



## 2024-25 ANNUAL REVIEW

# PHALEN VIRTUAL LEADERSHIP ACADEMY

### **Evaluated By:**

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## REPORT OVERVIEW

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

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

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

## Part I: Academic Performance

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

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
	Approaching Standard	Does Not Meet 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 <b>OR</b> the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

What does the Overall Rating for Academic Performance mean?	
Year 1	The school received an overall rating of Approaching Standard, indicating that the school presented concerns in some of the indicator measures with a credible plan to address those issues. The school was held accountable to five measures and received a rating of Does Not Meet Standard in two of them, all of which relating to growth on local assessments in reading and math. The school needs to implement strategies to increase the percentage of students meeting growth targets on local assessments.
Year 2	The school received an overall rating of Does Not Meet Standard, indicating that the school presented concerns in most of the indicator measures with a credible plan to address those issues. The school was held accountable to six measures and received a rating of Does Not Meet Standard in three of them that related to growth on local assessments in reading and math and attendance. The school needs to implement strategies to increase the percentage of students meeting growth targets on local assessments. The school saw no improvement in students meeting growth targets from the previous school year and the overall average attendance rate decreased as well. The school needs to implement intentional tiered instruction through the use of classroom teachers, instructional assistants, and Special Education staff to support students in maintaining achievement status and meeting growth targets as well as create processes and procedures to increase overall attendance, specifically as the school's population has changed from its inaugural year.
Year 3	The school received an overall rating of Approaching Standard, indicating that the school presented concerns in some of the indicator measures with a credible plan to address those issues. The school was held accountable to 17 measures and received a rating of Does Not Meet Standard in six of them. This was the first year the school was held accountable to proficiency outcomes on their local assessment, which received a rating of Does Not Meet Standard in both reading and math. At a state and federal level, the school's passing percentage on IREAD-3, students graduating within four years, and chronic absenteeism were all areas of concern. The school needs to implement small group structures with the use of Instructional Assistants to push in and pull out for differentiated instruction, similar to the Special Education model from the 2022-23 school year and establish clear school wide expectations for teachers and students to actively engage students.
Year 4	The school received an overall rating of Approaching Standard, indicating that the school presented concerns in some of the indicator measures with a credible plan to address those issues. The school was held accountable to 27 measures and received a rating of Does Not Meet Standard in eight of them, which included Federal Accountability Rating, proficiency on state summative assessment, growth by subgroup in math on the state summative assessment, graduation pathways completion, and local historical math outcomes on the local benchmark assessment. The school needs to identify gaps in math curriculum resources and/or teacher implementation as it

	pertains to newly revised Indiana Academic Standards and implement small group structures, that are driven by data outcomes, for differentiated supports in math.
Year 5	The school received a rating of Approaching Standard, indicating that the school presented concerns in some of the indicator measures with a credible plan to address those issues. The school was held accountable to 33 measures and received a rating of Does Not Meet Standard in nine of them, which included Federal Accountability Rating, proficiency on state summative assessment, growth by subgroup in math on the state summative assessment, graduation pathways completion. However, most of the measures not meeting standard are a year old at the time of this report. Local assessment data indicates that the school made appropriate changes to increase student proficiency and growth. Similarly, legacy students are meeting proficiency standards in reading for the first time and approaching standard in math, indicating that the longer a student attends the program the more likely they are to be proficient.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	<a href="#">Federal Accountability Rating</a>	N/A	N/A	DNMS	DNMS	DNMS
	<a href="#">Proficiency on State Summative Assessment: E/LA (3-8)</a>	N/A	N/A	N/A	DNMS	DNMS
	<a href="#">Proficiency on State Summative Assessment by Subgroup: E/LA (3-8)</a>	N/A	N/A	N/A	AS	DNMS
	<a href="#">Proficiency on State Summative Assessment: Math (3-8)</a>	N/A	N/A	N/A	DNMS	DNMS
	<a href="#">Proficiency on State Summative Assessment by Subgroup: Math (3-8)</a>	N/A	N/A	N/A	DNMS	DNMS
	<a href="#">Proficiency on State Summative Assessment: E/LA (11)</a>	N/A	N/A	N/A	N/A	AS
	<a href="#">Proficiency on State Summative Assessment by Subgroup: E/LA (11)</a>	N/A	N/A	N/A	N/A	MS
	<a href="#">Proficiency on State Summative Assessment: Math (11)</a>	N/A	N/A	N/A	N/A	DNMS
	<a href="#">Proficiency on State Summative Assessment by Subgroup: Math (11)</a>	N/A	N/A	N/A	N/A	AS
	<a href="#">Growth on State Summative Assessment: E/LA (3-8)</a>	N/A	N/A	N/A	AS	AS
	<a href="#">Growth on State Summative Assessment by Subgroup: E/LA (3-8)</a>	N/A	N/A	N/A	AS	DNMS
	<a href="#">Growth on State Summative Assessment: Math (3-8)</a>	N/A	N/A	N/A	AS	MS
	<a href="#">Growth on State Summative Assessment by Subgroup: Math (3-8)</a>	N/A	N/A	N/A	DNMS	MS
	<a href="#">Pass or Pass+ Status Growth: E/LA (3-8)</a>	N/A	N/A	N/A	MS	AS
	<a href="#">Did Not Pass Status Growth: E/LA (3-8)</a>	N/A	N/A	N/A	AS	AS
	<a href="#">Pass or Pass+ Status Growth: Math (3-8)</a>	N/A	N/A	N/A	AS	AS
	<a href="#">Did Not Pass Status Growth: Math (3-8)</a>	N/A	N/A	N/A	DNMS	MS
	<a href="#">Comparison to Local Schools</a>	N/A	N/A	N/A	N/A	N/A
	<a href="#">3rd Grade Literacy</a>	N/A	N/A	DNMS	AS	AS
	<a href="#">6th Grade Math</a>	N/A	N/A	DNMS	MS	AS
	<a href="#">Graduation Pathways Completion</a>	N/A	N/A	DNMS	DNMS	DNMS
	<a href="#">Diploma Strength</a>	N/A	N/A	ES	ES	ES
	<a href="#">Chronic Absenteeism</a>	N/A	N/A	DNMS	ES	ES
	<a href="#">English Learner Compliance</a>	N/A	N/A	MS	MS	MS
	<a href="#">Special Education Compliance</a>	MS	MS	MS	MS	MS

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	<a href="#">Instruction</a>	MS	MS	MS	MS	MS
	<a href="#">Attendance</a>	AS	DNMS	AS	MS	AS
	<a href="#">High School Graduation on Track</a>	N/A	N/A	AS	DNMS	TBD
	<a href="#">Progress Towards Proficiency: E/LA</a>	N/A	N/A	N/A	AS	AS
	<a href="#">Progress Towards Proficiency by Subgroup: E/LA</a>	N/A	N/A	N/A	AS	AS
	<a href="#">Progress Towards Proficiency: Math</a>	N/A	N/A	N/A	MS	MS
	<a href="#">Progress Towards Proficiency by Subgroup: Math</a>	N/A	N/A	N/A	MS	MS
	<a href="#">Historical Proficiency: E/LA (3-8)</a>	N/A	N/A	N/A	ES	ES
	<a href="#">Historical Proficiency: Math (3-8)</a>	N/A	N/A	N/A	DNMS	AS

## STATE AND FEDERAL ACADEMIC PERFORMANCE

### Federal Accountability Rating

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

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

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

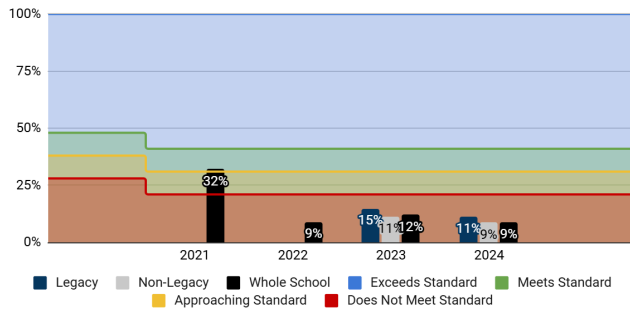
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of legacy students at or above grade level proficiency exceeds the state's percentage of students at or above proficiency.	The percentage of legacy students at or above grade level proficiency is within 0-10.0% 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 PVL A, 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.

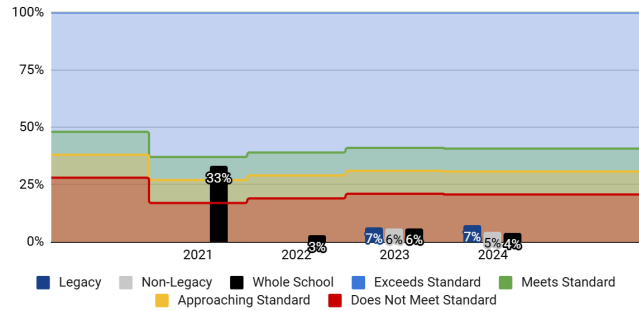
PVLA Whole School Proficiency on State Summative Assessment: ILEARN  
E/LA

Charter Term: 2020-25



PVLA Whole School Proficiency on State Summative Assessment: ILEARN  
Math

Charter Term: 2020-25



**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 PVLA, 11% of legacy students met or exceeded standards on the same assessment. With a difference of 30 points, the school **Does Not Meet Standard**.

