



EDUCATION ONE
AT TRINE UNIVERSITY

2024-25 ANNUAL REVIEW

PARAMOUNT ONLINE ACADEMY

Evaluated By:

Emily Gaskill, Interim Director of Charter Schools
Amanda Webb, Deputy Director Academics
Caitlin Hicks, Director of Compliance + Engagement

Education One, L.L.C.

TABLE OF CONTENTS

<u>Part I: Academic Performance</u>	3
<i>Is the school's educational program successful?</i>	
<u>Part II: Financial Performance</u>	20
<i>Is the school in sound fiscal health?</i>	
<u>Part III: Organizational Performance</u>	24
<i>Is the school effective and well run?</i>	
<u>Part IV: School Climate</u>	34
<i>Is the school providing appropriate conditions for student, family, and staff success?</i>	
<u>Part V: Next Steps</u>	36
<i>Does the school or organization require interventions moving forward?</i>	

REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
	Meets Standard	Approaching Standard	Approaching Standard	Approaching Standard	

Is the school's educational program successful?

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

What does the Overall Rating for Academic Performance mean?

Year 1	The school received a rating of Meets Standard, indicating that the school complies with and presents minimal to no concerns in the indicator measures. The school was held accountable to six measures. 67% of measures were rated as meeting standard. Two measures, attendance and growth on the local math assessment were close to the meets standard metric. As a new school, with a virtual model, and part of an established network the school exhibits minimal concerns moving into the 2022-23 school year. The focus for the next year should be around creating processes and procedures for increasing overall attendance and strategies to support math achievement and growth in the middle school grades.
Year 2	The school received a rating of Approaching Standard, indicating that the school presents some concerns in the indicator measures with a credible plan to address the issues. The school was held accountable to nine measures. The only area that received a rating of Does Not Meet Standard was proficiency on the local benchmark assessment in math. One other measure also decreased from a meets standard to approaching standard rating, which was growth on the local reading assessment. Decreases in rating center around middle school outcomes. For the 2023-24 school year the school needs to continue to implement strategies to support math achievement, specifically in middle school grades.
Year 3	The school received an overall rating of Approaching Standard, indicating that the school presents some concerns in the indicator measures with a credible plan to address the issues. The school was held accountable to 20 measures. Five of the measures received a rating of Does Not Meet Standard, including attendance and all measures regarding progress towards proficiency on the schools local assessment. For the 2024-25 school year, the school needs to conduct a root cause analysis of why there was an observable decrease in proficiency and growth on the local assessment and attendance after the school had seen an increase from the first year to second year.
Year 4	The school received an overall rating of Approaching Standard, reflecting concerns in several areas with a credible plan for improvement. Of the 25 measures evaluated, 9 were rated Does Not Meet Standard. Notably, reading proficiency declined compared to the previous year and continued to drop throughout the current year, highlighting the need for the school to examine the root causes of this trend.

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

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

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. OR 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, Paramount Online Academy (POA) receives a rating of **Does Not Meet Standard** based on the school's Accountability Plan Performance Framework.

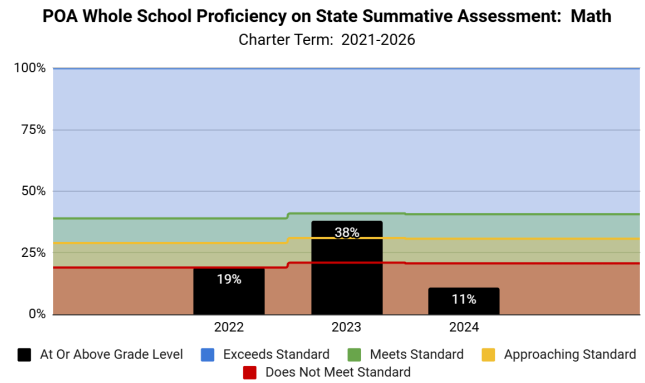
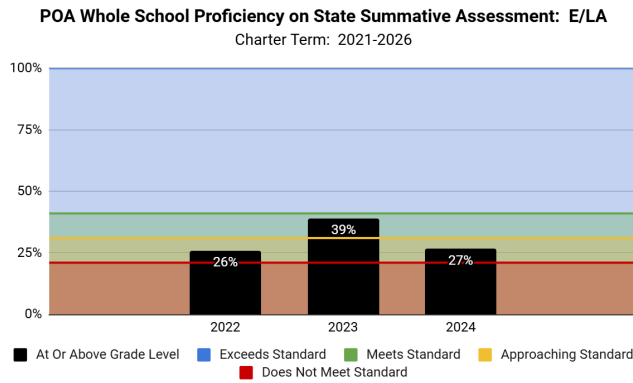
Proficiency on State Summative Assessment

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 POA 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 POA, 27% of students met or exceeded standards on the same assessment. With a difference of 14 points, the school is **Approaching Standard**.

Math: In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023-24 math assessment. At POA, 11% of students met or exceeded standards on the same assessment. With a difference of 40 points, the school **Does Not Meet Standard**.

As the school completed its third year in 2023-24, proficiency has shown inconsistency, with passing rates fluctuating. While there was initial growth, the trend reflects an overall lack of sustained improvement, signaling the need for a more consistent and strategic approach to instruction and intervention in English/Language Arts and math.

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).

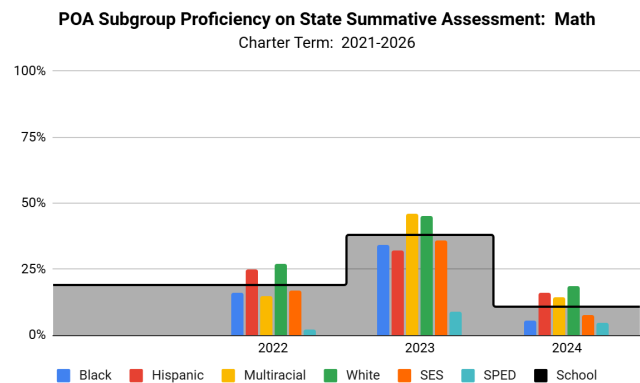
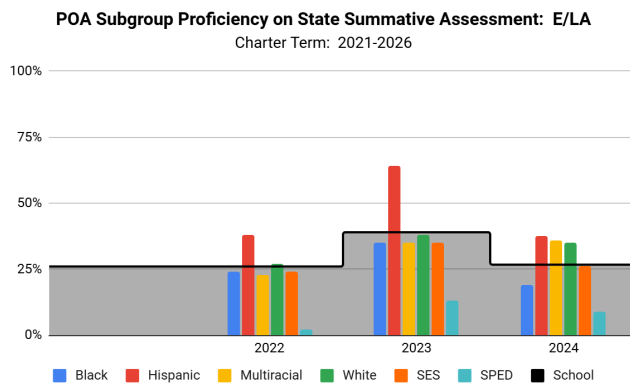
The rubric used for this measure is as follows:

