



2025-26 ANNUAL REVIEW

PARAMOUNT SOUTH BEND

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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
	Meets Standard	Approaching Standard	Approaching 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 an overall rating of Meets Standard with concerns as it pertains to attendance.
Year 2	The school received an overall rating of Approaching Standard. While it demonstrated notable student growth during its first year on the state summative assessment, recent local academic outcomes show a decline in overall performance in both reading and math. This downward trend suggests the need for targeted academic interventions to regain early momentum and ensure sustained student progress.
Year 3	The school received an overall rating of Approaching Standard, with a weighted score of 2.9 points. This indicates that PSB is demonstrating meaningful academic progress but has not yet achieved consistently strong academic outcomes across all measures. The school has established several notable strengths, including strong student growth in both English/Language Arts and math, significant improvement in proficiency compared to prior years, strong growth among previously non-proficient students, and academic performance that exceeds comparable local schools. These results suggest that students are benefiting from the school's instructional program and making measurable progress from below-grade-level starting points. At the same time, overall proficiency rates remain substantially below state averages, achievement gaps persist among the school's largest student populations, and attendance challenges continue to impact student outcomes. While the school's instructional framework is producing academic growth, the current rate of acceleration has not yet translated into consistent grade-level proficiency for a sufficient proportion of students. As a result, the school's primary challenge moving forward will be ensuring that growth is sustained and accelerated to a level that meaningfully closes proficiency gaps and increases the number of students meeting grade-level expectations. The rating reflects a school that is moving in a positive direction and demonstrating evidence of effectiveness, but one that has not yet reached the level of academic performance necessary to meet the expectations of the Accountability Plan Performance Framework. Continued collaboration between school and network leadership to evaluate the relationship between implementation, student growth, and proficiency outcomes will be critical to sustaining momentum and improving long-term results.

	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	N/A	AS		
	Progress Towards Proficiency on State Summative Assessment: ELA	N/A	N/A	N/A		
	Progress Towards Proficiency on State Summative Assessment: Math	N/A	N/A	N/A		
	Growth on State Summative Assessment: ELA	N/A	ES	MS		
	Growth on State Summative Assessment: Math	N/A	ES	ES		
	Pass or Pass+ Status Growth: ELA	N/A	ES	ES		
	Pass or Pass+ Status Growth: Math	N/A	ES	ES		
	Did Not Pass Status Growth: ELA	N/A	N/A	ES		
	Did Not Pass Status Growth: Math	N/A	N/A	ES		
	Comparison to Local Schools: ELA	N/A	N/A	ES		
	Comparison to Local Schools: Math	N/A	N/A	ES		
	3rd Grade Literacy	N/A	N/A	AS		
	6th Grade Math	N/A	N/A	ES		
	Average Student Attendance	DNMS	AS	DNMS		
	Addressing Chronic Absenteeism	N/A	N/A	DNMS		
	English Learners: Compliance	N/A	N/A	MS		
	English Learners: Performance	N/A	N/A	N/A		
	Special Education: Compliance	MS	MS	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 on Benchmark Assessment: Reading	ES	AS	N/A		
	Progress Towards Proficiency on Benchmark Assessment: Math	ES	AS	N/A		
	Subgroup PTP on Benchmark Assessment: Reading	ES	AS	N/A		
	Subgroup PTP on Benchmark Assessment: Math	ES	AS	N/A		
	Historical Proficiency: ELA	N/A	N/A	DNMS		
	Historical Proficiency: Math	N/A	N/A	ES		

STATE AND FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating

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

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

Based on the information released by the Federal Department of Education, Paramount South Bend (PSB) receives a rating of **Approaching Standard** based on the school's Accountability Plan Performance Framework for the 2024-25 school year. PSB's federal accountability rating of Approaches Expectations indicates that the school is demonstrating some evidence of student growth and academic progress; however, overall performance remains below state expectations. While students are making progress in certain areas, achievement levels remain low, academic gains are not yet consistent across student groups, and significant challenges persist related to closing achievement gaps and improving attendance. The rating suggests the school has established a foundation for improvement but has not yet demonstrated the level of academic performance and equitable outcomes necessary to fully meet federal accountability expectations.

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:

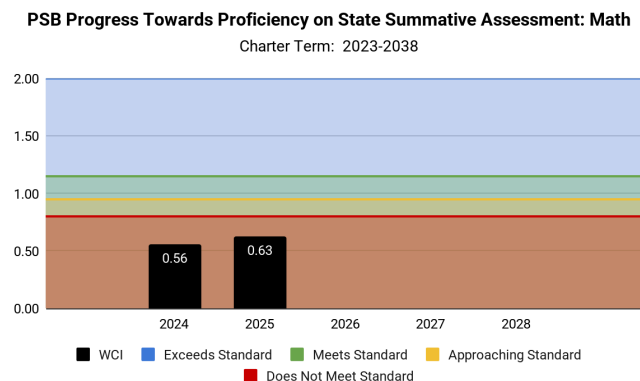
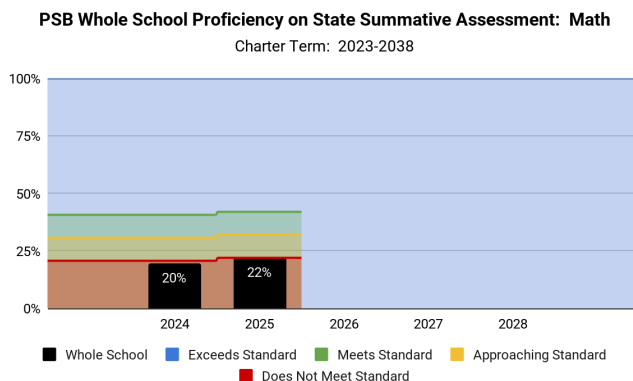
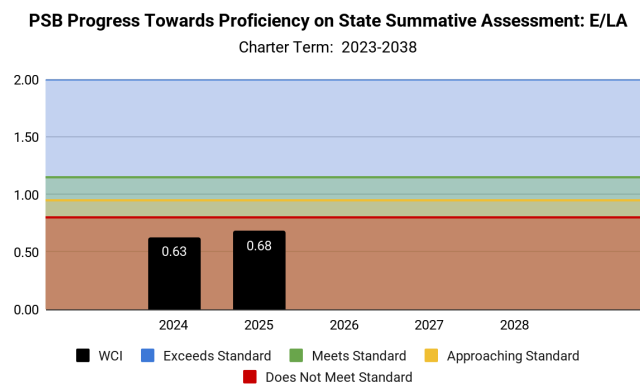
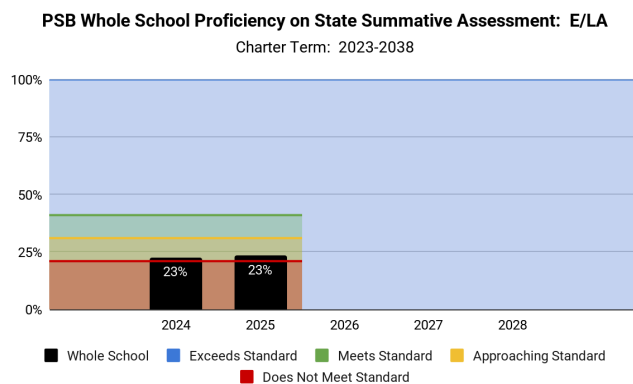
- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).

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.

Students in grades three through eight at PSB 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 following graphs illustrate the historical trends of the school and state 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, compared to 23% of students at PSB. The school's ELA Weighted Comparative Index (WCI) was 0.68. While the index remains below the performance framework standard, it improved from 0.63 in the prior year, reflecting meets standard progress toward closing achievement gaps relative to comparable Indiana student populations. Despite this improvement, performance continues to lag behind comparable peers, particularly among the school's largest student groups. Non-English Learners, representing 96% of tested students, achieved a proficiency rate of 23.9% compared to 43.5% statewide, while General Education students, representing 77% of tested students, achieved a proficiency rate of 27.9% compared to 45.9% statewide. Conversely, the Race/Ethnicity

comparison produced the strongest relative results, suggesting the school's performance is more comparable to demographically similar schools than to schools serving similar Free/Reduced Lunch, English Learner, or Special Education populations.

Math: In Indiana, 42% of students in grades three through eight met or exceeded standards on the 2024-25 math assessment, compared to 22% of students at PSB. The school's Math Weighted Comparative Index (WCI) was 0.63. While the index remains below the performance framework standard, it improved from 0.56 in the prior year, reflecting meaningful progress relative to comparable Indiana student populations. Despite this improvement, performance continues to lag behind comparable peers across most subgroup categories. The most significant contributors to the school's low index were General Education students and Non-English Learners, who represented the majority of the student population and performed substantially below their respective state comparison groups. Overall, the data suggests that mathematics achievement challenges are systemic in nature and extend beyond traditionally identified high-needs populations.

As the network works with PSB's leadership team moving forward, particular attention should be directed toward evaluating whether the current instructional, intervention, and differentiation structures are effectively accelerating learning for students performing below grade level. While economically disadvantaged students, students with disabilities, and English Learners remain important areas of focus, comparative performance data suggests that achievement challenges extend across many of the school's largest student populations. Continued examination of how instructional supports are matched to student needs will be critical to improving both subgroup and overall academic outcomes.

It is important to note that while PSB is currently in its third year of operation, this review is based on 2024-25 performance data, which reflects the school's second year of operation. Because the legacy student measure requires three years of enrollment to evaluate the long-term impact of the school's educational model, sufficient data was not yet available to calculate this measure. As a result, the school receives a rating of **Not Applicable** for this review cycle. Beginning with the 2025-26 accountability year, PSB will have a sufficient population of legacy students to be evaluated under this measure.

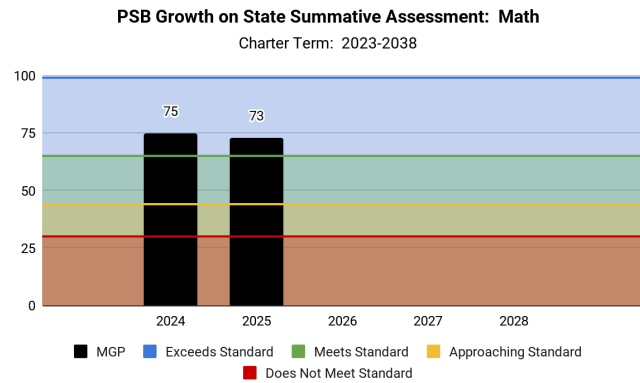
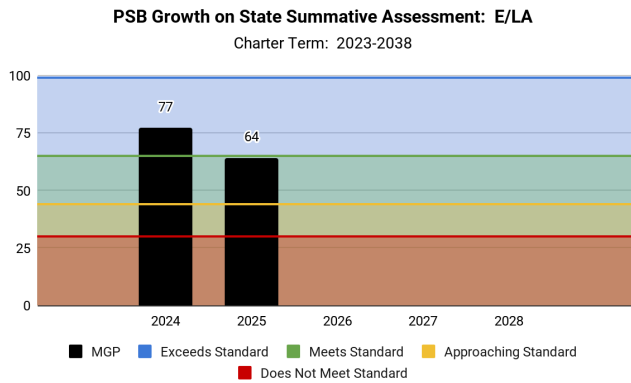
Growth on State Summative Assessment: 3-8

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.

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

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



English/Language Arts: PSB earned a MGP of 64 on the 2024-25 ILEARN assessment, indicating that the typical student demonstrated greater academic growth than 64% of academically similar peers statewide. This is a meaningful indicator given that the school's overall E/LA proficiency rate of 23% remains substantially below the state average of 41%, suggesting that many students are making progress from below-grade-level starting points even though overall proficiency remains low.