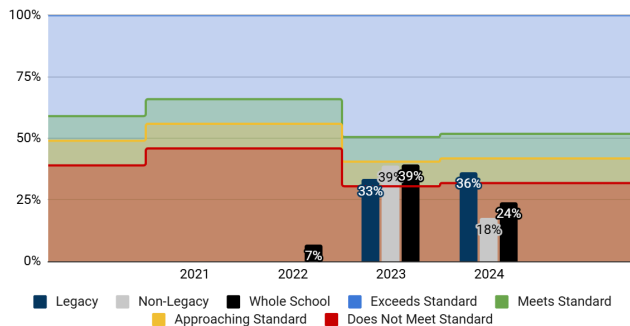
**Math:** In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023-24 math assessment. At PVLA, 7% of legacy students met or exceeded standards on the same assessment. With a difference of 34 points, the school **Does Not Meet Standard**.

Students in grade 11 participated in the Scholastic Aptitude Test (SAT). This assessment, administered in late winter, is considered a Graduation Qualifying Exam (GQE) in the state of Indiana and can be used as a graduation requirement. All data utilized in this measure's review is from the 2023-24 school year.

The following graphs 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.

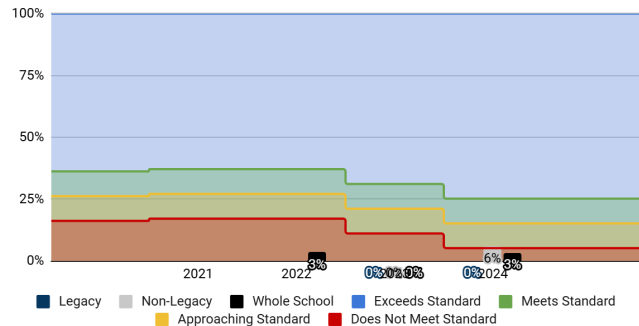
PVLA Whole School Proficiency on State Summative Assessment: SAT EBRW

Charter Term: 2020-25



PVLA Whole School Proficiency on State Summative Assessment: SAT Math

Charter Term: 2020-25



**English/Language Arts:** In Indiana, 52% of students in grade 11 met or exceeded standards on the 2023-24 Evidence Based Reading and Writing assessment. At PVLA 36% of students met or exceeded standards on the same assessment. With a difference of 16 points, the school is **Approaching Standard**.

**Math:** In Indiana, 25% of students in grade 11 met or exceeded standards on the 2023-24 math assessment. At PVLA, 0% of legacy students met or exceeded standards on the same assessment. With a difference of 25 points, the school **Does Not Meet Standard**.

### Subgroup Proficiency on State Summative Assessment

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

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

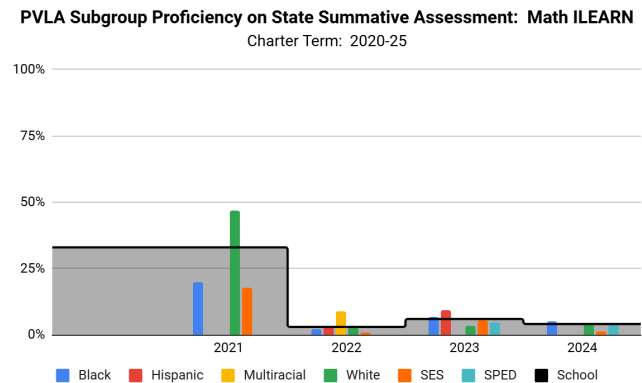
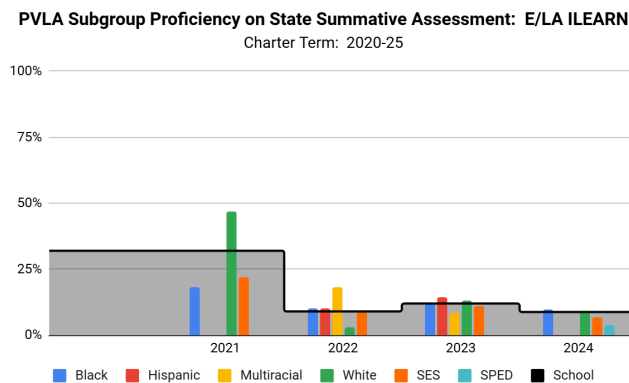
The rubric used for this measure is as follows:

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

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

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

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





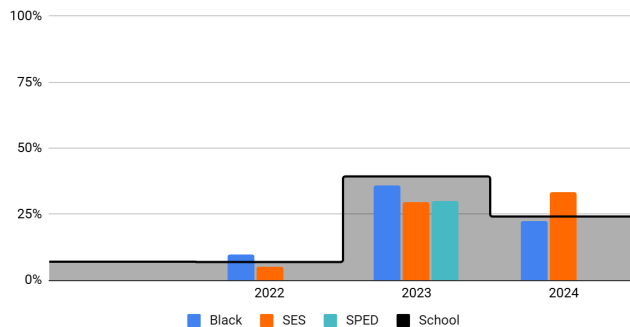
The following table highlights 2023-24 ILEARN results and how they compare to the state.

Subgroup Information			English/Language Arts				Math			
Subgroup	School Population	State Population	School Passing %	State Passing %	Difference	Rating	School Passing %	State Passing %	Difference	Rating
Black	68%	13%	9.9%	20.9%	11.0	AS	5%	17%	12.0	DNMS
Hispanic	9%	15%	0%	27%	27.0	DNMS	0%	25.5	25.5	DNMS
White	16%	63%	8.7%	47.9%	39.2	DNMS	4.3%	48.7%	44.4	DNMS
F/R Lunch	85%	47%	6.9%	28%	21.1	DNMS	1.4%	27.2%	25.8	DNMS
SPED	21%	17%	3.7%	13.7%	10.0	DNMS	3.7%	16.9%	13.2	DNMS

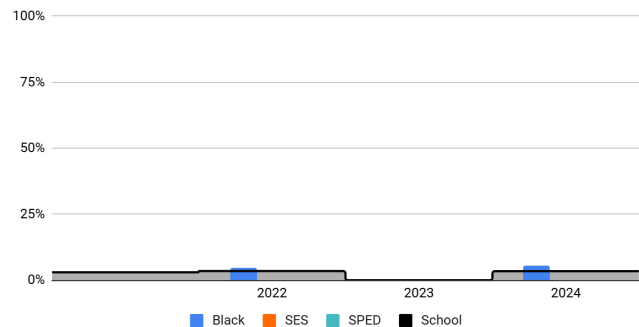
**English/Language Arts:** The school did not have any subgroups that met standard when comparing passing percentages to the state. All subgroups, excluding black students, performed far below their peers across the state. Overall, the school **Does Not Meet Standard**.

**Math:** Similar to English/Language Arts, the school did not have any subgroups that met standard when comparing passing percentages to the state. Upon review of disaggregated data, it's clear that certain subgroups, such as students from economically disadvantaged backgrounds, students with disabilities, and students of certain racial groups, consistently perform below their peers across the state. Overall, the school **Does Not Meet Standard**.

PVLA Subgroup Proficiency on State Summative Assessment: EBRW SAT  
Charter Term: 2020-25



PVLA Subgroup Proficiency on State Summative Assessment: Math SAT  
Charter Term: 2020-25



The following table highlights 2023-24 SAT 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	46%	12%	22.2%	27.2%	5.0	MS	5.6%	7.4%	1.8	MS
F/R Lunch	46%	40%	33.3%	36.4%	3.1	MS	0%	12.1%	12.1	DNMS

**English/Language Arts:** The school has made progress in closing achievement gaps amongst student subgroups. Through concerted efforts and targeted interventions, the school has witnessed improvement in academic outcomes for historically marginalized groups. Overall, the school **Meets Standard**.

**Math:** Analysis of disaggregated data reveals a narrowing of the achievement gaps across various subgroups, including students of certain racial groups. Overall, the school is **Approaching Standard**.

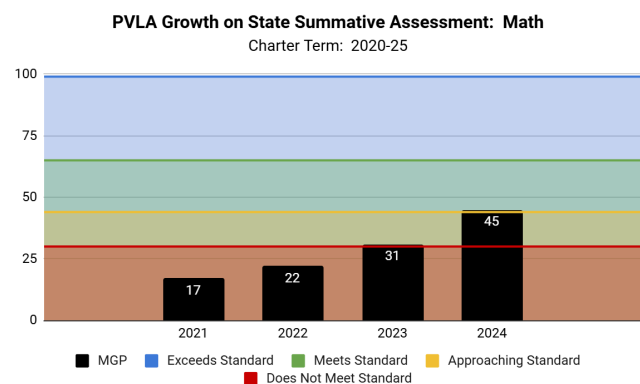
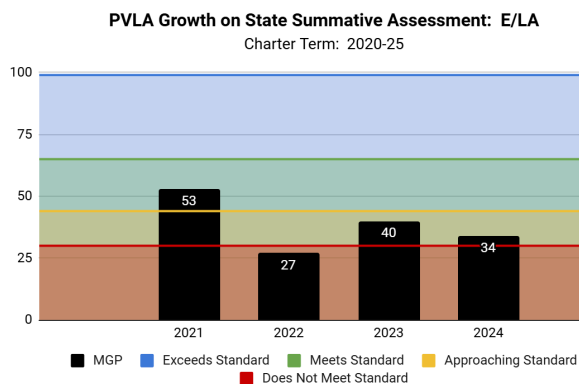
### Growth on State Summative Assessment

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:** PVLA had an MGP of 34 based on 2023-24 ILEARN assessment results. Therefore, the school is **Approaching Standard**. The recent data reveals a fluctuating trend in Median Growth Percentile, across various grade levels and subject areas, indicating further analysis in root causes.

