



EDUCATION ONE
AT TRINE UNIVERSITY

2025-26 ANNUAL REVIEW

INSPIRE ACADEMY- A SCHOOL OF INQUIRY

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Education One, L.L.C.

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REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard		

Is the school's educational program successful?

Performance Rubric	Meets Standard	The school receives a weighted score of 3.0-4.0, complying with and presenting minimal to no concerns in the indicator measures.
	Approaching Standard	The school receives a weighted score of 2.0-2.9, presenting some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues OR the school receives a weighted score of 2.0-2.9, with no credible plan to address the issues.

What does the Overall Rating for Academic Performance mean?

Year 1	The school received a rating of Does Not Meet Standard with concerns in the majority of indicator measures, despite credible plans to address the issues. The school was held accountable to eight measures, five of which received a rating of Does Not Meet Standard. Moving into the 2024-25 school year, the school needs to work to implement systems for improving overall attendance to at minimum an approaching standard percentage. Also, the school is required to conduct a root cause analysis on the decrease in overall progress towards proficiency that was observed at the end of the year on both the reading and math NWEA assessment.
Year 2	The school received a rating of Does Not Meet Standard with concerns in the majority of indicator measures, despite initial plans to address the issues. The school was held accountable to 22 measures, 18 of which received a rating of Does Not Meet Standard. Moving into the 2025-26 school year, the school will be placed on a school improvement plan. The plan will require urgent, measurable action steps focused on improving instructional quality, increasing student achievement, stabilizing staffing, and implementing effective interventions for the students most in need.
Year 3	The school received an overall Academic Performance rating of Does Not Meet Standard with a weighted score of 1.8. This rating reflects significant and persistent concerns across multiple academic indicators, particularly in mathematics proficiency, foundational literacy outcomes, subgroup performance, instructional quality, and consistency of implementation across grade levels. While the school demonstrated pockets of growth, improved teacher retention, increased responsiveness to intervention efforts, and some improvement in attendance and literacy growth measures, overall student outcomes remained substantially below state expectations and local comparison performance. The School Improvement Plan reflected mixed outcomes throughout the 2025-26 school year. Inspire successfully improved teacher retention from 45% to 73%, supported by internal staffing adjustments, coaching support, and intentional culture-building efforts. However, instructional performance remained inconsistent, with the school failing to meet its instructional quality goal of a 2.8 instructional rating and instead finishing the year at 2.4. Persistent concerns remained regarding instructional systems, checks for understanding, curriculum implementation, intervention fidelity, and data-driven instructional decision-making.

	Although the school demonstrated responsiveness through curriculum mapping, increased professional development, and expanded intervention structures, many adjustments occurred later in the year and largely in response to heightened authorizer oversight and intervention. Additionally, approximately 27% of instructional staff continued to require support with implementing instructional practices with fidelity, creating heightened concern within the school's shared staffing model, particularly when a single teacher is responsible for an entire grade level of students or, at the middle school level, when single content-area teachers are responsible for instruction across multiple grade levels and intervention settings. Overall, the data indicates that the school's current instructional systems and intervention structures are not yet producing sufficient, sustained academic impact across grade levels and student groups, particularly for a school that has been in operation for more than a decade and is now six years removed from the initial disruptions caused by COVID-19. Given the severity and persistence of the academic deficiencies and implementation inconsistencies, multiple School Improvement Plan measures will transition into a Corrective Action Plan (CAP) for the 2026–27 school year. The CAP, directed by Education One in partnership with the school, will provide more structured oversight, monitoring, accountability measures, and implementation expectations focused on strengthening instructional quality, intervention fidelity, instructional leadership capacity, and long-term sustainability of improvement efforts.
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	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	Federal Accountability Rating	N/A	DNMS	N/A		
	Proficiency on State Summative Assessment: E/LA	N/A	DNMS	MS		
	Proficiency on State Summative Assessment: Math	N/A	DNMS	DNMS		
	Growth on State Summative Assessment: E/LA	N/A	AS	N/A		
	Growth on State Summative Assessment: Math	N/A	AS	N/A		
	Pass or Pass+ Status Growth: E/LA	N/A	N/A	N/A		
	Did Not Pass Status Growth: E/LA	N/A	DNMS	N/A		
	Pass or Pass+ Status Growth: Math	N/A	N/A	N/A		
	Did Not Pass Status Growth: Math	N/A	DNMS	N/A		
	Comparison to Local Schools: ELA	N/A	DNMS	MS		
	Comparison to Local Schools: Math			DNMS		
	3rd Grade Literacy	N/A	DNMS	DNMS		
	6th Grade Math	N/A	DNMS	N/A		
	Average Student Attendance	DNMS	DNMS	AS		
	Addressing Chronic Absenteeism	N/A	DNMS	DNMS		
	Special Education Compliance	MS	DNMS	MS		
	Special Education Performance	N/A	N/A	AS		

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

STATE AND FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating

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

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

Information released by the Federal Department of Education for Inspire Academy (Inspire) was not available, the school receives a rating of **Not Applicable** based on the school's Accountability Plan Performance Framework.

Progress Towards Proficiency on State Summative Assessment: 3-8

Traditional accountability systems often compare a school's overall proficiency rates to statewide averages. However, this approach does not take into account that charter schools often serve significantly different student populations than the state as a whole. To ensure an accurate evaluation of the implementation of the educational model, a Weighted Comparative Index (WCI) is used. This method allows Education One to understand how a school is performing in comparison to the state, while accounting for the unique makeup of the students served. Rather than holding schools to the same unadjusted target, this index adjusts expectations based on the types of students the school serves. It helps identify when a school is outperforming or underperforming relative to what would be expected given its population.

The WCI compares the proficiency rates of the following student subgroups at the school, with 10 or more students, to the statewide proficiency rate for that same subgroup:

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

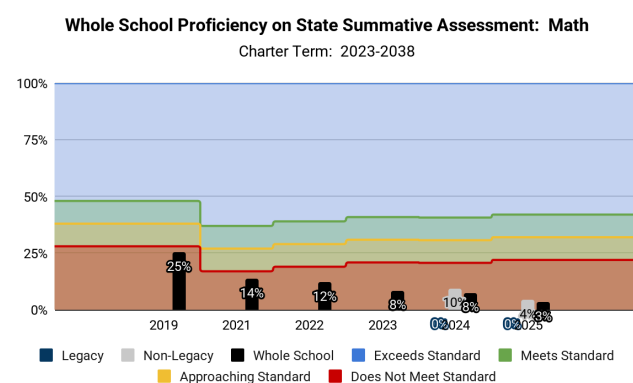
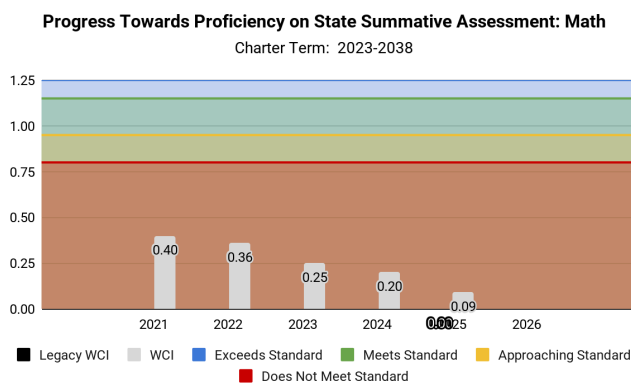
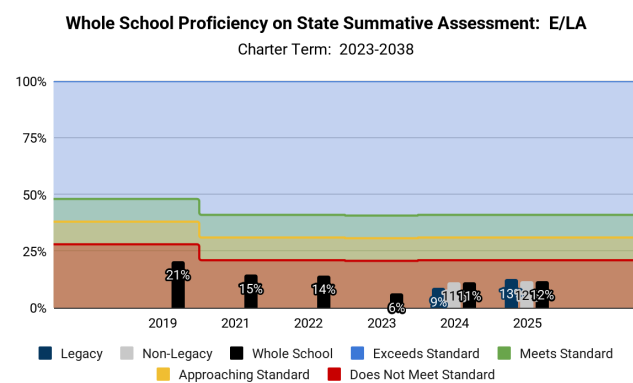
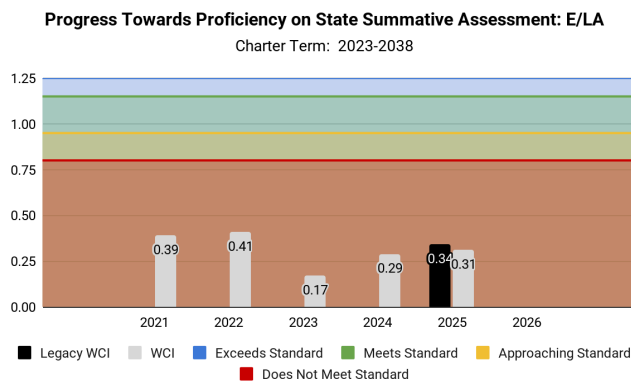
Students included in the percentage used for comparison are legacy students. A legacy student is defined as having attended the school for a minimum of three years. Data is collected from the previous school year. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school has an average WCI of 1.15 or above. OR The average annual growth in WCI over time is greater than or equal to 0.11.	The school has a WCI between 0.95-1.149. OR The average annual growth in WCI over time is between 0.05 and 0.109.	The school has a WCI between 0.80-0.949. OR The average annual growth in WCI over time is between 0.01 and 0.049.	The school has a WCI less than 0.80. OR The average annual growth in WCI over time is less than 0.01.

Progress Towards Meets Standard by End of 3rd Year in Charter Term with Education One		
Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
The school had an average WCI of 0.29 in English/Language Arts. The school had an average WCI of 0.20 in math.	The school will increase its WCI by at least 0.05. The school had an average WS WCI of 0.31 in English/Language Arts, increasing by 0.03. The school had an average WS WCI of 0.09 in math, decreasing by 0.11.	The school will increase its WCI by at least 0.05.

Students in grades three through eight at Inspire 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 2024-25 school year.

The graphs below illustrate the historical trends of the school's passing rates throughout the school's current charter term defined within this review.



English/Language Arts: In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2024-25 English/Language Arts assessment. At Inspire, 12% of students met or exceeded standards on the same assessment, a difference of 29 points.

The school's improvement from a WCI of 0.29 to 0.31 in English/Language Arts, combined with an overall three-year improvement trajectory exceeding the 0.05 growth threshold, indicates that students are beginning to perform more closely to subgroup-adjusted expectations than in prior years. This movement suggests that some instructional systems, interventions, or supports may be beginning to positively impact outcomes, even though the magnitude of improvement is not yet sufficient to overcome the school's persistently low proficiency rates.

While the school receives a rating of **Meets Standard** based on growth in WCI, the school's overall proficiency outcomes remain critically low, with only 12% of students meeting or exceeding standards in English/Language Arts compared to 41% statewide. Therefore, while the growth trajectory reflects movement in the appropriate direction according to the framework's comparative methodology, the pace and scale of improvement remain insufficient relative to the significant academic deficiencies that continue to exist.

Math: In Indiana, 42% of students in grades three through eight met or exceeded standards on the 2024–25 math assessment. At Inspire, only 3% of students met or exceeded standards on the same assessment, representing a 39-point gap compared to statewide performance. Unlike English/Language Arts, where the school demonstrated some limited growth in WCI over time, the school's math performance showed no evidence of meaningful improvement relative to subgroup-adjusted expectations. The school's overall math WCI was 0.0, reflecting that none of Inspire's legacy students within any qualifying subgroup met or exceeded standards on the assessment.

A WCI of 0.0 indicates that the school's instructional systems and interventions are not yet producing measurable proficiency outcomes for legacy students in math, even when accounting for the demographics and needs of the student population served. Additionally, the school's WCI decreased from the previous year, demonstrating regression rather than improvement over time. This decline raises significant concerns regarding the effectiveness, consistency, and implementation of the school's instructional strategies, intervention systems, and academic support within mathematics instruction. Therefore, the school receives a rating of **Does Not Meet Standard**. None of Inspire's legacy students in any subgroup met or exceeded standards on the math assessment.

Growth on State Summative Assessment: 3-8

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.

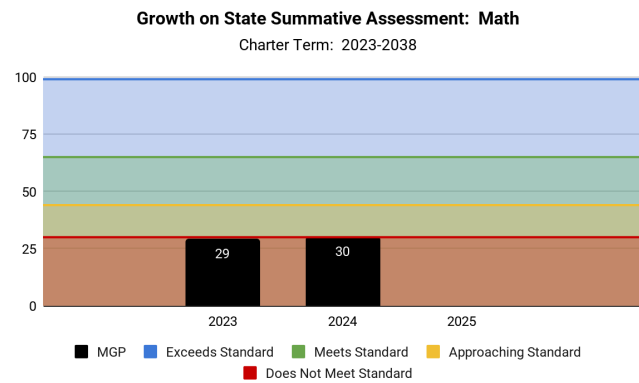
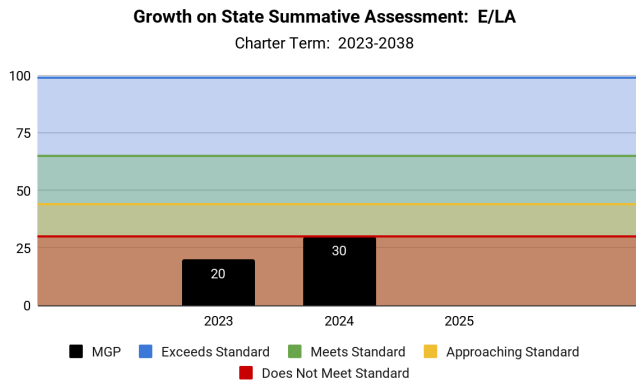
The rubric for this measure is as follows:

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.

