



## 2023-24 ANNUAL REVIEW

# INSPIRE ACADEMY- A SCHOOL OF INQUIRY

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Education One, L.L.C.

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## REPORT OVERVIEW

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

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

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

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.

	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				
	<a href="#">Proficiency on State Summative Assessment: E/LA</a>	N/A				
	<a href="#">Proficiency on State Summative Assessment by Subgroup: E/LA</a>	N/A				
	<a href="#">Proficiency on State Summative Assessment: Math</a>	N/A				
	<a href="#">Proficiency on State Summative Assessment by Subgroup: Math</a>	N/A				
	<a href="#">Growth on State Summative Assessment: E/LA</a>	N/A				
	<a href="#">Growth on State Summative Assessment by Subgroup: E/LA</a>	N/A				
	<a href="#">Growth on State Summative Assessment: Math</a>	N/A				
	<a href="#">Growth on State Summative Assessment by Subgroup: Math</a>	N/A				
	<a href="#">Pass or Pass+ Status Growth: E/LA</a>	N/A				
	<a href="#">Did Not Pass Status Growth: E/LA</a>	N/A				
	<a href="#">Pass or Pass+ Status Growth: Math</a>	N/A				
	<a href="#">Did Not Pass Status Growth: Math</a>	N/A				
	<a href="#">Comparison to Local Schools</a>	N/A				
	<a href="#">3rd Grade Literacy</a>	N/A				
	<a href="#">6th Grade Math</a>	N/A				
<a href="#">English Language Proficiency</a>	N/A					
<a href="#">Chronic Absenteeism</a>	N/A					

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

## STATE AND FEDERAL ACADEMIC PERFORMANCE

Inspire Academy- A School of Inquiry (IASI), began its authorization under Education One during the 2023-24 school year. Therefore, the school will start receiving state and federal accountability ratings starting with 2023-24 school year data. Because state and federal ratings come from previous school year data, IASI will receive ratings of **Not Applicable** for all measures. Measures and their rubrics can be found below.

### Federal Accountability Rating

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

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

### Proficiency on State Summative Assessment

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

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

### Subgroup Proficiency on State Summative Assessment

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

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

The rubric used for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students within the identified subgroup at or above grade level proficiency exceeds the state’s percentage of students at or	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	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	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

above proficiency in the same subgroup.	students at or above proficiency in the same subgroup.	students at or above proficiency in the same subgroup.	students at or above proficiency in the same subgroup.
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### Growth on State Summative Assessment

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

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

### Subgroup Growth on State Summative Assessment

Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress subgroups make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language Arts and Math utilizing data from the state summative assessment.

- Bottom 25%;
- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).

The rubric used for this measure is as follows:

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

### Passing Status Growth on State Summative Assessment

Education One analyzes the percentage of students whose growth supports the maintenance of or obtaining proficiency. The school receives separate annual ratings for students based on previous proficiency status of 'Pass/Pass +' or 'Did Not Pass' for both English/Language Arts and Math.

**Pass or Pass+ Students:** The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of <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.

**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	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.			least 55.
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### 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.

### 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.

### 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.

### English Language Proficiency

Education One measures the success of the school's English Learner (EL) program by analyzing the percentage of EL students who are on target to develop or attain English language proficiency within six years. Student growth percentiles from the WIDA ACCESS 2.0 assessment are used to determine whether students are making adequate growth annually to meet targets created by the state of Indiana. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 45.0% of EL students met or exceeded growth targets.	35.0-45.0% of EL students met or exceeded growth targets.	25.0-34.9% of EL students met or exceeded growth targets.	Less than 25.0% of EL students met or exceeded growth targets.

### Chronic Absenteeism

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

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



## LOCAL ACADEMIC PERFORMANCE

### Instruction

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

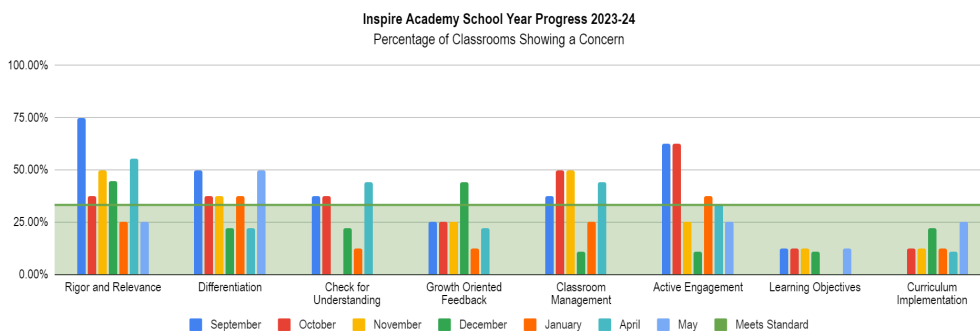
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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

The rubric for this measure is as follows:

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



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

Any area that had 50% or more classrooms exhibiting misalignment to the best practice were recommended as areas of focus and improvement with the school leadership team at the site visit and to the Board of Directors during regularly scheduled board meetings.