**Math:** PVLA had an MGP of 45 based on 2023-24 ILEARN assessment results. Therefore, the school **Meets Standard**. The success of PVLA in meeting/exceeding standards on standardized assessments reflects the dedication, expertise, and collaborative efforts of our entire school community.

### Subgroup Growth on State Summative Assessment

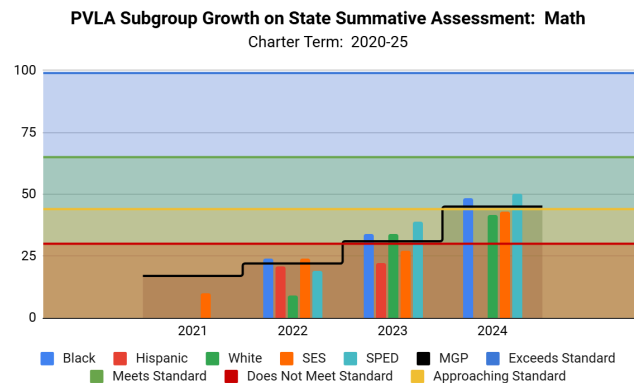
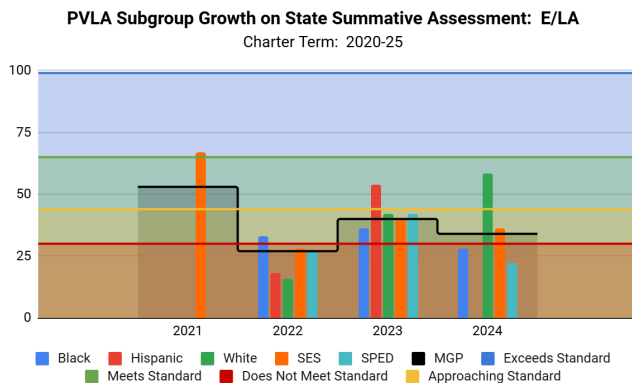
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress subgroups make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language 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:** There were significant disparities in academic growth among various subgroups of students within the school. The only student subgroup to meet standard were White students with an MGP of 58.5. Free and Reduced Lunch students had an MGP of 35, receiving approaching standard status. The remaining subgroups did not meet standard. Overall, the school **Does Not Meet Standard**.

**Math:** The school has made progress in closing gaps amongst student subgroups. Both Black students and Special Education student subgroups received an MGP above 45, receiving a meets standard rating. White students and Free and Reduced Lunch students fell just under at an approaching standard rating with an MGP of 42 and 43. Overall, the school **Meets Standard**.

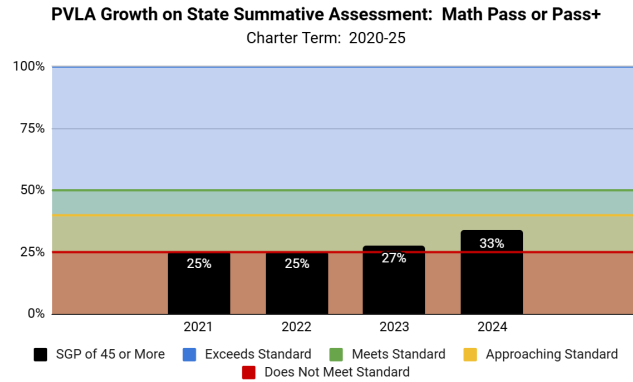
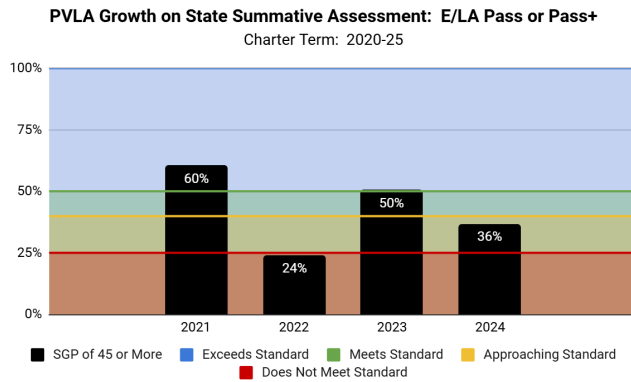
### Passing Status Growth on State Summative Assessment

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

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

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

The following graphs 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:** 36% 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 **Approaching Standard**.

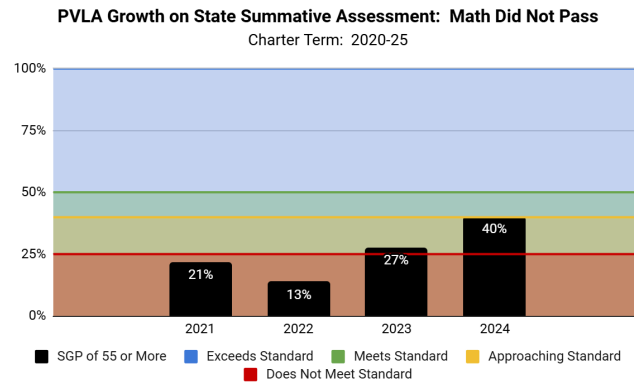
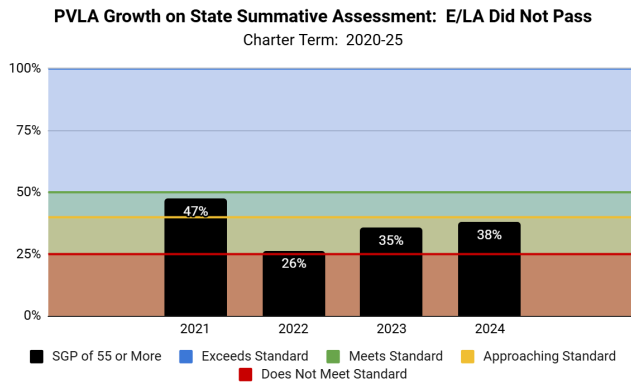
**Math:** 33% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023-24 math assessment. The school receives a rating of **Approaching Standard**.

While a portion of students are meeting proficiency standards, there is concern over the lack of growth observed among passing students to maintain that proficiency.

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

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

The graphs on the following page 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: 38% 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 **Approaching Standard**.

Math: 40% 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**.

The school was close to or was meeting standard in both content areas. To increase the rate at which a student reaches proficiency, it will be important for the school to build upon the strategies put in place to support reading and math interventions.

### 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.	<p>The school's overall performance in proficiency and growth outpaces comparison schools 75.0-99.9% of the time.</p> <p><b>OR</b></p> <p>The school is meeting or exceeding standard in proficiency and median growth measures.</p>	<p>The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time.</p> <p><b>OR</b></p> <p>The school is meeting or exceeding standard in proficiency or median growth measures.</p>	The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time.

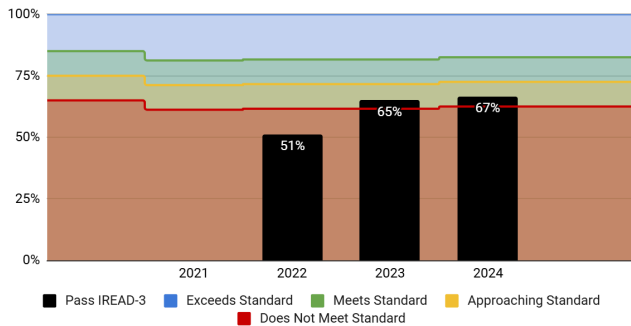
At this time, the school receives a rating of **Not Applicable**.

### 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.

**PVLA 3rd Grade Literacy**  
Charter Term: 2020-25



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, PVLA had a passing rate of 67% on the IREAD-3 assessment. The state of Indiana's passing percentage was 83%. With a difference of 16, the school receives a rating of **Approaching Standard** according to their Accountability Plan Performance Framework. Reading proficiency by third grade is widely recognized as a critical milestone because it serves as the foundation for academic success in later grades.

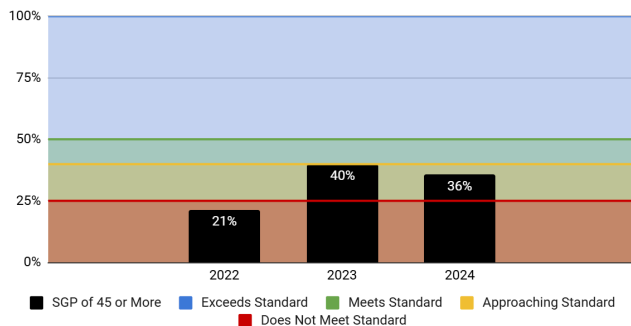
Students who struggle with reading in third grade are more likely to experience difficulties across all subject areas as they progress through school.

