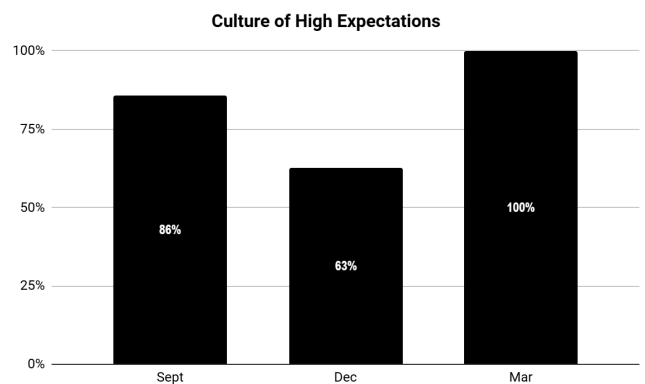


Characteristics of a culture of high expectations are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

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. <b>OR</b> 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 leadership team demonstrates a strong commitment to the mission and community of the school, bringing passion and dedication to their model and students they serve. However, creating a culture of high expectations continues to be a significant area for growth. The school has experienced frequent changes in key leadership roles, which has contributed to inconsistencies in vision, communication, and implementation.

While collaboration with stakeholders is evident and the leadership team is mission-driven, the lack of a clear and focused plan has hindered their ability to move from intent to impact. As the school continues its turnaround efforts, prioritizing stability, clearly defined roles, and targeted next steps aligned to the school's vision will be critical to fostering a more consistent and high-expectations culture. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, IA's school leadership receives a rating of **Approaching Standard**.



### Staff Development

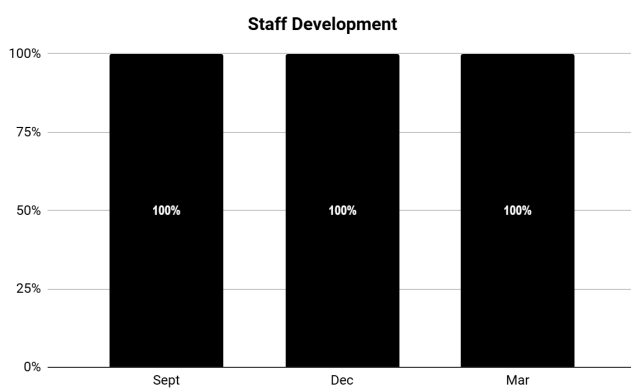
Education One expects school leaders and/or leadership teams to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous and fair definitions of teacher effectiveness, as evidenced by the following characteristics:

- 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. <b>OR</b> 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 leadership team has been able to meet the requirements of this particular measure with minimum licensure requirements implemented, professional development taking place based on immediate needs, and staff being regularly evaluated.

Moving forward and to maintain a rating of Meet Standard, staff development will need to be an area of substantial focus. Staff capacity limits, with many on emergency or substitute licenses, limit the school's ability to deliver on its academic promise. The leadership team will need to establish an even more robust system for teacher evaluation, professional growth, and accountability that are necessary to drive

instructional improvement. Based on evidence collected throughout the school year, IA'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.

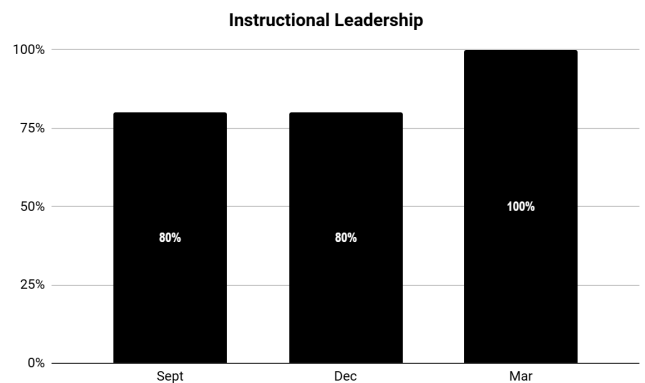
Characteristics of instructional leadership are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations.

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. <b>OR</b> 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 the area of instructional leadership, the team is working to find its footing. The school's model has great potential, but its impact is diminished by a lack of consistent instructional systems and limited use of student data to guide decision-making. Instructional decisions at times appear disconnected from the foundational mission of serving students with high levels of need, particularly those requiring special education services.

The team would benefit from narrowing its focus to strengthen instructional practices that match the student population, regularly analyzing student achievement data, and providing clear, actionable feedback to staff. Moving forward, it will be essential for leadership to align instructional strategies with the school's intended outcomes and mission, ensuring that exploration does not come at the expense of academic rigor or student growth. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, IA's school leadership receives a rating of **Approaching 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. <b>OR</b> 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, IA 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
	2023-24	2024-25	2025-26	2026-27	2027-28
	Meets Standard	Meets Standard			