The student population at PSB is predominantly Black and economically disadvantaged, populations that have historically faced greater academic barriers and lower rates of academic achievement statewide. In this context, the school's ability to produce above-average growth suggests that instructional systems and supports are helping many students make academic gains relative to their peers. However, subgroup growth data indicates that this success was not experienced uniformly across student populations. While Black students, economically disadvantaged students, and students with disabilities continued to demonstrate growth above the state median, each subgroup experienced a notable decline from the prior year. Most notably, the MGP for Black students declined from 77 to 64, while economically disadvantaged students declined from 72 to 67. Given that these groups represent a substantial majority of the school's student population, sustaining and strengthening growth outcomes for these students will be critical to improving overall academic performance and accelerating progress toward grade-level proficiency.

The school's overall E/LA MGP declined from 77 in 2023-24 to 64 in 2024-25. While the school continues to meet the standard and demonstrates strong growth overall, monitoring this downward trend will be important as PSB moves into its fourth year of operation to ensure growth remains strong enough to accelerate students toward grade-level proficiency and close existing achievement gaps. Therefore, the school receives a rating of **Meets Standard**.

Math: PSB earned a MGP of 73 on the 2024-25 ILEARN assessment, indicating that the typical student demonstrated greater academic growth than 73% of academically similar peers statewide. Students at PSB are growing in mathematics at a rate that surpasses the majority of schools serving students with similar prior academic histories, a particularly notable outcome given that the school's overall math proficiency rate of 22% remains significantly below the state average of 42%. As with E/LA, PSB serves a student population that is predominantly Black and economically disadvantaged, and the school's ability to generate growth well above the state median suggests that students are making meaningful academic progress from below-grade-level starting points.

While the school's overall Math MGP declined only slightly from 75 in 2023-24 to 73 in 2024-25, subgroup results were mixed. Black students and Hispanic students demonstrated strong growth and improved upon prior-year results, while economically disadvantaged students continued to exceed the state median despite a modest decline. However, students with disabilities experienced a more notable decrease in growth, falling from an MGP of 72 to 62, and White students declined from 75 to 63. Given that students with disabilities represent approximately 23% of the school's student population, ensuring this subgroup continues to demonstrate strong academic growth will be important moving forward.

Overall, the data suggests that the school has established a strong foundation for student growth in mathematics and has been more successful in accelerating learning than improving proficiency rates. Continued focus on translating these strong growth outcomes into sustained improvements in grade-level proficiency, particularly for students with disabilities, will be a key indicator of long-term academic success. Therefore, the school receives a rating of **Exceeds Standard**.

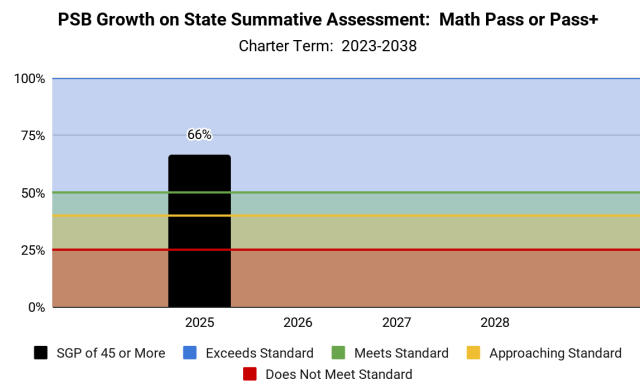
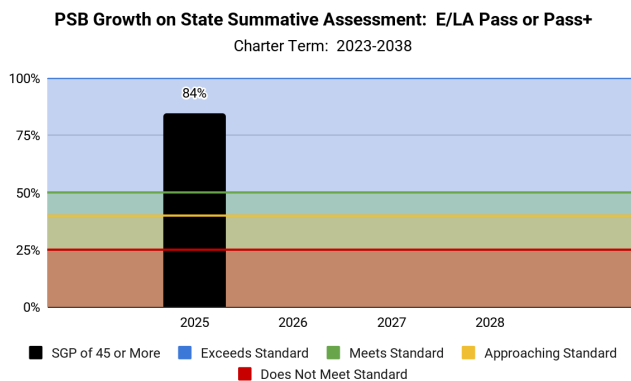
Passing Status Growth on State Summative Assessment

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

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

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

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



English/Language Arts: 84% of students who achieved a "Pass" or "Pass+" designation demonstrated a SGP of at least 45 on the 2024-25 English/Language Arts assessment. This data signals that PSB is not simply maintaining proficiency among its already-passing students but actively propelling them forward academically. In a school where only 23% of students met or exceeded standards on the state assessment overall, this measure provides important evidence that students who reach grade-level proficiency continue to experience meaningful academic growth. The results suggest that the school's low proficiency rates are not driven by stagnation among higher-performing students; rather, they point to the challenge of accelerating a larger proportion of students to grade-level expectations. PSB is successfully protecting and extending the achievement of its proficient learners, even within a student population where many students continue to perform below grade level. Therefore, the school receives a rating of **Exceeds Standard**.

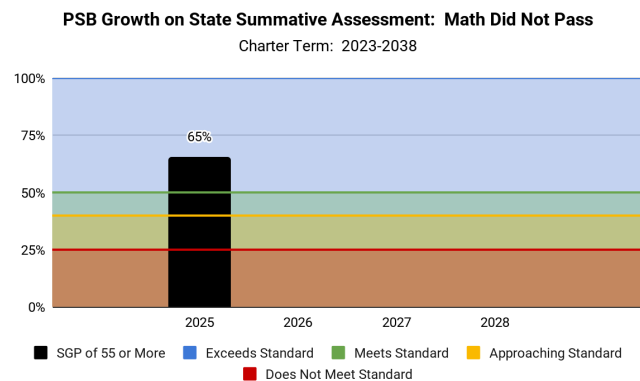
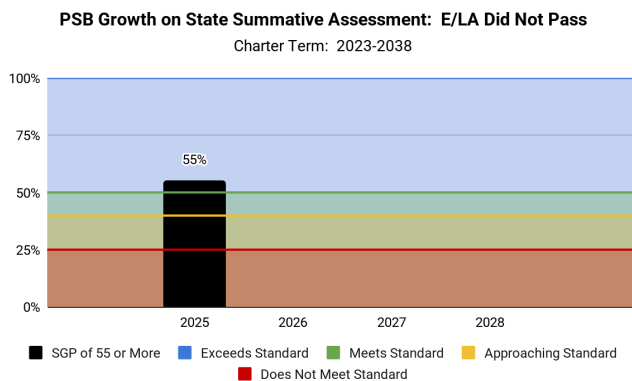
Math: 66% of students who achieved a "Pass" or "Pass+" designation demonstrated a SGP of at least 45 on the 2024-25 math assessment. Like E/LA, this figure substantially exceeds the performance framework threshold and reflects strong academic momentum among PSB's proficient math learners. With schoolwide math proficiency at 22% compared to the state average of 42%, students who have reached grade-level proficiency represent a relatively small portion of the student population, making it especially important that they continue to grow rather than plateau. This data provides evidence that the school's proficient students are not merely maintaining achievement but continuing to advance academically. The results also help explain the school's exceptionally strong math MGP of 73, indicating that growth is occurring not only among students working toward proficiency but also among those who have already reached it.

Similar to E/LA, these findings suggest that the school's primary challenge is not maintaining growth among proficient students, but rather accelerating a greater proportion of students to grade-level expectations. Therefore, the school receives a rating of **Exceeds Standard**.

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

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

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



English/Language Arts: 55% of students with a previous "Did Not Pass" designation achieved a SGP of at least 55 on the 2024-25 English/Language Arts assessment. With overall E/LA proficiency at 23%, students in this category represent the majority of PSB's student population, making their growth trajectory particularly important to the school's long-term success. The SGP threshold of 55 is intentionally rigorous, requiring students to outperform most of their academically similar peers statewide, and PSB exceeded this benchmark.

Combined with the school's overall E/LA MGP of 64, these results provide evidence that students who have not yet reached proficiency are making meaningful academic gains and progressing toward grade-level expectations. While substantial achievement gaps remain, the data suggests the school is successfully accelerating learning for many of its lowest-performing students and building the foundation necessary for future proficiency gains. Therefore, the school receives a rating of **Exceeds Standard**.

Math: 65% of students with a previous "Did Not Pass" designation achieved a SGP of at least 55 on the 2024-25 math assessment. With 78% of students not yet meeting state proficiency standards in mathematics, the growth trajectory of this group is a critical indicator of the school's future academic performance. Nearly two-thirds of previously non-proficient students are growing faster than the majority of their academically similar peers statewide, substantially exceeding the threshold required for an Exceeds Standard rating. When considered alongside the school's math MGP of 73, these results provide strong evidence that the school is successfully accelerating learning among students performing below grade level. Although proficiency rates remain low, this measure suggests that many students are making meaningful progress toward grade-level expectations and that the school's mathematics program is generating significant academic momentum among the students who need it most. Therefore, the school receives a rating of **Exceeds Standard**.

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. The Weighted Comparative Index (WCI) approach is useful when comparing a school to nearby schools as it reflects how well a school is doing compared to others serving a similar community. It helps surface meaningful differences in student outcomes across schools that look alike demographically but may use different approaches. 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 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.

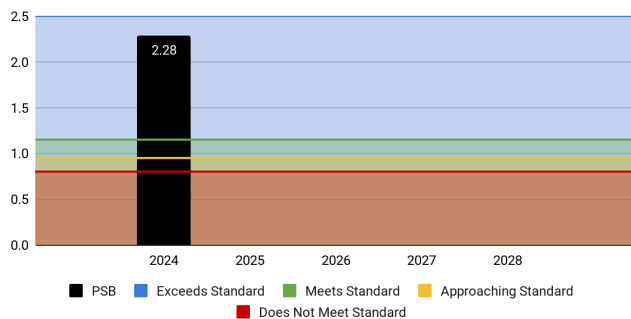
The following table indicates the comparison schools for PSB, based on the location and subgroups served.

School Name	English/Learner Population	F/R Lunch Population	SPED Population	Distance from School
PSB				
Darden Elementary School	8.8%	53.3%	33.1%	3.7 miles
McKinley Elementary School	0.0%	1.9%	70.8%	2.7 miles
Madison STEAM School	20.4%	80.3%	17.9%	3.5 miles
Muessel Elementary School	4.1%	68.8%	24.8%	4.1 miles

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

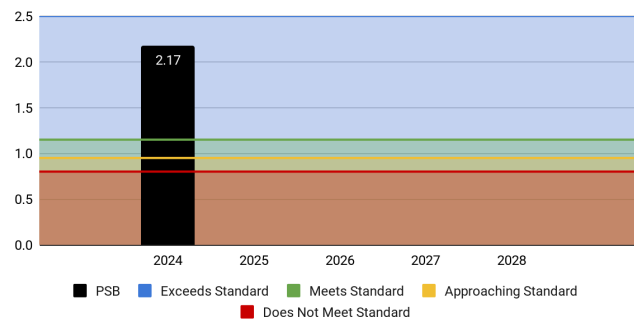
PSB Comparison to Local Schools: E/LA

Charter Term: 2023-2038



PSB Comparison to Local Schools: Math

Charter Term: 2023-2038



School Name	E/LA WCI	Math WCI
Average	2.28	2.17
Darden Elementary School	1.27	1.38
McKinley Elementary School	2.51	1.87
Madison STEAM School	1.56	2.18
Muessel Elementary School	3.78	3.23

PSB achieved a WCI of 2.28 in E/LA and 2.17 in math, receiving a rating of **Exceeds Standard** in both content areas. The school outperformed each of its identified comparison schools across both subjects, indicating that students at PSB are achieving at significantly higher rates than students attending nearby schools serving similar populations. While overall proficiency rates remain below state averages, these results provide important context by demonstrating that PSB is generating substantially stronger academic outcomes than many of the educational options available to the students and families it serves.