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

	September	October	November	December	January	April	May
Rigor + Relevance	75.0%	37.5%	50.0%	44.4%	25.0%	55.6%	25.0%
Differentiation	50.0%	37.5%	37.5%	22.2%	37.5%	22.2%	50.0%
Checks for Understanding	37.5%	37.5%	0.0%	22.2%	12.5%	44.4%	0.0%
Growth Oriented Feedback	25.0%	25.0%	25.0%	44.4%	12.5%	22.2%	0.0%
Classroom Management	37.5%	50.0%	50.0%	11.1%	25.0%	44.4%	0.0%
Active Engagement	62.5%	62.5%	25.0%	11.1%	37.5%	33.3%	25.0%
Learning Objectives	12.5%	12.5%	12.5%	11.1%	0.0%	0.0%	12.5%
Curriculum Implementation	0.0%	12.5%	12.5%	22.2%	12.5%	11.1%	25.0%

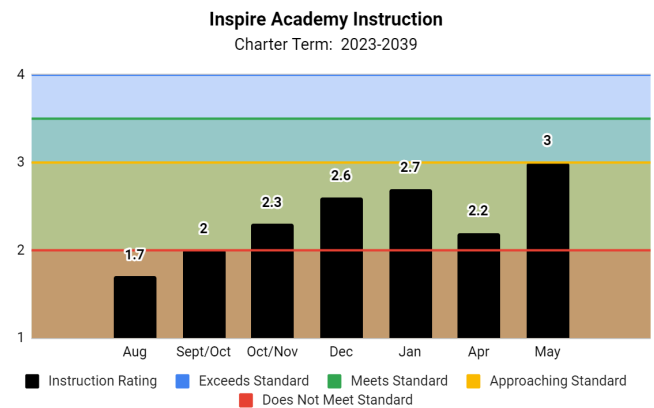
The school was identified as a Tier III school, receiving site visits on a near monthly basis during the 2023-24 school year. The following graph illustrates the school's instructional trend data throughout the current school year (by month).

Consistently throughout the school year, classrooms exhibited learning objectives that were relevant to the content and skills being taught. Objectives were aligned with state standards, ensuring that the learning goals were in line with established benchmarks. The school implements a very specific curriculum in both English/Language Arts and math and most teachers followed the predetermined scope and sequence outlined in the curriculum. The curriculum was aligned with educational standards, ensuring that the content and objectives meet established benchmarks. Similarly, feedback was provided in a timely manner, allowing students to connect it with their recent efforts and was aligned to the specific learning objectives.

Noticeable improvement was observed in the areas of classroom management and active engagement of students. The physical classroom environment and lessons were more organized and conducive to learning. There was an improved establishment and communication of clear expectations for behavior, academic performance, and classroom routines. With the improvement in classroom management, active engagement also increased where students were demonstrating more curiosity and a desire to deepen their understanding. Students were more focused on the teacher, instructional materials, or group activities.

Moving into the 2024-25 school year, the school needs to consistently implement opportunities for students to demonstrate their learning by completing tasks that validate their ability to collaborate with peers, make connections to real-world applications, and explain or justify their thinking. It was also evident in most observations that there was more need for appropriated differentiated instruction, specifically with students being grouped based on readiness and materials are tiered to provide different levels of challenge based on ability and data outcomes.

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



### Attendance

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

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

The rubric for this measure is as follows:

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

The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. IASI had an average attendance rate of 88.3% and, thus, **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

Attendance Breakdown					
Kindergarten	89.7%	✗	Fifth	88.9%	✗
First	87.9%	✗	Sixth	86.1%	✗
Second	89.3%	✗	Seventh	87.9%	✗
Third	91.7%	✘	Eighth	82.6%	✗
Fourth	89.2%	✗	Whole School	88.3%	✗
Key: ✓ = Meets Standard, ✘ = Approaching Standard, ✗ = Does Not Meet Standard					

### Progress Towards Proficiency

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

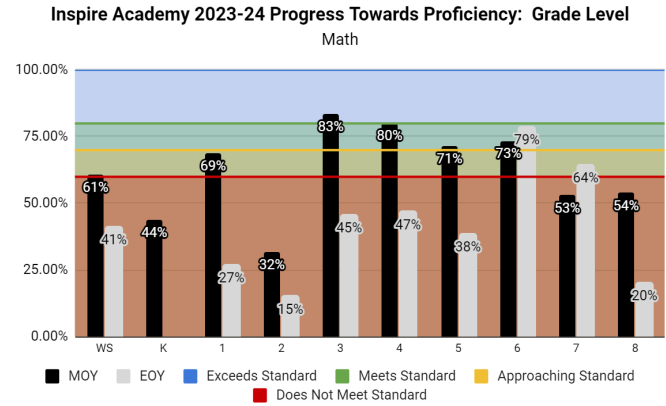
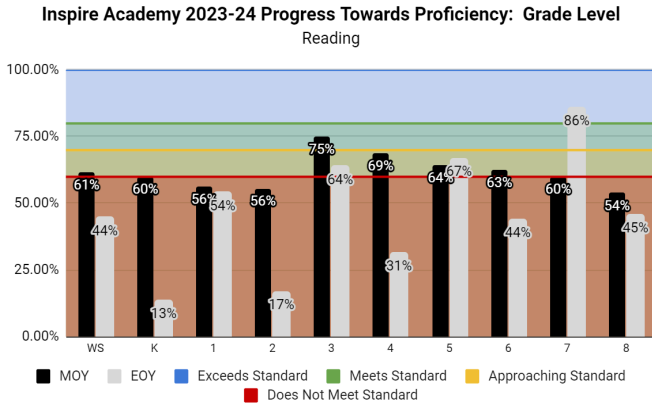
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students demonstrate grade level proficiency standards or met growth targets.	70.0-79.9% of students demonstrate grade level proficiency standards or met growth targets.	60.0-69.9% of students demonstrate grade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