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	55%	13%	19.1%	20.9%	-1.8	MS	5.4%	17.0%	-11.6	DNMS
Hispanic	12%	15%	37.5%	27.0%	+10.5	ES	16.0%	25.5%	-9.5	MS
Multiracial	6%	6%	35.7%	37.9%	-2.2	MS	14.3%	35.0%	-20.7	DNMS
White	27%	63%	35.2%	47.9%	-12.7	AS	18.5%	48.7%	-30.2	DNMS
F/R Lunch	68%	47%	26.2%	28.0%	-1.8	MS	7.6%	27.2%	-19.6	AS
SPED	22%	17%	9.1%	13.7%	-4.6	AS	4.5%	16.9%	-12.4	DNMS

English/Language Arts: Only two of POA subgroups did not meet standard, White and SPED student subgroups. All other subgroups, including, Black, Hispanic, Multiracial, and Free/Reduced Lunch, either met or exceeded standard. Overall, the school **Meets Standard**. The school has made progress in closing achievement gaps amongst student subgroups, with the exception of Black students. Through concerted efforts and targeted interventions, the school has witnessed improvement in academic outcomes for historically marginalized groups in comparison to the state.

Math: There were significant disparities in academic achievement among various subgroups of students within the school. Hispanic students were the only subgroup to meet standard. The majority of subgroups fell into does not meet standard, with proficiency scores less than 50% of the state's passing percentage. Overall, the school **Does Not Meet Standard**.

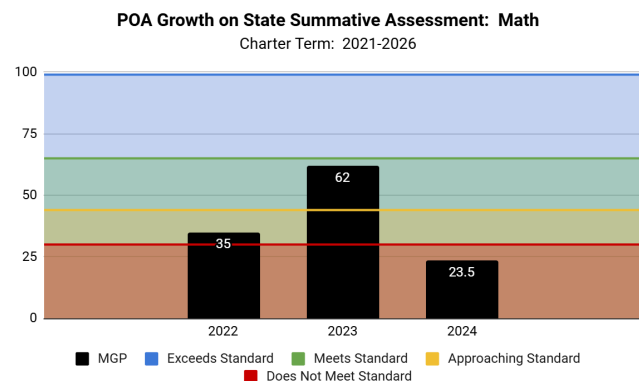
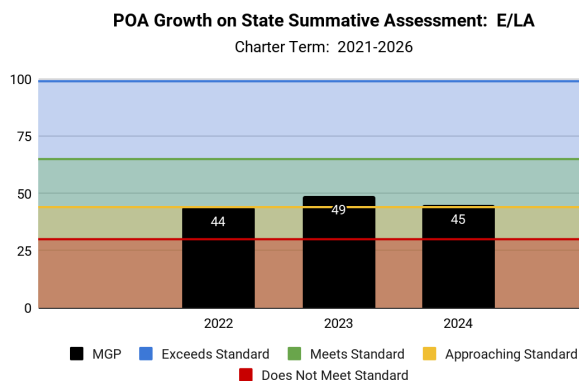
Growth on State Summative Assessment

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.



English/Language Arts: POA had an MGP of 45 based on 2023-24 ILEARN assessment results. Therefore, the school **Meets Standard**.

Math: POA had an MGP of 23.5 based on 2023-24 ILEARN assessment results. The school receives a rating of **Does Not Meet Standard**. The data fluctuations suggest early momentum has not been sustained, indicating a need to evaluate Tier I instruction, curriculum alignment, and targeted student support to ensure long-term academic improvement.

Subgroup Growth on State Summative Assessment

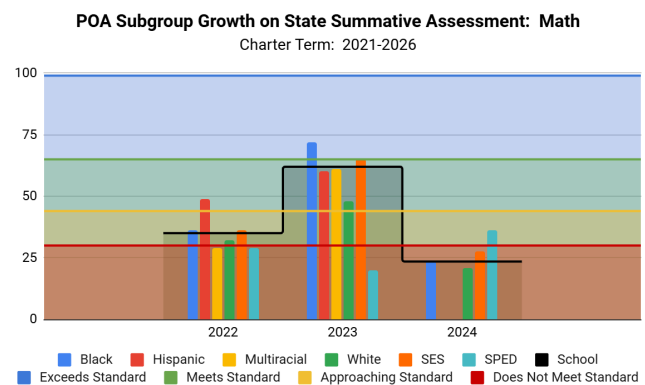
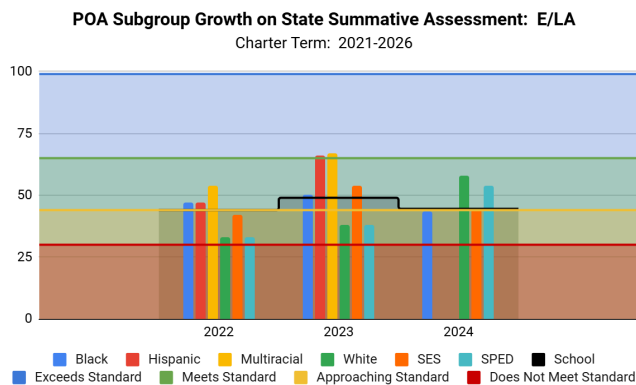
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress subgroups make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language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

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



English/Language Arts: The majority of POA student subgroups fell within the meets standard range. The Black student subgroup was the only subgroup to receive an approaching standard rating. Overall, the school **Meets Standard**. The school has made progress in closing gaps amongst student subgroups. Through concerted efforts and targeted interventions, the school has witnessed improvement in academic growth outcomes for historically marginalized groups since opening in 2021-22.

Math: All student subgroups fell below the meet standard metric. Overall, the school **Does Not Meet Standard**. Upon review of disaggregated data, it's clear that certain subgroups, such as students from economically disadvantaged backgrounds, English learners, students with disabilities, and students of certain racial groups, consistently underperform compared to their peers in key growth measures.

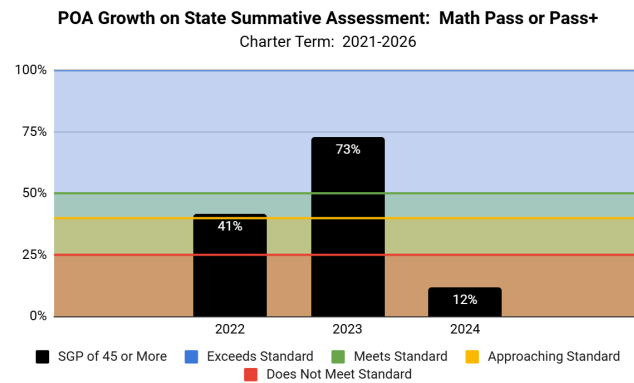
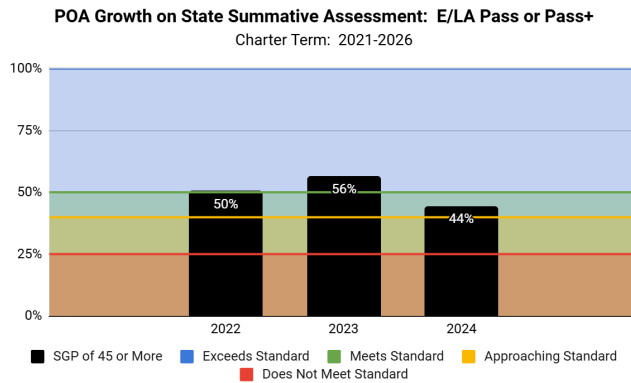
Passing Status Growth on State Summative Assessment

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

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	40.0-50.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	25.0-39.9% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	Less than 25.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.