Progress Towards Meets Standard by End of 3rd Year in Charter Term with Education One		
Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
The school's Median Growth Percentile was 30 in English/Language Arts.	The school's Median Growth Percentile is between 35-40.	The school's Median Growth Percentile is between 40-45.
The school's Median Growth Percentile was 30.	*Data released by the Indiana Department of Education was not available	

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.



Information released by the Indiana Department of Education (IDOE) for Inspire was not available, therefore the school receives a rating of **Not Applicable** based on the school's Accountability Plan Performance Framework.

Passing Status Growth on State Summative Assessment

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

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

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

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

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

Information released by the IDOE for Inspire was not available, therefore the school receives a rating of **Not Applicable** based on the school's Accountability Plan Performance Framework.

Comparison to Local Schools

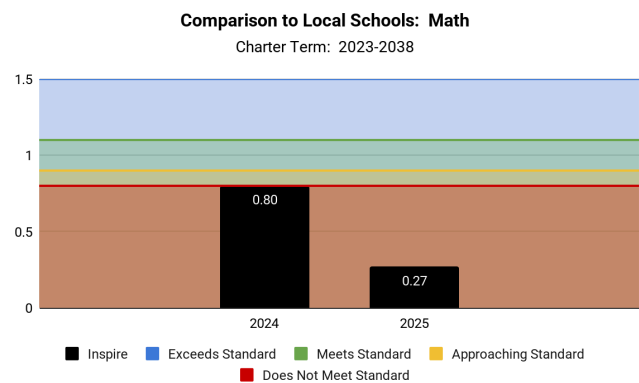
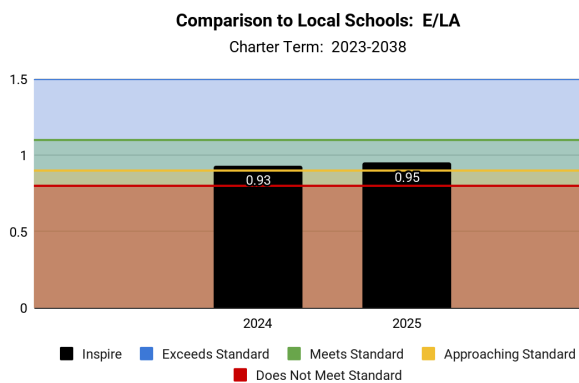
Education One compares its public charter schools to surrounding traditional and/or charter public schools that serve students with similar demographics and are within 10 miles of the school's location to ensure a quality choice is being provided to the community. Proficiency results from Indiana's summative 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 is outperforming comparison schools with a WCI of 1.05 and above.	The school is performing on par with comparison schools with a WCI of 0.95-1.049.	The school is performing slightly below comparison schools with a WCI of 0.85 and 0.949.	The school is performing noticeably below comparison schools with a WCI of less than 0.85.

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

School Name	F/R Lunch Population	SPED Population	Distance from School
Inspire Academy	92%	30%	
Grissom Elementary School	74%	27%	1.4 miles
Longfellow Elementary School	83%	22%	3.6 miles
South View Elementary School	90%	23%	2.2 miles
Southside Middle School	86%	28%	1.6 miles

The following graphs and tables illustrate the comparative performance of Inspire. Cells highlighted in green indicate that Inspire outperformed the comparison school in that content area.



School Name	E/LA WPI	Math WPI
Average	0.95	0.27
Grissom Elementary School	0.90	0.27
Longfellow Elementary School	0.92	0.17
South View Elementary School	1.08	0.18
Southside Middle School	0.90	0.27

English/Language Arts: Inspire receives a rating of **Meets Standard**, with an average WCI of 0.95 in English/Language Arts, indicating that the school performed on par with surrounding comparison schools serving students with similar demographic characteristics. Given the significant academic needs of the student population served, performing comparably to nearby schools demonstrates that Inspire's English/Language Arts outcomes were generally aligned with what is occurring within the local educational landscape.

At the same time, meeting comparison school performance should not lessen the urgency surrounding the school's overall academic outcomes, particularly given the persistently low proficiency rates across the region. Continued focus on accelerating student achievement and moving beyond comparable performance toward outperforming surrounding schools will remain important moving forward.

Math: Inspire had a WCI of 0.27 in Math, indicating that the school performed significantly below surrounding comparison schools serving students with similar demographic characteristics. Unlike English/Language Arts, the math data reflects substantial concerns regarding the effectiveness and consistency of the school's mathematics instructional systems and intervention strategies. Surrounding schools demonstrated meaningfully stronger math outcomes than Inspire. This suggests that the school's current math instructional practices, intervention structures, curriculum implementation, and progress-monitoring systems are not producing outcomes comparable to what is achievable within similar community contexts.

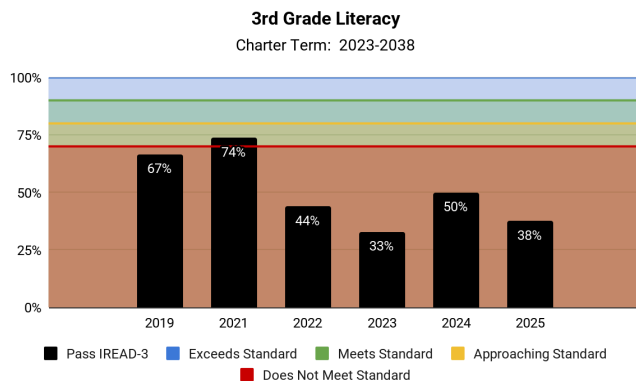
The school must critically examine the strategies, instructional practices, and systems currently in place that have not resulted in improved math performance outcomes. Particular attention should be given to the consistency of Tier I math instruction and the school's ability to use student data to drive responsive instructional decisions. Therefore, the school receives a rating of **Does Not Meet Standard**.

3rd Grade Literacy

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 3 students receiving a passing score is greater than or equal to 90.0%.	The percentage of grade 3 students receiving a passing score is between 80.0-89.9%.	The percentage of grade 3 students receiving a passing score is between 70.0-79.9%.	The percentage of grade 3 students receiving a passing score is less than 70.0%.

Progress Towards Meets Standard by End of 3rd Year in Charter Term with Education One		
Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
The percentage of grade 3 students receiving a passing score was 50.0%.	<i>The percentage of grade 3 students receiving a passing score will be between 55.0-60.0%.</i> The school had a percentage of 38% of grade 3 students receiving a passing score.	<i>The percentage of grade 3 students receiving a passing score will be between 60.0-65.0%.</i>



In 2024–25, Inspire had a passing rate of 38% on the IREAD-3 assessment, compared to the State of Indiana's passing percentage of 83%, representing a gap of 45 percentage points. Given the state's established goal of achieving a 95% IREAD-3 passing rate by 2027, the school's current performance reflects a significant and urgent academic concern regarding foundational literacy outcomes for third grade students. While the school has implemented multiple intervention efforts and instructional supports over the course of its charter term, including literacy intervention programming, curriculum adjustments, coaching support, and targeted remediation planning, these efforts have not yet resulted in the

level of sustained improvement necessary to demonstrate long-term effectiveness.

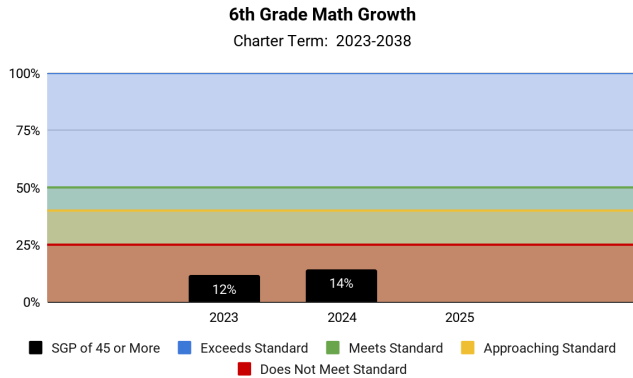
This concern is heightened by the school's one-classroom-per-grade structure, which significantly limits the variability of instructional delivery and places increased importance on the effectiveness of core instruction, intervention systems, and instructional leadership within each K-3 classroom environment. In a setting where there is limited internal grade-level instructional variation, persistent low proficiency outcomes raise concerns regarding the overall impact of the school's literacy systems, coaching practices, and intervention implementation.

Pockets of improvement and increased urgency have become more evident later in the 2025-26 school year. Given the school's continued low third grade literacy outcomes despite multiple years of interventions and support, there is a heightened need for the school to critically evaluate the effectiveness, fidelity, and long-term impact of its instructional practices, intervention structures, and coaching systems. The school receives a rating of **Does Not Meet Standard** according to its Accountability Plan Performance Framework.

6th Grade Math

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

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



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

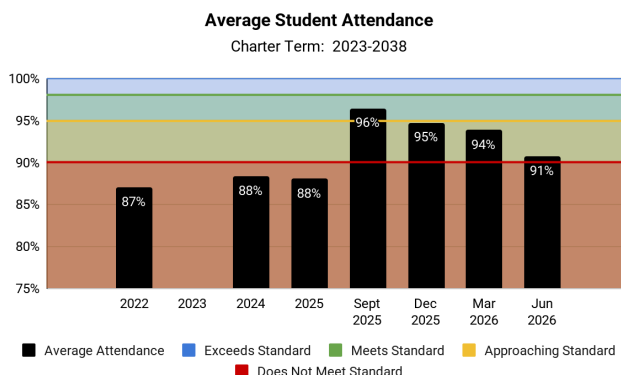
Information released by the IDOE was not available, therefore the school receives a rating of **Not Applicable** based on the school's Accountability Plan Performance Framework.

Average Student Attendance

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's calculated attendance is between 98.0-100%	The school's calculated attendance is between 95.0-97.9%	The school's calculated attendance is between 90.0-94.9%	The school's calculated attendance is less than 90.0%

Progress Towards Meets Standard by End of 3rd Year in Charter Term with Education One			
Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26	
The school's calculated attendance was 88%.	<i>The school's calculated attendance is between 90.0 and 92.0%.</i>	<i>The school's calculated attendance is between 92.0 and 94.0%.</i>	
	The school's calculated attendance was 88%.	The school's calculated attendance was 91%.	



The 2025-26 school year reflected meaningful improvement in overall attendance outcomes compared to prior years. After maintaining attendance rates of approximately 87-88% between 2022 and 2025, the school demonstrated a notable increase during the current school year, beginning with a monthly attendance rate of 96.4% in September and sustaining attendance rates above 90% through the end of the school year. This improvement suggests that increased attention to attendance systems and family engagement may be positively impacting student attendance behaviors.

Although the school has not yet reached the Meets Standard threshold of 95%, the upward trend throughout the year represents important progress, particularly given the school's

historical attendance challenges and significant academic deficiencies. Continued focus on sustaining strong attendance practices and reducing chronic absenteeism will remain critical, as consistent student attendance is foundational to improving academic outcomes, intervention effectiveness, and overall student success. Based on this percentage, the school receives a rating of **Approaching Standard**.

Addressing Chronic Absenteeism

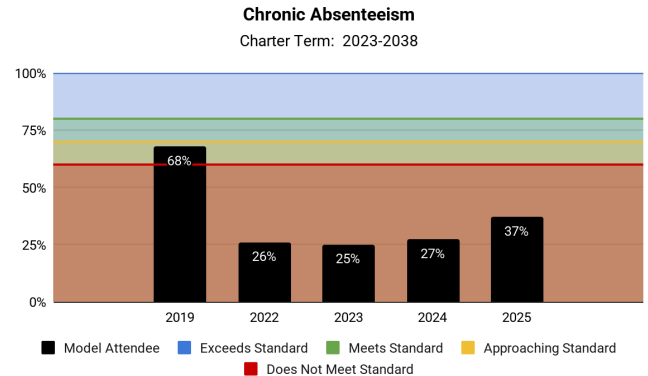
Student attendance, on a federal level, measures whether students are considered “model attendees” by either demonstrating persistent attendance or improved attendance during the school year. Persistent attendance is defined as having at least a 96% attendance rate. Improved attendance is defined as improving the student’s attendance rate by at least three percentage points from the prior school year to the current. 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 were model attendees.	70.0-80.0% of students were model attendees.	60.0-69.9% of students were model attendees.	Less than 60.0% of students were model attendees.

Progress Towards Meets Standard by End of 3rd Year in Charter Term with Education One		
Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
27% of students were model attendees.	<i>The school’s model attendee rate is between 30.0 and 35.0%.</i> <i>The school’s model attendee rate was 37%.</i>	<i>The school’s model attendee rate is between 32.0 and 37.0%.</i>

In 2024–25, the school’s model attendee rate increased to 37%, reflecting improvement from prior years and representing the school’s highest attendance outcome within the current charter term. After remaining relatively stagnant between 25–27% from 2022 through 2024, the increase to 37% suggests that attendance interventions and engagement efforts may be beginning to positively impact student attendance behaviors.

However, despite this growth, the school remains significantly below both the Meets Standard threshold and the school’s established growth goals. Chronic absenteeism continues to present a substantial barrier to academic improvement, particularly given the school’s already significant academic deficiencies. Moving forward, the school will need to continue strengthening attendance systems, family engagement efforts, and intervention strategies to ensure improvements are sustained and accelerate at a pace necessary to meaningfully improve student outcomes. Based on this percentage, the school receives a rating of **Does Not Meet Standard**.



Based on this percentage, the school receives a rating of **Does Not Meet Standard**.