During the 2023-24 school year, IASI 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	67%	67%	60%	✘	13%	13%	✘
First	8%	19%	56%	✘	15%	54%	✘
Second	28%	22%	56%	✘	17%	17%	✘
Third	36%	42%	75%	✔	55%	64%	✘
Fourth	25%	25%	69%	✘	25%	31%	✘
Fifth	42%	43%	64%	✘	33%	67%	✘
Sixth	25%	25%	63%	✘	19%	44%	✘
Seventh	43%	33%	60%	✘	64%	86%	✔
Eighth	45%	31%	54%	✘	45%	45%	✘
School	35%	33%	61%	✘	30%	44%	✘
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	38%	38%	44%	✘		N/A	
First	20%	44%	69%	✘	27%	27%	✘
Second	30%	26%	32%	✘	10%	15%	✘
Third	36%	42%	83%	✔	27%	45%	✘
Fourth	33%	33%	80%	✔	13%	47%	✘
Fifth	8%	36%	71%	✔	23%	38%	✘
Sixth	7%	7%	73%	✔	0%	79%	✔
Seventh	14%	18%	53%	✘	14%	64%	✘
Eighth	20%	31%	54%	✘	10%	20%	✘
School	23%	30%	61%	✘	15%	41%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard							



**Reading:** 44% of students were considered proficient and/or met growth targets on the reading NWEA assessment. Therefore, the school receives a rating of **Does Not Meet Standard**, according to the school’s Accountability Plan Performance Framework.

**Math:** 41% of students were considered proficient and/or met growth targets on the math NWEA assessment. Therefore, the school receives a rating of **Does Not Meet Standard**, according to the school’s Accountability Plan Performance Framework.

Despite targeted efforts to improve outcomes, the data shows a large decrease in the percentage of students maintaining or obtaining proficiency and/or meeting growth targets, indicating the need for a reassessment of current strategies and support systems for both reading and math.

**Subgroup Progress Towards Proficiency**

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

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

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

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

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

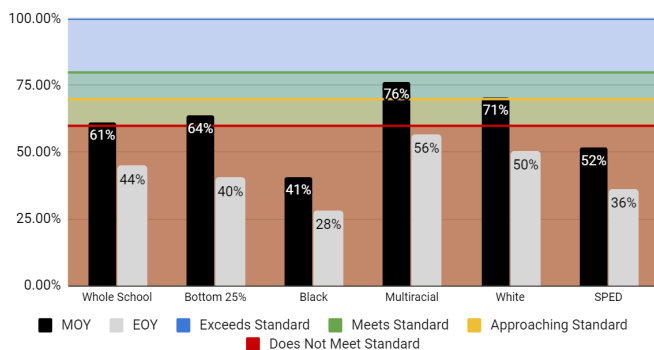
Progress Towards Proficiency: Reading								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	25%	0%	12%	64%	✘	10%	40%	✘
Black	13%	17%	15%	41%	✘	17%	28%	✘
Multiracial	11%	19%	18%	76%	✔	25%	56%	✘
White	76%	45%	44%	71%	✔	38%	50%	✘
SPED	13%	29%	29%	52%	✘	18%	36%	✘
School	100%	35%	33%	61%	✘	30%	44%	✘

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

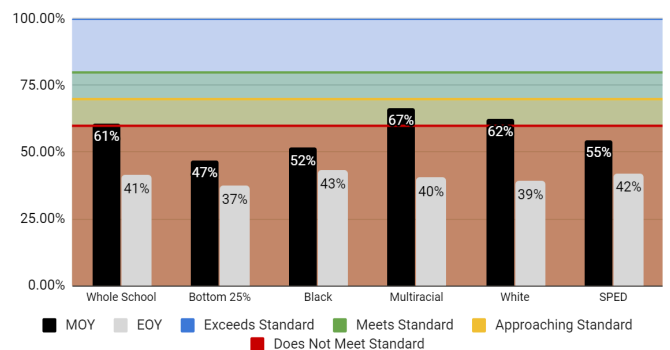
Progress Towards Proficiency: Math								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	25%	0%	0%	47%	✘	0%	37%	✘
Black	13%	11%	13%	52%	✘	7%	43%	✘
Multiracial	11%	6%	7%	67%	✘	6%	40%	✘
White	76%	30%	40%	62%	✘	21%	39%	✘
SPED	13%	13%	21%	55%	✘	4%	42%	✘
School	100%	21%	30%	61%	✘	15%	41%	✘