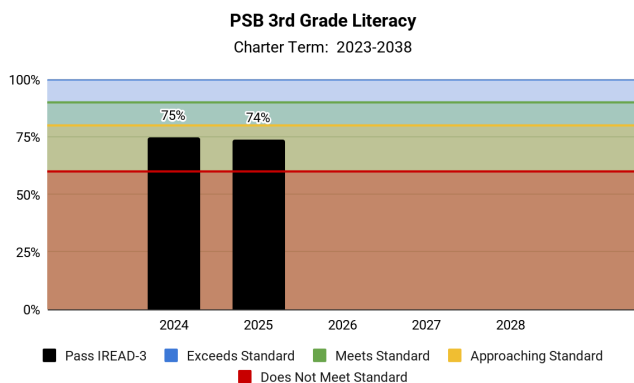
Overall, the data suggests that Paramount Schools of Excellence's expansion into South Bend has provided families with a quality educational option that is producing stronger outcomes than comparable local schools. As the school continues to mature, continued focus on increasing overall proficiency rates while maintaining this comparative advantage will be critical to long-term success.

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%.

The following graph illustrates the trends of third grade students passing this assessment throughout the school's current charter term defined within this review.



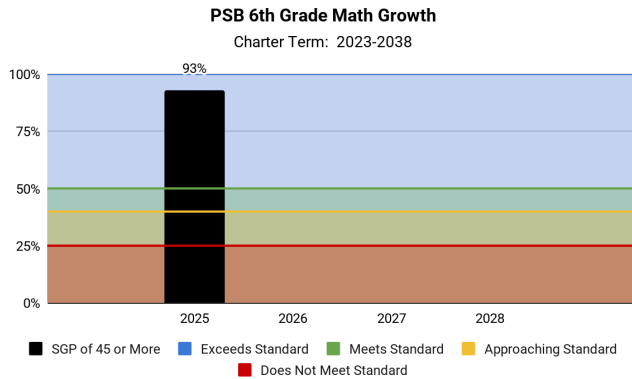
The state of Indiana has established a goal of achieving a 95% passing rate on the IREAD-3 assessment by 2027. In 2024-25, PSB achieved a passing rate of 74%, representing a slight decline from 75% in the prior year and resulting in a rating of **Approaching Standard** under the Accountability Plan Performance Framework. While the school's performance remained relatively stable year over year, the results indicate that approximately one in four third-grade students is still not demonstrating foundational reading proficiency by the end of third grade.

Given the critical role early literacy plays in future academic success, continued focus on strengthening early reading instruction, intervention, and progress monitoring will be essential to improving outcomes and ensuring more students enter fourth grade prepared to access grade-level content. As the school continues to mature, accelerating growth in early literacy and reversing the recent stagnation in IREAD-3 performance will be an important indicator of the long-term effectiveness of its instructional program.

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

In 2024-25, 93% of sixth grade students had an SGP of at least 45 on the ILEARN math assessment. Therefore, the school receives a rating of **Exceeds Standard** according to their Accountability Plan Performance Framework. This exceptional result indicates that nearly all sixth-grade students met or exceeded their expected growth targets relative to academically similar peers statewide. Students who demonstrate strong growth and success in middle school

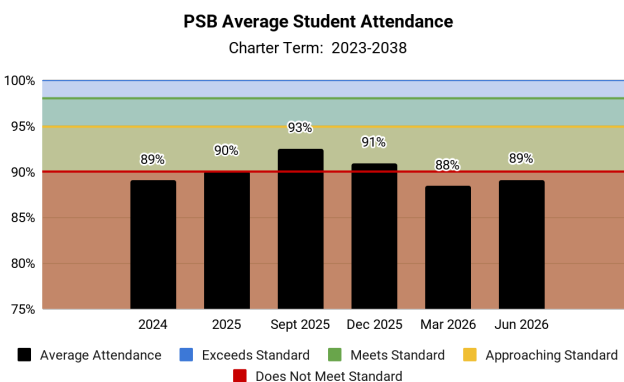
mathematics are more likely to access advanced coursework in high school and pursue postsecondary opportunities in STEM-related fields.

The outcome is particularly noteworthy given the school's overall math proficiency rate of 22%, reinforcing a consistent theme throughout this review that PSB has been more successful in accelerating student growth than in moving students to grade-level proficiency. Similar to the school's overall math MGP of 73 and the strong growth demonstrated by previously non-proficient students, this measure suggests that students are making meaningful academic gains from below-grade-level starting points.

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%



The school's average attendance rate of 89% during the 2025-26 school year remained relatively consistent with the previous year's performance. However, attendance has remained below both the state expectation of 95% and the performance framework standard for three consecutive years, resulting in a rating of Does Not Meet Standard. While PSB has demonstrated strong student growth across several academic measures, sustained absenteeism may be limiting the school's ability to translate that growth into higher levels of grade-level proficiency. This is particularly important given that the majority of students at PSB are performing below state proficiency standards and require accelerated learning to close existing achievement gaps.

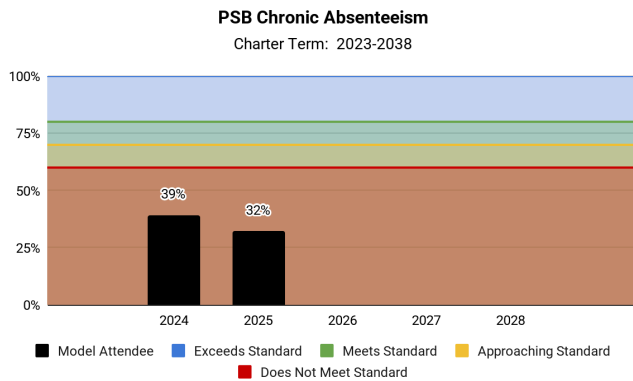
As the school continues to strengthen academic outcomes, improving student attendance will likely be a key lever for increasing proficiency rates, sustaining growth, and ensuring more students remain on track toward grade-level expectations. Therefore, continued monitoring of attendance trends and implementation of targeted attendance

interventions should remain a priority for both school and network leadership. The school receives a rating of **Does Not Meet 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.



The graph illustrates trends over time for PSB throughout its current charter term. In 2024-25, 32% of students met the state's definition of a "model attendee," either by maintaining a 96% attendance rate or improving their attendance by at least three percentage points from the prior year. This represents a decline from 39% in 2023-24 and results in a rating of **Does Not Meet Standard** under the Accountability Plan Performance Framework.

The decline in model attendance is particularly concerning given the school's ongoing efforts to accelerate student achievement and improve proficiency outcomes. Throughout this review, evidence suggests that PSB has been successful

in generating strong academic growth for many students; however, inconsistent attendance may be limiting students' ability to fully benefit from the school's instructional program and may be contributing to the persistent gap between student growth and grade-level proficiency.

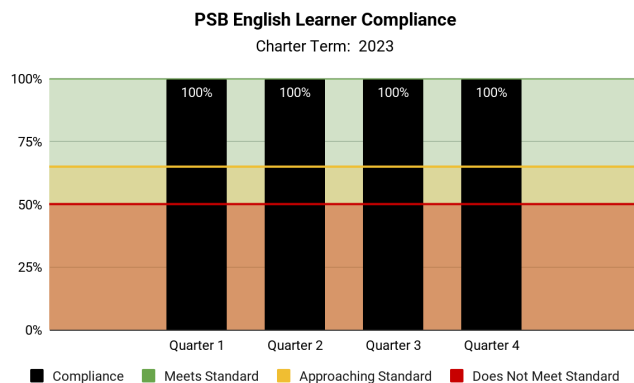
English Learners

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

- Evidence that ILP goals are established, current, and up to date in Indiana's online system;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of interventions and ILPs are appropriately communicated with the classroom teacher;
- Evidence of high-quality interventions and ILPs are implemented in push-in and/or pull-out settings;
- Staff-to-student ratios are adequate for providing services, per state and federal guidelines; and
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided.

The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
65.0% or more of compliance characteristics are rated as Meets Standard, with no measures rated as Does Not Meet Standard.	50.0-64.9% of compliance characteristics are rated as Meets Standard, with no measures rated as Does Not Meet Standard.	Less than 50.0% of characteristics are rated as Meets Standard OR Two or more measures are rated as Does Not Meet Standard.

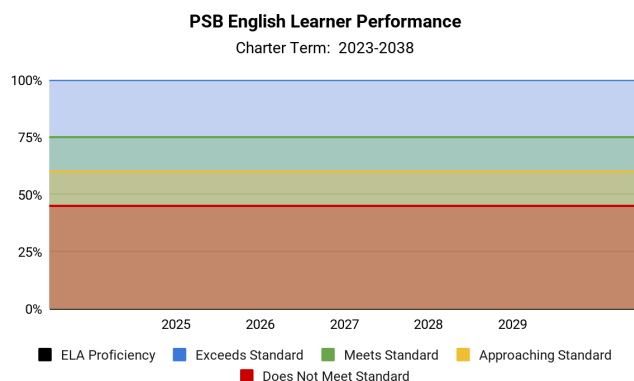


The school has demonstrated appropriate adherence to the required measures for English Learner (EL) compliance. The school consistently maintains up-to-date and accurate Individualized Learning Plans (ILPs) in Indiana's online system, ensuring that all goals are current and reflective of students' needs. High-quality interventions are implemented effectively in pull-out settings, tailored to meet individual student needs. Staffing levels are carefully managed to meet state and federal guidelines, providing adequate support for EL students.

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

English Language Performance: Education One measures the effectiveness of a school's English Learner (EL) program by analyzing the percentage of English Language Learners who are approaching, meeting, or exceeding proficiency on the English Language Arts portion of the state summative assessment. This measure leverages readily available state assessment data to evaluate whether EL students are demonstrating sufficient academic language proficiency to access grade-level content. The goal is to ensure that EL services are not only compliant, but also effective in supporting students' academic achievement in English language arts. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
45.0% or more of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.	30.0-44.9% or more of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.	20.0-29.9% or more of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.	Less than 20.0% of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.



In 2024-25 the school served 19 EL students, which made up 3.9% of its overall population. However, only 9 of those students were in grades 3-8. Due to cohort size, the school receives a rating of **Not Applicable**. The following graph illustrates the proficiency percentages over time in the school's current charter term.

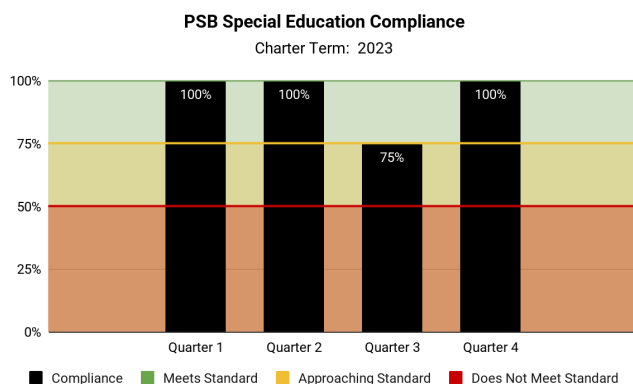
Special Education

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:

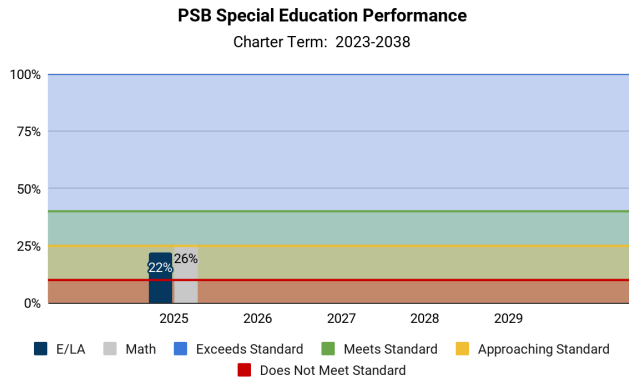
Meets Standard	Approaching Standard	Does Not Meet Standard
75.0% or more of compliance characteristics are rated as Meets Standard.	50.0-74.9% of compliance characteristics are rated as Meets Standard.	Less than 50.0% of compliance characteristics are rated as Meets Standard OR Two or more compliance 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, by staff who maintain optimal ratios as per state and federal guidelines. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, PSB 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, PSB served 85 students with IEPs, representing approximately 17.9% of the school's total enrollment. The following graph illustrates proficiency trends for students with disabilities throughout the school's current charter term. Results indicate that 22% of students with disabilities were approaching, meeting, or exceeding proficiency in English/Language Arts and 26% were approaching, meeting, or exceeding proficiency in math. When averaged across both content areas, 24% of students with disabilities demonstrated performance approaching or meeting grade-level expectations. Therefore, the school receives a rating of **Approaching Standard**.