### 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.

**PVLA 6th Grade Math Growth**  
Charter Term: 2020-25



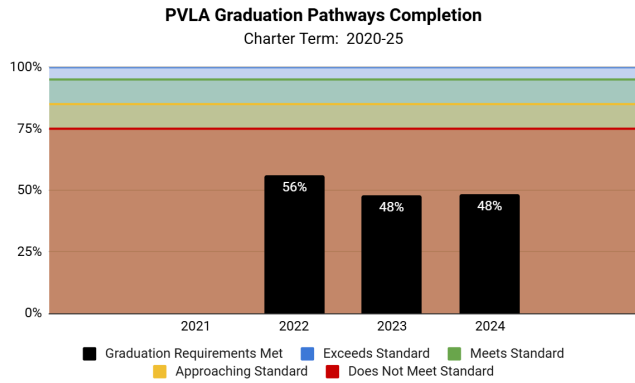
The corresponding graph illustrates the trends of sixth grade students with an SGP of at least 45 on the ILEARN math assessment throughout the school's current charter term defined within this review.

In 2023-24, 36% of sixth grade students had an SGP of at least 45 on the ILEARN math assessment. Therefore, the school receives a rating of **Approaching Standard** according to their Accountability Plan Performance Framework. Struggles in 6th-grade math can serve as an early warning sign of potential academic challenges that may require intervention and support.

### Graduation Pathways Completion

Education One assesses a school's ability to support students in completing Indiana's graduation requirements. This measure illustrates the percentage of students in the most current grade 12 cohort that completed state requirements for graduating in four years. This is also commonly referred to as a graduation rate. Data is collected from the previous school year. The rubric for this measure is as follows and follows current goals the state of Indiana has:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 95.0% of grade 12 students complete graduation requirements.	85.0%-95.0% of grade 12 students complete graduation requirements.	75.0-84.9% of grade 12 students complete graduation requirements.	Less than 75.0% of grade 12 students complete graduation requirements.



The graph illustrates the trends of the school's graduation rates throughout the school's current charter term defined within this review. Official graduation rates are released well into the next academic year in the state of Indiana.

The state of Indiana saw a four-year cohort graduation rate of 95% in 2023-24. PVLA's graduation rate was 48%. Based on this percentage, the school receives a rating of **Does Not Meet Standard** for Graduation Pathways Completion. PVLA has seen, overtime, an increase of students enrolling in high school severely credit deficient and have put action plans in place to help address those deficiencies as quickly as possible.

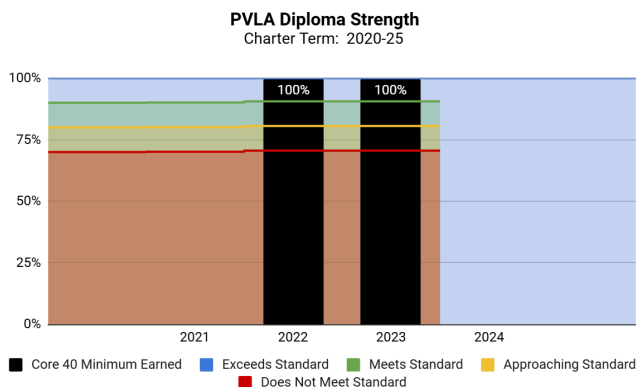
### Diploma Strength

Education One measures its high schools effectiveness in providing rigorous and relevant experiences for students to be prepared for college and/or careers. The Diploma Strength measure calculates the percentage of students in the most recent grade 12 cohort who earned any of the following Indiana diploma designations:

- Core 40;
- Academic Honors;
- Technical Honors;
- Academic and Technical Honors; and
- International Baccalaureate

Data is collected by the IDOE from individual schools from the previous school year. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 12 students who earned an above-named diploma is greater than the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is within 0-10.0% of the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is within 10.1-20.0% of the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is greater than 20.0% from the state's percentage.



In 2023-24, PVLA had 100% of grade 12 students earn at least a Core 40 Indiana Diploma. In that same year, the state of Indiana had 91% of grade 12 students earn similar diplomas. With a difference of 9 points greater than the state's percentage, the school receives a rating of **Exceeds Standard**. The following graph illustrates trends in diploma strength for PVLA.

### Chronic Absenteeism

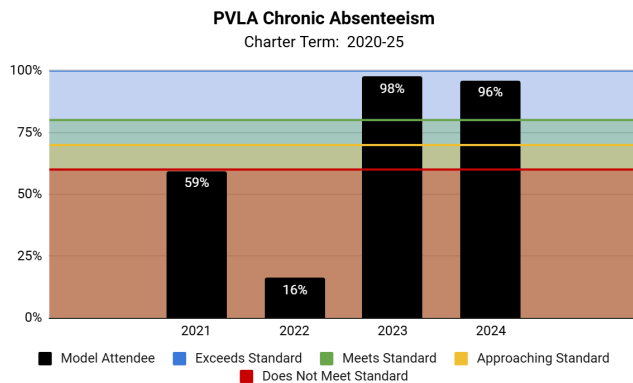
Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason. The school receives an overall rating for this measure at the end of the year based on data submitted to the

IDOE and ESSA goals created by the state of Indiana.



The rubric for this indicator is as follows.

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



The following graph illustrates trends over time for PVLA throughout its current charter term. Based on the current model attendee rate of 96%, the school receives a rating of **Exceeds Standard**. Schools with low chronic absenteeism often have a positive school culture characterized by strong relationships between students, teachers, and staff. A supportive and inclusive school environment fosters a sense of belonging and encourages students to participate in school activities and events.

### English Learner Compliance

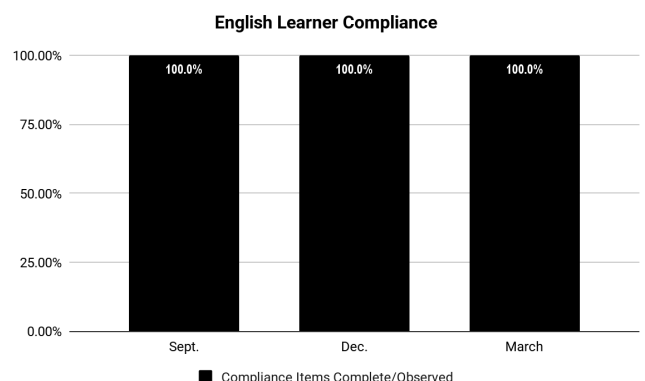
To ensure that laws and requirements are being upheld and students who are English Learners (EL) are being serviced appropriately, Education One conducts an EL compliance check on a quarterly basis, looking for the following components:

- Evidence that ILP 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 interventions and ILPs are appropriately communicated with the classroom teacher;
- Evidence of high quality interventions and ILPs 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; and
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided.

The rubric for this sub-indicator is as follows:

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

The school has demonstrated exemplary adherence to the required measures for English Learner (EL) compliance. The school consistently maintains up-to-date and accurate Individualized Learning Plans (ILPs) in Indiana's online system, ensuring that all goals are current and reflective of students' needs. High-quality interventions are implemented effectively in both push-in and pull-out settings, tailored to meet individual student needs. Based on evidence collected throughout the school year, PVLA receives a rating of **Meets Standard**.





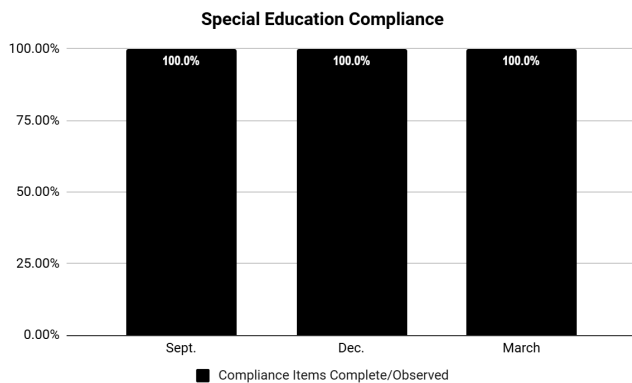
## Special Education Compliance

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

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

The rubric for this sub-indicator is as follows:

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



Case conference meetings are conducted rigorously, adhering to state and federal laws, with high-quality interventions and IEPs communicated clearly to classroom teachers. These interventions are skillfully integrated into both push-in and pull-out settings, facilitated by staff who maintain optimal ratios as per state and federal guidelines. Staff members engage in continuous professional development to stay informed about legal requirements, current legislation, and effective practices, ensuring they deliver the best support. Based on evidence collected throughout the school year, PVLA 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:

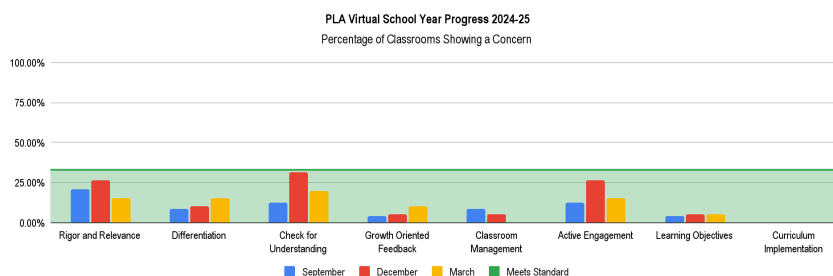
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction 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	December	March
Rigor + Relevance	21.0%	26.3%	15.0%
Differentiation	8.0%	10.5%	15.0%
Checks for Understanding	13.0%	31.6%	20.0%
Growth Oriented Feedback	4.0%	5.3%	10.0%
Classroom Management	8.0%	5.3%	0.0%
Active Engagement	13.0%	26.3%	15.0%
Learning Objectives	4.0%	5.3%	5.0%
Curriculum Implementation	0.0%	0.0%	0.0%

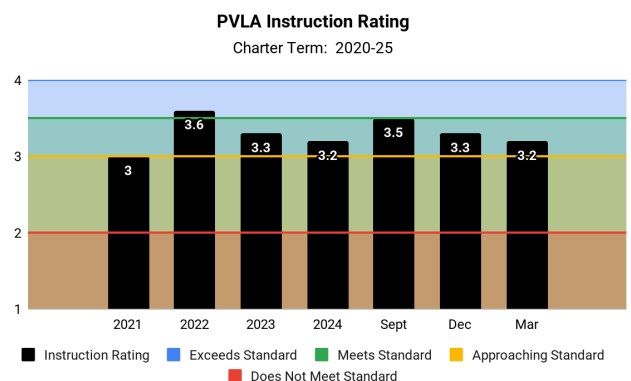
PVLA has built a strong foundation, driven by a highly capable leadership team that excels in data-informed decision-making and strategic planning. Staff demonstrate a deep understanding of both their students' needs and the demands of the online learning environment. This has resulted in a learning culture marked by clear expectations, student engagement, and instructional practices that support inquiry, collaboration, and higher-order thinking.