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

Inspire Academy 2023-24 Progress Towards Proficiency: Subgroup Reading



Inspire Academy 2023-24 Progress Towards Proficiency: Subgroup Math



**Reading:** Overall, while all subgroups' percentage of students' progress towards proficiency did not meet standard, there were significant disparities in academic achievement among various subgroups of students within the school, such as those students with disabilities, students of certain racial groups, and those who consistently perform below their peers. Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

**Math:** Similar trends were observed in math in terms of overall proficiency. However, progress towards proficiency observed minimal gaps. However, with all subgroups not meeting the standard for these measures, the school receives a rating of **Does Not Meet Standard**.

### Historical Proficiency

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

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

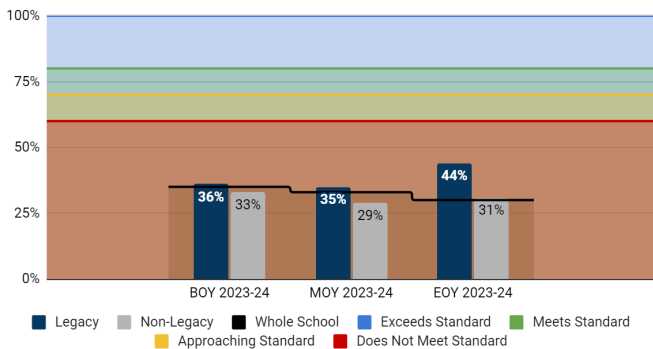
The following table and graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term. Legacy students are those who have been enrolled at the school for a minimum of three years in grades two through eight. Non-legacy students are those 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	26%	36%	35%	44%	✗	21%	32%	17%	✗
Non-Legacy	57%	33%	29%	31%	✗	22%	25%	12%	✗
School	100%	35%	33%	30%	✗	21%	30%	15%	✗

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

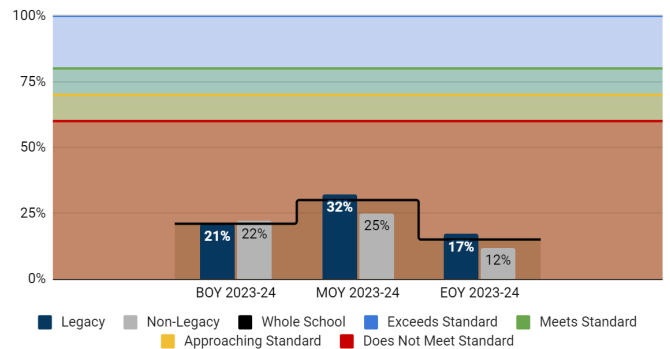
Legacy Student Proficiency: Reading

Charter Term: 2023-2039



Legacy Student Proficiency: Math

Charter Term: 2023-2039



Reading: At the end of the 2023-24 school year, 44% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 31% of non-legacy students. With a difference of 13 percentage points, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Math: At the end of the 2023-24 school year, 17% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 12% of non-legacy students. With a difference of 5 percentage points, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

It is clear that legacy students outperforming non-legacy students indicate students who are enrolled for three or more years have better academic outcomes than those students who have not attended IASI. The data underscores the need for targeted interventions to address the academic disparities between legacy and non-legacy students, ensuring that all students have the opportunity to thrive, with almost 60% of the school's population identified as non-legacy students



## Part II: Financial Performance

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

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

### Is the school in good financial standing?

Performance Rubric	Meets Standard	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 Financial Performance mean?

Year 1	The school receives a rating of Approaching Standard 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.
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Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	<a href="#">Financial Management</a>	MS				
	<a href="#">Enrollment Variance</a>	ES				
	<a href="#">Current Ratio</a>	MS				
	<a href="#">Days Cash</a>	DNMS				
	<a href="#">Debt/Default Delinquency</a>	MS				
	<a href="#">Debt to Asset Ratio</a>	MS				
	<a href="#">Debt Service Coverage</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.

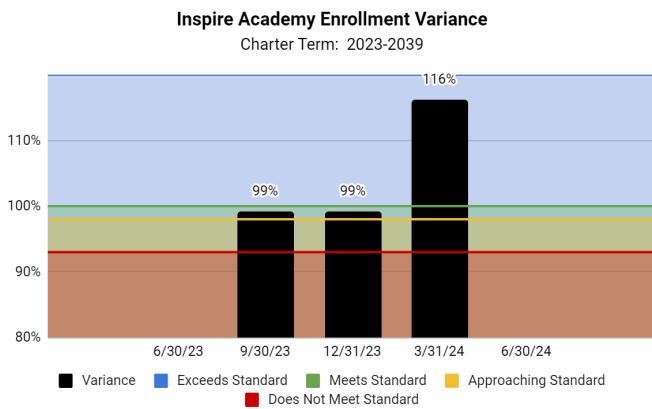
Inspire Academy- A School of Inquiry (IASI), began its authorization under Education One during the 2023-24 school year. For that reason, the first audit in which the school will be held accountable is the 2023-24 audit. The most recent audit for the period of July 1, 2022 to June 30, 2023 was reviewed on January 10, 2024 and discussions of the findings occurred in December of 2023.