Given that students with disabilities represent a substantial portion of the school's enrollment, continued focus on differentiated instruction, targeted interventions, and specialized academic support will be critical to improving outcomes. As the school continues to strengthen its instructional systems, increasing the percentage of students with disabilities who are approaching or achieving proficiency will be an important indicator of the effectiveness of both its special education services and overall instructional program.

LOCAL ACADEMIC PERFORMANCE

Instruction

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

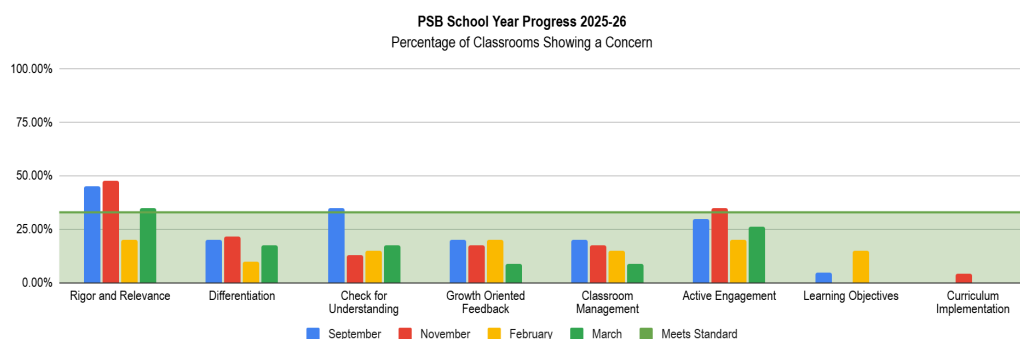
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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

The rubric for this measure is as follows:

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



The corresponding graph illustrates the percentage of classrooms showing a concern in each observable best practice throughout the 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.

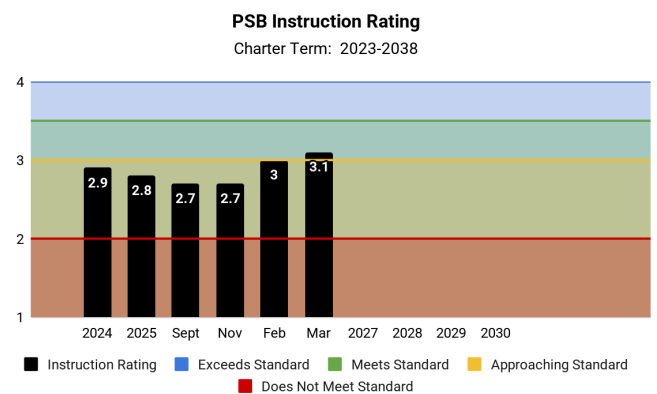
	September	November	February	March
Rigor + Relevance	45%	47.8%	20.0%	34.8%
Differentiation	20%	21.7%	10.0%	17.4%
Checks for Understanding	35%	13.0%	15.0%	17.4%
Growth Oriented Feedback	20%	17.4%	20.0%	8.7%
Classroom Management	20%	17.4%	15.0%	8.7%
Active Engagement	30%	34.8%	20.0%	26.1%
Learning Objectives	5%	0.0%	15.0%	0.0%
Curriculum Implementation	0%	4.3%	0.0%	0.0%

The school demonstrates a consistent foundation of structured and well-managed classrooms, where clear expectations, focused student behavior, and well-defined learning objectives support a stable learning environment. Teachers regularly use formative assessment practices and provide specific, actionable feedback, indicating strong systems for monitoring student understanding and guiding improvement.

A clear trend across observations is the presence of strong instructional clarity particularly in the use of objectives, expectations, and feedback paired with an opportunity to deepen instructional responsiveness and rigor. While systems for assessing and supporting learning are in place, there is a consistent need to strengthen how instruction is adjusted in real time through scaffolding, intentional grouping, and checks for understanding. Additionally, increasing opportunities for students to explain and justify their thinking, engage in discussion, and demonstrate higher-order understanding remains a key area for growth. Continued investment in targeted coaching cycles and leveraging strong teacher practice will support greater consistency across classrooms.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier IIb school, receiving site visits on a bi-monthly basis during the 2025-26 school year. The corresponding graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).

Based on the qualitative and quantitative evidence collected throughout the 2025-26 school year, PSB receives a rating of **Approaching Standard** with an average instruction rating of 2.9 points.



Progress Towards Proficiency on Benchmark Assessment

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

The rubric for this sub-indicator is as follows:

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

During the 2025-26 school year, PSB utilized Indiana Checkpoints. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of immediate improvement and celebration. The following tables illustrate the overall proficiency throughout the current school year.

Progress Towards Proficiency: Reading						
	PSB			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Third	17%	12%	22%	25%	34%	38%
Fourth	18%	25%	23%	34%	37%	43%
Fifth	18%	10%	13%	34%	39%	37%
Sixth	20%	18%	18%	37%	37%	42%
Seventh	13%	14%	16%	32%	38%	40%
Eighth	19%	25%	23%	38%	40%	44%
School	17%	16%	18%	N/A	N/A	N/A

Reading: PSB's reading checkpoint data across grades 3-8 remained below Indiana averages at every grade level and across all three checkpoints, indicating that a significant proportion of students continue to perform below grade-level expectations. Schoolwide proficiency rates increased only marginally from 17% at Checkpoint One to 18% at Checkpoint Three, suggesting that improvements in grade-level proficiency were limited over the course of the year. At the grade level, results were mixed. Four of six grade levels demonstrated improvement between Checkpoint One and Checkpoint Three, including gains of five percentage points in both third and fourth grade. However, fifth and sixth grade proficiency declined over the same period, and no grade level consistently demonstrated strong upward movement across all three checkpoints.

While the checkpoint data indicates that proficiency remained relatively stable throughout the 2024-25 school year, these results should be considered alongside other academic measures included in this review. Most notably, the school ended the 2024-25 school year with an overall reading proficiency rate of just 6% on the checkpoint assessments, compared to 18% proficiency at the end of this current school year. Although proficiency remains well below state expectations, this increase suggests that more students are beginning to demonstrate grade-level skills than in prior years.

This finding is consistent with a broader theme throughout the review: PSB has generally been more successful in supporting academic growth from below-grade-level starting points than in moving large numbers of students to proficiency. Continued focus on strengthening instructional supports, intervention structures, and literacy acceleration strategies will be necessary to ensure student growth ultimately results in improved proficiency outcomes. Because 2024-25 represents the first year of Indiana's Checkpoint implementation and no growth benchmarks have been established, the school receives a rating of **Not Applicable** for this measure.

Progress Towards Proficiency: Math						
	PSB			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Third	31%	33%	27%	45%	43%	48%
Fourth	18%	18%	8%	48%	41%	50%
Fifth	16%	15%	9%	42%	41%	44%
Sixth	14%	37%	30%	31%	37%	44%
Seventh	21%	25%	25%	37%	39%	37%
Eighth	16%	10%	37%	32%	38%	38%
School	19%	24%	22%	N/A	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Math: PSB's math checkpoint data reflects a mixed but generally improving picture of student performance throughout the year. Schoolwide proficiency increased from 19% at Checkpoint One to 24% at Checkpoint Two before settling at 22% by Checkpoint Three. While these results remain below Indiana averages across all grade levels, they represent a notable improvement when compared to the school's 2023-24 checkpoint math proficiency rate of just 1%. The increase to 22% proficiency suggests that a substantially larger proportion of students are beginning to demonstrate grade-level mathematical skills than in prior years.

Results varied considerably by grade level. Fourth and fifth grade experienced declines across the year and remain areas of concern, while sixth and eighth grade demonstrated particularly strong improvement. Sixth-grade proficiency increased from 14% at Checkpoint One to 30% at Checkpoint Three, while eighth grade increased from 16% to 37%, representing the strongest growth among all grade levels. Seventh grade also demonstrated modest improvement, increasing from 21% to 25%. Although performance remains below state expectations, these gains suggest that meaningful progress is occurring in several grade levels.

Collectively, the data suggests that PSB is making meaningful progress in math and has been more successful in accelerating student growth than in achieving grade-level proficiency. However, continued attention will be needed to ensure gains become more consistent across grade levels and translate into sustained improvements in overall proficiency rates. Because 2024-25 represents the first year of Indiana's Checkpoint implementation and no growth benchmarks have been established, the school receives a rating of **Not Applicable** for this measure.

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%;
- Enrollment Pathway (9-12 only);
- 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 table illustrates proficiency and growth outcomes throughout the school year and current charter term.

Progress Towards Proficiency: Reading 3-8						
	Population %	Checkpoint One	Checkpoint Two	Checkpoint Three	End of Year Progress Towards Proficiency	Rating
Black	62%	14%	10%	13%	N/A	N/A
Hispanic	8%	14%	13%	15%	N/A	N/A
Multiracial	13%	24%	24%	32%	N/A	N/A
White	16%	24%	35%	27%	N/A	N/A
F/R Lunch	78%	18%	16%	18%	N/A	N/A
SPED	84%	19%	24%	16%	N/A	N/A
School	100%	17%	16%	18%	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Reading: Subgroup reading checkpoint data indicates that proficiency challenges are concentrated within the school's largest student populations. Black students, who comprise 62% of enrollment, demonstrated relatively stable performance across the year, declining from 14% at Checkpoint One to 10% at Checkpoint Two before recovering to 13% at Checkpoint Three. Similarly, economically disadvantaged students, representing 78% of enrollment, remained largely flat at 18%, 16%, and 18% across the three checkpoints. Students with disabilities followed a comparable pattern, increasing from 19% to 24% before declining to 16% at Checkpoint Three. In contrast, Multiracial students demonstrated the strongest improvement, increasing from 24% to 32%, while White students maintained the highest overall proficiency rates despite not sustaining their mid-year gains. Hispanic students also demonstrated modest improvement over the course of the year.

While checkpoint proficiency rates remain low across most student groups, these results should be considered alongside the school's broader growth data, which indicates that many students are making academic progress from below-grade-level starting points. The persistence of low proficiency among the school's largest student populations suggests that the primary challenge is not simply generating growth, but accelerating enough growth to move students to grade-level expectations. Given that Black students and economically disadvantaged students comprise the majority of the school's enrollment, improving outcomes for these groups will be critical to increasing overall reading proficiency and narrowing achievement gaps over time. Because 2024-25 represents the first year of Indiana's Checkpoint implementation and no growth benchmarks have been established, the school receives a rating of **Not Applicable** for this measure.

Progress Towards Proficiency: Math 3-8						
	Population %	Checkpoint One	Checkpoint Two	Checkpoint Three	End of Year Progress Towards Proficiency	Rating
Black	62%	14%	18%	15%	N/A	N/A
Hispanic	8%	14%	17%	28%	N/A	N/A
Multiracial	13%	32%	32%	27%	N/A	N/A
White	16%	32%	48%	45%	N/A	N/A

F/R Lunch	78%	20%	24%	21%	N/A	N/A
SPED	84%	29%	23%	29%	N/A	N/A
School	100%	19%	24%	22%	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Math: Math subgroup data demonstrates greater variation across student groups than reading, though proficiency rates remain below state expectations across all populations. White students demonstrated the strongest performance, increasing from 32% at Checkpoint One to 45% at Checkpoint Three and approaching proficiency levels more comparable to Indiana peers. Hispanic students showed the strongest growth trajectory, doubling proficiency from 14% to 28% across the year. Multiracial students maintained relatively strong performance throughout the year, though proficiency declined modestly from 32% at Checkpoint One and Two to 27% at Checkpoint Three.