The graphs on the following page illustrate the growth trends of students with previous pass or pass+ status served throughout the school's current charter term defined within this review.



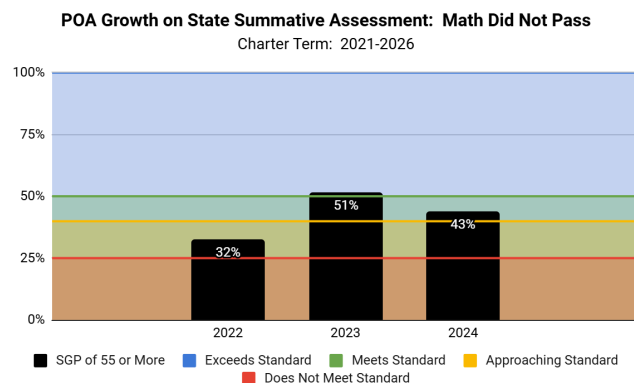
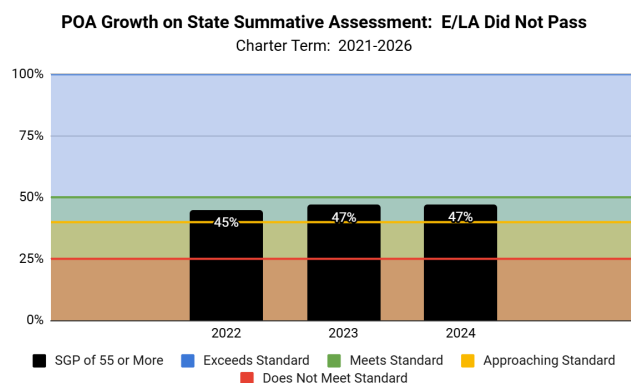
English/Language Arts: 44% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023-24 English/Language Arts assessment. The school receives a rating of **Meets Standard**. The data reflects strong academic progress and indicates that current instruction and support are effectively meeting the needs of students who are already performing at grade level.

Math: 12% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023-24 math assessment. The school receives a rating of **Does Not Meet Standard**. This significant decrease from percentages of the earlier two years raises concerns about the effectiveness of Tier I instruction to continue to meet the needs of proficient students and sustain their on grade level status.

Did Not Pass Students: The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of Did Not Pass have an SGP of at least 55.	40.0–50.0% of students with a previous status of Did Not Pass have an SGP of at least 55.	25.0–39.9% of students with a previous status of Did Not Pass have an SGP of at least 55.	Less than 25.0% of students with a previous status of Did Not Pass have an SGP of at least 55.

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: 47% 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 **Meets Standard**.

Math: 43% of 'Did Not Pass' students had an SGP of at least 55 on the 2023-24 math assessment. The school receives a rating of **Meets Standard**.

While proficiency is an important benchmark, the growth observed among non-passing students is equally significant, indicating that instructional practices, interventions, and support systems are effectively addressing students' academic needs and enabling them to make meaningful progress towards proficiency, regardless of their starting point.

Comparison to Local Schools

Education One compares its public charter schools to surrounding traditional and/or charter public schools that serve students with similar demographics and are within 10 miles of the school's location to ensure a quality choice is being provided to the community. Proficiency and/o growth results from Indiana's summative assessment in English/Language Arts and Math are utilized to calculate this measure. The rubric is as follows:

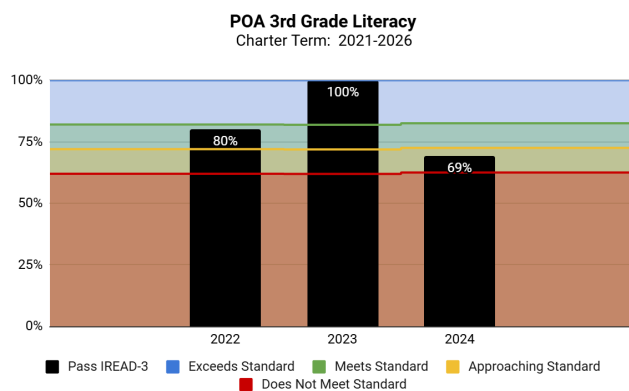
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's overall performance in proficiency and growth outpaces comparison schools 100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 75.0-99.9% of the time. OR The school is meeting or exceeding standard in proficiency and median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time. OR The school is meeting or exceeding standard in proficiency or median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time.

At this time, the school receives a rating of **Not Applicable**.

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.

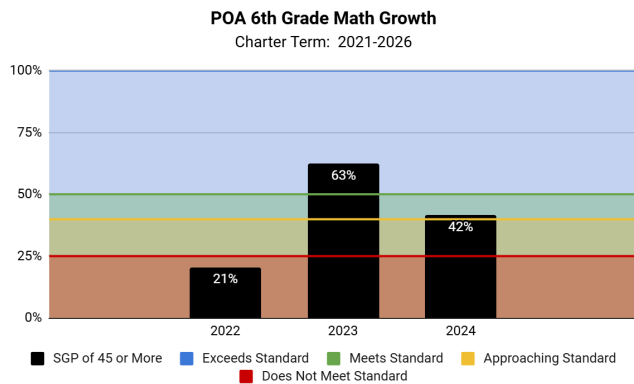
In 2023-24, POA had a passing rate of 69% on the IREAD-3 assessment. The state of Indiana's passing percentage was 83%. With a difference of 14 points, the school receives a rating of **Approaching Standard** according to their Accountability Plan Performance Framework. With such a stark contrast from early years, it is important for the school to continue to monitor curriculum implementation, differentiated

strategies, and instructional support in the virtual setting to support students in learning how to read foundationally.

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.



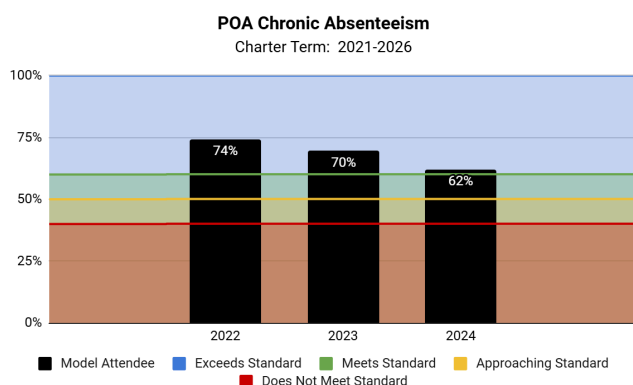
The following graph illustrates the trends of sixth grade students with an SGP of at least 45 on the ILEARN math assessment throughout the school's current charter term defined within this review. Students who demonstrate success in 6th grade math are more likely to continue building upon their mathematical skills and pursue advanced math courses in high school, which are essential for college admissions and career opportunities in STEM fields.

