

# EDUCATION ONE

## Annual Performance Report

2022-23



**EDUCATION ONE**  
AT TRINE UNIVERSITY



# TABLE OF CONTENTS

|                               |           |
|-------------------------------|-----------|
| <b>LETTER FROM LEADERSHIP</b> | <b>3</b>  |
| <b>ABOUT THE UNIVERSITY</b>   | <b>4</b>  |
| <b>ABOUT EDUCATION ONE</b>    | <b>5</b>  |
| <b>EDUCATION ONE SCHOOLS</b>  | <b>8</b>  |
| <b>GUIDING PRINCIPLES</b>     | <b>20</b> |
| <b>ACCOUNTABILITY</b>         | <b>28</b> |
| <b>COMING SOON</b>            | <b>39</b> |



Dear Friends:

For more than a decade now, Education One at Trine University has been committed to the idea that a private university can have a transformative effect on K-12 education through the authorization of public charter schools. Born out of a commitment to excellence, innovation, and active engagement, the schools we partner with are an extension of our university, our values, and our duty to serve.

With eleven schools serving nearly 4,000 students during 2022-23, our portfolio of charter schools reaches every corner of the state, representing diverse communities and needs. We've been intentional in maintaining our focus on equitable practices, and have worked to become a model for high quality authorizing both statewide and nationally, thereby improving the quality of educational opportunities for students throughout Indiana.

This Performance Report shows the successes of our K-12 community. It shines light on our schools that have become beacons in their neighborhoods - as well as those that need some additional guidance. In short, it shows how Education One at Trine University is supporting our schools in order for scholars to develop the skills they need to reach their full potential in life.

But that's not all — in this year's report, you'll witness the power of collaboration and innovation as we highlight the dynamic partnerships that magnify the best of Education One's talent and resources to create equitable, high-impact solutions for K-12 learners and educators. Discover how our community partnerships have sparked groundbreaking practices, professional education, and more, creating exciting opportunities for both Trine University students and our K-12 learners.

Together, we are breaking barriers and empowering scholars to achieve their academic and professional goals. We are so excited to continue making a profound difference in the lives of countless Indiana students, families, and communities.

With heartfelt appreciation for your ongoing support,



**Lindsay Omlor**  
Executive Director of  
Charter Schools



**John Shannon, Ph.D.**  
President of  
Trine University



## It's a Trine Thing!

"It's a Trine Thing sheds light on the Trine way, a level of quality and a standard of excellence that goes above and beyond. Trine Things are our values, traits and points of distinction, our qualities and characteristics that set us apart. With so much to be proud of, we believe it's time to express the things that truly make us Trine University. When it comes to our commitment to excellence and the Trine way, there's no question...It's a Trine Thing."

12,711  
Students

99.5%  
Employment  
Rate

18:1  
Student  
Faculty Ratio

70+  
Areas of  
Study



Education One strives to promote the growth and success of high-achieving public charter schools to meet the educational needs of all children. We authorize schools with rigorous academic programs to ensure that all students enrolled in one of our schools will be well prepared for college and career success. We set high expectations for ourselves and our schools to ensure that we create the best learning environment possible to foster student development, and have adopted the [National Association of Charter School Authorizers \(NACSA\) Principles and Standards](#) in compliance with state law.