Special Education

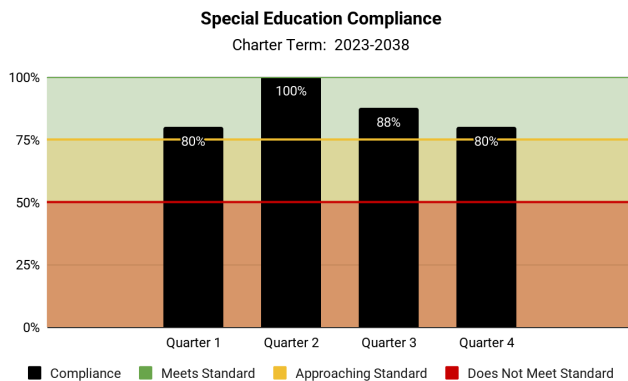
Special Education Compliance: To ensure that laws and requirements are being upheld and students with special needs are being serviced appropriately, Education One conducts a Special Education compliance check on a quarterly basis and looks for the following components:

- 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
75.0% or more of compliance characteristics are rated as Meets Standard.	50.0-74.9% of compliance characteristics are rated as Meets Standard.	Less than 50.0% of compliance characteristics are rated as Meets Standard OR Two or more compliance characteristics are rated as Does Not Meet Standard.



The school ensures that every student with an Individualized Education Plan (IEP) receives tailored support and services. Indiana's online system shows that IEP goals are meticulously established, current, and up-to-date, reflecting a commitment to individualized student success. Case conference meetings are conducted rigorously, adhering to state and federal laws. The following graph illustrates the measure characteristics met throughout this current school year.

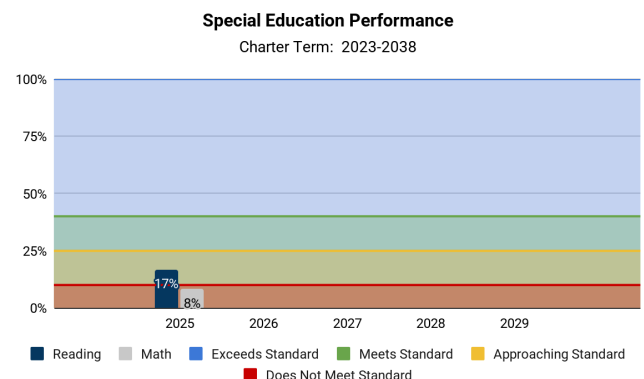
Based on evidence collected throughout the school year, IA receives a rating of **Meets Standard**.

Special Education Performance: In addition to monitoring compliance with legal and instructional requirements, Education One also evaluates Special Education outcomes by examining how well students are progressing toward academic proficiency. This measure focuses on the percentage of students with IEPs who are approaching, meeting, or exceeding proficiency on the state summative assessment. The goal is to ensure that services are not only compliant but also effective in improving student outcomes. The rubrics are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
40.0% or more of Special Education students in grades 3-8 were approaching, meeting, or exceeding proficiency on the state summative assessment.	25.0-39.9% of Special Education students in grades 3-8 were approaching, meeting, or exceeding proficiency on the state summative assessment.	10.0-24.9% of Special Education students in grades 3-8 were approaching, meeting, or exceeding proficiency on the state summative assessment.	Less than 10.0% of Special Education students in grades 3-8 were approaching, meeting, or exceeding proficiency on the state summative assessment.

In 2024-25, the school served 45 students with IEPs, which made up 22.4% of its overall population. The following graph illustrates the growth percentages over time in the school's current charter term.

Results indicated that when reading and mathematics proficiency were averaged, 12.5% of students were approaching, meeting, or exceeding proficiency on the state summative assessments. Therefore, the school receives a rating of **Approaching 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.

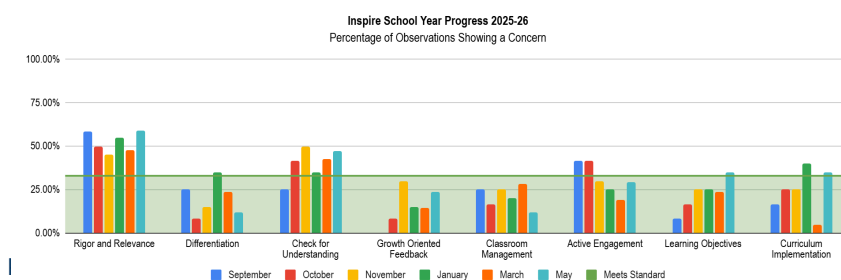
Classroom observation data is compiled to identify overarching trends across the school. The overall score is based on the percentage of classrooms that may not have implemented a component appropriately or at all when it would have been appropriate. This ties back to the school's overall capacity to 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.

Progress Towards Meets Standard by End of 3rd Year in Charter Term with Education One		
Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
The school received an average instructional rating of 2.4 points.	The school will receive an average instructional rating of 2.7 points. The school received an average instructional rating of 2.5 points.	The school will receive an average instructional rating of 3.0 points. The school received an average instructional rating of 2.4 points.



The corresponding graph illustrates the percentage of classrooms showing a concern in each observable best practice throughout the 2025-26 school year. The goal is for a bar to be within the green 'Meets Standard' shaded area of the graph.

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

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

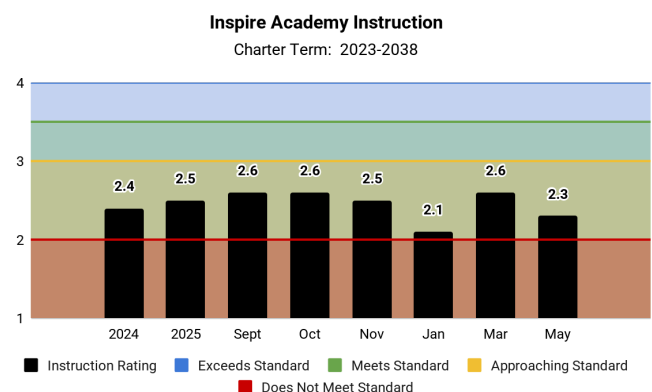
	September	October	November	January	March	May
Rigor + Relevance	58%	50%	45%	55.0%	47.6%	59%
Differentiation	25%	8%	15%	35.0%	23.8%	12%
Checks for Understanding	25%	42%	50%	35.0%	42.9%	47%
Growth Oriented Feedback	0%	8%	30%	15.0%	14.3%	24%
Classroom Management	25%	17%	25%	20.0%	28.6%	12%
Active Engagement	42%	42%	30%	25.0%	19.0%	29%
Learning Objectives	8%	17%	25%	25.0%	23.8%	35%
Curriculum Implementation	17%	25%	25%	40.0%	4.8%	35%

Inspire's instructional performance remained inconsistent throughout the year. While there were areas of growth, these improvements were not consistently sustained across Tier I or Tier II instruction. Additionally, instructional practices and intervention structures often appeared compliance-driven, with inconsistent implementation and limited evidence of a clear, schoolwide understanding of the purpose and expectations.

The school demonstrated responsiveness to feedback through curriculum mapping, targeted professional development, participation in instructional coaching training, and increased attention to instructional systems. These efforts contributed to improved active student engagement later in the year; however, many of these adjustments occurred well into the school year and did not result in sufficient improvement to instructional outcomes. Moving forward, the school must prioritize the development and consistent implementation of clear instructional systems that define expectations for Tier I and Tier II instruction, curriculum usage, intervention practices, and data-driven decision-making. A continued focus on building teacher understanding of effective checks for understanding, instructional rigor, and responsive differentiation, supported by intentional coaching cycles and consistent monitoring, will be critical to improving instructional consistency and student outcomes across classrooms.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier III school, receiving site visits on a monthly basis during the 2025-26 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 2025-26 school year, Inspire receives a rating of **Approaching Standard** with an average instruction rating of 2.4 points.



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..

Progress Towards Meets Standard by End of 3rd Year in Charter Term with Education One		
Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
44% of students demonstrated grade-level proficiency standards or met growth targets on reading NWEA.	50% of students will demonstrate grade-level proficiency standards or meet growth targets on reading NWEA. 42% of students demonstrated grade level proficiency standards or met growth targets on reading NWEA.	55% of students will demonstrate grade-level proficiency standards or meet growth targets on reading local assessments. 63% of K-2 students demonstrated grade-level proficiency standards or met growth targets on reading local assessments. <i>The school implemented checkpoints for grade levels 3-8 with no established growth criteria, leaving this measurable Not Available.</i>
41% of students demonstrated grade-level proficiency standards or met growth targets on math NWEA.	50% of students will demonstrate grade-level proficiency standards or meet growth targets on math NWEA. 48% of students demonstrated grade level proficiency standards or met growth targets on math NWEA.	55% of students will demonstrate grade-level proficiency standards or meet growth targets on math local assessments. 22% of K-2 students demonstrated grade-level proficiency standards or met growth targets on math local assessments. <i>The school implemented checkpoints for grade levels 3-8 with no established growth criteria, leaving this measurable Not Available.</i>

During the 2025-26 school year, Inspire used Acadience for grades K-2 and Indiana Checkpoints for grades 3-8. Results were consistently collected, analyzed, and discussed with the school leadership team 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: K-2 Reading							
	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2026	End of Year Progress Towards Proficiency	Rating
Kindergarten	42%	50%	75%	✓	58%	58%	✗
First	11%	33%	56%	✗	35%	53%	✗
Second	39%	39%	67%	✗	41%	82%	✓
School	29%	40%	61%	✗	44%	63%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: 3-8 Reading						
	Inspire Academy			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three

Third	0%	18%	10%	25%	34%	38%
Fourth	19%	0%	9%	34%	37%	43%
Fifth	14%	16%	17%	34%	39%	37%
Sixth	28%	24%	39%	37%	37%	42%
Seventh	9%	18%	8%	32%	38%	40%
Eighth	7%	24%	6%	38%	40%	44%
School	12%	17%	16%	N/A	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Reading: The K–2 reading data reflects evidence of overall student growth throughout the school year, particularly when comparing baseline proficiency rates to end-of-year outcomes. Schoolwide proficiency increased from 29% in Fall 2025 to 44% by Spring 2026, indicating that students generally made progress toward grade-level literacy standards over the course of the year. However, while the school demonstrated positive movement in proficiency rates, the pace and consistency of growth varied significantly across grade levels and did not consistently meet the school's established growth expectations.

The 3–8 reading Checkpoint data reflects some evidence of incremental growth throughout the school year; however, overall proficiency outcomes remained significantly below state averages across all grade levels and checkpoints. Schoolwide proficiency increased from 12% at Checkpoint One to 17% at Checkpoint Two before slightly declining to 16% by Checkpoint Three. While this mid-year growth suggests that some instructional adjustments and intervention efforts may have positively impacted student performance, the inability to sustain or accelerate growth through the final checkpoint indicates ongoing challenges with instructional consistency, intervention effectiveness, and long-term mastery of grade-level standards.

Overall, the K–8 literacy data reflects that while the school's instructional initiatives and intervention efforts may be beginning to generate pockets of student growth, progress remains inconsistent across grade levels and substantially below statewide expectations. Both the K–2 and 3–8 data indicate ongoing concerns regarding the consistency and effectiveness of Tier I literacy instruction, implementation fidelity, and the school's ability to sustain growth over time. Although some improvement toward proficiency occurred throughout the year, the pace and scale of progress have not been sufficient to meaningfully close foundational reading gaps or reduce achievement disparities compared to state performance.

Moving forward, the school must prioritize stronger vertical alignment of literacy instruction, more effective progress-monitoring systems, consistent implementation of instructional practices across classrooms, and sustained instructional leadership support to ensure literacy growth accelerates across all grade levels. The school receives a rating of **Not Applicable** for K-8, as this is the first year Indiana has implemented Checkpoints and there are no identified growth measures.

Progress Towards Proficiency: K-2 Math							
	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2026	End of Year Progress Towards Proficiency	Rating
Kindergarten	59%	8%	25%	✗	33%	33%	✗
First	33%	17%	50%	✗	24%	24%	✗
Second	28%	6%	22%	✗	17%	18%	✗
School	35%	10%	31%	✗	24%	22%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: 3-8 Math						
	Inspire			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Third	8%	5%	15%	45%	43%	48%
Fourth	6%	0%	27%	48%	41%	50%
Fifth	0%	5%	17%	42%	41%	44%
Sixth	17%	6%	22%	31%	37%	44%
Seventh	0%	0%	0%	37%	39%	37%
Eighth	0%	0%	0%	32%	38%	38%
School	6%	3%	14%	N/A	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Math: The K–2 math data reflects significant and persistent concerns regarding foundational mathematics proficiency and student growth. Schoolwide proficiency declined from a baseline of 35% in Fall 2025 to 24% by Spring 2026, with the school's overall end-of-year progress toward proficiency rate remaining at only 22%, well within the Does Not Meet Standard range. Across all primary grade levels, students demonstrated limited progress toward grade-level standards, and no grade level met expected growth benchmarks at either the mid-year or end-of-year checkpoints. While some improvement occurred between winter and spring administrations, particularly in kindergarten, the overall data suggests that current instructional practices, intervention systems, and progress-monitoring structures are not yet producing sustained or meaningful improvement in foundational mathematics skills. The continued decline in proficiency across several grade levels raises concerns regarding the effectiveness and consistency of Tier I math instruction and intervention implementation within the primary grades.

The 3–8 math Checkpoint data further highlights the severity and urgency of the school's mathematics deficiencies. Across nearly every grade level and checkpoint administration, Inspire students performed substantially below Indiana averages, often by margins exceeding 30 percentage points. Schoolwide proficiency remained critically low throughout the year, increasing only from 6% at Checkpoint One to 14% at Checkpoint Three. While a few grade levels demonstrated modest improvement by the final checkpoint, overall outcomes remained significantly below grade-level expectations, and several grade levels, particularly seventh and eighth grade, demonstrated no measurable proficiency across all checkpoint administrations. The data indicates that while isolated pockets of growth may exist, current mathematics instructional systems and intervention efforts are not producing outcomes sufficient to close achievement gaps or sustain meaningful academic progress over time.