In 2023-24, 42% of sixth grade students had an SGP of at least 45 on the ILEARN math assessment. Therefore, the school receives a rating of **Meets 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 corresponding graph illustrates trends overtime for POA throughout its current charter term. Based on the current model attendee rate of 62% the school receives a rating of **Exceeds Standard**. Low chronic absenteeism may indicate strong partnerships between the school and families. Open communication, collaboration, and support between parents/guardians and school staff can help ensure that students attend school regularly and have the resources they need to overcome any barriers to attendance.

Special Education Compliance

To ensure that laws and requirements are being upheld and students with special needs are being serviced appropriately,

Education One conducts a Special Education compliance check on a quarterly basis and looks for the following components:

- Evidence that IEP goals are established, current, and up to date in Indiana's online system;
- Case conference meetings occur in compliance with all state and federal laws;

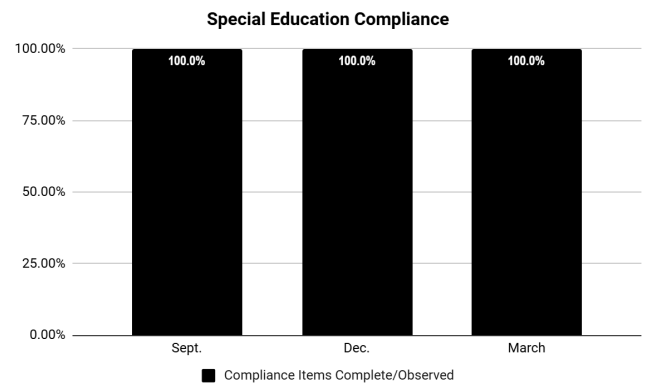
- Evidence of high quality interventions and IEPs are appropriately communicated with the classroom teacher;
- Evidence of high quality interventions and IEPs are implemented in push in and/or pull out settings;
- Staff to student ratios are adequate for providing services, in accordance with state and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

The rubric for this sub-indicator is as follows:

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

The school ensures that every student with an Individualized Education Plan (IEP) receives tailored support and services. Indiana's online system shows that IEP goals are meticulously established, current, and up-to-date, reflecting a commitment to individualized student success.

By ensuring that case conference meetings comply with all state and federal laws, the school shows a robust understanding and application of legal requirements, safeguarding the rights and needs of students with special needs. The corresponding graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, POA receives a rating of **Meets Standard**.



LOCAL ACADEMIC PERFORMANCE

Instruction

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

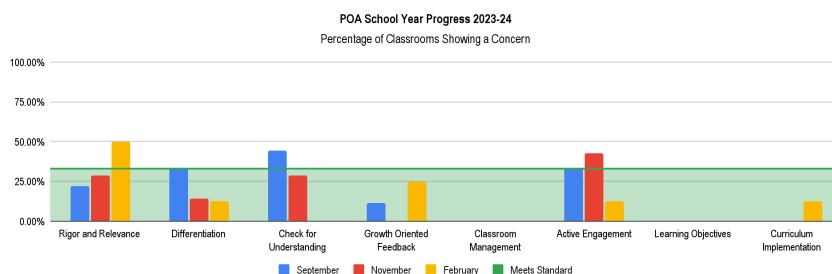
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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

The rubric for this measure is as follows:

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



The corresponding graph illustrates the percentage of classrooms showing a concern in each observable best practice throughout the 2024-25 school year. The goal is for a bar to be within the green 'Meets Standard' shaded area of the graph.

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

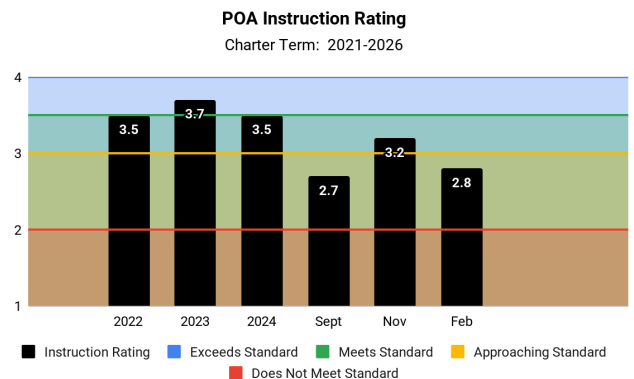
improvement with the school leadership team at the site visit and to the Board of Directors during regularly scheduled board meetings.

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

	September	November	February
Rigor + Relevance	22.0%	28.6%	50.0%
Differentiation	33.0%	14.3%	12.5%
Checks for Understanding	44.0%	28.6%	0.0%
Growth Oriented Feedback	11.0%	0.0%	25.0%
Classroom Management	0.0%	0.0%	0.0%
Active Engagement	33.0%	42.9%	12.5%
Learning Objectives	0.0%	0.0%	0.0%
Curriculum Implementation	0.0%	0.0%	12.5%

During instructional site visits, POA evidenced consistency with developing learning objectives that outlining precisely what students are expected to achieve and establishing clear expectations for behavior, academic performance, and classroom routines. The leadership team supported new staff integrating into POA's unique model, resulting in steady improvement to instructional areas such as checks for understanding and differentiation.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier II school, receiving site visits on a bi-monthly basis during the 2024-25 school year. The following graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).



Based on the qualitative and quantitative evidence collected throughout the 2024-25 school year, POA receives a rating of **Approaching Standard** with an average instruction rating of 2.9 points.

Attendance

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

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

The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. POA had an average attendance rate of 89.8% and, thus, **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework. Chronic absenteeism can contribute to a negative attitude towards school and learning. Students may become disengaged or develop feelings of frustration and hopelessness about their academic abilities. The school has developed strategic goals to address the trending concern.

Attendance Breakdown					
Kindergarten	88.3%	✗	Fifth	90.1%	✗
First	87.3%	✗	Sixth	91.4%	✗
Second	91.6%	✗	Seventh	88.3%	✗
Third	91.9%	✗	Eighth	87.6%	✗
Fourth	92.5%	✗	Whole School	89.8%	✗
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 2024-24 school year, POA utilized Cambium ClearSight, formative assessment platform for all students in grades 3-8. The reading and math assessments align to Indiana's state summative assessment in its complexity, rigor, and performance level indicators. Since the assessment does not include a growth measure, Education One will evaluate the school's change in proficiency rates from the beginning of the year to the end of the year assessment with the following rubric:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students demonstrate grade level proficiency standards OR Increase of 15.0 percentage points or more from BOY to EOY.	70.0-79.9% of students demonstrate grade level proficiency standards or met growth targets. OR Increase between 10-14.9 points or more from BOY to EOY.	60.0-69.9% of students demonstrate grade level proficiency standards or met growth targets. OR Increase between 5-9.9 percentage points BOY to EOY.	Less than 60.0% of students demonstrate grade level proficiency standards or met growth targets. OR Increase between 0-4.9 percentage points or a decline in proficiency.