Black students, who comprise 62% of the school's enrollment, demonstrated relatively stable performance, increasing from 14% to 18% before finishing at 15%. Similarly, economically disadvantaged students, representing 78% of enrollment, increased from 20% to 24% before ending the year at 21%. Students with disabilities maintained comparatively stronger proficiency rates than several other subgroups, ending the year at 29% after fluctuating throughout the checkpoint cycle. Because Black students and economically disadvantaged students represent the majority of the school's student population, the relatively flat performance of these groups significantly influences overall school outcomes.

While subgroup proficiency rates remain below desired levels, these results should be considered alongside the school's broader mathematics performance data. Collectively, the data suggests that many students are making meaningful progress from below-grade-level starting points, though that growth has not yet translated into consistent proficiency gains across the school's largest student populations. Continued efforts to accelerate learning for Black students and economically disadvantaged students will be particularly important to improving overall mathematics outcomes. Because 2024-25 represents the first year of Indiana's Checkpoint implementation and no growth benchmarks have been established, the school receives a rating of **Not Applicable** for this measure.

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:

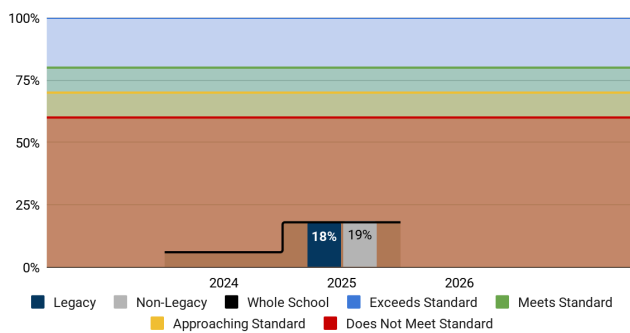
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
LPI >1.075 OR The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	LPI is between 1.050-1.075 OR The percentage of legacy students meeting grade level proficiency standards is between 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.

Historical Proficiency: Checkpoints									
		Reading				Math			
	Population %	Checkpoint 1	Checkpoint 2	Checkpoint 3	Rating	Checkpoint 1	Checkpoint 2	Checkpoint 3	Rating
Legacy	33%	14.1%	18.6%	18.1%	✗	25.0%	27.0%	27.7%	✗
Non-Legacy	67%	18.8%	15.5%	18.6%	✗	16.6%	22.9%	19.9%	✗
Whole School	100%	17.3%	16.5%	18.5%	✗	19.4%	24.2%	22.3%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard									

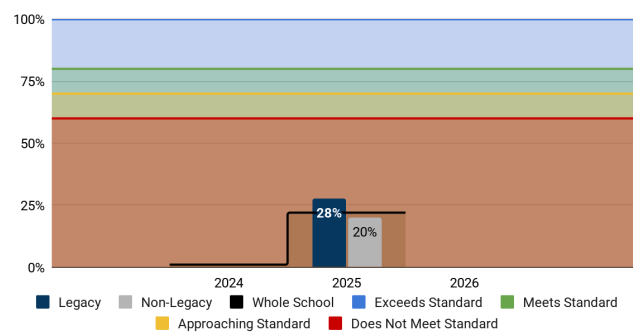
PSB Legacy Student Proficiency: Reading

Charter Term: 2023-2038

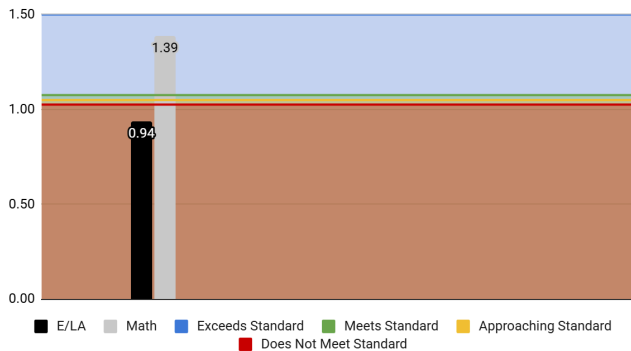


PSB Legacy Student Proficiency: Math

Charter Term: 2023-2038



PSB Historical Weighted Comparison Index



Reading: At the end of the 2025-26 school year, 18.1% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 18.6% of non-legacy students. Checkpoint results reflected a mixed pattern throughout the year. Overall, the data does not indicate a consistent or sustained performance advantage for students who have been enrolled in the school for a longer period of time.

The purpose of the Legacy Performance Index (LPI) is to evaluate the long-term impact of the school's educational program by examining whether students who remain enrolled for multiple years achieve stronger outcomes than their peers.

With an LPI of 0.94, legacy students performed slightly below non-legacy students, suggesting that additional years of enrollment have not yet translated into higher levels of reading proficiency. Given the school's broader academic data, which demonstrates strong student growth but comparatively low proficiency rates, these results may indicate that while students are making academic progress over time, the pace of improvement is not yet sufficient to create a meaningful proficiency advantage for longer-tenured students. As the school continues to mature and more students accumulate multiple years within the instructional program, strengthening outcomes for legacy students will be an important indicator of the long-term effectiveness of both the school's instructional model and network support. Therefore, the school receives a rating of **Does Not Meet Standard** according to the Accountability Plan Performance Framework.

Math: At the end of the 2025-26 school year, 27.7% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 19.9% of non-legacy students. Unlike reading, where performance between legacy and non-legacy students remained relatively comparable throughout the year, legacy students consistently outperformed their non-legacy peers across all three checkpoint administrations. The proficiency gap ranged from 4.1 percentage points at Checkpoint Two to more than 8 percentage points at Checkpoints One and Three, suggesting a sustained and meaningful advantage for students who have remained enrolled in the school for multiple years.

With an LPI of 1.39, legacy students demonstrated substantially higher levels of mathematics proficiency than non-legacy students, significantly exceeding the threshold required. These results provide evidence that students who remain enrolled at PSB for multiple years are benefiting from the school's mathematics program and are more likely to demonstrate grade-level proficiency than students who are newer to the school.

This finding is consistent with several other measures included in this review. While overall proficiency rates remain below state averages, the legacy student data suggests that sustained participation in the school's educational program may be producing cumulative academic benefits over time. As the school continues to mature and more students become eligible for inclusion in the legacy cohort, maintaining and expanding this performance advantage will be an important indicator of the long-term effectiveness of both the school's instructional model and network support. Therefore, the school receives a rating of **Exceeds Standard** according to the Accountability Plan Performance Framework.

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
	Meets Standard	Approaching Standard	Meets Standard		

Is the school in good financial standing?		
Performance Rubric	Meets Standard	The school receives a weighted score of 2.7-3.2, complying with and presenting minimal to no concerns in the indicator measures.
	Approaching Standard	The school receives a weighted score of 2.0-2.6, presenting some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues 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 receives a rating of Meets Standard, presenting no concerns with all measures meeting or exceeding standard. As a part of an established network of schools with sound financial management capacity, there are credible plans to address the issues at hand of a newly opened school.
Year 2	The school receives a rating of Approaching standard, with a weighted score of 2.5. The current financial rating reflects a short-term cash flow issue driven by the timing of major capital investments and delayed reimbursements, not a structural financial problem.
Year 3	The school receives a rating of Meets Standard, with a weighted score of 3.0. The current financial rating reflects a financially stable school that has demonstrated meaningful improvement in its financial position throughout the year. Although short-term liquidity continues to be a concern, the school's strong enrollment, compliant financial reporting, and positive cash trends support the overall rating.

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	ES		
	Current Ratio	DNMS	DNMS	DNMS		
	Days Cash	MS	DNMS	MS		
	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.

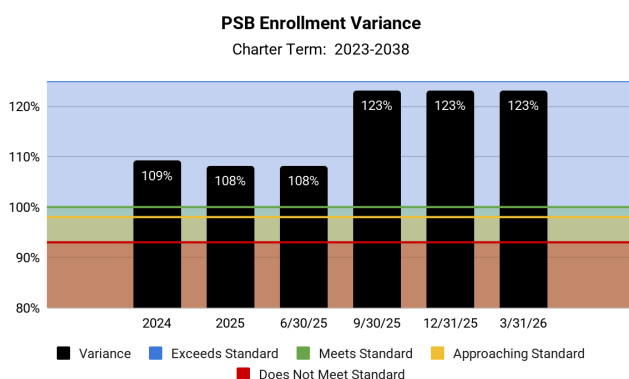
At the time of this report, the school, as a part of Paramount Schools of Excellence (PSOE), had completed the annual audit for the period July 1, 2024 to June 30, 2025. There were no findings.

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

Enrollment Variance

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

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



According to the Indiana Department of Education, PSB had an enrollment of 512 students as of October 2025. Similarly in February of 2026, the school observed an enrollment of 499 students. In August of 2025, PSB submitted its annual budget based on an enrollment of 415 students.

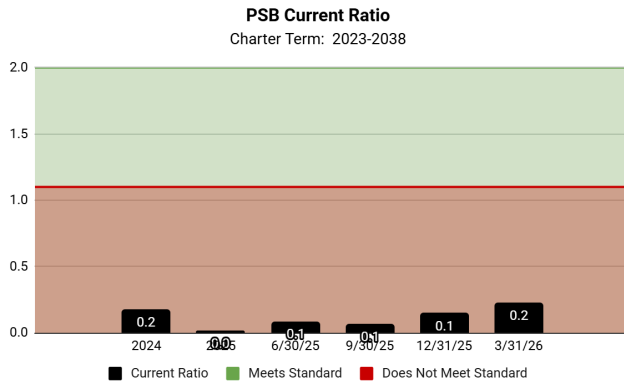
The school exceeded its budgeted enrollment throughout the review period, ending the year at approximately 122% of projected enrollment. Enrollment remained consistently above budget across each quarterly review, providing additional state tuition revenue beyond what was anticipated in the approved budget. Strong enrollment performance supports operational stability and reflects continued demand for the

school's educational program. Therefore the school receives a rating of **Exceeds Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term.

Current Ratio

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

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



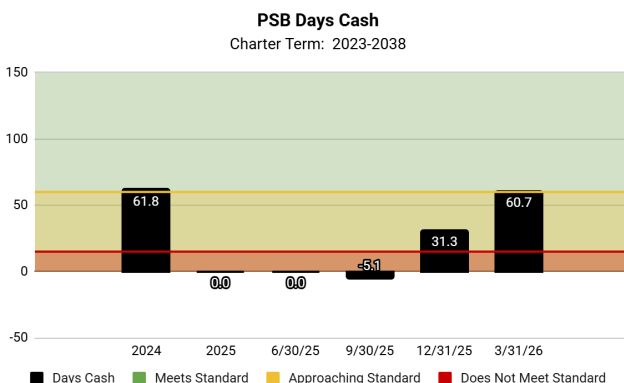
The school's current ratio remained below the minimum standard of 1.10 throughout the review period, improving from 0.1 at June 30, 2025, to 0.2 by March 31, 2026. While the trend demonstrates gradual improvement in short-term liquidity, current assets continue to be insufficient to cover current liabilities. Continued attention should be given to strengthening working capital and improving the school's ability to meet short-term financial obligations without relying on additional borrowing or delayed payments.

The school receives a rating of **Does Not Meet 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.



Cash reserves improved substantially throughout the year following periods of significant liquidity challenges. Days cash increased from 0.02 days at June 30, 2025, to 31.31 days at December 31, 2025, and reached 60.74 days by March 31, 2026. The positive year-over-year trend reflects meaningful progress in rebuilding available cash and restoring financial stability. Although liquidity remains an area for continued monitoring, the school met Education One's standard by achieving more than 60 days cash on hand. The corresponding graph illustrates trends in days cash throughout the school's current charter term and the school receives a rating of **Meets Standard**.