Overall, the K–8 math data reflects a critical need for substantial strengthening of the school's mathematics instructional systems, intervention structures, and instructional leadership capacity. Student outcomes remained significantly below proficiency expectations, and progress toward grade-level standards occurred at a pace insufficient to meaningfully address existing learning gaps. The consistency of low performance across grade levels suggests systemic concerns related to Tier I instructional quality, curriculum implementation fidelity, vertical alignment of math instruction, and the effectiveness of intervention and progress-monitoring systems.

Moving forward, the school must prioritize establishing coherent, research-based mathematics instructional practices across all grade levels, strengthening teacher capacity in mathematics instruction, implementing more rigorous and responsive data-driven intervention systems, and ensuring instructional strategies are consistently executed with fidelity across classrooms. The school receives a rating of **Not Applicable** for K-8, as this is the first year Indiana has implemented Checkpoints and there are no identified growth measures.

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: K-2 Reading								
	Population %	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2026	End of Year Progress Towards Proficiency	Rating
Black	22%	31%	46%	77%	✓	50%	75%	✓
White	56%	33%	43%	65%	✗	43%	63%	✗
SPED	17%	0%	0%	67%	✗	17%	83%	✓
School	100%	29%	40%	61%	✗	44%	63%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								

Progress Towards Proficiency: 3-8 Reading						
	Population %	Checkpoint One	Checkpoint Two	Checkpoint Three	End of Year Progress Towards Proficiency	Rating
Black	22%	4%	13%	8%	N/A	N/A
White	56%	13%	21%	19%	N/A	N/A
SPED	17%	6%	30%	24%	N/A	N/A
School	100%	12%	17%	16%	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Reading: The K–2 subgroup reading data reflects stronger growth among Black students and Special Education students, both of whom demonstrated significant progress toward proficiency by the end of the year. However, overall schoolwide growth remained within the Approaching Standard range, indicating that literacy gains were not yet consistent across all student groups. White students, who represent the school's largest subgroup population, demonstrated more limited growth overall, which significantly impacted schoolwide literacy outcomes.

The 3–8 subgroup data reflects more significant concerns, with all student groups performing substantially below grade-level expectations across checkpoint administrations. While Special Education students demonstrated some growth over time, overall proficiency rates across subgroups remained critically low, highlighting continued concerns regarding the consistency and effectiveness of Tier I literacy instruction and intervention systems across grade levels. Additionally, while Black students demonstrated stronger growth patterns within K–2, those gains were not sustained

into upper grade levels, suggesting challenges with maintaining literacy growth and instructional effectiveness as students progress through the school.

Similar to Progress Towards Proficiency measure, The school receives a rating of **Not Applicable** for K-8, as this is the first year Indiana has implemented Checkpoints and there are no identified growth measures.

Progress Towards Proficiency: K-2 Math								
	Population %	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2026	End of Year Progress Towards Proficiency	Rating
Black	22%	62%	23%	38%	✗	42%	42%	✗
White	56%	32%	7%	29%	✗	20%	20%	✗
SPED	17%	0%	0%	17%	✗	0%	0%	✗
School	100%	35%	10%	31%	✗	24%	22%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								

Progress Towards Proficiency: 3-8 Math						
	Population %	Checkpoint One	Checkpoint Two	Checkpoint Three	End of Year Progress Towards Proficiency	Rating
Black	22%	4%	4%	12%	N/A	N/A
White	56%	8%	13%	44%	N/A	N/A
SPED	17%	0%	5%	12%	N/A	N/A
School	100%	6%	3%	14%	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Math: The K–2 subgroup math data reflects significant concerns across all student groups, with overall schoolwide progress remaining within the Does Not Meet Standard range throughout the year. Black students demonstrated the strongest relative outcomes within K–2 math; however, proficiency still declined significantly from baseline levels and remained well below grade-level expectations by the end of the year. White students demonstrated particularly limited growth, with end-of-year proficiency declining to 20%, while Special Education students demonstrated no measurable proficiency growth throughout the year. Overall, the data indicates that foundational math interventions and instructional systems are not yet producing consistent or sufficient growth across student groups within the primary grades.

The 3–8 subgroup math data reflects even greater concerns, with proficiency rates across all student groups remaining critically low throughout all checkpoint administrations. While White students demonstrated some improvement by Checkpoint Three, all subgroup outcomes remained substantially below grade-level expectations. Black students and Special Education students continued to demonstrate very limited proficiency growth across the year, while overall schoolwide proficiency increased only from 6% to 14% by the final checkpoint. The consistency of low outcomes across subgroups suggests systemic concerns related to Tier I math instruction, intervention effectiveness, instructional rigor, and implementation fidelity across grade levels.

Overall, the subgroup math data reflects that the school is not yet effectively serving any student group consistently in mathematics, particularly students receiving Special Education services and upper-grade students across all subgroups. The persistent low proficiency rates and limited growth across grade levels indicate an urgent need to strengthen foundational math instruction, intervention systems, vertical alignment, and data-driven instructional practices to ensure students demonstrate meaningful and sustained progress toward grade-level standards. Similar to Progress Towards Proficiency measure, The school receives a rating of **Not Applicable** for K-8, as this is the first year Indiana has implemented Checkpoints and there are no identified growth measures.

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. A Legacy Performance Index (LPI) is used to quantify this relationship by comparing the proficiency rates of legacy students to non-legacy peers. This approach allows for consistent year-over-year comparisons and accounts for differences in group size. In addition, absolute proficiency thresholds are included to highlight when legacy students demonstrate high achievement regardless of comparison. The rubric for this measure is as follows:

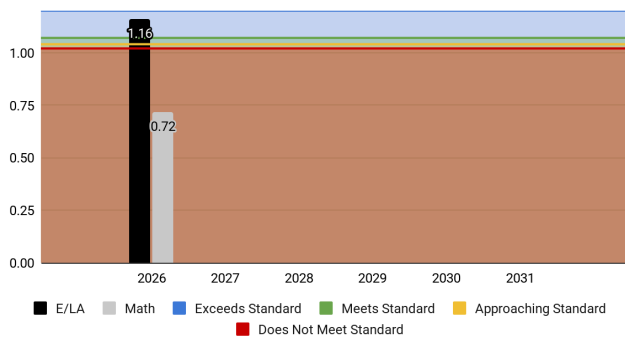
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
LPI >1.075 OR The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	LPI is between 1.050-1.075 OR The percentage of legacy students meeting grade level proficiency standards is between 70.0-79.9%.	LPI is between 1.025-1.049 OR The percentage of legacy students meeting grade level proficiency standards is between 60.0-69.9%.	LPI <1.025 OR The percentage of legacy students meeting grade level proficiency standards is less than 60.0%

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

Historical Proficiency: Checkpoints									
		Reading				Math			
	Population %	Checkpoint 1	Checkpoint 2	Checkpoint 3	Rating	Checkpoint 1	Checkpoint 2	Checkpoint 3	Rating
Legacy	36%	13%	14%	17%	✗	3%	0%	11%	✗
Non-Legacy	64%	12%	19%	15%	✗	7%	5%	15%	✗
Whole School	100%	12%	17%	16%	✗	6%	3%	14%	✗

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

Inspire Academy Historical Local Performance Index



Reading: At the end of the 2025–26 school year, 17% of legacy students were considered on grade level, compared to 15% of non-legacy students. While proficiency remains critically low for both groups, the Local Performance Index (LPI) of 1.16 indicates that legacy students are outperforming non-legacy peers relative to what would be expected given the student population served by the school.

The LPI is designed to account for the unique demographics and academic needs of the students served. This measure evaluates whether students who remain enrolled within the school's educational model over time demonstrate stronger academic outcomes than students newer to the school

environment. In this case, the LPI of 1.16 suggests that students with longer exposure to Inspire's instructional model are performing at a comparatively higher level than would be expected based on the school's student population and historical performance trends.

While the overall proficiency rates remain substantially below grade-level expectations, the higher performance of legacy students compared to non-legacy students suggests that the school's instructional systems, interventions, and literacy

supports may be having a positive cumulative impact over time. Therefore, according to the Accountability Plan Performance Framework, Inspire received a rating of **Exceeds Standard** for this measure.

Math: At the end of the 2025–26 school year, legacy students demonstrated similarly low proficiency outcomes compared to non-legacy students across all checkpoint administrations. Legacy student proficiency increased from 3% at Checkpoint One to 11% at Checkpoint Three, while non-legacy students increased from 7% to 15% during the same period. Although both groups demonstrated some limited growth by the end of the year, overall proficiency remained critically low across the school.

Unlike reading, where legacy students demonstrated stronger relative outcomes over time, the school's math LPI of 0.72 indicates that legacy students are performing below what would be expected relative to the school's student population and instructional model and suggests that extended exposure to the school's mathematics instructional systems and interventions has not resulted in meaningful long-term academic advantage for legacy students.

The data indicates that the school's current mathematics instructional practices, intervention systems, and support structures are not yet producing sufficient academic impact to accelerate students toward grade-level proficiency. Additionally, the fact that legacy students performed below non-legacy students across the year raises concerns regarding the long-term effectiveness and sustainability of the school's mathematics program. Therefore, the school receives a rating of **Does Not Meet Standard** for this measure.

Part II: Financial Performance

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

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

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

What does the Overall Rating for Financial Performance mean?	
Year 1	The school received a rating of Approaching Standard, with a weighted score of 2.6, by presenting concerns in the Days Cash measure. While the school has credible plans to address the issue, it has been difficult to increase the amount of days cash over the course of the year and a more aggressive plan should be implemented.
Year 2	The school received a rating of Meets Standard, with a weighted score of 3.2, by presenting no concerns in the indicator measures. The school's targeted plan for Days Cash was clearly evident throughout the year, despite a low starting point in the first quarter. To sustain this positive trajectory, it is important that the school continues to build on this momentum, including budgeting based on conservative enrollment projections to mitigate financial risk.
Year 3	The school received a rating of Approaching Standard, with a weighted score of 2.4, presenting concerns with Enrollment Variance and Days Cash, both of which go hand in hand. The school demonstrated overall stable but financially tight operations throughout the 2025–26 school year. While Inspire continued to operate consistently and maintain very low debt obligations, financial performance remained constrained by lower-than-expected enrollment and limited cash reserves. The most significant concern was the school's failure to meet enrollment targets, which contributed to ongoing pressure on revenue and liquidity. Although Days Cash improved during portions of the year, cash reserves remained limited and fluctuated throughout the reporting periods, requiring continued monitoring and careful fiscal management. Despite these challenges, school leadership demonstrated proactive and responsible financial stewardship throughout the year. In response to enrollment shortfalls, the school took intentional steps to mitigate financial risk, including transitioning the Executive Director role to part-time status and eliminating the preschool program. Leadership also actively pursued partnerships to utilize unused facility space as an additional revenue source and restructure organizational operations for the 2026–27 school year, in an effort to create a more sustainable and efficient model moving forward. These actions reflect an awareness of the school's financial realities and a willingness to make strategic adjustments to support long-term sustainability.

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	Financial Management	MS	MS	MS		
	Enrollment Variance	ES	ES	DNMS		
	Current Ratio	MS	MS	MS		

	Days Cash	DNMS	MS	AS		
	Debt/Default Delinquency	MS	MS	MS		
	Debt to Asset Ratio	MS	MS	MS		
	Debt Service Coverage	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.

At the time of this report, the school had completed the annual audit for the period July 1, 2024 to June 30, 2025. There were no findings.

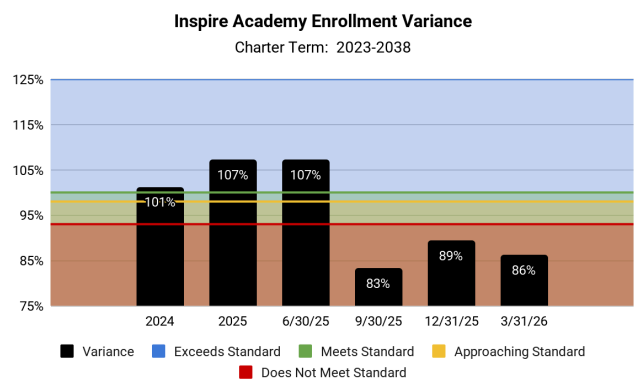
Throughout the 2025-26 school year, Inspire Academy (IA) submitted quarterly financial statements on time that were used to assess the financial measures found in this report. For these reasons, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

Enrollment Variance

The state of Indiana calculates its state tuition based on the number of students enrolled at various times per academic school year. A school's ability to identify an appropriate enrollment target to support its budget creates stability with staffing and operations. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Actual enrollment is greater than budgeted enrollment.	Actual enrollment is between 98.0 and 100% of the budgeted enrollment.	Actual enrollment is between 93.0 and 97.9% of the budgeted enrollment.	Actual enrollment is less than 93.0% of the budgeted enrollment.

According to the Indiana Department of Education, IA had an enrollment count of 165 students as of October 2025 and 159 during the February 2026 count. In August of 2025, IA submitted its annual budget based on an enrollment of 185 students. With an average enrollment variance of 88.7%, 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 and the current school year.