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

Progress Towards Proficiency						
	Reading			Math		
	Baseline Proficiency Fall of 2023	End of Year Proficiency Spring of 2024	Rating	Baseline Proficiency Fall of 2023	End of Year Proficiency Spring of 2024	Rating
Third	57.1%	42.8%	✗	0.0%	29.0%	✓
Fourth	40.0%	60.0%	✓	25.0%	75.0%	✓
Fifth	22.2%	33.3%	✓	0.0%	33.0%	✓
Sixth	21.7%	26.1%	✗	28.0%	32.0%	✗
Seventh	38.1%	23.8%	✗	40.9%	64.0%	✓
Eighth	9.5%	14.2%	✗	N/A	N/A	-
School	26.7%	26.7%	✗	26.5%	48.0%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Reading: 26.7% of students were considered proficient and/or met growth targets on ClearSight. Several grade levels saw an overall increase in the percentage of students proficient by the end of the year while others remained stagnant or fell. Therefore, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

Math: 48.0% of students were considered proficient and/or met growth targets on ClearSight. The school saw an overall increase of 21.5 percentage points by the end of the year. Therefore, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework.

Despite efforts to improve academic outcomes, the school continues to face challenges with a significant portion of students not meeting proficiency. It is important to note that the percentages do not include the percentage of students meeting growth standards.

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.

Similar to overall Progress Towards Proficiency, the following rubric will be utilized:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students demonstrate grade level proficiency standards OR Increase of 15.0 percentage points or more from BOY to EOY.	70.0-79.9% of students demonstrate grade level proficiency standards or met growth targets. OR Increase between 10-14.9 points or more from BOY to EOY.	60.0-69.9% of students demonstrate grade level proficiency standards or met growth targets. OR Increase between 5-9.9 percentage points BOY to EOY.	Less than 60.0% of students demonstrate grade level proficiency standards or met growth targets. OR Increase between 0-4.9 percentage points or a decline in proficiency.

The table and graphs on the following page illustrate proficiency and growth outcomes throughout the school year.

Progress Towards Proficiency						
	Reading			Math		
	Baseline Proficiency Fall of 2023	End of Year Proficiency Spring of 2024	Rating	Baseline Proficiency Fall of 2023	End of Year Proficiency Spring of 2024	Rating
Black	27.0%	21.6%	✗	24.1%	52.0%	✓
Hispanic	30.0%	40.0%	✓	25.0%	38.0%	✓
Multiracial	35.7%	28.6%	✗	25.0%	63.0%	✓
White	16.7%	25.0%	✗	33.3%	39.0%	✗
F/R Lunch	26.8%	25.0%	✗	29.5%	52.0%	✓
SPED	13.3%	13.3%	✗	8.3%	0.0%	✗
School	26.7%	26.7%	✗	26.6%	48.0%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Reading: The school receives a rating of **Does Not Meet Standard** based on reading proficiency data across most subgroups, with the exception of Hispanic and White student subgroups. Proficiency rates are significantly below expectations, with all student subgroups performing below the 60% threshold of approaching standard. These results highlight an urgent need for targeted literacy interventions, differentiated instruction, and more effective support to address widespread academic gaps.

Math: The school receives a rating of **Exceeds Standard** in math based on proficiency rates across all subgroups. White and Special Education student subgroups did not see an appropriate increase or declined in proficiency, indicating the need for a more targeted intervention plan for those students. Proficiency rates for some subgroups, such as Black, Multiracial, and F/R Lunch were either close to the or were approaching standard.

Historical Proficiency

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

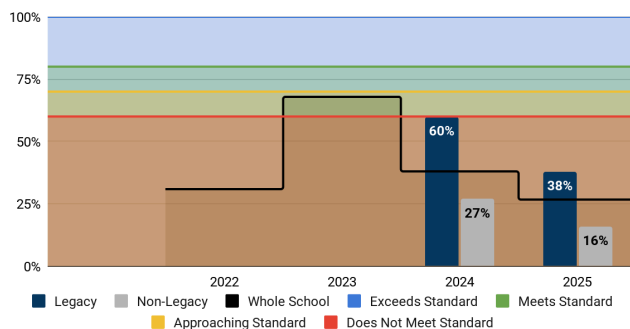
The rubric for this sub-indicator is as follows:

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

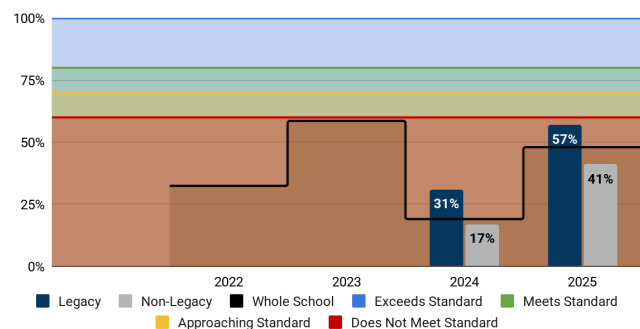
The following table and graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term. Legacy students are those who have been enrolled at the school for a minimum of three years in grades three through eight. Non-legacy students are those who have been enrolled for less than three years in the same grade levels. The ratings in the table below are indicative of the end of year proficiency percentage, only, for context of overall expectations.

Historical Proficiency							
		Reading			Math		
	Population %	Baseline Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	End of Year Proficiency	Rating
Legacy	49%	35.7%	38.1%	✗	30.0%	57.0%	✗
Non-Legacy	51%	18.1%	15.9%	✗	23.5%	41.0%	✗
School	100%	26.7%	26.7%	✗	26.6%	48.0%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

POA Legacy Student Proficiency: Reading
Charter Term: 2021-2026



POA Legacy Student Proficiency: Math
Charter Term: 2021-2026



Reading: At the end of the 2024-25 school year, 38% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 16% of non-legacy students. With a difference of 22 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 2024-25 school year, 57% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 41% of non-legacy students. With a difference of 16 percentage points, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework.

The data reveals that legacy students at the school demonstrate academic achievement, positioning the institution as a better choice for families in the school's community. Since inception the school's overall reading proficiency has decreased by four percentage points but increased by 16 percentage points in math.

Part II: Financial Performance

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

Overall Rating for Financial Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
	Approaching Standard	Approaching Standard	Meets 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 OR the school receives a weighted score of 2.0-2.6, with no credible plan to address the issues.