The school did regularly submit complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. For these reasons, the school receives a rating of **Meets Standard** for the 2023-24 school year.

### 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, IASI had an enrollment of 213 students as of October 2023. Similarly in February of 2024, the school observed an enrollment of 239 students. With an average enrollment variance of 116%, the school receives a rating of **Exceeds Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school’s current charter term.

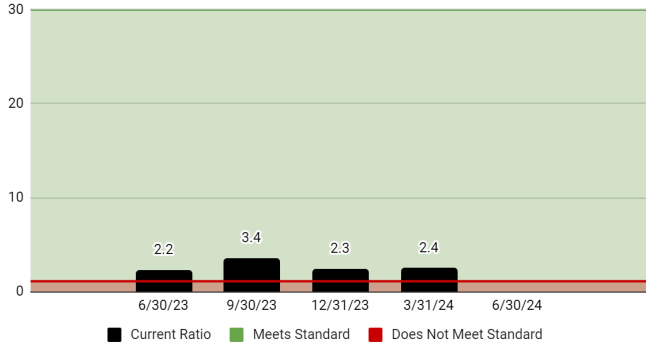
### Current Ratio

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.

At the time of this report, the school's assets exceed its current liabilities with a ratio of 2.4, and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

Inspire Academy Current Ratio  
Charter Term: 2023-2039



### 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.

At the time of this report, IASI had 12.6 days cash. There has been minimal gains in this metric since throughout the school year. For this reason, the school receives a rating of **Does Not Meet Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.

### Debt/Default Delinquency

This sub-indicator is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors.

The rubric for this sub-indicator is as follows:

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

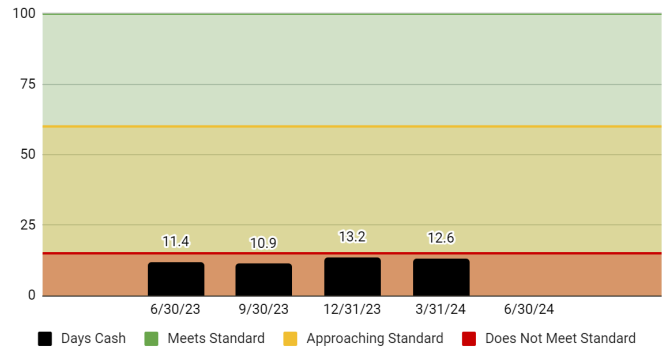
At the time of this report, neither the school's auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the school receives a rating of **Meets Standard**.

### Debt to Asset Ratio

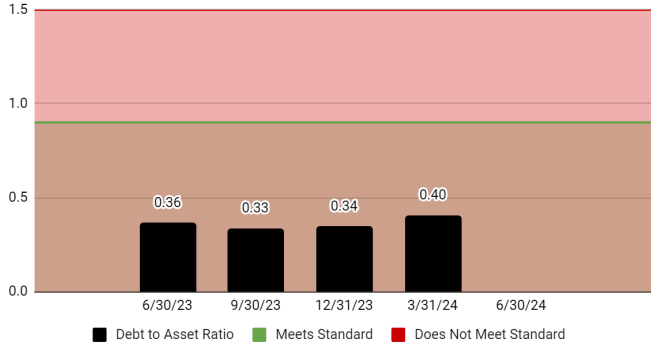
Education One monitors the school's debt to asset ratio, which indicates the percentage of assets that are being financed with debt. The rubric for this sub-indicator is as follows:

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

Inspire Academy Days Cash  
Charter Term: 2023-2039



Inspire Academy Debt to Asset Ratio  
Charter Term: 2023-2039



The school receives a rating of **Meets Standard** with a ratio of 0.40. 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. The school will receive a rating of **Not Applicable**.

The rubric for this sub-indicator is as follows:

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

## Part III: Organizational Performance

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

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

Is the school's organizational structure successful?							
<b>Performance Rubric</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0; text-align: center; padding: 5px;"><b>Meets Standard</b></td> <td style="padding: 5px;">The school complies with and presents minimal to no concerns in the indicator measures.</td> </tr> <tr> <td style="background-color: #e0e0e0; text-align: center; padding: 5px;"><b>Approaching Standard</b></td> <td style="padding: 5px;">The school presents some concerns in the indicator measures. There is a credible plan to address the issues.</td> </tr> <tr> <td style="background-color: #e0e0e0; text-align: center; padding: 5px;"><b>Does Not Meet Standard</b></td> <td style="padding: 5px;">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.</td> </tr> </table>	<b>Meets Standard</b>	The school complies with and presents minimal to no concerns in the indicator measures.	<b>Approaching Standard</b>	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.	<b>Does Not Meet Standard</b>	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.
<b>Meets Standard</b>	The school complies with and presents minimal to no concerns in the indicator measures.						
<b>Approaching Standard</b>	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.						
<b>Does Not Meet Standard</b>	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?	
<b>Year 1</b>	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.