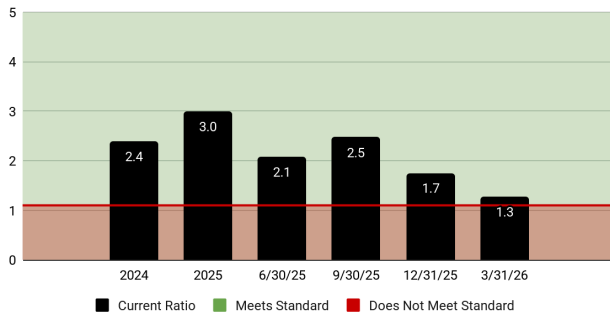


Current Ratio

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

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

Inspire Academy Current Ratio
Charter Term: 2023-2038



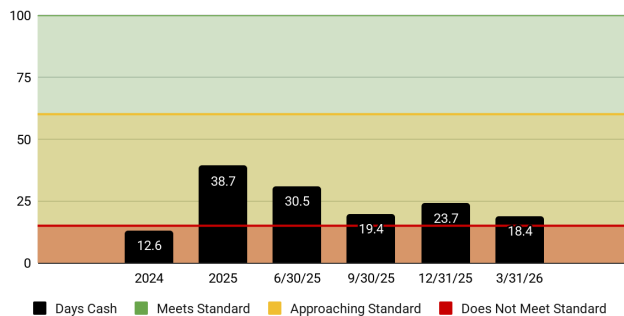
At the time of this report, the school's assets exceed its current liabilities with a ratio of 1.3 and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

Days Cash

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

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

Inspire Academy Days Cash
Charter Term: 2023-2038



At the time of this report, IA had 18.4 days cash. The school observed an overall annual decrease of 20.3 days from the 2024-25 school year, most likely due to not hitting enrollment targets to support the organizational structure. The school did respond and made attempts to mitigate the loss of revenue. For this reason, the school receives a rating of **Approaching 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:

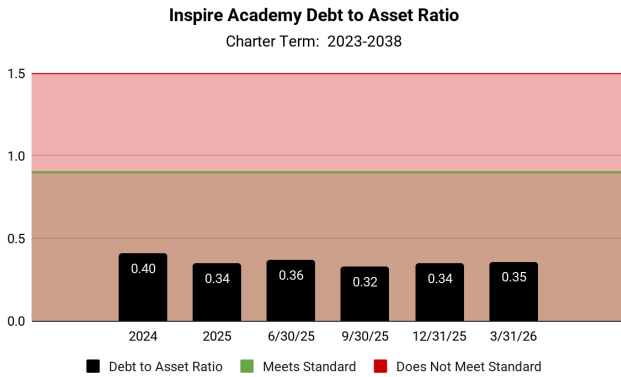
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

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 0.35. The corresponding graph illustrates trends in debt to asset ratio throughout the school's current charter term.

Debt Service Coverage

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

Part III: Organizational Performance

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

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

Is the school's organizational structure successful?		
Performance Rubric	Meets Standard	The school receives a weighted score of 3.0-4.0, complying with and presenting minimal to no concerns in the indicator measures.
	Approaching Standard	The school receives a weighted score of 2.0-2.9, presenting some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues OR the school receives a weighted score of 2.0-2.9, with no credible plan to address the issues.

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received an overall rating of Meets Standard with minimal concerns in the indicator measures. Throughout the 2023-24 school year, the school was unable to exhibit 100% of characteristics in Governing Board and Special Education measures. However, upon notification, the school remedied any concerns within a timely manner and completed the year with no overarching areas of concern. Moving into the 2024-25 school year, systems and processes need to be consistently implemented in regards to Special Education Compliance.
Year 2	The school received an overall rating of Approaching Standard with some concerns in the indicator measures. While there are plans in place to start addressing concerns, there needs to be a continued sense of urgency for a strategic and focused shift towards improving academic achievement. This includes prioritizing the development of rigorous instructional practices, strengthening teacher capacity, and aligning organizational efforts around clear, measurable academic goals to drive student success and organizational decisions.
Year 3	The school received an overall rating of Approaching Standard with a weighted score of 2.5. While the school demonstrated areas of organizational strength, particularly in governance structures, financial oversight, and compliance systems, significant concerns remain regarding school leader capacity. This measure represents critical organizational risks given its direct connection to academic performance, instructional coherence, staff development, and implementation of school improvement efforts. Although the school demonstrated responsiveness to feedback and established credible plans to address deficiencies, much of the progress observed throughout the year occurred in response to intensive authorizer direction, monitoring, and intervention rather than through internally driven systems of accountability and continuous improvement. Given the school's persistent academic deficiencies and inconsistent instructional outcomes, there is an elevated level of urgency surrounding the school's ability to strengthen instructional leadership capacity, sustain implementation of improvement systems, and independently drive measurable academic progress moving forward.

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

GOVERNING BOARD

Focus on High Academic Achievement

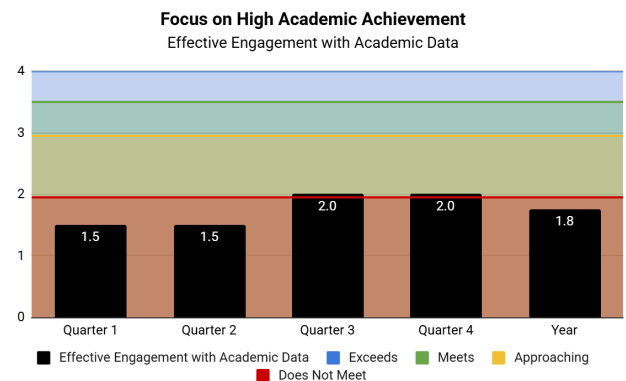
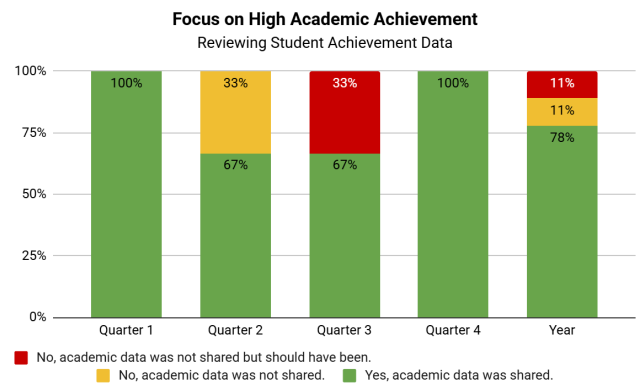
Education One expects governing boards to actively support the school's mission and charter, ensuring students are on track for high-level academic achievement. This includes having a shared belief in the mission, a clear definition of academic excellence, understanding how achievement is measured, and using student data to inform decisions and progress toward goals. The rubrics for this measure are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board - reviews student achievement data at least quarterly - engages in strategic discussions tied to school goals - consistently uses data to inform key decisions. The leadership team leaves meetings with a clear understanding of next steps.	The board - reviews student achievement data at least once per semester - uses data to guide some decisions - discusses progress toward school goals. The leadership team has a clear understanding of next steps.	The board - inconsistently reviews student achievement data (less than once per semester) OR - only sometimes uses it to guide decisions. The leadership team's understanding of next steps is unclear or inconsistent.	The board - rarely or never reviews student achievement data OR - does not use it to guide decisions - discussions about school goals are limited or absent. The leadership team lacks clarity on next steps for improvement.

The board demonstrated growing awareness of the school's academic urgency over the course of the year, particularly through increased attention to School Improvement Plan priorities, data analysis, and instructional systems starting with the second semester. Academic data was presented during the majority of board meetings throughout the year, however, the effectiveness of engagement with the data remained limited overall, as reflected in annual engagement averaging a 1.8, which is not meeting standard. Early in the year, academic discussions often lacked the depth of strategic analysis, urgency, and clear accountability necessary to fully drive academic improvement efforts. The corresponding graphs illustrate the measure characteristics met throughout this current school year.

A notable shift occurred when leadership of the Academic Committee transitioned and brought increased structure, focus, and intentionality to academic oversight conversations. Following this transition, the board began engaging more meaningfully in discussions surrounding proficiency, growth, intervention support, School Improvement Plan implementation, and systems. Committee conversations and board presentations of the committee became more focused on monitoring progress and identifying next steps, reflecting stronger ownership of the school's academic challenges.

While this progress became more evident during the second half of the year, moving forward, the board needs to continue building on this momentum by strengthening its capacity to engage deeply with academic performance data, consistently monitor implementation of School Improvement Plan strategies, and ensure the leadership team leaves



meetings with clear expectations, accountability measures, and actionable next steps connected directly to student achievement outcomes. The board also needs to develop greater clarity around the specific academic data and evidence school leadership should consistently present in order for the board to effectively fulfill its governance and strategic oversight responsibilities. This includes understanding the difference between operational-level information and the key performance indicators, trend data, implementation evidence, and progress-monitoring measures necessary for informed board-level decision-making and accountability. While it remains important for the board to celebrate areas of progress and positive momentum, the board also needs to continue asking difficult, strategic questions regarding whether improvement efforts and academic gains are occurring at a pace and scale sufficient to meaningfully address the school's ongoing academic deficiencies.

Based on evidence collected throughout the school year, IA's governing board receives a rating of **Approaching Standard**.

Commitment to Exemplary Governance

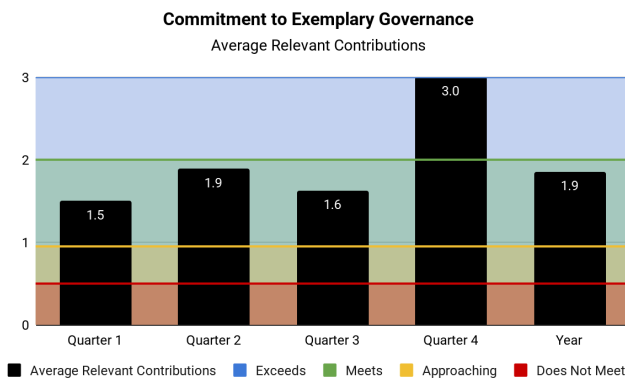
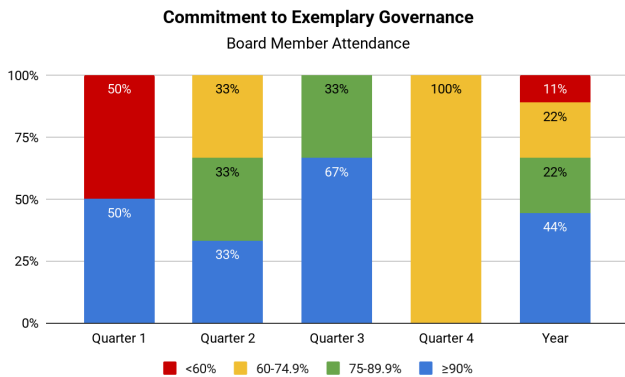
Education One measures governing boards based on their commitment to strong governance practices and the ability to maintain a high-functioning, engaged board. Exemplary boards demonstrate this by recruiting and retaining skilled members, completing board self-evaluations to support board development and training, and engaging meaningfully through active contributions both during and outside of meetings. The rubrics for this measure are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board completes a self-evaluation annually, with at least 90% participation. Results inform training needs.	The board completes a self-evaluation annually, with at least 80.0-89.9% participation. Results inform training needs.	The board completes a self-evaluation annually, with 60.0-79.9% participation. Results inform training needs. OR The board completes a self-evaluation annually, with at least 80.0% participation but results do not inform training needs.	The board completes a self-evaluation annually, with less than 60.0% participation. Results may or may not inform training needs. OR The board completes a self-evaluation annually, with 60.0-79.9% participation but results do not inform training needs. OR The board does not complete a self-evaluation.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The average meeting attendance is at least 90.0%	The average meeting attendance is 75.0-89.9%.	The average meeting attendance is 60.0%-74.9%.	The average meeting attendance is less than 60.0%.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The average board member makes 3 or more relevant contributions during each meeting that demonstrate preparation, insight, and help advance discussion or decision making.	The average board member makes 1-2 relevant contributions during each meeting that demonstrate preparation, insight, and help advance discussion or decision making.	The average board member contributes, however participation is inconsistent or lacks depth.	The average board member rarely contributes or contributions are off-topic, superficial, or not aligned with agenda discussions.

The board demonstrated meaningful progress in governance practices over the course of the year and ultimately evidenced governance systems that aligned overall to the Meets Standard to Exceeds Standard range across multiple indicators. The board exceeded expectations in its commitment to self-reflection and continuous improvement by completing an annual board self-evaluation with 100% participation, using the results to help inform board development



and training needs that will take place during the board's annual strategic meeting held in June of each year. Board members also consistently demonstrated meaningful engagement during meetings, with contributions generally reflecting preparation, insight, and active participation in governance discussions. Average board attendance remained within the Meets Standard range throughout the year, reflecting generally consistent participation and engagement across the governing body.

New board additions and strengthened committee structures further improved the board's ability to engage in thoughtful dialogue, contribute strategically, and align conversations to governance responsibilities. In particular, committee structures became more purposeful and focused over time, contributing to stronger governance discussions and oversight capacity. Members demonstrated a willingness to evolve governance structures to better support the school and increasingly engaged in conversations tied to organizational priorities and accountability.

At the same time, areas for growth remain evident, particularly given the academic challenges facing the school. Continued focus on strengthening governance systems, clarifying oversight expectations, and maintaining consistent member engagement will further support the board's ability to effectively govern

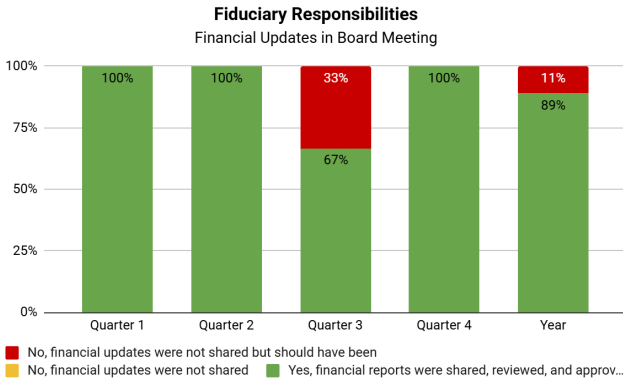
during a period requiring sustained organizational and academic improvement. Based on evidence collected throughout the school year, the governing board receives a rating of **Meets Standard**.