What does the Overall Rating for Financial Performance mean?	
Year 1	The school received an overall rating of Approaching standard, as the school presents concerns in the enrollment variance and days cash measures. As a part of an established network of schools with sound financial management capacity, there are credible plans to address the issues at hand of a newly opened virtual school.
Year 2	The school received an overall rating of Approaching standard, as the school presents concerns in the enrollment variance and days cash measures. As a part of an established network of schools with sound financial management capacity, there are credible plans to address the issues at hand of a newly opened virtual school.
Year 3	The school received a rating of Meets Standard, presenting no concerns with all measures meeting or exceeding standard.
Year 4	The school received a rating of Meets Standard, with a weighted rating of 2.7. The current financial rating reflects a short-term cash flow issue driven by the timing of major capital investments and delayed reimbursements, not a structural financial problem.

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	Financial Management	MS	MS	MS	MS	
	Enrollment Variance	DNMS	DNMS	ES	ES	
	Current Ratio	MS	MS	MS	MS	
	Days Cash	AS	AS	MS	DNMS	
	Debt/Default Delinquency	MS	MS	MS	MS	
	Debt to Asset Ratio	MS	MS	MS	MS	
	Debt Service Coverage	N/A	N/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.

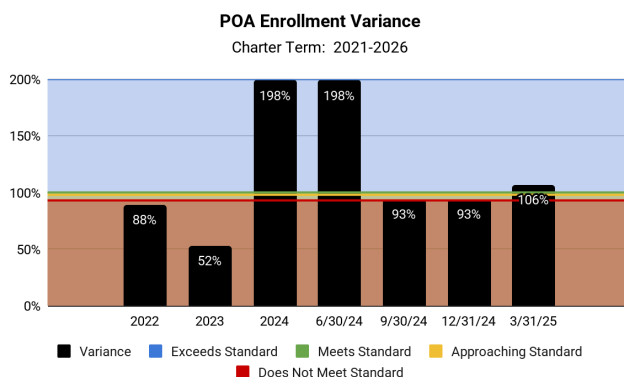
The State Board of Accounts reviewed the annual audit for the period July 1, 2023 to June 30, 2024 on March 25, 2025. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts. The audit did not indicate any deficiencies.

Throughout the 2024-25 school year, POA 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.

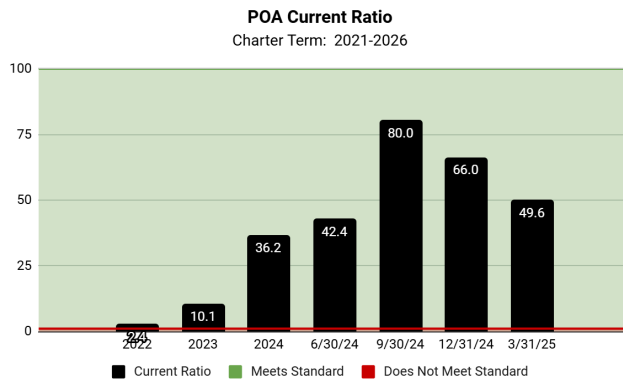


According to the Indiana Department of Education, PSB had a certified enrollment count of 163 students as of October of 2024. Similarly in February of 2025, the school observed an enrollment of 207 students. In August of 2024, Paramount Schools of Excellence submitted its annual budget, with an enrollment target of 175 for POA. With an enrollment variance of 106%, the school receives a rating of **Exceeds Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term. 163 207

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.

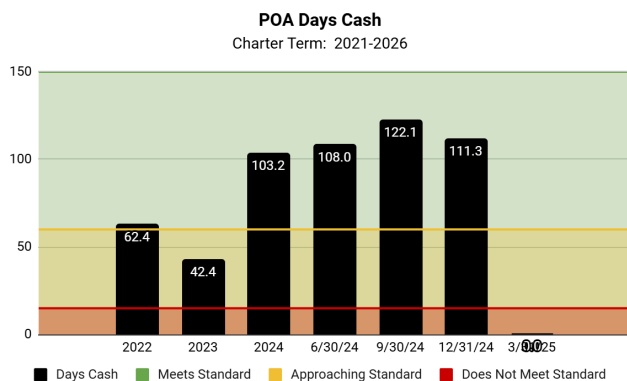


At the time of this report, the school's assets exceed its current liabilities with a ratio of 49.6 and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

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. OR between 30 and 60 days cash and one-year trend is positive.	Days cash on hand is at least between 15-30 days. OR between 30 and 60 days cash and one-year trend is negative.	Days cash is less than 15 days.



At the time of this report, POA had 0.03 days cash. Therefore, the school **Does Not Meet Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.

Debt/Default Delinquency

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

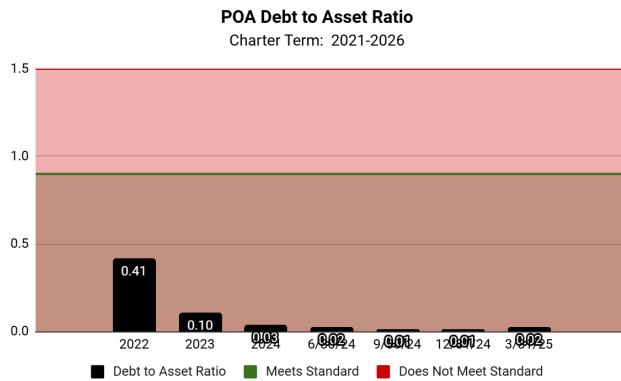
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

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

Debt to Asset Ratio

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

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



The school receives a rating of **Meets Standard** with a ratio of 0.02. 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
	2021-22	2022-23	2023-24	2024-25	2025-26
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	

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

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received an overall rating of Meets Standard, with no concerns in the indicator measures.
Year 2	The school received an overall rating of Meets Standard, with no concerns in the indicator measures.
Year 3	The school received an overall rating of Meets Standard, with no concerns in the indicator measures.
Year 4	The school received an overall rating of Meets Standard, with no concerns in the indicator measures.