Adaptations to scheduling and instructional delivery have been thoughtfully implemented to better meet student needs, and formative assessments are used consistently to guide instruction. With a stable and experienced team in place, the school is well-positioned to deepen its impact.

Continued refinement of questioning techniques and checks for understanding will enhance instructional rigor and ensure that all students are challenged to think critically and take ownership of their learning. The leadership team's capacity to leverage professional learning communities, coaching, and peer modeling will be key to sustaining momentum and continuing to build a high-quality, student-centered learning experience.

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, PVLA receives a rating of **Meets Standard** with an average instruction rating of 3.3 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%

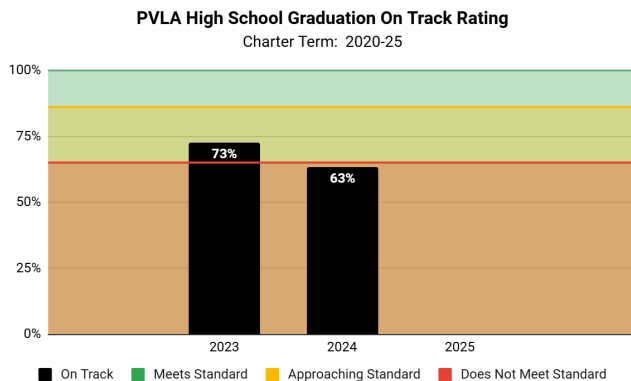
The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. PVLA had an average attendance rate of 93.8% and, thus, **Approaching Standard**, according to the school's Accountability Plan Performance Framework.

Attendance Breakdown					
Kindergarten	98.4%	✓	Seventh	93.7%	✗
First	95.5%	✓	Eighth	93.6%	✗
Second	91.0%	✗	Ninth	94.2%	✗
Third	96.8%	✓	Tenth	91.9%	✗
Fourth	99.6%	✓	Eleventh	90.2%	✗
Fifth	98.8%	✓	Twelfth	90.3%	✗
Sixth	96.3%	✓	Whole School	93.8%	✗
Key: ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard					

### High School Graduation on Track

Education One evaluates the school's ability to ensure students are earning the expected number and type of credits annually in order to graduate on time. Data is collected on a bi-annual basis to monitor this measure, however, the school receives an overall rating based on end of year data collection. The rubric is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students earning the expected number and type of credits in order to graduate on time is greater than 85.0%.	The percentage of students earning the expected number and type of credits in order to graduate on time is between 65.0 and 85.0%.	The percentage of students earning the expected number and type of credits in order to graduate on time is less than 65.0%.



The corresponding graph illustrates the percentage of students, by grade level, that are on track to graduate on time through earning the expected number and type of credits for that grade level. The measure and final rating will be updated in July following submission of June 2025 data.

### 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:

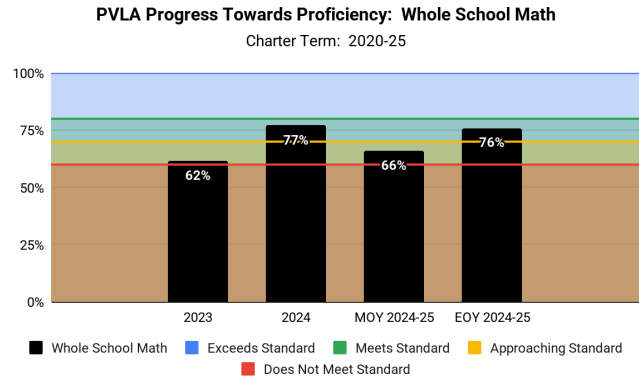
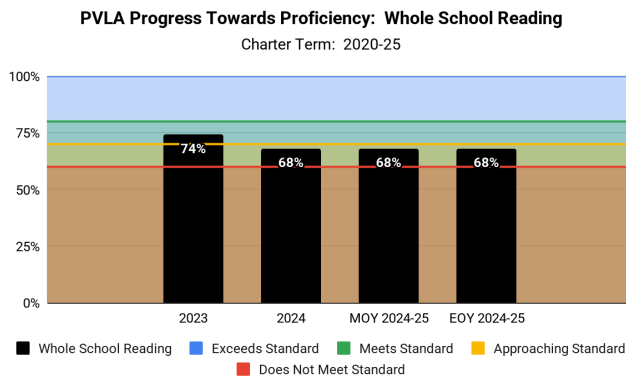
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students demonstrate grade level proficiency standards or met growth targets.	70.0-79.9% of students demonstrate grade level proficiency standards or met growth targets.	60.0-69.9% of students demonstrate grade 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, PVLA utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP). This computer adaptive assessment evaluates students in reading and math and is aligned to grade level standards. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of immediate improvement and celebration.

The following tables and graphs illustrate the overall proficiency and progress towards proficiency (whether or not a student maintained grade level proficiency or met growth targets) throughout the school year and current charter term.

Progress Towards Proficiency: Reading							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Second	62.5%	62.5%	88%	✓	75.0%	88%	✓
Third	76.9%	69.2%	77%	✓	84.6%	85%	✓
Fourth	60.0%	41.7%	67%	✗	50.0%	64%	✗
Fifth	68.8%	41.2%	47%	✗	43.8%	44%	✗
Sixth	25.0%	46.2%	62%	✗	50.0%	58%	✗
Seventh	58.8%	50.0%	67%	✗	58.8%	65%	✗
Eighth	44.4%	57.9%	74%	✓	66.7%	83%	✓
School	56.4%	52.0%	68%	✗	60.6%	68%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: Math							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Second	62.5%	50.0%	50%	✗	62.5%	75%	✓
Third	69.2%	69.2%	77%	✓	69.2%	85%	✓
Fourth	45.5%	33.3%	50%	✗	63.6%	82%	✓
Fifth	53.3%	29.4%	35%	✗	33.3%	40%	✗
Sixth	25.0%	30.8%	62%	✗	33.3%	58%	✗
Seventh	47.1%	77.8%	89%	✓	88.2%	100%	✓
Eighth	50.0%	68.4%	84%	✓	77.8%	78%	✓
School	50.0%	53.0%	66%	✗	62.8%	76%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							



**Reading:** 68% of students were considered proficient and/or met growth targets on NWEA. Therefore, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework. The data indicates that while processes and procedures have been put into place, there is room for further analysis around core and differentiated instruction, specifically in fifth and sixth grade.

**Math:** 76% of students were considered proficient and/or met growth targets on NWEA. Therefore, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework. The data presented highlights the success of our school's efforts in fostering both proficiency and growth among our diverse student population.

### Subgroup Progress Towards Proficiency

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

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

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

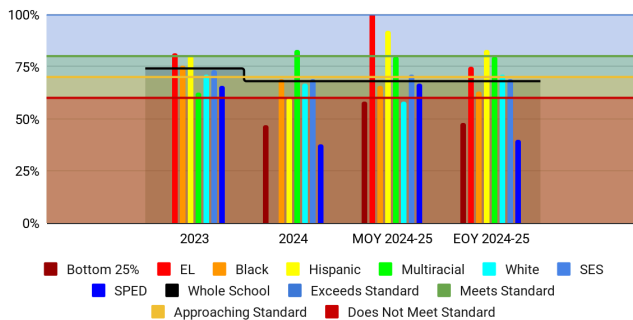
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students demonstrate grade level proficiency standards or met growth targets.	70.0-79.9% of students demonstrate grade level proficiency standards or met growth targets.	60.0-69.9% of students demonstrate grade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

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

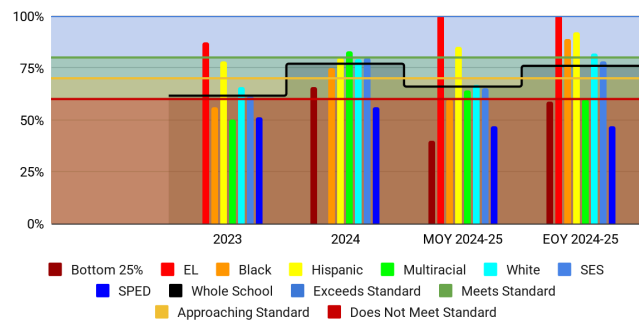
Progress Towards Proficiency: Reading								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	23%	0.0%	15.4%	58%	✗	21.7%	48%	✗
EL	4%	75.0%	75%	100%	✓	75.0%	75%	✓
Black	58%	45.6%	44.8%	66%	✗	49.1%	63%	✗
Hispanic	12%	83.3%	84.6%	92%	✓	83.3%	83%	✓
Multiracial	10%	60.0%	54.5%	80%	✓	80.0%	80%	✓
White	16%	81.3%	61.1%	58%	✗	68.8%	71%	✓
F/R Lunch	82%	55.6%	54.7%	71%	✓	59.3%	69%	✗
SPED	15%	20.0%	26.7%	67%	✗	33.3%	40%	✗
School	100%	56.6%	52.9%	68%	✗	59.6%	68%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								