Fiduciary Responsibilities

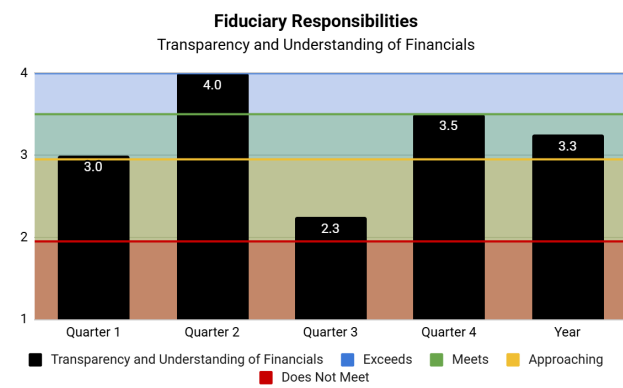
Education One evaluates the quality of a governing board based on its commitment to overseeing the school's financial health, securing external funding, leveraging networks for partnerships, and assisting school leadership teams with strategic financial planning. Exemplary boards demonstrate this by approving a budget that aligns with student achievement goals, ensuring all members are financially literate, regularly reviewing financial data, and advocating for policies that support charter schools. The rubrics for this measure are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board demonstrates proactive and strategic financial oversight by regularly analyzing financial trends, monitoring long-term sustainability, and making data-informed decisions aligned to organizational goals and student outcomes. Financial discussions consistently connect resource allocation to school performance, sustainability, and strategic priorities.	The board demonstrates sound financial oversight by approving and monitoring a budget aligned to school needs and priorities. The board regularly reviews financial reports, monitors financial goals, and engages in discussions regarding sustainability, operational decision-making, and resource allocation.	The board demonstrates inconsistent financial oversight. Financial reports and budgets are reviewed periodically, but discussions regarding sustainability, strategic alignment, and financial decision-making lack consistency, depth, or follow-through.	The board demonstrates limited financial oversight. Financial reports and budgets are infrequently reviewed or lack meaningful discussion and alignment to school priorities, sustainability needs, or organizational goals.

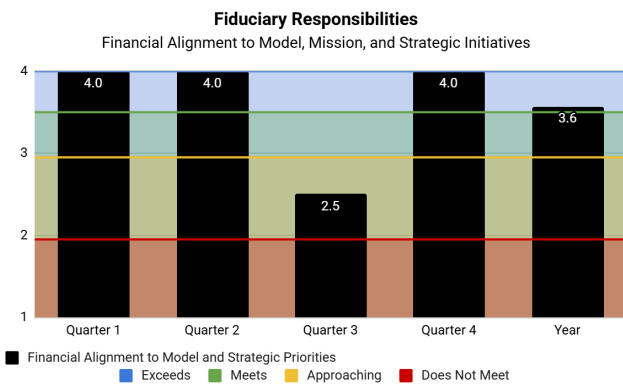
The board demonstrated strong financial oversight practices throughout the year, with financial reports consistently presented, reviewed, and approved during the vast majority of meetings. Financial discussions and reporting structures



largely reflected transparency and alignment to the school's model, operational priorities, and strategic needs, resulting in overall performance within the Meets Standard to Exceeds Standard range across multiple indicators. The board demonstrated an understanding of the importance of aligning financial planning and budgeting decisions to both organizational sustainability and student-focused priorities. In particular, discussions surrounding enrollment trends, staffing structures, Days Cash, and long-term financial sustainability reflected increasing strategic awareness regarding how operational decisions impacted the school's overall stability and academic programming.



The board also demonstrated strong alignment between financial conversations and the school's strategic priorities for much of the year, particularly during Quarters 1, 2, and 4. Discussions reflected thoughtful consideration of balancing enrollment growth, financial sustainability, and preservation of the school's culture and instructional environment.



Moving forward, the board should continue building on its strong financial oversight practices by maintaining consistent alignment between financial planning, organizational sustainability, and academic priorities. The board's ongoing attention to strategic financial planning, sustainability monitoring, enrollment realities, staffing structures, and resource allocation has been a notable strength and will remain important as the school continues addressing long-term academic and organizational goals. Continued governance-level financial discussions that balance operational sustainability with student-centered decision-making will further support the school's overall stability and improvement efforts.

The corresponding graphs illustrate the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, IA's governing board receives a rating of **Exceeds Standard**.

Strategic Planning and Oversight

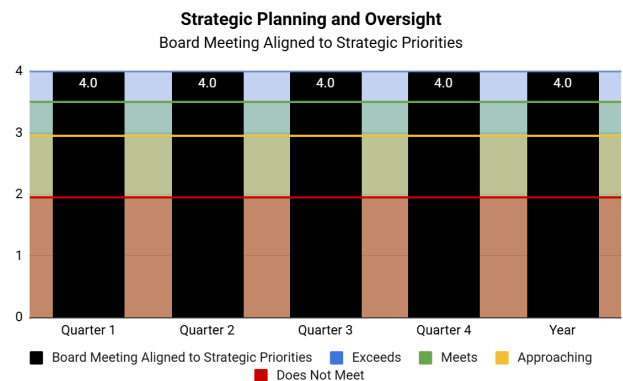
Education One believes that an effective governing board determines the strategic direction of a school, understands and respects the balance between oversight and management, and evaluates and holds school leaders and management partners accountable. The rubrics for this measure are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board develops a comprehensive, clear, and measurable strategic plan that is aligned with the school's vision and long-term goals. The plan is reviewed and adjusted regularly based on progress toward goals, and clear milestones are established and met.	The board oversees the development of a clear strategic plan aligned with the school's vision. The plan is reviewed periodically, and some adjustments are made to keep it aligned with changing priorities or needs, though milestones may be more general.	The board develops a strategic plan but may lack clear goals, timelines, or regular reviews. The plan is not always fully aligned with the vision, and progress toward goals is monitored inconsistently.	The board does not oversee the development of a clear or measurable strategic plan. The plan may be vague or outdated, and there is no regular review of progress or alignment with the school's vision.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board consistently provides autonomy to the school leader to manage the day-to-day operations of the school, while maintaining oversight of outcomes.	The board mostly provides autonomy to the school leader to manage the day-to-day operations of the school, while maintaining oversight of outcomes.	The board provides autonomy to the school leader but maintains a level of micromanagement that may limit the leader's effectiveness. Oversight of outcomes may or may not be inconsistent.	The board micromanages the school leader's role and undermines the leader's authority in managing the school. There is little to no oversight of outcomes.

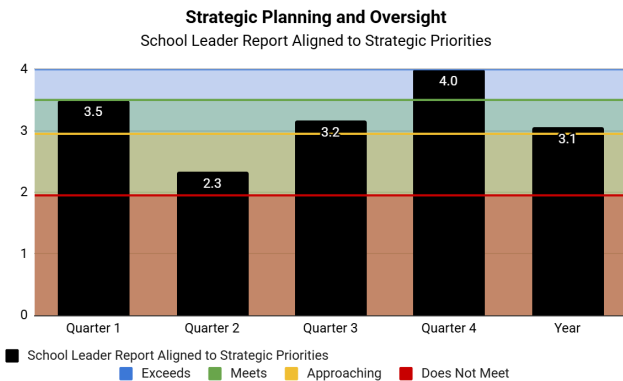
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board evaluates the school leader's performance with an appropriately rigorous multi-faceted system that includes self-assessment, stakeholder input, and objective performance data that leads to strategic and measurable goals.	The board evaluates the school leader's performance with an appropriately rigorous evaluation system, with evidence of clear next steps and/or goals.	The board evaluates the school leader's performance, but the process lacks consistency, depth, or alignment with student and school performance. Next steps are vague and/or generic.	The board does not evaluate the school leader in a formal or meaningful way. There is no evidence that the evaluation informs leadership growth or school improvement.

The board demonstrated a strong commitment to strategic planning and oversight throughout the year, with board agendas and governance discussions consistently aligned to the school's strategic priorities across all quarters. The board maintained a clear focus on organizational goals, academic priorities, and long-term planning, reflecting governance practices that aligned within the Meets Standard to Exceeds Standard range for strategic oversight. The development and ongoing use of a living strategic plan demonstrated the board's willingness to adapt planning structures alongside the school's evolving needs while maintaining alignment to the school's mission and vision.



Committee structures and governance systems became increasingly organized and purposeful over time, contributing to stronger oversight capacity and more focused strategic discussions. The board generally maintained appropriate governance-level oversight while allowing school leadership autonomy in day-to-day operational management. Additionally, school leader reports increasingly reflected alignment to strategic priorities as the year progressed,

particularly during the second half of the year, demonstrating improved connection between leadership updates, organizational goals, and board oversight responsibilities.



At the same time, some opportunities for growth remain regarding the consistency and depth of implementation monitoring tied to strategic priorities and School Improvement Plan goals. While strategic priorities were consistently present within board agendas and discussions, leadership reporting and progress-monitoring structures varied at times in their clarity, specificity, and connection to measurable outcomes.

Given the school's ongoing academic deficiencies, the board needs to ensure that School Improvement Plan priorities remain the primary driver of the board's strategic focus and oversight work throughout the year. Improvement initiatives and required

action steps tied to student outcomes should take precedence within governance discussions and, when necessary, serve as the board's primary strategic priorities for the year.

Moving forward, the board should continue strengthening systems that ensure strategic discussions consistently translate into measurable action steps, implementation accountability, and ongoing monitoring of progress toward organizational and academic goals. Based on evidence collected throughout the school year, IA's governing board receives a rating of **Meets Standard**.

Legal and Regulatory Compliance

Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets all expectations outlined in the charter agreements and bylaws. The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The board consistently complies with all applicable state and federal laws, with no material compliance issues noted. The board consistently complies with its policies and bylaws, which are reviewed and updated as needed.	The board has minor, non-systemic compliance issues that are addressed promptly when identified through oversight or audit. The board mostly complies with policies/bylaws, though some may be outdated or inconsistently applied.	The board has recurring or serious legal and/or compliance issues, with corrective actions delayed, inappropriate, or absent. The board fails to comply with and/or regularly update its policies and bylaws.

The board consistently maintained compliance with applicable laws, policies, and bylaws throughout the review period. No significant concerns related to legal or regulatory compliance were identified during quarterly monitoring. The board's continued adherence to required governance and compliance expectations reflected organizational stability and a clear understanding of baseline authorizer expectations in this area. Based on evidence collected throughout the school year, IA's governing board receives a rating of **Meets Standard**.

SCHOOL LEADER

Beginning in the 2025-26 school year, Education One revised its leadership performance framework to place greater emphasis on evidence of implementation, responsiveness to identified deficiencies, board reporting practices, instructional performance indicators, staff credentialing, and the sustainability of leadership systems. Prior versions of the framework relied more heavily on qualitative evidence collected through site visits, board meeting observations, leadership evaluations, and other observable leadership practices. While many foundational leadership expectations remain consistent across both frameworks, the revised measures are designed to more directly evaluate the extent to which leadership systems translate into sustained implementation, organizational capacity, and improved outcomes. As a result, comparisons to prior-year leadership ratings should be interpreted with caution, as differences may reflect both changes in performance and changes in evaluation methodology.

Culture of High Expectations

Education One measures the effectiveness of the school's leadership team in cultivating a culture of high expectations that drives student success and organizational excellence. There are specific, observable conditions that define what strong performance looks like:

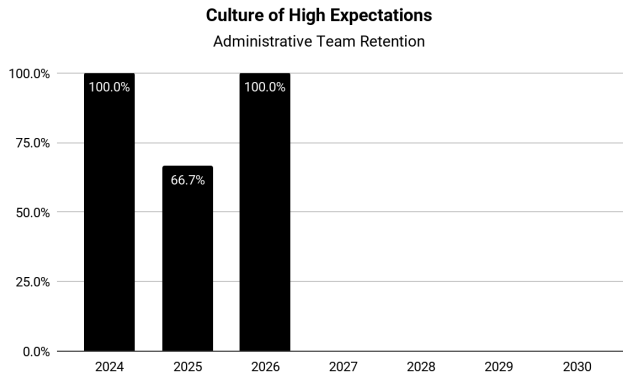
- Maintain stability in key administrative positions, with clear roles and responsibilities;
- Establish system for addressing areas of deficiency on time; and
- Execute goals established by the school's board of directors while providing consistent information and engaging in regular consultation to support decision making.

The rubrics for this measure are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
There has been no turnover in key administrative positions in the last three years.	There has been minimal turnover, 1.0-33.3%, in key administrative positions in the last three years. OR There is moderate turnover but roles and responsibilities are consistently defined and implemented with a smooth transition.	There has been moderate turnover, 33.4-50.0%, in key administrative positions in the last three years. OR There is minimal turnover, but roles and responsibilities are inconsistently defined or implemented.	There has been high turnover, more than 50.0% in key administrative positions in the last three years.

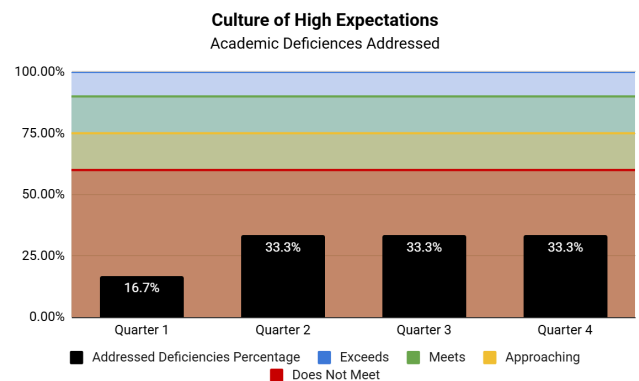
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
90.0% or more of identified academic performance deficiencies are addressed within established timelines.	75.0-89.9% of identified academic performance deficiencies are addressed within established timelines.	60.0-74.9% of identified academic performance deficiencies are addressed within established timelines.	Less than 60.0% of identified academic performance deficiencies are addressed within established timelines.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Provides comprehensive, data-driven updates aligned to school-specific goals/initiatives at every board meeting. Engages the board proactively to address challenges, shares trend data, and includes actionable recommendations to support strategic decisions.	Provides regular updates to the board that include some data on school specific goals/initiatives, though not always fully integrated or forward looking. Consultation occurs consistently, but response to challenges may be more reactive than proactive.	Provides inconsistent updates to the board. Data is limited or not clearly tied to school-specific goals/initiatives. Consultation may be irregular, and responses to issues are often delayed or lacking depth.	Provides minimal or no updates, rarely uses data or goal-related progress in board discussions. The board is not meaningfully consulted on key issues; communication lacks transparency and strategic value.