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

GOVERNING BOARD

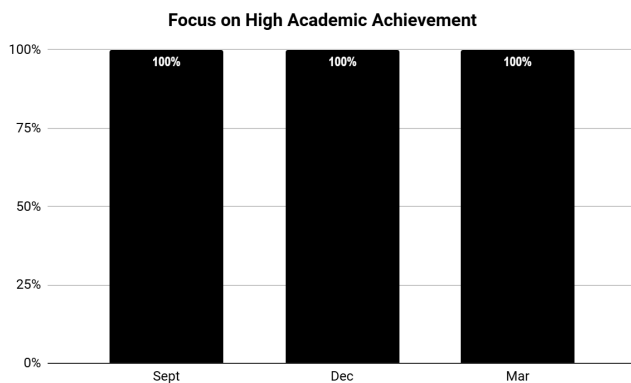
Focus on High Academic Achievement

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. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



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

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

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

Commitment to Exemplary Governance

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

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

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

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

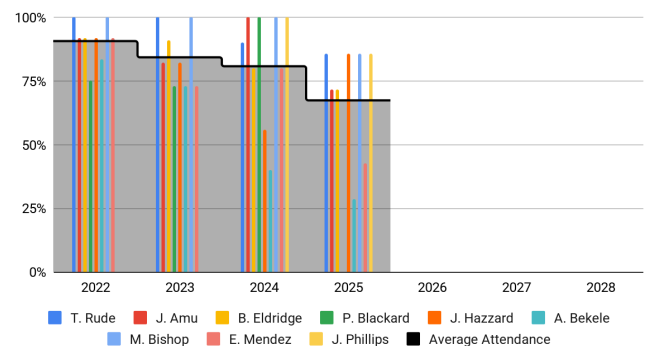
Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board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

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

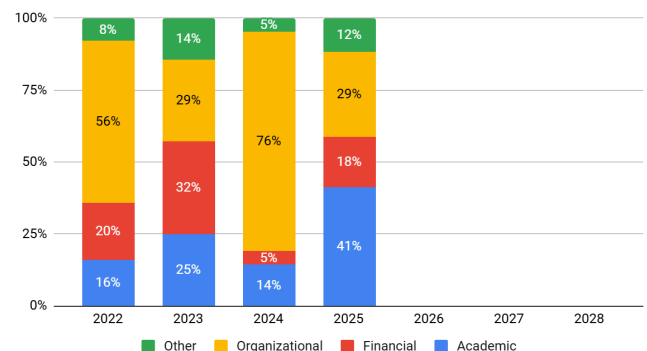
Leadership is strong, with an engaged board chair guiding productive meetings where members are well-prepared and actively involved. The board invests in its own development through orientation and ongoing training, and utilizes a robust committee structure to ensure work is carried out efficiently.

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

PSOE Board Member Attendance



PSOE Types of Questions Asked



Fiduciary Responsibilities

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

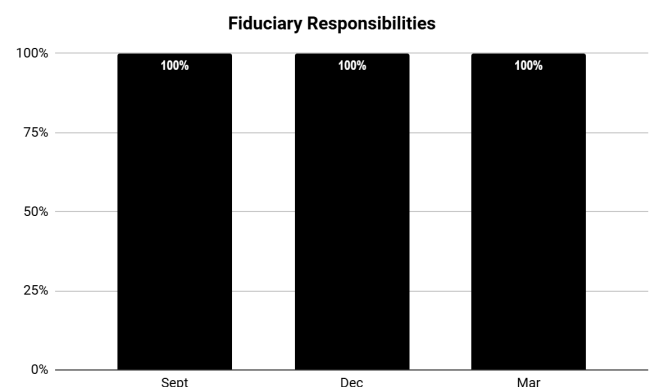
- Ensure that all members understand the school's finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically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

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

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

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

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



Strategic Planning and Oversight

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

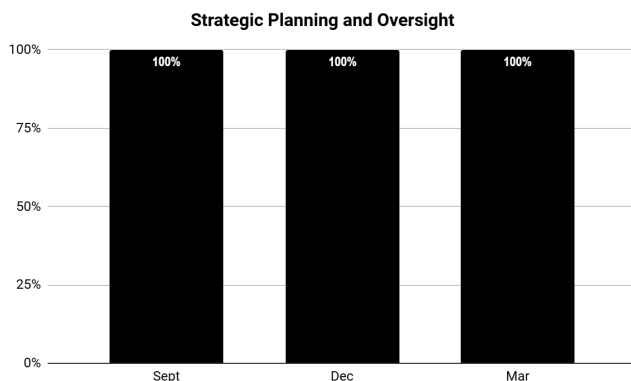
- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the school's

future;

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

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

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



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

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

challenges and drive continuous improvement.

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

Legal and Regulatory Compliance

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

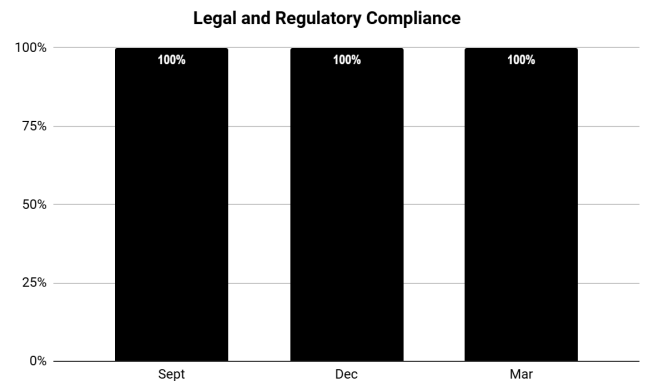
- Hold all meetings in compliance with Indiana's Open Door Law;

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

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

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

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



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

SCHOOL LEADER

Culture of High Expectations

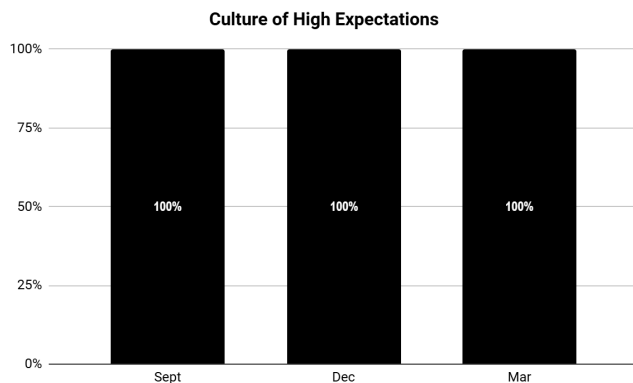
Education One measures the school leader and/or leadership team on the effectiveness of creating a school culture of high expectations. Leaders serve as models, mentors, and catalysts for positive change within the school community. The ability to create a culture of high expectations is fundamental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

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

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

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

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



In his first full year, the school leader has made a significant impact on the school's culture and trajectory, demonstrating an exceptional ability to innovate in ways that are both mission-aligned and deeply responsive to the realities of POA students. With a strong understanding of the unique challenges faced by highly mobile and often underserved student populations, leadership has championed a culture of high expectations, anchored in accountability and empathy.

Efforts to develop and implement a system for measuring and increasing student engagement reflect both high-level leadership capacity and a deep belief in the potential of every learner. Through clear communication, goal alignment

with the board, and ongoing collaboration with stakeholders, the school leader is setting the stage for transformative growth. Based on evidence collected throughout the school year, POA school leadership receives a rating of **Meets Standard**.