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:

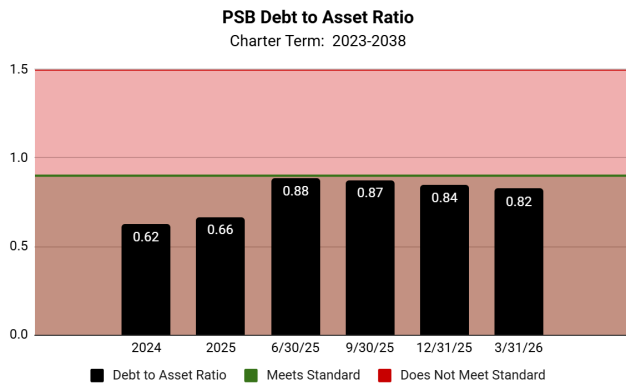
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

There was no evidence during the review period that the school was delinquent or in default on any outstanding debt obligations. Quarterly financial reporting and the annual audit did not identify any concerns related to debt payment compliance or creditor obligations. The school continues to meet Education One's expectations for responsible debt management. 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's debt-to-asset ratio remained below Education One's maximum threshold of 0.90 throughout the review period, improving modestly from 0.88 at June 30, 2025, to 0.82 by March 31, 2026. Although a significant portion of the school's assets continues to be financed through debt, the gradual improvement indicates strengthening financial leverage and an improving balance sheet. Continued reductions in debt relative to assets will further enhance long-term financial sustainability. The school receives a rating of **Meets Standard**. 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	Meets Standard	Meets 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 receives an overall rating of Meets Standard with no concerns in the indicator measures.
Year 2	The school receives an overall rating of Meets Standard with no concerns in the indicator measures.
Year 3	PSB receives an overall Organizational Performance rating of Meets Standard, with a weighted score of 3.0. This rating indicates that the school has established generally effective governance, leadership, and compliance systems that support the operation of the school and provide a foundation for continuous improvement. Significant strengths were evident in governing board oversight, strategic planning, financial stewardship, leadership stability, and alignment to the school's approved mission and educational model. However, the rating also reflects notable organizational challenges that warrant continued attention. Concerns related to staff credentialing, instructional effectiveness, and the limited impact of instructional initiatives on student outcomes prevented the school from demonstrating stronger organizational performance. While leadership has implemented systems intended to improve instruction and support continuous improvement, evidence suggests these efforts have not yet translated into consistent gains in academic achievement. Overall, the school's organizational structure remains functional and capable of supporting improvement, but the narrow margin between Meets Standard and Approaching Standard indicates that sustained attention to instructional capacity, staffing quality, and student outcomes will be critical moving forward. Continued progress in these areas will be necessary to strengthen the effectiveness of the school's organizational systems and ensure they result in improved outcomes for students.

Accountability Plan Performance Framework Indicators			Year 1	Year 2	Year 3	Year 4	Year 5
Governing Board	Focus on High Academic Achievement		MS	MS	MS		
	Commitment to Exemplary Governance		MS	MS	MS		
	Fiduciary Responsibilities		MS	MS	ES		

	Strategic Planning and Oversight	MS	MS	ES		
	Legal and Regulatory Compliance	MS	MS	MS		
School Leader	Culture of High Expectations	MS	MS	MS		
	Staff Development		MS	DNMS		
	Instructional Leadership		MS	AS		
Compliance	Charter Implementation	N/A	N/A	ES		
	Charter Compliance	MS	MS	MS		

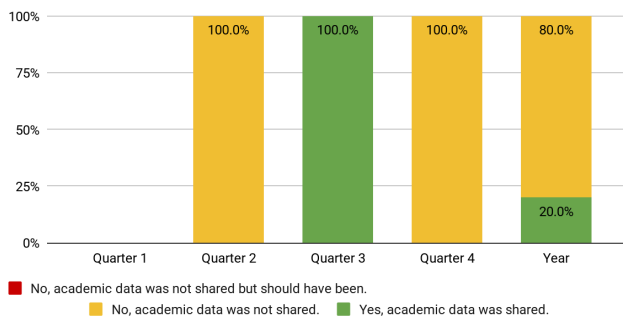
GOVERNING BOARD

Focus on High Academic Achievement

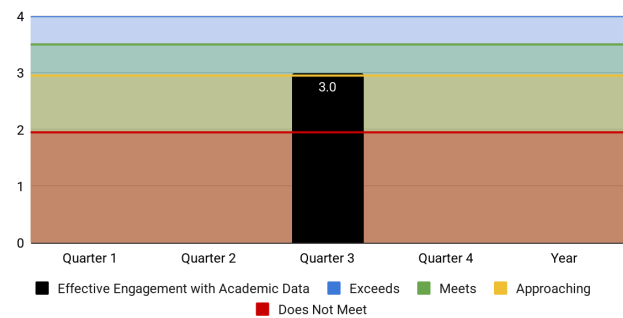
Education One expects governing boards to actively support the school's mission and charter, ensuring students are on track for high-level academic achievement. This includes having a shared belief in the mission, a clear definition of academic excellence, understanding how achievement is measured, and 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.

Focus on High Academic Achievement
Reviewing Student Achievement Data



Focus on High Academic Achievement
Effective Engagement with Academic Data



The board demonstrated a commitment to monitoring academic performance through a governance structure that relies heavily on principal reports and committee-level review processes. While academic data was only formally presented during 20% of public meetings, evidence indicates that school performance information is regularly reviewed through the Academic Committee and rotating school presentations. When academic discussions occurred, board members demonstrated an understanding of school performance and strategic priorities. However, because most academic oversight occurred outside of public meetings, there was limited observable evidence of consistent board-wide engagement with student achievement data, progress monitoring, and academic decision-making during regularly scheduled meetings. Overall, the board appears committed to academic oversight, though opportunities exist to increase transparency and demonstrate how committee-level work informs board-level governance decisions. Based on evidence collected throughout the school year, Paramount Schools of Excellence (PSOE)'s governing board receives a rating of **Meets Standard**.

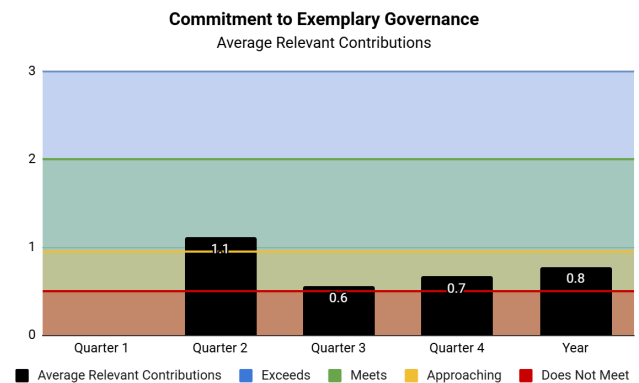
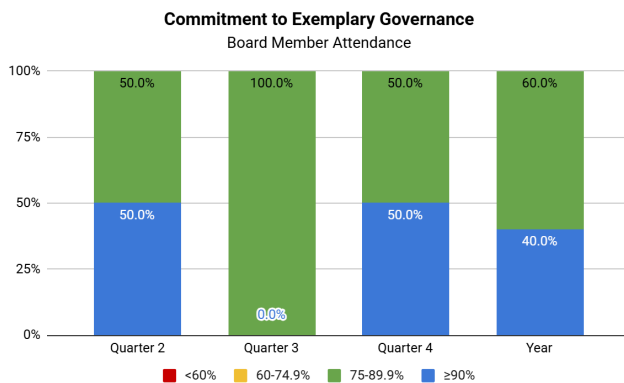
Commitment to Exemplary Governance

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.

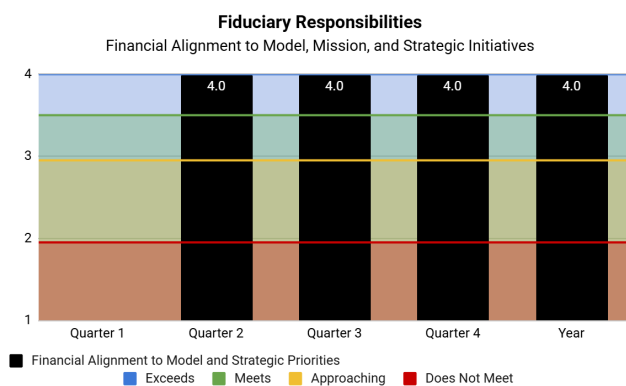
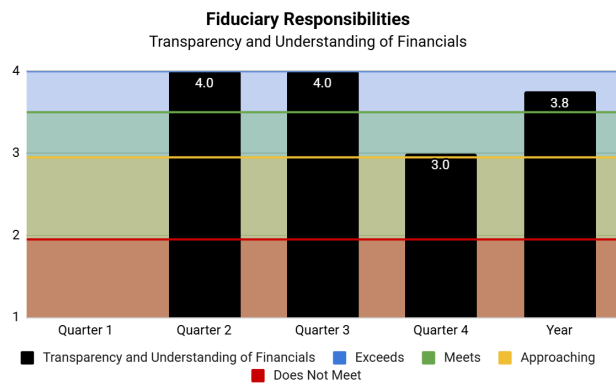
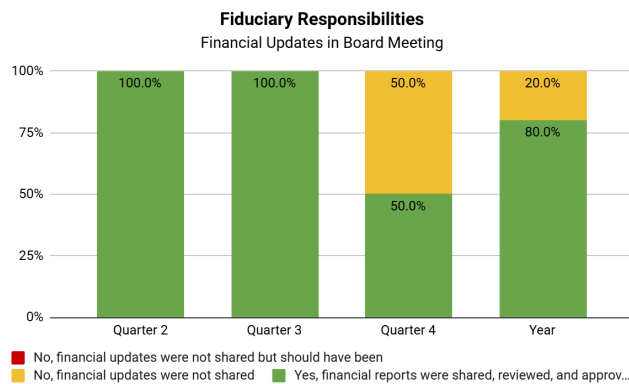


The board demonstrated generally sound governance practices through consistent meeting attendance and completion of annual self-assessments. Board attendance largely fell within the Meets Standard range, and self-evaluation results indicate an ongoing commitment to board reflection and development. However, observable participation during public meetings was limited, with much of the substantive work occurring through committee structures rather than full-board discussion. While this governance model appears intentional and functional, it resulted in fewer opportunities to demonstrate board engagement, deliberation, and strategic questioning during public meetings. Overall, the board maintained effective governance systems, though greater visibility into committee work and broader participation during public meetings would strengthen evidence of board effectiveness. 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 throughout the year. Financial reports were reviewed and approved in nearly all meetings, and discussions reflected a clear understanding of financial performance, sustainability, and resource allocation. Board members consistently monitored financial information and demonstrated an ability to connect financial decisions to organizational priorities and operational needs.

Evidence suggests financial oversight was proactive rather than compliance-driven, with meaningful discussions occurring around budgeting, financial health, and long-term sustainability. Overall, the board exhibited a high level of

financial stewardship and accountability. Based on evidence collected throughout the school year, PSOE's governing board receives a rating of **Exceeds Standard**.