## Education One Board



**Lynn Brooks**  
Board Chair



**Chuck Nedele**  
Vice Chair/Secretary



**Gretchen Miller**  
Treasurer

## Education One Team



**Lindsay Omlor, M. Ed.**  
Executive Director of Charter  
Schools



**Emily Gaskill, M. Ed.**  
Assistant Director of  
Accountability



**Amanda Webb, M. Ed.**  
Academic Support  
Specialist



**Caitlin Hicks.**  
Assistant Director of Graduation  
Pathways + Compliance



**Alexandra Lung**  
University Partnerships + Marketing  
Specialist

# Education One Schools

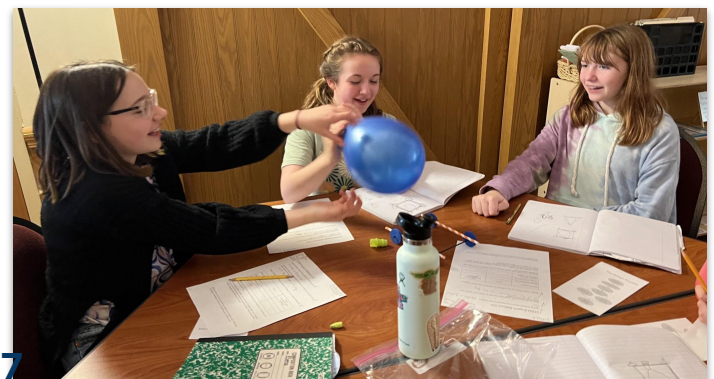
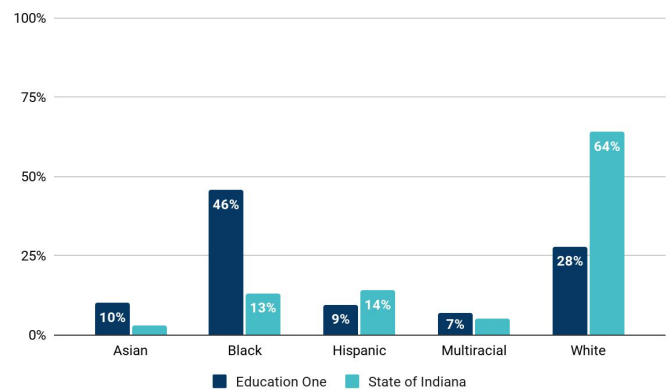
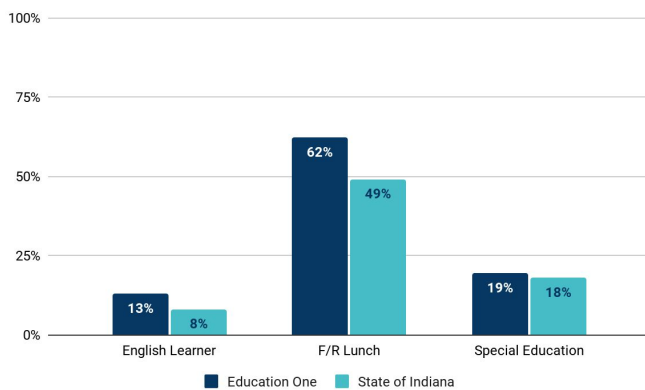
In accordance with its mission and vision, Education One authorizes public charter schools with a variety of innovative models. The following pages highlight the diversity of Education One's portfolio and the students served.

In 2022-23, Education One schools served more than 3,800 students across the state of Indiana through a variety of educational models, including:

- Montessori;
- Project Based Learning;
- Science, Technology, Engineering and Math; and
- Virtual

**3,859**  
**Students**  
**Enrolled**  
**2022-23**

The majority of students served in Education One charter schools are from minority populations in the state of Indiana, illustrated by the following graph.