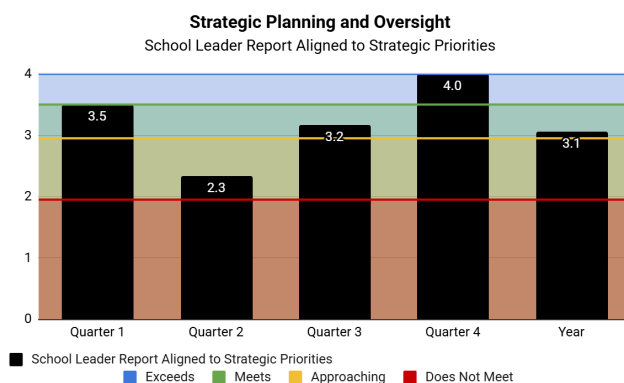


While the school has maintained stability within its Executive Director and financial leadership positions, the school leader position responsible for day-to-day academic implementation and instructional oversight has experienced turnover over the past several years. This measure places particular emphasis on the effectiveness and stability of the individual serving in that instructional leadership role due to its direct connection to academic improvement efforts. Although broader executive oversight and operational continuity remained stable, the lack of sustained consistency within the School Leader position represents a notable area of concern, particularly as the school continues working to improve academic outcomes.

Across the academic year, the school demonstrated increasing responsiveness and urgency regarding identified deficiencies, particularly in the areas of curriculum implementation, intervention systems, instructional coaching, and remediation planning. However, much of this progress occurred in response to clear expectations, action steps, and implementation deadlines established by Education One following a semester marked by limited progress and evidence of regression within instructional site visit outcomes and mid-year academic data.



The percentage of addressed academic deficiencies increased throughout the year, and the leadership team demonstrated capacity to implement required systems, structures, and monitoring processes, mostly when provided with defined expectations and timelines. While improvements were noted in intervention planning, tiered instructional delivery structures, and some spring performance indicators, academic outcomes and instructional performance measures remained significantly below standard, particularly in literacy proficiency and Checkpoint performance, highlighting the need for continued urgency, stronger internal accountability systems, and sustained refinement of instructional practices.



Leadership demonstrated growth over the course of the year in aligning school leader reports to strategic priorities and school improvement plan expectations, as reflected in improvement from Quarter 2 to Quarter 4 reporting outcomes. While reporting structures between school leadership and the board became increasingly aligned to identified priorities, much of this growth occurred in response to external guidance, defined expectations, and ongoing monitoring through the School Improvement Plan process.

The leadership team showed increasing capacity to communicate remediation efforts, instructional priorities, and progress-monitoring measures; however, continued reliance on external support for deeper data analysis, strategic problem-solving, and long-term instructional planning indicates that additional development is still needed to ensure the school can independently sustain continuous improvement efforts over time.

Overall, the school receives a rating of **Approaching Standard**. While the school maintained relative stability within executive and operational leadership positions and demonstrated increasing responsiveness to identified academic

deficiencies and board reporting expectations over the course of the year, significant concerns remain regarding the consistency and independence of instructional leadership systems. The School Leader position, which serves as the primary driver of academic implementation and instructional oversight, experienced turnover during a period in which the school continued to struggle with persistently low academic performance indicators and implementation inconsistencies.

Additionally, although the leadership team demonstrated growth in aligning board updates and remediation efforts to strategic priorities, much of this progress occurred in response to external direction, monitoring, and timelines established through Education One's School Improvement Plan process rather than through internally driven systems of continuous improvement. Continued focus on strengthening instructional leadership capacity, internal accountability structures, and proactive strategic planning will be essential to achieving sustained academic improvement and organizational stability moving forward.

Staff Development

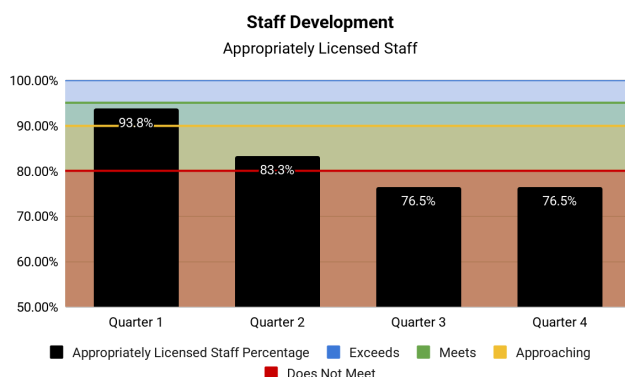
Education One evaluates school leadership on the effectiveness of systems that promote continuous teacher development and instructional improvement, that credibly differentiates the performance of teachers based on rigorous and fair definitions of teacher effectiveness. There are specific, observable conditions that define what strong performance looks like:

- At least 90.0% of full-time teachers hold or are actively pursuing appropriate Indiana licensure, and all individuals providing services requiring licensure under Indiana law possess the necessary credentials;
- Conduct regular, rigorous evaluations using clearing defined criteria that inform coaching and personnel decisions; and
- Provide sustained, high-quality professional development and coaching that is directly tied to classroom practice and aligns with school priorities to improve instructional effectiveness.

The rubrics for this measure are as follows:

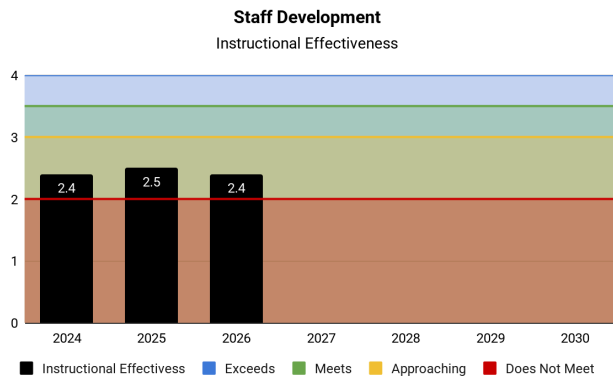
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
95.0% or more of teachers and staff are appropriately licensed or hold a permit to teach in the charter school under Indiana Law.	90.0-94.9% of teachers and staff are appropriately licensed or hold a permit to teach in the charter school under Indiana Law.	80-89.9% of teachers and staff are appropriately licensed or hold a permit to teach in the charter school under Indiana Law.	Less than 80.0% of teachers and staff are appropriately licensed or hold a permit to teach in the charter school under Indiana Law.

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



The school finished the school year with 76.5% of its instructional staff appropriately licensed, despite beginning the year with a rate of 93.8%. Given the school's significant academic deficiencies and ongoing need for strengthened instructional systems, maintaining a highly qualified and appropriately licensed instructional staff is especially critical.

Schools demonstrating persistent low academic performance require consistent, skilled instructional leadership and classroom implementation capacity to effectively execute intervention systems, deliver rigorous grade-level instruction, and respond to student learning gaps with urgency. Falling



below the 90% threshold raises concerns regarding the school's ability to sustain instructional consistency and effectively implement the level of academic intervention necessary to accelerate student outcomes.

The school's School Improvement Plan further reflects the continued challenges related to instructional quality and implementation consistency. As part of Deficiency #2: Improve Instructional Quality, Inspire Academy established a goal of achieving an average instructional score of 2.8 during the 2025–26 school year after earning instructional ratings of 2.4 in 2023–24 and 2.5 in 2024–25. However, the school ultimately finished the year with an average instructional score of 2.4,

resulting in the goal not being met. Instructional performance remained inconsistent throughout the year. Progress monitoring consistently reflected a Moderate-High urgency level, indicating persistent barriers that limited the school's ability to achieve sustained instructional improvement.

The School Improvement Plan identified several contributing factors impacting instructional outcomes, including the lack of consistent school-wide systems for Tier I and Tier II instruction, unclear expectations surrounding curriculum implementation and data-driven instructional decision-making, and persistent weaknesses in checks for understanding. Monitoring also indicated that instructional strategies were often implemented from a compliance mindset rather than through a clear understanding of their impact on student learning, resulting in inconsistent application across classrooms.

While improvements in curriculum alignment, planning, student engagement, classroom management, and learning objectives became more evident later in the school year, many of these adjustments occurred following increased intervention, direction, and monitoring from Education One. As a result of the school's continued instructional deficiencies and limited progress toward the established improvement goal, this measure will transition to a Corrective Action Plan (CAP) for the 2026–27 school year to ensure more structured, closely monitored implementation and accountability moving forward. Based on evidence collected throughout the school year, Inspire's school leadership receives a rating of **Does Not Meet Standard**.

Instructional Leadership

Education One expects school leadership teams to actively shape the academic vision of the school by driving instructional quality and student achievement. There are specific, observable conditions that define what strong performance looks like:

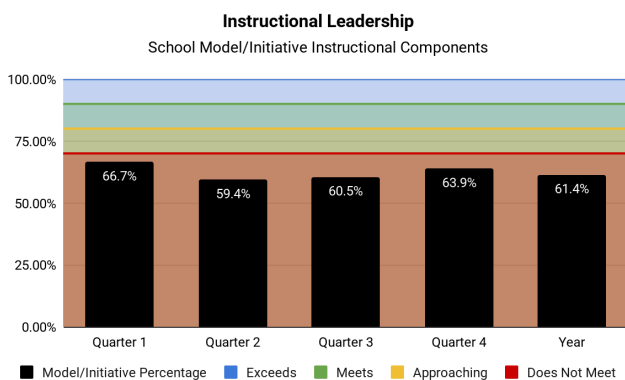
- Define specific instructional and behavioral actions that are linked to the school's mission and/or vision;
- Use classroom observations to provide prompt and actionable feedback to teachers to support the improvement of student outcomes; and
- Analyze assessment results frequently to adjust classroom instruction, grouping of students, and/or identifying students for special intervention.

The rubrics for this measure are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school consistently and effectively implemented instructional strategies that reflect and reinforce the school's model and/or key initiatives across classrooms and grade levels.	The school generally implemented instructional strategies aligned with the school's model and/or initiatives, with occasional minor inconsistencies in practice.	The school implemented instructional strategies aligned with the model and/or initiatives inconsistently. Alignment was evident in some areas but lacked coherence or depth across the school.	The school rarely or did not implement instructional strategies aligned with the school's model and/or initiatives. Evidence of alignment was minimal or absent.

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.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
During data meetings, the leader articulates specific instructional shifts or student groupings tied directly to data trends and demonstrates proactive planning and reflection.	During data meetings, the leader identifies general strengths/needs and proposes instructional or grouping strategies with a logical connection to findings.	During data meetings, the leader provides minimal analysis and instructional or grouping decisions are vague or generic.	During the data meetings, the leader provides no meaningful analysis of the data and makes no instructional adjustments or grouping decisions.



The school has taken steps to strengthen instructional leadership capacity through strategic use of leadership and staff development opportunities. Team members engaged in University of Indianapolis training with differentiated focus areas, and school leadership worked to build teacher leadership capacity through modeled coaching practices. Additionally, the implementation of UFLI and Heggerty resources reflects a thoughtful and structured approach to literacy instruction across grade levels.

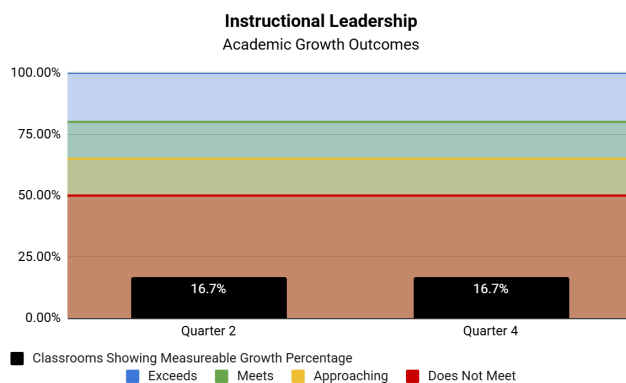
Despite these efforts, instructional leadership practices remained inconsistent and did not result in strong instructional coherence across classrooms throughout the school year.

Implementation of the school's identified instructional focuses, particularly checks for understanding and active engagement, varied significantly across classrooms and grade levels, limiting the consistency of instructional expectations and delivery. Quarterly implementation data related to the school's instructional model and key initiatives ranged from 59.4% to 66.7%, with an overall annual implementation rate of 61.4%, resulting in an overall rating of Approaching Standard. While pockets of aligned implementation were evident, the data reflects that instructional practices lacked the level of consistency, depth, and school-wide fidelity necessary to drive sustained improvement in instructional quality and academic outcomes.

This was reflected by 63% of students maintaining or progressing towards proficiency in reading and 22% in math, as evidenced by the following tables:

Progress Towards Proficiency: K-2 Reading							
	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2026	End of Year Progress Towards Proficiency	Rating
Kindergarten	41.7%	50%	75%	✓	58.3%	58%	✗
First	11.1%	33.3%	56%	✗	35.3%	53%	✗
Second	38.9%	38.9%	67%	✗	41.2%	82%	✓
School	28.8%	39.6%	61%	✗	43.5%	63%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: K-2 Math							
	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2026	End of Year Progress Towards Proficiency	Rating
Kindergarten	58.8%	8.3%	25%	✗	33.3%	33%	✗
First	33.3%	16.7%	50%	✗	23.5%	24%	✗
Second	27.8%	5.6%	22%	✗	17.6%	18%	✗
School	34.6%	10.4%	31%	✗	23.9%	22%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							



However, when analyzing classroom-level implementation and outcomes more deeply, the data suggests that instructional improvement efforts were not yet consistently translating into broad, measurable academic growth across classrooms. Although some grade levels demonstrated stronger progress toward proficiency, particularly in K–2 reading, overall results remained inconsistent and uneven across the school.