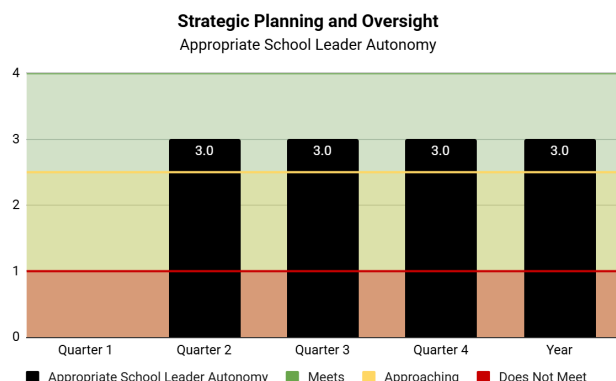
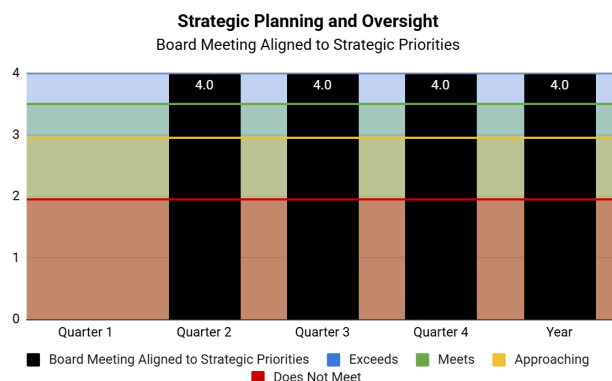
Strategic Planning and Oversight

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 strong strategic oversight through clear alignment between board activities, school leader reporting, and organizational priorities. Meeting agendas and leadership reports consistently reflected strategic goals and performance priorities, indicating a governance focus on long-term organizational success rather than day-to-day operations.

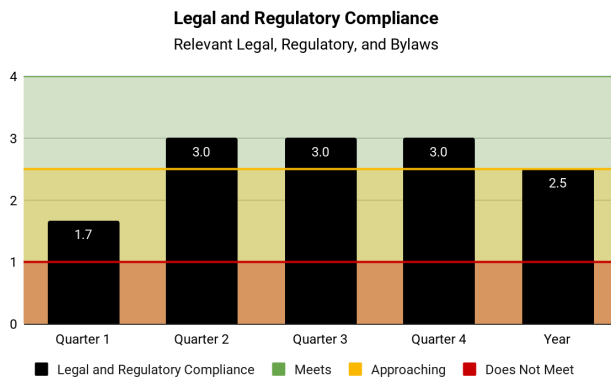
The board also maintained appropriate boundaries between governance and management, providing school leaders with autonomy while maintaining oversight of outcomes. Given the organization's multi-school structure and reliance on committee work, the board effectively utilized its governance systems to monitor progress, support leadership, and

maintain focus on strategic objectives. Overall, strategic planning and oversight emerged as a significant strength of the board. Based on evidence collected throughout the school year, PSOE's governing board receives a rating of **Exceeds 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 generally demonstrated compliance with applicable legal, regulatory, and governance requirements throughout the review period. However, from July through September, meeting access information posted on the board's website and calendar invitations did not provide functional public access to board meetings, limiting the ability of stakeholders and the authorizer to observe board proceedings. While there is no evidence that this issue resulted in material legal violations or invalid board actions, the prolonged nature of the access issue represents a lapse in transparency and public accessibility expectations under Indiana's Open Door Law. The issue was ultimately corrected, but greater attention to public meeting access and

monitoring of posted meeting information is needed to ensure consistent compliance and public transparency moving forward. Based on evidence collected throughout the school year, PSOE's governing board receives a rating of **Meets Standard**.

SCHOOL LEADER

Culture of High Expectations

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

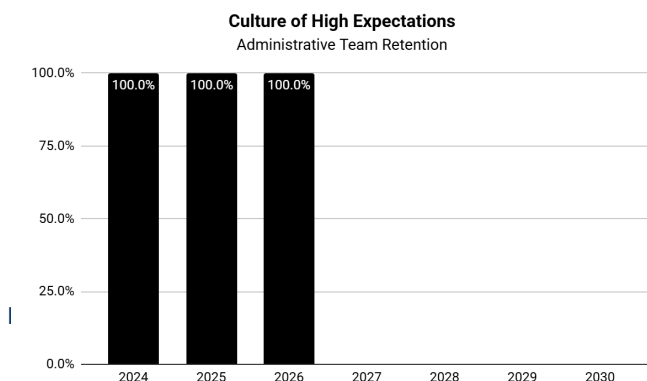
- Maintain stability in key administrative positions, with clear roles and responsibilities;
- Establish system for addressing areas of deficiency on time; and
- Execute goals established by the school's board of directors while providing consistent information and engaging in regular consultation to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

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

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, 0.0-10.0%, in key administrative positions in the last three years.	There has been moderate turnover, 10.1-25.0%, 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 25.0% 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.

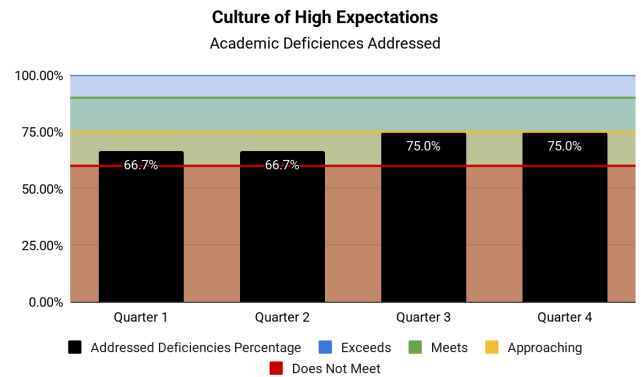
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Provides comprehensive, data-driven updates aligned to school-specific goals/initiatives at every board meeting. Engages the board proactively to address challenges, shares trend data, and includes actionable recommendations 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. Board is not meaningfully consulted on key issues; communication lacks transparency and strategic value.



PSB's leadership team has demonstrated a commitment to fostering a culture of high expectations through stable leadership, consistent implementation of schoolwide priorities, and ongoing engagement with network-level accountability structures. The school has experienced no turnover in key administrative positions during its first three years of operation, resulting in continuity of leadership, clearly defined responsibilities, and sustained focus on organizational goals.

The addition of new leadership perspectives has further strengthened the team's collective capacity and contributed to the continued development of instructional systems and school improvement efforts, including an intentional and increasingly data-informed approach to identifying and addressing areas of deficiency.

Throughout the school year, between 66.7% and 75.0% of identified deficiencies were addressed within established timelines. Leadership invested in building instructional capacity through onboarding, coaching, and professional learning opportunities designed to support both new and returning staff. However, the school experienced a consistent decline in average student attendance throughout the year, with attendance rates falling below prior-year performance. Given the strong relationship between attendance, engagement, and academic achievement, this trend represents a significant challenge to the school's culture of high expectations. Addressing attendance will require a more focused and strategic approach to identifying barriers, strengthening family engagement, and implementing targeted interventions to improve student participation. Continued refinement of accountability structures and progress-monitoring systems will be important to ensure identified concerns are addressed in a timely manner and translated into measurable improvements in student outcomes.



Finally, while the school operates within a network governance model and does not report directly to a governing board, school leadership maintained regular communication with senior network leaders and consistently engaged in organizational oversight processes. This structure provided ongoing accountability, supported alignment to network expectations, and ensured school performance challenges and priorities were regularly communicated and monitored.

Collectively, the evidence suggests the team has established a stable and supportive leadership environment while continuing to strengthen systems for accountability and continuous improvement. Based on evidence collected throughout the school year, PSB's school leadership receives a rating of **Meets Standard**.

Staff Development

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

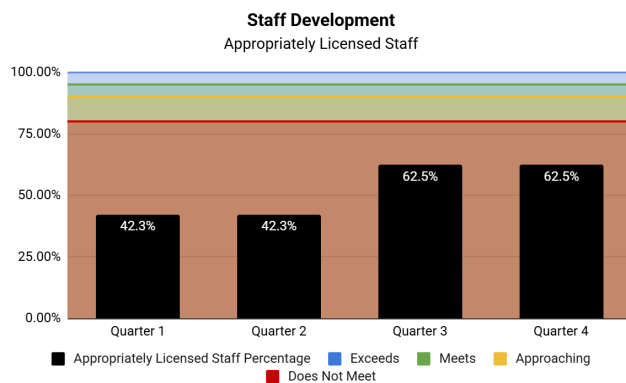
- At least 90.0% of full-time teachers hold or are actively pursuing appropriate Indiana licensure, and all individuals providing services requiring licensure under Indiana law possess the necessary credentials;
- Conduct regular, rigorous evaluations using clearing defined criteria that inform coaching 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.

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

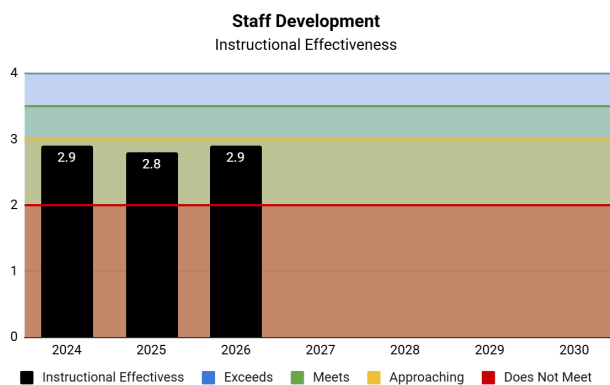
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
95.0% or more of teachers and staff are appropriately licensed or hold a permit to teach in the charter school under Indiana Law.	90.0-94.9% of teachers and staff are appropriately licensed or hold a permit to teach in the charter 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 has established foundational systems to support staff development, including defined coaching cycles, targeted professional development, and opportunities for teachers to engage in instructional learning aligned to school priorities. Leadership has identified key instructional focus areas and implemented structures intended to improve classroom practice, strengthen instructional consistency, and build internal capacity. These efforts demonstrate an understanding of the conditions necessary to support teacher growth and improve instructional quality.



However, the overall effectiveness of these systems is significantly limited by severe and persistent staffing challenges. Throughout the school year, the percentage of appropriately licensed instructional staff ranged from just 42.3% to 62.5%, remaining substantially below both Indiana statutory expectations and the performance framework standard. While the school demonstrated improvement in staffing compliance during the second half of the year, nearly four out of every ten instructional staff members remained unlicensed or otherwise not fully credentialed by year end.



These staffing challenges are further reflected in the school's instructional effectiveness data. Classroom observation ratings have remained relatively stagnant over the past three years, increasing only marginally from 2.8 in 2025 to 2.9 in 2026 and remaining within the Approaching Standard range. The limited growth in instructional effectiveness suggests that existing support structures have not yet translated into meaningful improvements in classroom practice at scale. The combination of stagnant instructional performance and significant licensure deficiencies raises concerns regarding the school's ability to consistently deliver high-quality instruction and sustain long-term improvement efforts.

The prevalence of unlicensed staff, emergency permits, and expired credentials also reflects broader challenges related to staffing recruitment, retention, compliance oversight, and workforce development. These conditions create significant barriers to establishing coherent instructional systems and ensuring consistent implementation of school initiatives across classrooms. Until the school is able to substantially increase the number of appropriately credentialed educators and demonstrate corresponding improvements in instructional effectiveness, its staff development systems are unlikely to achieve their intended impact on student outcomes. Based on evidence collected throughout the school year, PSB's school leadership receives a rating of **Does Not Meet Standard**.

Instructional Leadership

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

- Define specific instructional and behavioral actions that are linked to the school's mission and/or vision;

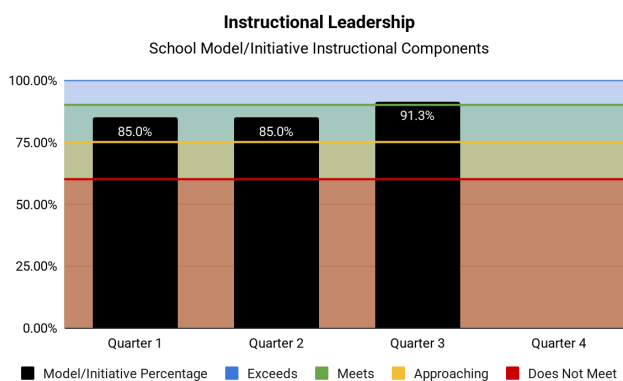
- Use classroom observations to provide prompt and actionable feedback to teachers to support the improvement of student outcomes; and
- Analyze assessment results frequently to adjust classroom instruction, grouping of students, and/or identifying students for special intervention.