Progress Towards Proficiency: Math								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	23%	0.0%	16.0%	40%	✗	27.3%	59%	✗
EL	4%	75.0%	100%	100%	✓	100%	100%	✓
Black	58%	40.4%	41.4%	60%	✗	52.6%	89%	✓
Hispanic	12%	83.3%	84.6%	85%	✓	91.7%	92%	✓
Multiracial	10%	40.0%	54.5%	64%	✗	60.0%	60%	✗
White	16%	68.8%	66.7%	67%	✗	75.0%	82%	✓
F/R Lunch	82%	49.4%	52.3%	65%	✗	63.0%	78%	✓
SPED	15%	26.7%	33.3%	47%	✗	46.7%	47%	✗
School	100%	51.0%	53.8%	66%	✗	63.3%	76%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								

PVLA Progress Towards Proficiency: Subgroup Reading  
Charter Term: 2020-25



PVLA Progress Towards Proficiency: Subgroup Math  
Charter Term: 2020-25





Reading:

- Bottom 25%: Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework. With only 48% reaching proficiency or growth benchmarks, this subgroup presents a significant concern, indicating an urgent need for reassessment of intervention strategies and a more intensive focus on foundational reading skills.
- English Learner: Overall, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework. Through targeted instruction and ongoing assessment, English Language Learners consistently demonstrated proficiency and/or growth in reading. With 75% meeting expectations, this subgroup's performance reflects the school's effective implementation of language development supports and literacy-focused interventions.
- Black: Overall, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework. The analysis reveals a gap between desired proficiency levels and actual performance for Black students, with 63% meeting benchmarks. While progress is evident, the data indicates a continued need for enhanced instructional strategies and culturally responsive supports to help more students in this subgroup reach grade-level proficiency.
- Hispanic + Multiracial: Overall, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework. Through strategic interventions and a culture of high expectations, both subgroups met or exceeded proficiency or growth targets in reading.
- White: Overall, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework. With 71% of White students meeting reading proficiency or growth benchmarks, the school is successfully supporting this subgroup.
- Free/Reduced Lunch: Overall, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework. While progress is evident, the data indicates a continued need for enhanced instructional strategies for these students.
- SPED: Overall, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework. With only 40% meeting proficiency or growth benchmarks, this result highlights a need for a comprehensive review of instructional practices, IEP supports, and differentiated strategies to better meet the needs of students with disabilities.

Math:

- Bottom 25%: Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework. This result indicates the need for more intensive intervention strategies, progress monitoring, and personalized instructional support to accelerate growth among the most academically at-risk students.
- English Learners: Overall, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework. Through strategic interventions and a culture of high expectations, the school achieved exemplary results with English Language Learners in math. With 100% of students in this subgroup meeting proficiency or growth targets, this performance is a clear demonstration of the school's success in integrating language development and math instruction to promote academic excellence.
- Black: Overall, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework. This subgroup's strong performance reflects effective instruction, responsive pedagogy, and the impact of sustained academic support.
- Hispanic: Overall, the school receives a rating of **Exceeds Standard**, with 92% of students being on grade level, clearly demonstrating effective tiered interventions for these students.
- Multiracial: Overall, the school receives a rating **Approaching Standard** with only 60% meeting proficiency or growth benchmarks. It will be important for the school to analyze these students to ensure they increase this percentage over time.
- White: Overall, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework. With 82% of White students meeting math proficiency or growth targets, the school



has achieved commendable results for this subgroup. The data highlights the success of core instruction and the effectiveness of academic supports in promoting student achievement.

- F/R Lunch: Overall, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework. The data indicates that the school is effectively supporting students from economically disadvantaged backgrounds in math.
- SPED: Overall, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework. With only 47% achieving proficiency or growth, this subgroup's outcome highlights a need to reassess instructional methods, strengthen the use of accommodations, and provide more robust individualized support.

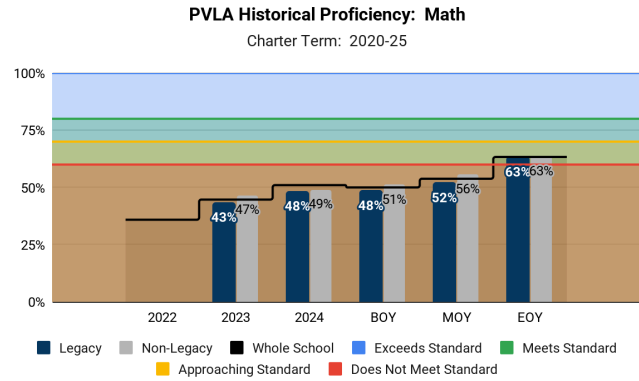
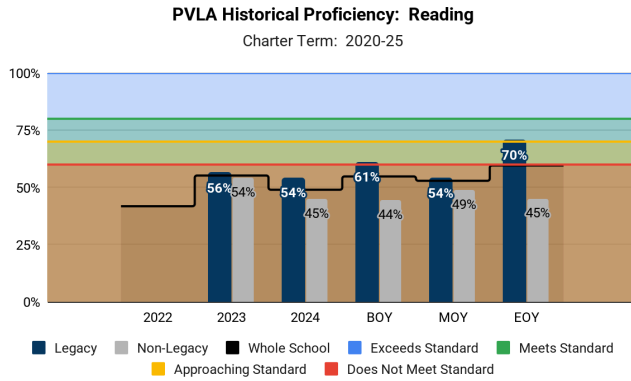
### Historical Proficiency

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

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

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

Historical Proficiency									
		Reading				Math			
	Population %	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
Legacy	55%	63.0%	53.6%	70.4%	✓	50.0%	51.8%	63.0%	✗
Non-Legacy	42%	45.2%	48.9%	45.2%	✗	51.2%	55.6%	63.4%	✗
Whole School	100%	56.6%	52.9%	59.6%	✗	51.0%	53.8%	63.3%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard									



**Reading:** At the end of the 2024-25 school year, 70% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 45% of non-legacy students. With a difference of 25 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 quality choice for families in the school's community.

**Math:** At the end of the 2024-25 school year, 63% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 63% of non-legacy students. With a difference of 0 percentage points, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework due to the overall proficiency percentage.

## 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
	2020-21	2021-22	2022-23	2023-24	2024-25
	Meets Standard	Meets Standard	Approaching Standard	Meets Standard	Approaching Standard

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

What does the Overall Rating for Financial Performance mean?	
Year 1	The school received an overall rating of Meets Standard, with minimal concerns in the indicator measures. The school did not meet standard in enrollment variance. As a virtual school a part of an established network, this presents minimal concern.
Year 2	The school received an overall rating of Meets Standard, with minimal concerns in the indicator measures. The school did not meet standard in days cash. As a virtual school a part of an established network, this presents minimal concern.
Year 3	The school received an overall rating of Approaching Standard, indicating that the level of concern has increased but there is a credible plan to address the issues. Both enrollment variance and days cash did not meet standard, measures that have had minimal concerns in the past. The continuing trend presents a higher level of concern than in the past.
Year 4	The school received an overall rating of Meets Standard, indicating that the school presents concerns in minimal indicator measures. The school was held accountable to six measures, one of which was rated as Does Not Meet Standard, which was enrollment variance. The school needs to create a budget around attainable enrollment targets, based on historical trend data.
Year 5	The school received an overall rating of Approaching Standard, indicating that the level of concern has increased but there is a credible plan to address the issues. Both enrollment variance and days cash did not meet standard, measures that have had minimal concerns in the past. The continuing trend presents a higher level of concern than in the past.

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

- Average Daily Membership Testing: The school did not maintain consistent and complete enrollment records for 24 of the 90 students tested
- Travel Claims: One of the five claims tested were paid at the incorrect mileage reimbursement rate

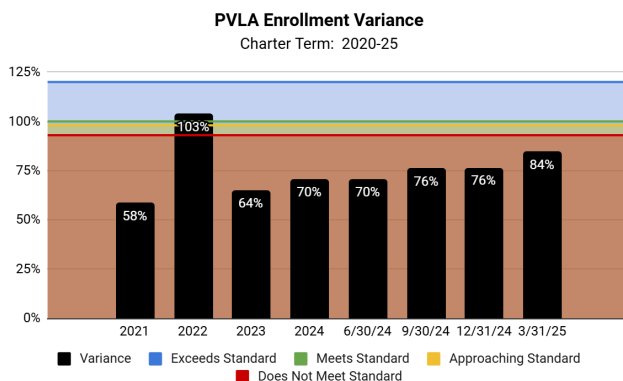
The contents of the report were discussed with appropriate school personnel on January 30, 2025 and the school provided an official response, already indicating action plans to remedy the findings.