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

## GOVERNING BOARD

### Focus on High Academic Achievement

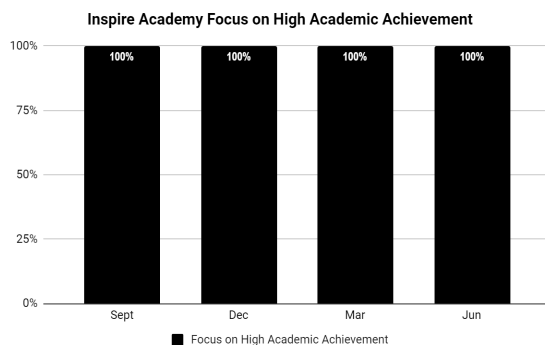
Education One expects governing boards to consistently work towards fulfilling the mission of the school and promises of the charter, and to know whether or not students are on track for high-levels academic achievement, as evidenced by the following characteristics:

- 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.

It is evident that the board of Inspire Academy- A School of Inquiry (IASI) believe in the mission of the school and agree on the definition of academic excellence. The board exhibited, through board meeting discussions, the assumption of ultimate responsibility for the school and student success. The board was provided with multiple data points during each meeting throughout the 2023-24 school year, utilizing the Performance Dashboard and staff presentations, to better understand academic achievement and use it to drive board decisions. The board evidenced a clear strategic plan that outlined academic goals and budget allocations prioritizing academic programs and resources. The board continued to increase its capacity in fully understanding how academic achievement was measured but still requires further development and training. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, the IASI governing board receives a rating of **Meets Standard**.



### Commitment to Exemplary Governance

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

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

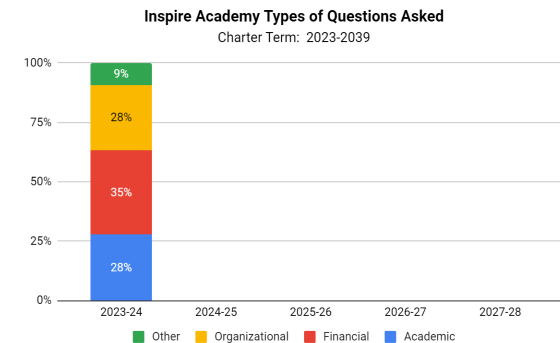
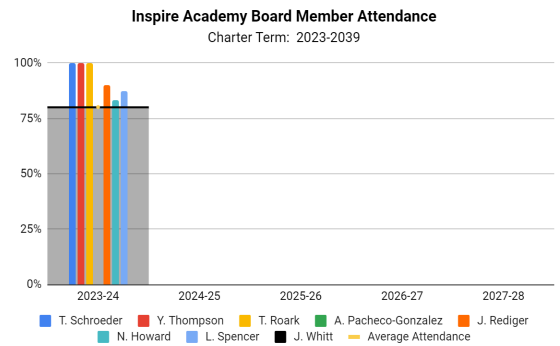
- Investment in the board’s development, through orientation for new members and ongoing training for existing members;
- Clearly defined roles and responsibilities for officers, committees, and board members;
- Employment of a robust committee structure to accomplish board work strategically and efficiently;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

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

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

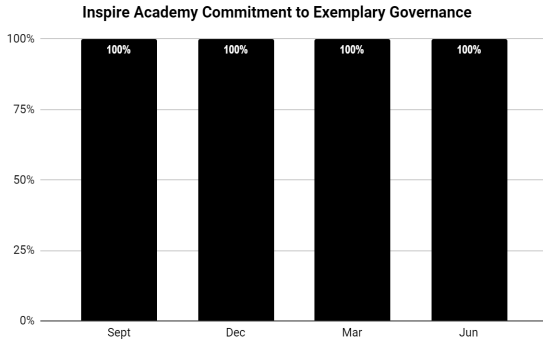
The board experienced change in its overall makeup at the beginning of the 2023-24 school year with board member resignations, term limits expiring, and the addition of new members. Throughout these transitions, however, the IASI board maintained a full slate of board members, representing a diverse set of skills that include business, community engagement, education, finance, and medical. As the board continues to increase in size or capacity, a member with legal expertise would be beneficial.

Ms. Yvonne Thompson served as Board Chair and was able to successfully lead the board and engage members. New members participated in on-boarding development and the board implemented



new job descriptions for its officers. The board had an average attendance rate of 80%. Attendance rates are illustrated in the corresponding graph. The graph includes members who may have resigned or whose term limit ended during the 2023-24 school year.