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

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 leadership team has demonstrated intentional efforts to strengthen instructional systems through curriculum alignment, coaching structures, and increased focus on instructional fidelity. Leadership established clear instructional expectations and utilized classroom observations, coaching cycles, and defined instructional indicators to support teacher development and improve consistency across classrooms. Observation data indicates that instructional practices aligned to the school's model and key initiatives were generally implemented with fidelity, improving from 85.0% of observed indicators in Quarter 1 to 91.3% in Quarter 3. This trend reflects increasing consistency in classroom implementation and growing alignment between leadership expectations and

instructional practice.

Despite these implementation gains, student performance data indicates that instructional systems have not yet translated into consistent academic improvement across grade levels and content areas. In reading, four of six grade levels demonstrated modest increases in proficiency between Checkpoint One and Checkpoint Three; however, gains were generally small and schoolwide proficiency increased by only one percentage point, from 17% to 18%. In math,

results were mixed, with three grade levels demonstrating improvement and three experiencing declines. While grades six and eight showed notable gains, significant decreases in grades three through five offset much of this progress, resulting in a schoolwide increase of only three percentage points, from 19% to 22%. Overall, only seven of twelve (58%) grade-level content areas demonstrated improvement across the year, as evidenced by the tables below, suggesting that instructional practices, while increasingly implemented with fidelity, have not yet resulted in consistent or sustained gains in student achievement across the school.

Progress Towards Proficiency: Reading						
	PSB			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Third	17%	12%	22%	25%	34%	38%
Fourth	18%	25%	23%	34%	37%	43%
Fifth	18%	10%	13%	34%	39%	37%
Sixth	20%	18%	18%	37%	37%	42%
Seventh	13%	14%	16%	32%	38%	40%
Eighth	19%	25%	23%	38%	40%	44%
School	17%	16%	18%	N/A	N/A	N/A
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard						

Progress Towards Proficiency: Math						
	PSB			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Third	31%	33%	27%	45%	43%	48%
Fourth	18%	18%	8%	48%	41%	50%
Fifth	16%	15%	9%	42%	41%	44%
Sixth	14%	37%	30%	31%	37%	44%
Seventh	21%	25%	25%	37%	39%	37%
Eighth	16%	10%	37%	32%	38%	38%
School	19%	24%	22%	N/A	N/A	N/A
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard						

This disconnect between implementation and outcomes represents the school's primary instructional leadership challenge. While leadership has successfully established and monitored instructional expectations, greater attention is needed to evaluating the effectiveness of instructional practices, ensuring interventions are producing measurable results, and refining instructional responses based on student performance data. Continued strengthening of progress-monitoring systems, intervention structures, and accountability for student outcomes will be necessary to ensure implementation efforts result in meaningful academic gains.

An additional factor worth considering is the relationship between the network's instructional framework and the pace of student achievement gains. While classroom observations indicate increasingly consistent implementation of the network's grade-level instructional model and multiple measures demonstrate strong student growth, overall proficiency rates remain well below state averages across most grade levels. This suggests that the instructional framework is supporting academic progress for many students but may not yet be generating sufficient acceleration to move large numbers of students who enter significantly below grade level to grade-level proficiency. As a result, this presents an opportunity for both school and network leadership to examine whether the current balance of grade-level instruction, differentiation, intervention, and targeted support is producing the rate of growth necessary to achieve long-term proficiency goals. Continued collaboration between school and network leaders to evaluate the relationship between

implementation, student growth, and academic outcomes will be important to ensuring the instructional model produces the intended results for all students.

During data meetings, school leadership consistently demonstrated the ability to identify instructional strengths and areas of need, analyze student performance trends, and propose instructional responses or student grouping strategies logically aligned to identified findings. These discussions reflected a developing capacity for data-driven instructional leadership and a commitment to using assessment information to inform instructional decision-making.

Overall, the evidence suggests that leadership has established increasingly coherent instructional systems and demonstrated growing effectiveness in supporting implementation. However, because improvements in instructional fidelity have not yet resulted in consistent improvements in student achievement, the PSB's school leadership receives a rating of **Approaching 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 consistently demonstrated strong alignment to its mission, educational model, and stated goals. Evidence collected across the year reflected intentional implementation of the approved application and Charter Agreement across multiple systems, practices, and outcomes. School leadership maintained a clear vision for implementation and ensured that strategic priorities were evident in instructional programming, operational decision-making, and organizational culture. Observable practices across the school demonstrated a high level of coherence and fidelity to the school's approved design. Based on evidence collected throughout the school year, PSB receives a rating of **Exceeds 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
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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.
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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. 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, PSB receives a rating of **Meets Standard**.

Part IV: School Wide Climate

The School Climate indicator gauges how stakeholder satisfaction supports student re-enrollment and teacher retention. School Climate is broken down into the following measure:

- Stakeholder Satisfaction

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	Approaching Standard	Approaching Standard		

Is the school's organizational structure successful?		
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%.

What does the Overall Rating for School Wide Climate mean?	
Year 1	The school earns an overall rating of Meets Standard. The average satisfaction rate is 83%. The high participation rates (83%) by all stakeholder groups is commendable and further validates the successful results.
Year 2	With an overall weighted satisfaction rate of 76%, the school receives a rating of Approaching Standard. The school saw a large decline in survey participation from previous years. It will be important to investigate reasons for the decline to ensure validity in survey results
Year 3	The school earns a rating of Approaching Standard with an average satisfaction rate of 79%. With continued decline in family participation that is far below our validity threshold, the family satisfaction results are not statistically reliable. Additionally, declining family participation rates signal a significant concern regarding engagement and survey representativeness that should be addressed moving forward.

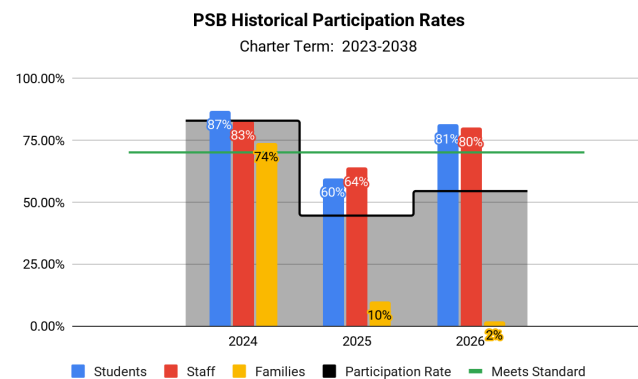
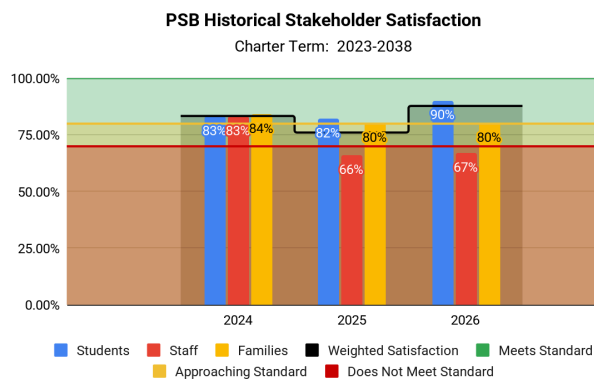
Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Stakeholder Satisfaction		MS	AS	AS		

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 79%, the school receives a rating of **Approaching Standard**. However, this overall rating masks notable differences among stakeholder groups. Most significantly, staff satisfaction remained within the Does Not Meet Standard range for the second consecutive year, indicating that employee perceptions continue to be an area of concern despite strong overall satisfaction results.



While participation rates are not included in the performance framework rating, they are an important consideration when evaluating the reliability and representativeness of survey results. Student participation (81.2%) and staff participation (80.0%) exceeded Education One's 70% reliability threshold, providing confidence that the satisfaction results for those stakeholder groups accurately reflect broader perceptions within the school community. However, family participation was significantly below the recommended threshold, with only 10 responses representing approximately 2.0% of eligible respondents.

As a result, the family satisfaction data should be interpreted with caution, as the low response rate limits confidence that the results are representative of the broader parent community. Additionally, family survey participation has declined for three consecutive years, suggesting a need for the school to evaluate its family engagement and survey administration practices. While the school's overall satisfaction results remain a positive indicator, increasing family participation will be important to ensuring future survey results provide a more comprehensive and reliable measure of stakeholder perceptions.

PSB Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	490	398	81.2%
Staff	50	40	80.0%
Families	490	10	2.0%

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?
Approaching Standard	Tier II	No

Commendations:

- Demonstrating strong academic growth across both E/LA and math, with students at all performance levels consistently outpacing academically similar peers statewide.
- Generating exceptional math growth, evidenced by a MGP of 73 and 93% of sixth-grade students meeting or exceeding expected growth targets.
- Building academic momentum across the student population, with evidence that performance gaps relative to state benchmarks are beginning to narrow.
- Producing strong long-term mathematics outcomes, with legacy students consistently outperforming non-legacy peers across all checkpoint administrations.

Recommendations:

- Implement a comprehensive attendance improvement strategy to reduce chronic absenteeism, increase average daily attendance, and maximize instructional time.
- Accelerate the transition from student growth to grade-level proficiency, particularly in reading, through stronger instructional responsiveness, intervention alignment, and progress monitoring.
- Target additional instructional support and interventions toward the school's largest and highest-need student populations to close persistent achievement gaps.
- Strengthen early literacy systems and interventions to improve third-grade reading proficiency and increase IREAD-3 outcomes.

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

Commendations:

- Exceeding enrollment projections, resulting in stronger-than-budgeted revenue and increased financial stability.
- Improving cash reserves significantly and overall financial position, with positive trends in days cash on hand and debt-to-asset ratio.
- Maintaining strong financial accountability through timely financial reporting and a clean annual audit with no significant deficiencies or material weaknesses.

Recommendations:

- Develop and implement a liquidity plan that includes monthly monitoring of the current ratio, building unrestricted cash reserves, and reducing short-term liabilities.
- Strengthen long-term financial planning through monthly cash flow forecasting, multi-year budget projections, and ongoing review of debt obligations to support continued financial stability.

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

Governing Board

Commendations:

- Maintaining a governance structure that supports consistent oversight of a complex multi-school organization while balancing board-level governance with school-level autonomy.
- Demonstrating strong financial stewardship through proactive monitoring of financial performance, sustainability, budgeting, and resource allocation.
- Providing effective strategic oversight by maintaining clear alignment between organizational priorities, leadership reporting, and long-term goals.
- Establishing governance systems that support regular board reflection and development through annual self-assessments and strong meeting attendance.
- Leveraging committee structures to support ongoing review of academic, operational, and organizational performance throughout the year.

Recommendations:

- Increase the visibility of committee work during public meetings by more clearly communicating key discussions, findings, and resulting board actions to strengthen transparency and demonstrate board-level oversight.
- Implement procedures to regularly verify public meeting access information and board communications to ensure consistent compliance with transparency expectations and Indiana Open Door Law requirements.

Leadership Team

Commendations:

- Maintaining stable leadership across key administrative roles while strategically expanding leadership capacity to support continuous improvement efforts.
- Strengthening instructional leadership through clear expectations, coaching structures, and increasing alignment between instructional priorities and classroom implementation.
- Demonstrating a data-informed approach to school improvement by using performance data to identify needs, inform instructional decisions, and guide student support strategies.

Recommendations:

- Develop and implement a comprehensive staffing plan to address teacher licensure deficiencies, establish clear accountability measures, and ensure compliance with Indiana requirements.
- Work collaboratively with network leadership to evaluate the effectiveness of the current instructional model and strengthen differentiation, intervention, and academic acceleration for students performing below grade level.
- Increase leadership accountability for measuring the impact of instructional initiatives, ensuring implementation decisions are routinely evaluated against student outcome data.