Throughout the 2024-25 school year, PVLA 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.

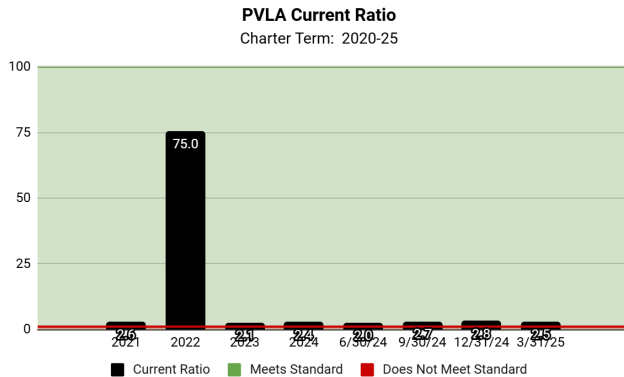


According to the Indiana Department of Education, PVLA had an enrollment of 260 students as of October 2024. Similarly in February of 2025, the school observed an enrollment of 316 students. In August of 2024, PVLA submitted its annual budget based on an enrollment of 344 students. With an enrollment variance of 84%, the school receives a rating of **Does Not Meet Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term.

### Current Ratio

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

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



At the time of this report, the school's assets exceed its current liabilities with a ratio of 2.5 and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

### Days Cash

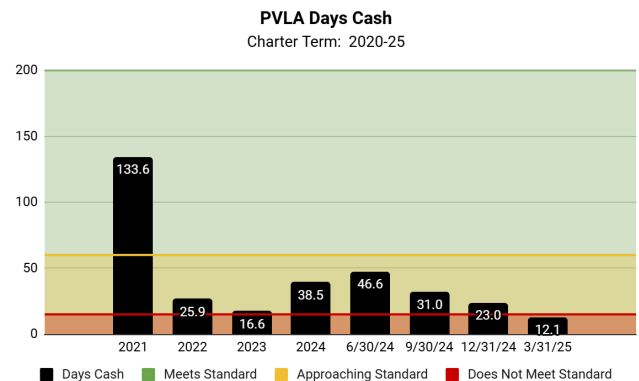
Education One calculates days cash on hand as an important measure of the school's fiscal health. The metric indicates how many more days after the end of the current fiscal year (June 30) the school would be able to operate. The rubric for this sub-indicator is as follows:

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

At the time of this report, PVLA had 12.1 days cash. The school has consistently decreased its days cash over time and throughout the 2024-25 school year. For this reason, PVLA receives a rating of **Does Not Meet Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.

### Debt/Default Delinquency

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



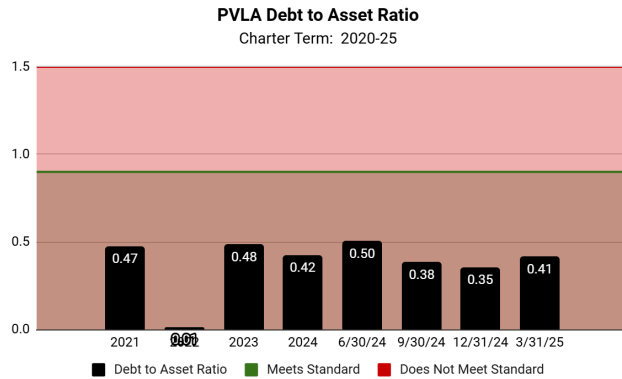
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

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

### Debt to Asset Ratio

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

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



The school receives a rating of **Meets Standard** with a ratio of 0.41. 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
	2020-21	2021-22	2022-23	2023-24	2024-25
	Meets Standard	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 <b>OR</b> the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received a rating of Meets Standard, with no concerns in the indicator measures.
Year 2	The school received a rating of Meets Standard, with no concerns in the indicator measures.
Year 3	The school received a rating of Meets Standard, with no concerns in the indicator measures.
Year 4	The school received a rating of Meets Standard, with minimal concerns in the indicator measures. The school does need to ensure that all required compliance documentation is submitted in a timely manner as set forth by Education One.
Year 5	The school received a 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	<a href="#">Focus on High Academic Achievement</a>	MS	MS	MS	MS	MS
	<a href="#">Commitment to Exemplary Governance</a>		MS	MS	MS	MS
	<a href="#">Fiduciary Responsibilities</a>		MS	MS	MS	MS
	<a href="#">Strategic Planning and Oversight</a>		MS	MS	MS	MS
	<a href="#">Legal and Regulatory Compliance</a>		MS	MS	MS	MS
School Leader	<a href="#">Culture of High Expectations</a>	MS	MS	MS	MS	MS
	<a href="#">Staff Development</a>					MS
	<a href="#">Instructional Leadership</a>					MS
Compliance	<a href="#">Charter Compliance</a>	MS	AS	MS	AS	MS



## GOVERNING BOARD

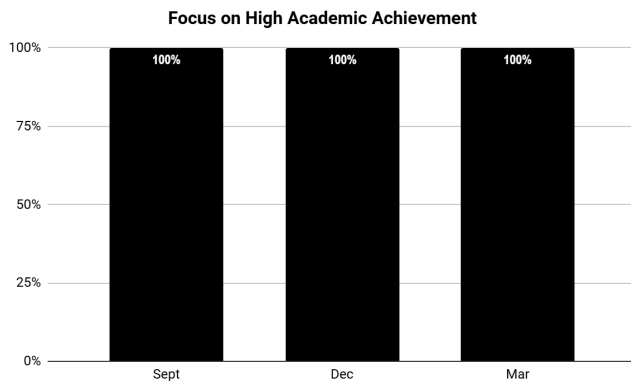
### Focus on High Academic Achievement

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

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

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

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



The governing board of Phalen Leadership Academies (PLA) 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. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, the PLA governing board receives a rating of **Meets Standard**.

### Commitment to Exemplary Governance

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

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

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

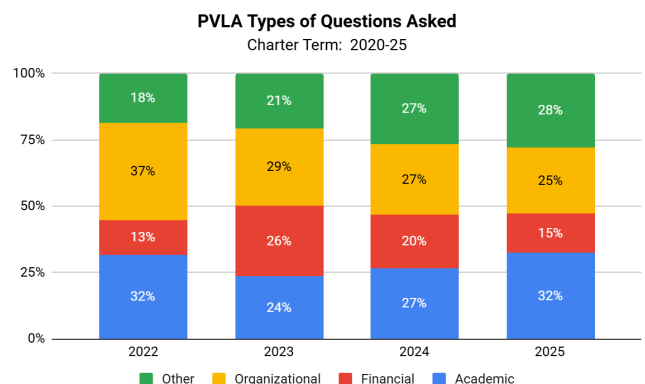
Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board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

The 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 graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, the governing board receives a rating of

**Meets Standard.**



### Fiduciary Responsibilities

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

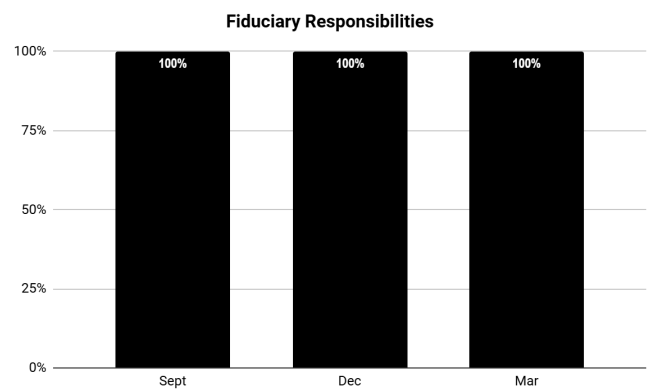
- Ensure that all members understand the school's finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically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

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

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

The governing board demonstrates a 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. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, the PLA governing board receives a rating of **Meets Standard**.



### Strategic Planning and Oversight

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

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

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

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



The governing board 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. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, PLA governing board receives a rating of **Meets Standard**.

### Legal and Regulatory Compliance

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

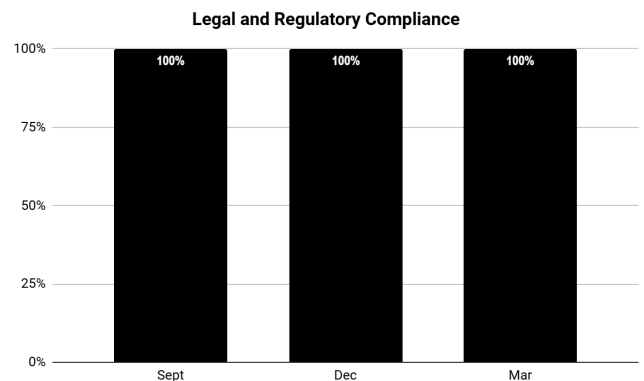
- Hold all meetings in compliance with Indiana’s Open Door Law;
- Maintain the highest standards of public transparency by accurately documenting meeting proceedings and board decisions;
- Adherence to all terms set forth in the charter agreement;
- Comply with established board policies and procedures,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

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

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

The governing board 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. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, PLA governing board receives a rating of **Meets Standard**.