Staff Development

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

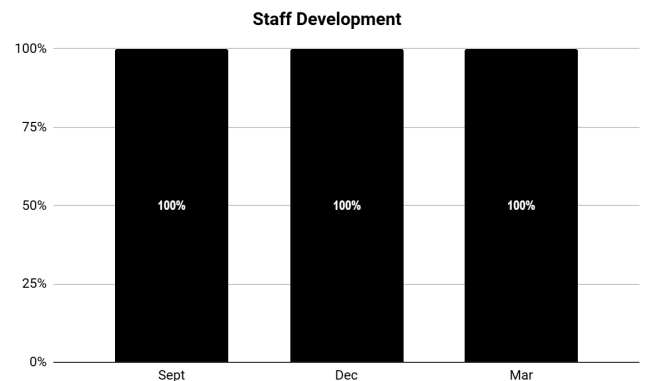
- At least 90% of teachers who teach full-time either:
 - Hold a license or permit to teach in a public school in Indiana described in code or rules adopted by the state board concerning the licensing of teachers; or
 - Are in the process of obtaining a license to teach in a public school in Indiana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

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

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

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

This school leader has brought a thoughtful and adaptive approach to staff development, ensuring that educators are both supported and challenged to grow within the online learning environment. He recognizes the importance of maintaining a fully licensed, high-quality teaching staff and has fostered a culture where professional expectations are clear and consistently upheld.



Teacher evaluations are structured and meaningful, focusing on both strengths and areas for growth. Moreover, professional development under leadership is targeted, relevant, and immediately applicable to virtual instruction. His ability to balance consistency with innovation allows for differentiated teacher support. Based on evidence collected throughout the school year, POA's school leadership receives a rating of **Meets Standard**.

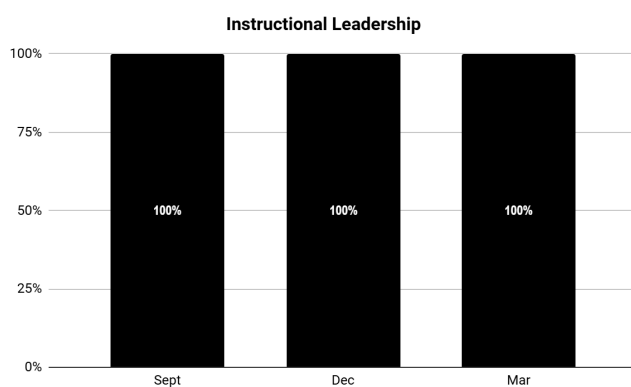
Instructional Leadership

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

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

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

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



As an instructional leader, the school leader's vision that high-quality, student-centered instruction must be the driving force behind every decision is clear. Leadership uses regular observations and data analysis not as a compliance measure, but as a tool to elevate practice and outcomes. Feedback to teachers is timely, actionable, and grounded in the school's academic mission.

He has established systems for instructional collaboration that are rooted in student achievement and reflective practice, helping staff to refine strategies and adjust to meet evolving student needs. The proactive leadership and willingness to think beyond traditional structures signal a

promising future for student success and how innovation and accountability can coexist. Based on evidence collected throughout the school year, POA's school leadership receives a rating of **Meets Standard**.

COMPLIANCE

Charter Compliance

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

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

The rubric for this sub-indicator is as follows:

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

Over the course of the year, the school demonstrated full compliance with the terms of its charter and maintained a consistent and collaborative relationship with Education One. All required compliance documentation, including board meeting minutes and schedules, board member updates, reports, and employee records, were submitted accurately and in a timely manner. The school remained aligned with the expectations outlined in its charter agreement and adhered to all applicable federal and state regulations. Additionally, the school engaged productively with both its governing board and Education One, actively participating in scheduled meetings and fulfilling governance responsibilities with transparency and professionalism. Based on evidence collected throughout the school year, POA 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
	2021-22	2022-23	2023-24	2024-25	2025-26
	Not Applicable	Not Applicable	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 OR the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

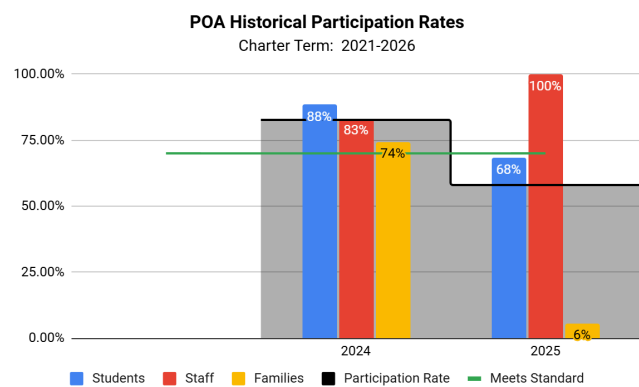
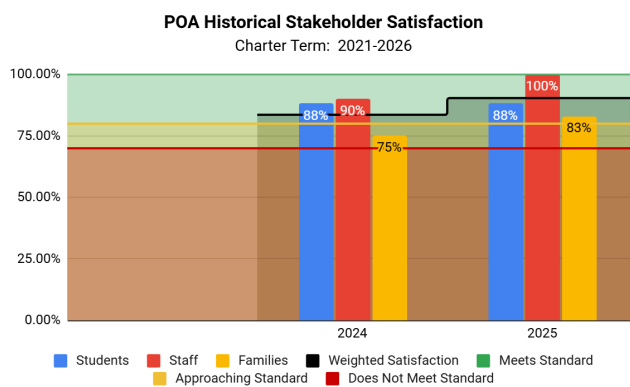
Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Stakeholder Satisfaction		N/A	N/A	MS	MS	

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 90.3% 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%. For the 2024-25 school year, POA had an average survey participation rate of 58%.

POA Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	209	143	68.4%
Staff	12	12	100%
Families	209	12	5.7%

Part V: Next Steps

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

Education One utilizes a tiered approach to providing schools with differentiated supports to best meet their unique needs, including schools who require more intensive interventions, based on quantitative and qualitative data points. A school's performance in regards to the indicators found in this annual review determines their assigned intervention and/or support tier each year. Education One's Intervention framework is composed of three tiers:

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

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

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

Next Steps Overview

For 2025-26 School Year

Academic Performance		
Rating	Tier	Probationary Status?
Approaching Standard	Tier placements will be determined following the release of 2025 ILEARN results.	

Commendations:

- Outperforming of legacy students versus non-legacy students in both reading and math, indicating that the longer a student attends the school the more likely they are to be on grade level
- Identifying ways in which to progress monitor success of academic programming through the lens of a virtual school

Recommendations:

- Identify reason behind the overall decrease in reading proficiency from the previous school year and lack of overall improvement from beginning to end of year

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

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

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

GOVERNING BOARD

Commendations:

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

Recommendations:

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

LEADERSHIP

Commendations:

- Demonstrating mission-aligned innovation that addresses the unique needs of highly mobile and underserved students
- Championing a culture of high expectations grounded in empathy, accountability, and belief in each learner's potential
- Providing relevant, targeted professional development tailored to online instruction and individual educator

needs

- Establishing collaborative structures rooted in student achievement and reflective practice to support continuous instructional refinement

Recommendations:

- Continue to integrate engagement data into instructional decisions to personalize learning and drive academic outcomes
- Monitor the long-term impact of instructional strategies through student achievement trends to inform continuous improvement