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

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

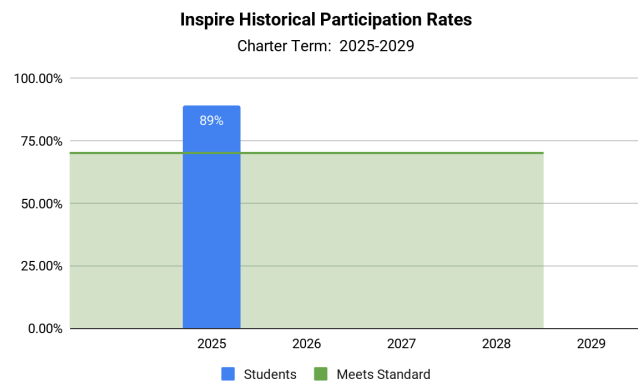
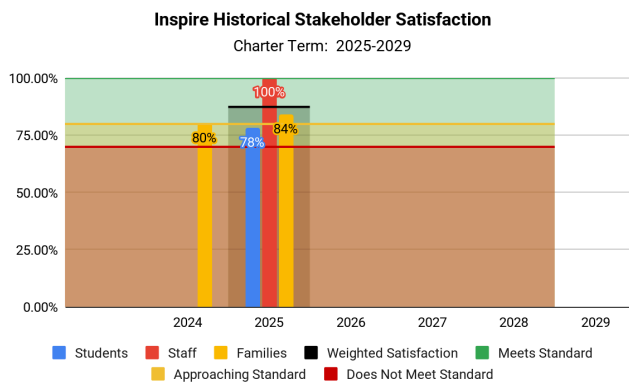
Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
<a href="#">Stakeholder Satisfaction</a>		MS	MS			

## Stakeholder Satisfaction

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

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school. With an overall weighted satisfaction rate of 87% 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%. Participation rates were not submitted for both staff and families. While Inspire is not held to these rates, it is important to solidify survey viability and analyze historical trends.

Inspire's Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	196	174	88.8%
Staff	N/A	N/A	N/A
Families	N/A	N/A	N/A

## 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
<b>Academic Performance</b>	<ul style="list-style-type: none"> <li>• 2 Site Visits (Q1, Q3)</li> <li>• Major Assessment Data Dives</li> </ul>	Tier IIa <ul style="list-style-type: none"> <li>• 3 Site Visits (Oct-Feb)</li> <li>• Targeted Support Checks based on School Initiatives</li> </ul> Tier IIb <ul style="list-style-type: none"> <li>• 4 Site Visits (Sept.-Mar.)</li> <li>• Targeted Support Checks based on Deficiencies</li> </ul>	<ul style="list-style-type: none"> <li>• 6 Site Visits (Sept.-Mar.)</li> <li>• Targeted Support Checks based on SIP</li> </ul>
<b>Financial Performance</b>	<ul style="list-style-type: none"> <li>• Quarterly Review</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly Review</li> <li>• Targeted Support Checks based on Deficiencies</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly Review</li> <li>• Ongoing Finance Meetings based on SIP</li> </ul>
<b>Organizational Performance</b>	<ul style="list-style-type: none"> <li>• Quarterly Board Chair Check-ins</li> <li>• Board Meeting Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly Board Chair Check-ins</li> <li>• Board Professional Development</li> <li>• Board Meeting Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent Board Chair Check-ins</li> <li>• Targeted Support Checks based on SIP</li> <li>• Board Professional Development</li> <li>• Board Meeting Attendance</li> </ul>

## Next Steps Overview

For 2025-26 School Year

Academic Performance		
Rating	Tier	Probationary Status?
Does Not Meet Standard	Tier III	No

### Commendations:

- Engaging in continuous process for improvement, indicating implementation of feedback after each site visit
- Implementing Walk to Read intervention groups in March/April

### Non-Negotiable Next Steps for 2025-26 School Year:

- Implement a School Improvement Plan, with the support of the Education One team, that focuses on the addressing the following:
  - Improving attendance rates;
  - Improving instructional quality;
  - Increasing student achievement;
  - Stabilizing staffing; and
  - Implementing effective interventions for the students most in need.

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

### Commendations:

- Implementing strategies to increase Days Cash overtime throughout the year
- Exceeding enrollment targets

### Recommendations:

- Continue to build on this momentum, including budgeting based on conservative enrollment projections to mitigate financial risk

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

## GOVERNING BOARD

### Commendations:

- Demonstrating a strong commitment to the school's mission and academic success
- Operating in full compliance and transparency in its meeting procedures and decision-making processes
- Ensuring financial reports are reviewed regularly and annual budgets align with operational priorities

### Recommendations:

- Deepen use of academic data in decision-making and progress monitoring, implementing regular data review protocols to ensure discussions and decisions are anchored in student outcomes
- Strengthen board development and meeting engagement by ensuring all members are consistently prepared, actively contribute to discussions, and use meetings to strategically address academic challenges and progress

## LEADERSHIP

### Commendations:

- Bringing strong passion and dedication to the school's mission and remaining visibly committed to serving a unique and high-need student population
- Ensuring that staff licensure requirements are met and starting to implementing more consistent professional development and evaluation practices
- Engaging more with families, board members, and staff, demonstrating a commitment to transparency and partnership in the school's improvement efforts

### Recommendations:

- Strengthen instructional systems and use of data to ensure that teaching strategies are intentional, rigorous, and responsive to the school's high-needs student population, especially those requiring specialized support
- Build a more robust and sustainable system for staff development, including differentiated coaching, strategic use of evaluation data, and targeted recruitment to reduce reliance on emergency licensure and improve instructional capacity long-term