## SCHOOL LEADER

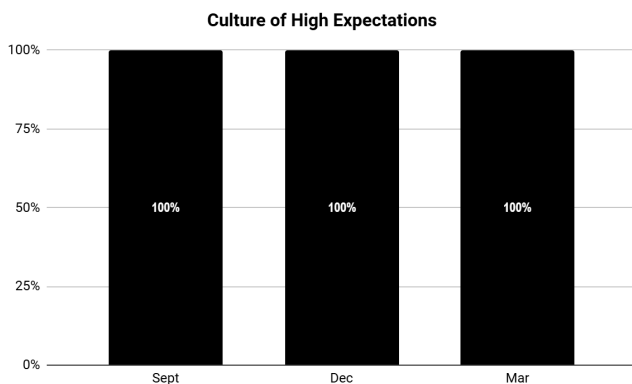
### Culture of High Expectations

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

- Evidence stability in key administrative positions;
- Maintain appropriately licensed and/or certified personnel in key administrative positions;
- Receive a rating of effectiveness in the role of a school leader;
- Provide clarity of roles and responsibilities among school staff;
- Execute goals created by the school's board of directors that align with the school's mission and/or vision;
- Engage in the continuous process of improvement and establishment of systems for addressing areas of deficiency on time;
- Communicate effectively with stakeholders (i.e., students, staff, families, and community) that support the implementation of the mission and vision of the school; and
- Provide consistent information to and consult with the school's board of directors and members of Education One.

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

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



The leadership team at PVLA exemplifies what it means to cultivate a culture of high expectations. Now in its fifth year, PVLA benefits from remarkable stability in leadership, with a team that consistently demonstrates deep commitment, strategic clarity, and operational excellence. These leaders not only align their goals to the school's mission and vision but also work tirelessly to create an environment where both students and staff thrive.

Operating in a virtual setting, the school has embedded a sense of care, community, and accountability that is palpable among stakeholders. The team communicates transparently, provides clear role definition across staff, and

uses stakeholder feedback to drive continuous improvement. Their leadership has created a school culture rooted in high expectations, innovation, and belief in what students can achieve, regardless of circumstance. Based on evidence collected throughout the school year, PVLA 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:

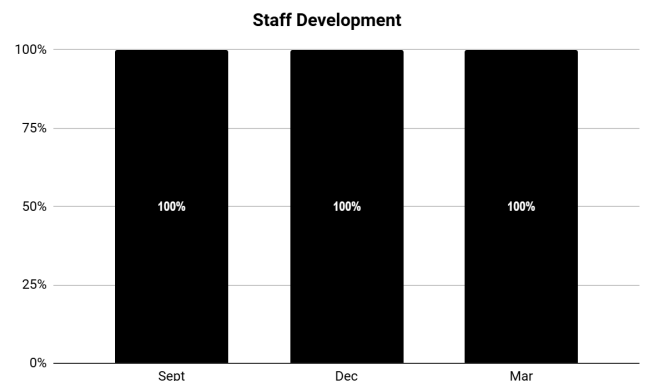
- At least 90% of teachers who teach full-time either:
  - Hold a license or permit to teach in a public school in Indiana described in code or rules adopted by the state board concerning the licensing of teachers; or
  - Are in the process of obtaining a license to teach in a public school in Indiana 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. <b>OR</b> The school leader and/or team present concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

This same standard of excellence extends to staff development. The leadership team ensures compliance with licensure requirements and has established a strong instructional foundation built on professional growth and support. They do not rely on compliance alone; rather, they foster an environment where instructional quality is continuously refined through actionable feedback, consistent evaluation, and personalized coaching.

Professional development is tightly aligned with classroom practice, with leaders consistently analyzing data to adjust support and intervention at the staff level. Their approach ensures teachers are not only held accountable for student learning but are also equipped with the tools and confidence to meet high expectations for every learner. The result is a culture where teachers feel supported, valued, and invested in student success. Based on evidence collected throughout the school year, PVLA's school leadership receives a rating of **Meets Standard**.





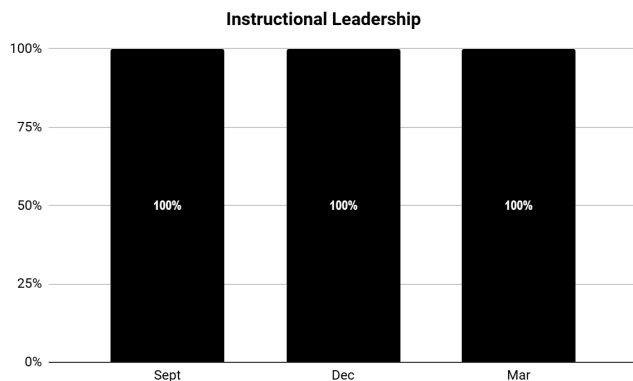
### Instructional Leadership

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

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

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

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



Instructional leadership is a defining strength of this dynamic team. Their systems are not only well-designed but also implemented with integrity and responsiveness. Leaders define clear instructional priorities tied to the school's mission, and they use frequent classroom observations and real-time data to drive adjustments in teaching and learning.

They maintain a relentless focus on student outcomes, designing targeted interventions that are both timely and tailored to the diverse needs of their student population. What sets this team apart is their refusal to use challenges as an excuse. Instead, they innovate and adapt, building systems that meet students where they are and propel them

forward. Through strategic collaboration, transparent data use, and visionary planning, the leadership team continues to raise the bar for what is possible in virtual education. Based on evidence collected throughout the school year, PVLA'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. <b>OR</b> The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

Over the course of the year, the school demonstrated full compliance with the terms of its charter and maintained a consistent and collaborative relationship with Education One. All required compliance documentation, including board meeting minutes and schedules, board member updates, reports, and employee records, were submitted accurately and in a timely manner. The school remained aligned with the expectations outlined in its charter agreement and adhered to all applicable federal and state regulations. Additionally, the school engaged productively with both its governing board and Education One, actively participating in scheduled meetings and fulfilling governance responsibilities with transparency and professionalism. Based on evidence collected throughout the school year, PVLA 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
	2020-21	2021-22	2022-23	2023-24	2024-25
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	<b>Meets Standard</b>

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

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

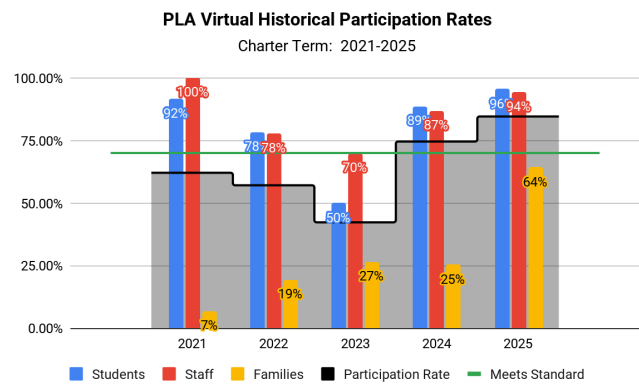
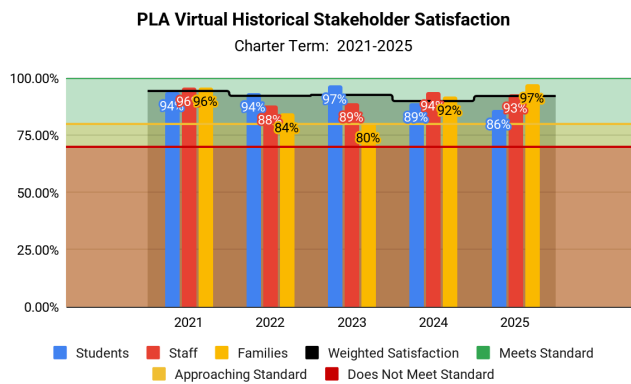
Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
<a href="#">Stakeholder Satisfaction</a>		MS	MS	MS	MS	MS

## 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 92.1%, 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%. It is encouraging to see the positive trend of participation rates among all subgroups, further solidifying the positive stakeholder satisfaction results.

PVLA Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	331	316	95.5%
Staff	35	33	94.3%
Families	173	111	64.2%

## Part V: Next Steps

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

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

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

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

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

## Next Steps Overview

For 2024-25 School Year

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

### Commendations:

- Maintaining high expectations of instructional strategies, implemented consistently throughout the school year
- Increasing overall growth and percentage of students making adequate growth to maintain or reach proficiency on math ILEARN
- Improving the percentage of students on grade level in both reading and math, as evidenced by end of year NWEA assessments, by 16 and 27 percentage points respectively throughout the current charter term
- Continuing to outperform non-legacy students in reading, by 25 percentage points

### Recommendations:

- Enhance targeted interventions in reading for the following scholar subgroups: Black, SPED, and Bottom 25%

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

### Commendations:

- Maintaining a consistent and low debt to asset ratio

### Recommendations:

- Create a budget around attainable enrollment targets, based on historical trend data
- Implement strategies to maintain PLA Virtual's Days Cash as an individual school

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

## GOVERNING BOARD

### Commendations:

- Understanding of academic excellence and assuming full responsibility for the academic and operational success of the school, aligning governance practices with the mission

### Recommendations:

- Adopt a more reliable meeting cadence and adhere to it
- Tailor oversight to better reflect the school's unique instructional model

## LEADERSHIP

### Commendations:

- Maintaining remarkable stability and strategic clarity in leadership, which has created a culture of high expectations and operational excellence
- Fostering a supportive and accountable virtual learning environment that promotes student achievement and staff growth

- Aligning professional development with classroom practice and using real-time data to tailor coaching and intervention for staff
- Leading with a solutions-oriented mindset that turns challenges into opportunities for continuous school improvement