# Historical Portfolio Information

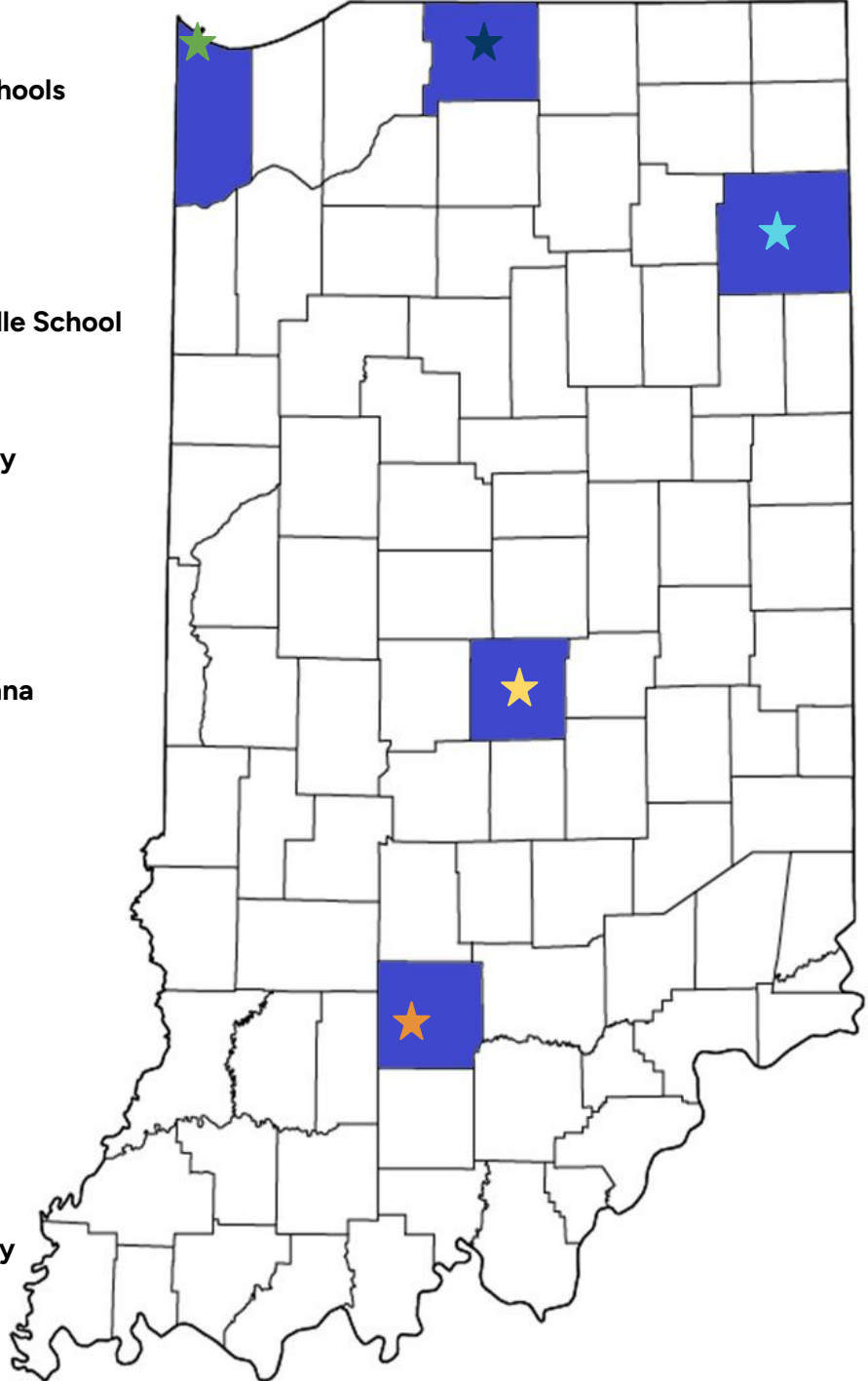
The following table illustrates the history of Education One’s portfolio since it began authorizing in 2012. Currently, the portfolio consists of fifteen operating schools and four slated to begin their charter in the fall of 2024 or 2025. Education One has closed three schools for financial management and poor academic performance.

| School                                     | Status  | Opening Year   |
|--|---|--|
| Career Academy High School                 | Open  | 2015   |
| Career Academy Middle School               | Open  | 2015   |
| Dynamic Minds Academy                      | Open  | 2019   |
| Girls IN STEM Academy                      | Approved, Not Open Yet                              |  |
| Inspire Academy - A School of Inquiry      | Open  | 2013<br><small>(Authorized by Education One in 2023)</small> |
| Lawrence County Independent Schools        | Open  | 2021   |
| The Match                                  | Approved, Not Open Yet                              |  |
| The Nature School of Central Indiana       | Open  | 2021   |
| Paramount Online Academy                   | Open  | 2021   |
| Paramount Schools of Excellence South Bend | Approved, Not Open Yet                              |  |
| Phalen Leadership Academies K-6            | Approved, Not Open Yet                              |  |
| Phalen Leadership Academies 7-8            | Approved, Not Open Yet                              |  |
| Phalen Virtual Leadership Academy          | Open  | 2021   |
| The Portage School of Leaders              | Approved, Not Open Yet                              |  |
| Purdue Polytechnic High School West        | Approved, Not Open Yet                              |  |
| Success Academy Primary School             | Open  | 2015   |
| Success Academy at Boys and Girls Club     | Approved, Not Open Yet                              |  |
| Thea Bowman Leadership Academy             | Open  | 2003<br><small>(Authorized by Education One in 2016)</small> |
| Timothy L. Johnson Academy                 | Open  | 2002<br><small>(Authorized by Education One in 2014)</small> |
| Timothy L. Johnson Academy Middle School   | Open  | 2018   |
| Indiana Achievement Academy                | Closed 2015<br><small>Financial Performance</small> | 2013   |
| Indiana Cyber Charter School               | Closed 2015<br><small>Financial Performance</small> | 2012   |
| Indiana Life Sciences Academy West         | Closed 2016<br><small>Academic Performance</small>  | 2009<br><small>(Authorized by Education One in 2013)</small> |