Board engagement was also observed throughout each scheduled meeting through board questioning and discussions. The graph to the left identifies the distribution of types of questions asked throughout board meetings. Overall, meetings were well rounded based on information that benefits the growth of the school, with most questions and discussions centered on the three main performance indicators: Academics, Financial, and Organizational.



Throughout the school year, there was timely communication of any organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One. Materials were distributed prior to scheduled board meetings and included academic, financial, and organizational updates.

The 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 board observed the basic understanding of school finances. The board has enlisted the support of school personnel to provide appropriate updates and engaged in frequent discussions around the school’s budget and other large financial projects. Financials were reviewed regularly and used to make sound decisions. The board approved a budget for the 2023-24 school year and monitored the budget on a month-to-month basis. The IASI board has set fundraising goals and holds an annual giving gala for the school. Each member has made the school a top personal priority, whether that be through investment of time and/or resources. Based on evidence collected throughout the school year, IASI’s governing board receives a rating of **Meets Standard**.



### Strategic Planning and Oversight

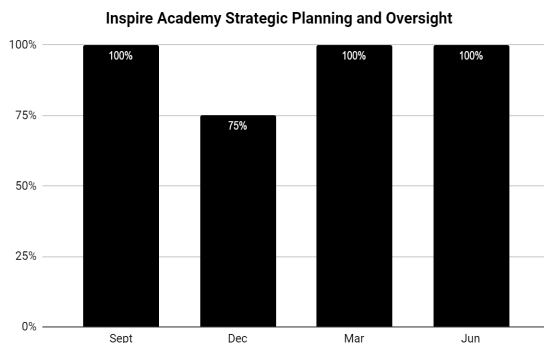
Education One believes that an effective governing board determines the strategic direction of a school, understands and respects the balance between oversight and management, and evaluates and holds school leaders and management partners accountable. More specifically, strong boards exhibit the following 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 board evidenced the establishment of a clear strategic plan and developed it throughout the 2023-24 school year during regularly scheduled board meetings. Based on the board’s self-assessment, conducted and provided to Education One in April of 2024, the board indicates there is still development required in setting annual goals for the school, board, and board committees. From there, board members felt that the overall organization of the board (i.e., its committees and meetings) could improve to support meeting goals set.



Based on qualitative evidence collected in board meetings and interactions with the Ms. Thompson, that the board ensured the school leadership team, comprised of Ms. Leslie Draper, Executive Director, and Mr. Patrick Fassnacht, Principal, had the autonomy and authority to manage the school. The board collaborated well with this team in a way that was conducive to continuous improvement.

A school leader and a board succession plan was developed, based on the feedback received by Education One in December of 2023, as noted in the corresponding graph. The team exhibited no other areas of concern in any of the measure characteristics for the remainder of the 2023-24 school year and, therefore, receives a rating of **Meets**

**Standard.**

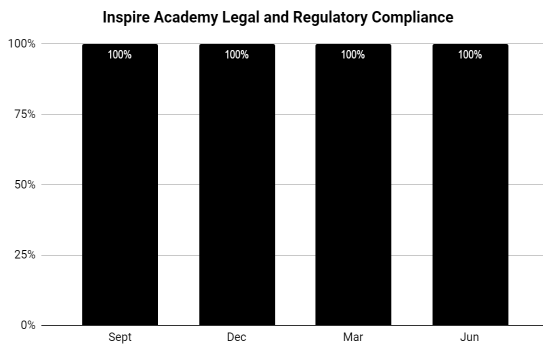
### Legal and Regulatory Compliance

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 IASI board held all of its regularly scheduled meetings in compliance with Indiana’s Open Door Law and maintained the highest standards of public transparency by accurately documenting meeting proceedings and board decisions. Terms set forth in the charter agreement were adhered to and the board complied with established board policies and procedures, as well as state and federal laws.

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

## SCHOOL LEADER

### Leadership

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

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

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

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

Mr. Patrick Fassnacht served as Principal of IASI during the 2023-24 school year, his second year serving in that role. Principal Fassnacht has leadership experience in other districts and schools near or around the community served by IASI. The team experienced stability in key leadership roles, with the exception of one coaching support person who moved into the role of classroom teacher throughout the school year.

The leadership team, specifically Mr. Fassnacht, communicated with internal and external stakeholders, with the support of Ms. Leslie Draper, the school’s Executive Director. Based on meetings with Education One, Principal Fassnacht participated in the process of continuous improvement and engaged in systems of responding to feedback to support next steps in increasing teacher capacity and student outcomes.

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

## COMPLIANCE

### Charter Compliance

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

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

The rubric for this sub-indicator is as follows:

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

At the time of this report, IASI was responsible for timely submissions of items July 2023 through June 2024. 100% of items were submitted in compliance with reporting requirements processes and procedures.

Throughout the 2023-24 school year, the school was in compliance with the terms of its charter and proactive and productive in meeting governance obligations. Members of the IASI governing board and leadership team who interact with Education One collaboratively participated in scheduled meetings. Based on evidence collected throughout the school year, the school receives a rating of **Meets Standard**.