Most notably, only 16.7% of classrooms met or exceeded the established growth expectation for measurable progress toward proficiency. This indicates that while isolated pockets of stronger instructional practice and student growth were evident, the majority of classrooms did not yet demonstrate

the level of instructional effectiveness, consistency, and implementation fidelity necessary to produce sustained, school-wide academic improvement. The discrepancy between pockets of student progress and the limited number of classrooms evidencing strong growth further reinforces concerns regarding inconsistent instructional execution and varying teacher capacity across the building.

During data discussions, the school leader often demonstrates a reactive approach to instructional decision-making and frequently relied on authorizer guidance or direction rather than proactively identifying trends and implementing instructional adjustments. While student data is reviewed, systems for progress monitoring and instructional response were not yet consistently driving strategic intervention planning or instructional grouping decisions.

While leadership demonstrated effort toward strengthening instructional practices through professional development, coaching support, and literacy initiatives, implementation of instructional strategies remained inconsistent across classrooms and grade levels. Reading growth outcomes fell within the Approaching Standard range, while math growth remained significantly below expectations. Additionally, data discussions and instructional planning often lacked the depth and proactive analysis necessary to drive effective instructional adjustments and intervention decisions. Moving forward, the school must prioritize strengthening instructional coherence, building internal leadership capacity, and implementing more consistent, data-driven instructional systems to support sustained academic improvement. Based on evidence collected throughout the school year, Inspire's school leadership receives a rating of **Does Not Meet Standard**.

COMPLIANCE

Charter Implementation

Education One will hold the charter school accountable to the mission, model, and/or goals outlined in the approved application, ensuring alignment with the Charter Agreement and applicable requirements. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school consistently and clearly demonstrates alignment to its mission, model, and/or stated goals as outlined in the approved application and Charter Agreement. Multiple, observable examples of intentional implementation are evident across systems, practices, and outcomes.	The school generally demonstrates alignment to its mission, model, and/or goals, with minor inconsistencies in implementation. Most key components are present, though depth, intentionality, or consistency may vary slightly across areas.	The school shows partial alignment to its mission, model, and/or goals, but implementation is inconsistent or limited in scope. Some components are present, but connections to the approved application or Charter Agreement are weak or unclear.	The school does not demonstrate clear alignment to its mission, model, and/or goals. Key elements outlined in the approved application or Charter Agreement are missing, inconsistently applied, or contradicted by current practices.

The school generally demonstrated alignment to its mission, educational model, and stated goals. Most key components outlined in the approved application and Charter Agreement were implemented effectively, with only minor inconsistencies observed across systems or practices. Evidence indicated that leadership maintained focus on the school's core design and priorities, though implementation depth or consistency varied slightly in some areas. Overall, the school's practices and programming reflected the foundational elements of its approved charter model. Based on evidence collected throughout the school year, Inspire receives a rating of **Meets Standard**.

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 on time as set forth by Education One, including but not limited to meeting minutes and schedules, board member information, compliance reports, and employee documentation; and
- Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws.

The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
90.0% or more of required compliance documentation was submitted on time.	80.0-89.9% of required compliance documentation was submitted on time.	70.0-79.9% of required compliance documentation was submitted on time.	Less than 70.0% of required compliance documentation was submitted on time.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school fully adheres to the terms of its charter, all amendments, and applicable federal/state laws and regulations.	The school complies with most terms of its charter, amendments, and applicable laws.	The school has a few instances of non-compliance with its charter amendments, or applicable laws.	The school fails to comply with significant aspects of its charter, amendments, or applicable laws.

The school consistently demonstrated strong organizational and operational compliance throughout the review period. Required compliance documentation was submitted on time at a rate exceeding 90%, reflecting well-established systems and clear internal accountability structures. The school complied with most terms of its charter, amendments, and applicable federal and state laws, with only minor issues identified during the year. Leadership responded

appropriately to compliance expectations and maintained operational practices that supported overall adherence to authorizer requirements. Based on evidence collected throughout the school year, Inspire receives a rating of **Meets Standard**.

Part IV: School Wide Climate

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

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

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

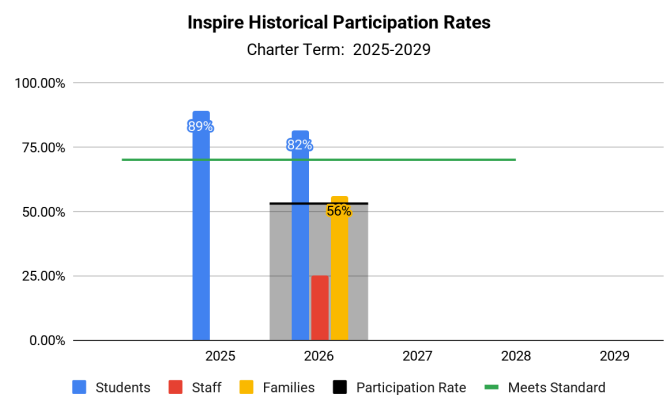
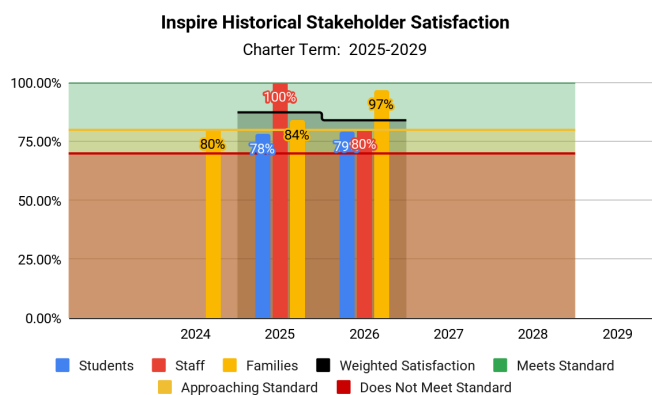
Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Stakeholder Satisfaction		MS	MS	MS		

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 84% 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%.

Based on the participation data, the student survey results can be considered highly representative and viable for analysis, as 128 out of 157 students participated, resulting in an 81.5% participation rate that exceeds Education One's established threshold. In contrast, staff participation was significantly lower, with only 42 of 168 staff members responding, representing a 25.0% participation rate. Similarly, family participation fell below the viability threshold, with 62 of 111 possible respondents completing the survey, resulting in a 55.9% participation rate. While the family response rate reflects moderate engagement, both the staff and family participation levels limit the extent to which the survey results can be interpreted as fully representative of those stakeholder groups. As a result, greater weight should be placed on the student survey findings when considering overall survey trends and stakeholder perceptions.

Inspire's Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	157	128	81.5%
Staff	168	42	25.0%
Families	111	62	55.9%

Part V: Next Steps

As part of our routine authorization processes and in alignment with our Guiding Principles, Education One employs a differentiated approach to monitoring and oversight. This approach is rooted in our commitment to maintaining high expectations for both our schools and ourselves. We believe that combining individualized support with strong accountability creates the conditions necessary for students, educators, and communities to thrive.

Our process prioritizes school autonomy, meaningful partnership, and continuous improvement. To best meet the unique needs of each school, Education One implements tiered interventions and supports based on a comprehensive review of both quantitative and qualitative data. Each school's performance is evaluated across three key indicators outlined in the Accountability Plan Performance Framework (APPF):

- **Indicator I:** Academic Performance
- **Indicator II:** Financial Performance
- **Indicator III:** Organizational Performance

Annual Intervention + Support

Based on a school's performance across the APPF indicators in the previous year's Annual Review, Education One assigns an initial intervention and support tier at the beginning of each academic year. A mid-year reassessment is conducted to determine whether tier placement should be adjusted based on updated data and school performance. These are described below:

- **Tier I:** The school demonstrates minimal to no deficiencies and receives an overall rating of Meets or Exceeds Standard.
- **Tier II:** The school shows some areas for improvement but has a credible plan in place to address deficiencies. The school receives an overall rating of Approaching Standard.
- **Tier III:** The school exhibits significant deficiencies across one or more measures and may or may not have a credible plan to address them. The school receives an overall rating of Does Not Meet Standard and will be required to implement a School Improvement Plan (SIP).
- **New Schools:** All new schools joining the Education One portfolio begin their first three years receiving Tier III level support, with the exception of the SIP.

A summary of the supports and interventions aligned to each performance tier is provided in the table that follows.

	Tier I	Tier II	Tier III
Academic Performance	• 2 Site Visits (Sept-Mar.) • Quarterly Support Checks	• 4 Site Visits (Sept-Mar.) • Quarterly Support Checks	• 6 Site Visits (Sept.-Mar.) • Targeted Support Checks based on SIP
Financial Performance	• Quarterly Review	• Quarterly Review • Targeted Support Checks based on Deficiencies	• Quarterly Review • Ongoing Finance Meetings based on SIP
Organizational Performance	• Quarterly Board Chair Check-ins • Board Meeting Attendance	• Quarterly Board Chair Check-ins • Board Professional Development • Board Meeting Attendance	• Frequent Board Chair Check-ins • Targeted Support Checks based on SIP • Board Professional Development • Board Meeting Attendance

Next Steps Overview

For 2026-27 School Year

Academic Performance		
Rating	Tier	Probationary Status?
Does Not Meet Standard	Tier III	

Commendations:

- Demonstrating increased responsiveness to feedback and intervention efforts throughout the 2025–26 school year through curriculum mapping, expanded intervention structures, increased professional development, and strengthened attendance systems.
- Improving teacher retention from 45% to 73%, contributing to greater staffing stability throughout the second half of the school year.
- Increasing average student attendance throughout the 2025–26 school year, with monthly attendance rates consistently exceeding prior years and remaining above 93% for the majority of the school year.

Non-Negotiable Next Steps for 2026-27 School Year:

- Implement a Corrective Action Plan (CAP), directed by Education One in partnership with the school, focused on improving student achievement outcomes, particularly in foundational literacy and mathematics, through the following priorities:
 - Strengthening Tier I instructional quality and instructional consistency across classrooms;
 - Establishing and implementing schoolwide Tier II intervention systems with fidelity; and
 - Strengthening instructional leadership capacity and coaching systems to ensure consistent implementation of instructional expectations and data-informed decision-making.

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

Commendations:

- Maintaining overall stable financial operations throughout the 2025–26 school year despite ongoing enrollment and cash flow challenges.
- Demonstrating proactive financial stewardship by adjusting organizational structures, including transitioning the Executive Director role to part-time status and eliminating the preschool program in response to revenue constraints.
- Pursuing additional revenue opportunities through strategic partnerships to utilize unused facility space and improve long-term operational sustainability.
- Sustaining low debt obligations and healthy debt-related financial indicators, including meeting standards in current ratio, debt/default delinquency, and debt-to-asset ratio measures.

Recommendations:

- Develop and implement more conservative enrollment forecasting and budgeting practices to reduce financial risk associated with enrollment variability by aligning staffing structures and operational expenditures to realistic enrollment projections.
- Monitor the financial impact and sustainability of organizational restructuring efforts throughout the 2026–27 school year to ensure operational efficiencies produce measurable fiscal improvement.
- Continue strengthening cash reserves and long-term financial stability through diversified revenue opportunities, community partnerships, and reduced reliance on enrollment-driven funding alone.

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

GOVERNING BOARD

Commendations:

- Strengthening governance structures and committee systems to support more focused oversight discussions, accountability, and strategic alignment.
- Maintaining strong financial oversight practices through consistent review of financial reports, sustainability planning, and alignment of financial discussions to organizational priorities.
- Completing an annual board self-evaluation with 100% participation and using the results to inform ongoing board development and training needs.
- Sustaining compliance with applicable laws, policies, and bylaws while maintaining consistent board participation and engagement throughout the year.

Recommendations:

- Ensure the Corrective Action Plan (CAP) remains the central focus of strategic oversight and board-level accountability discussions throughout the 2026–27 school year by strengthening the board's capacity to deeply analyze academic performance data, monitor measurable action steps and implementation fidelity, and consistently connect governance discussions to student achievement outcomes.
- Maintain intentional governance-level oversight during the upcoming leadership transition to ensure organizational stability, instructional continuity, and alignment of the new leadership structure to the school's improvement priorities.
- Develop clearer governance-level expectations regarding the specific academic, instructional, and implementation data school leadership should consistently present to support informed decision-making and progress monitoring.
- Continue strengthening long-term financial sustainability efforts by closely monitoring enrollment realities, staffing structures, partnership development, and shared-space revenue initiatives to ensure operational decisions remain aligned to the school's financial capacity and long-term viability.

LEADERSHIP

Commendations:

- Strengthening teacher retention and organizational stability during a period of significant academic and operational challenge, resulting in improved staffing continuity throughout much of the school year.
- Expanding professional development, literacy initiatives, and instructional coaching opportunities through partnerships and targeted instructional support, including implementation of UFLI and Heggerty resources.

Recommendations:

- Prioritize full implementation of the Education One-directed Corrective Action Plan (CAP), with measurable evidence of instructional improvement, intervention fidelity, data-driven instructional responsiveness, and student academic growth.
- Establish and sustain clear, schoolwide Tier I and II instructional expectations and systems that are implemented consistently across all classrooms and grade levels with fidelity.
- Ensure the new Head of School develops strong internal accountability systems and proactive instructional leadership practices capable of independently driving implementation, progress monitoring, and instructional decision-making without continued reliance on external direction.
- Strengthen systems for instructional coaching, teacher development, and data analysis to ensure instructional strategies are implemented with understanding, consistency, and direct connection to student learning outcomes.