### Special Education Compliance

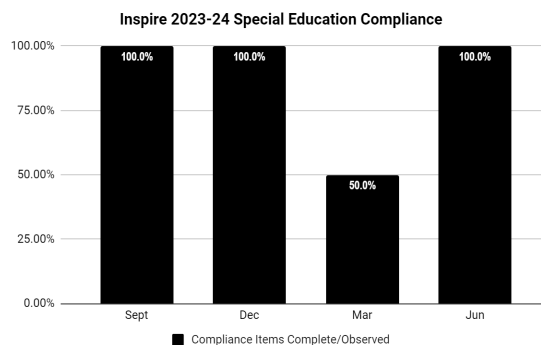
To ensure that laws and requirements are being upheld and students with special needs are being serviced appropriately, Education One conducts a Special Education compliance check on a quarterly basis and looks for the following components:

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

The rubric for this sub-indicator is as follows:

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

The school exhibited 100% of the measure characteristics for most quarters during the 2023-24 school year. In March of 2024, after conducting its routine desktop monitoring, Education One observed multiple Individualized Education Plans (IEPs) not being established, current, and/or up to date in Indiana’s online system. Similarly, the school was unable to evidence whether or not case conference meetings occurred within compliance or that high quality interventions were implemented in push-in and/or pull-out settings. The school worked to remedy the issues and was able to meet all measure characteristics by June of 2024. Based on evidence collected throughout the school year, IASI receives a rating of **Meets Standard**. However, processes and systems need to be consistently implemented to support the creation and implementation of high quality IEPs.



**Part IV: School Wide Climate**

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

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

The rubric for this indicator is as follows:

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

Based on the outcomes of the third party survey conducted by the school, 80% of families were satisfied with the school. 25% responded with ‘mostly’ happy and 55% responded with being happy. With an overall satisfaction rate of 80%, 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. Education One’s standard for survey viability is a participation rate of at least 70.0%. The survey conducted by the school had a response rate of 56%, six points higher than the third party survey’s Public Charter School response rate.

Moving into the 2024-25 school year, Education One requires the school to also conduct satisfaction surveys of its students and staff. Similarly, the school needs to work to continue to increase the overall response rate for each survey to ensure validity of responses.

## Part V: Next Steps

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

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

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

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

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

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

### Next Steps Overview for 2024-25 School Year

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

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

Commendations:

- Increasing overall instructional capacity of the school, improving classroom management and structures and actively engaging students in lessons
- Participating in the Literacy Cohort and providing meaningful coaching supports to teachers new to their position or the profession
- Engaging in continuous process for improvement, indicating implementation of feedback after each site visit
- Exhibiting quality of programming overtime, specifically in English/Language Arts, as it pertains to Legacy vs. Non-Legacy student outcomes on the NWEA assessment

Recommendations:

- Tier assignments and materials to provide different levels of challenge based on students' abilities
- Group students based on readiness, interests, and/or learning profiles

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

- Improve overall attendance to, at minimum, an approaching standard percentage
- 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

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

Commendations:

- Increasing enrollment from the October 2023 to the February 2024 count date for an enrollment variance of 113%

Recommendations:

- Continue to increase Days Cash to be at least 15-30 days

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

### GOVERNING BOARD

Commendations:

- Reviewing indicators of student success regularly to measure progress toward school goals
- Engaging during meetings through questioning, commenting, etc. based on a comprehensive review of all board materials prior to the meeting
- Requiring that each board member make the school a top personal priority each year through the investment of time, energy, and/or resources
- Overseeing the development of a clear strategic plan that reflects the board's vision and priorities for the school's future

Recommendations:

- Participate in board training, including, but not limited to the following:
  - Student Achievement Measures
  - Board Engagement in Meetings through Questioning and Discussions
  - School Finances

**LEADERSHIP**

Commendations:

- Communicating effectively with stakeholders (i.e., students, staff, families, and community) that support the implementation of the mission and vision of the school
- Providing clarity of roles and responsibilities among school staff
- Engaging in the continuous process of improvement
- Providing prompt and actionable feedback to teachers

Recommendations:

- Use classroom observations to support student academic achievement by visiting all teachers more frequently to observe instruction
- Analyze assessment results frequently to adjust classroom instruction, grouping of students, and/or identifying students for special intervention

**COMPLIANCE**

Commendations:

- Submitting of all required compliance documentation on time as set forth by Education One, including but not limited to meeting minutes and schedules, board member information, compliance reports, and employee documentation
- Participating in all meeting with Education One effectively and collaboratively
- Proactively communicating any deficiencies with Education One

Recommendations:

- Implement consistent processes and systems to support the creation and implementation of high quality IEPs

<b>School Wide Climate</b>
<b>Meets Standard</b>

Commendations:

- Receiving a high rate of satisfaction amongst families
- Obtaining a response rate higher than the national response rate for Public Charter Schools

Recommendations:

- Implement strategies to increase participation to 70%
- Incorporate student and staff satisfaction surveys for the 2024-25 school year