- ★ Bedford  
**Lawrence County Independent Schools**  
 243 students
  
- ★ Fort Wayne  
**Timothy L. Johnson Academy**  
 388 students  
  
**Timothy L Johnson Academy Middle School**  
 195 students
  
- ★ Gary  
**Thea Bowman Leadership Academy**  
 840 students
  
- ★ Indianapolis  
**Dynamic Minds Academy**  
 106 students  
  
**The Nature School of Central Indiana**  
 142 students
  
- ★ South Bend  
**Career Academy High School**  
 431 students  
  
**Career Academy Middle School**  
 394 students  
  
**Success Academy Primary School**  
 604 students  
  
Statewide  
**Paramount Online Academy**  
 166 students  
  
**Phalen Virtual Leadership Academy**  
 350 students



During the 2022-23 school year, eleven Education One schools served students and families in the communities of Bedford, Fort Wayne, Gary, Indianapolis, and South Bend. Additionally, we authorized two statewide virtual schools.

# Lawrence County Independent Schools (K-8)

Bedford, Indiana



## School Mission

The mission of Lawrence County Independent Schools (LCIS) is to inspire each student to reach his or her greatest potential personally and academically in a peaceful rural school learning environment by providing a challenging and a life-focused curriculum.

### 2022-23 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 243        | 91%        | 0          |

### 2023 Academic Results

23%

ILEARN E/LA  
Achievement

18%

ILEARN Math  
Achievement

79%

IREAD-3  
Achievement

21%

6th Grade Math  
Growth

### 2022-23 Enrollment by Subgroup

| Subgroup          | LCIS  | NLCS  | Indiana |
|-------------------|-------|-------|---------|
| Asian             | 2.1%  | 0.1%  | 2.9%    |
| Black             | 0.0%  | 0.8%  | 13.1%   |
| Hispanic          | 1.6%  | 3.9%  | 14.0%   |
| Multiracial       | 2.5%  | 3.3%  | 5.5%    |
| White             | 93.4% | 91.4% | 64.3%   |
| English Learner   | 0.0%  | 0.2%  | 7.6%    |
| F/R Lunch         | 54.7% | 53.3% | 49.4%   |
| Special Education | 23.1% | 19.8% | 17.5%   |

## Board Members

2022-23 School Year

**Jason Lyons, Board Chair**

Jennifer Armstrong, Brian Grissom, Corey Hudson, Eric Johnson, Ryan Turner

LCIS received the following overall ratings on their [2022-23 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2023-24 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Approaching Standard**
- Organizational Performance: **Approaching Standard**



# Timothy L. Johnson Academy (K-5)

Fort Wayne, Indiana



## School Mission

The mission of Timothy L. Johnson Academy (TLJA) is to provide opportunities for educational equity for students in Allen County.

### 2022-23 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 388        | 90%        | 1          |

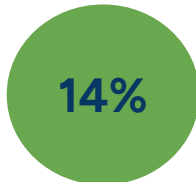
### 2022-23 Enrollment by Subgroup

| Subgroup          | TLJA  | FWCS  | EACS  | Indiana |
|-------------------|-------|-------|-------|---------|
| Asian             | 64.4% | 6.3%  | 14.7% | 2.9%    |
| Black             | 26.0% | 25.0% | 11.1% | 13.1%   |
| Hispanic          | 5.6%  | 20.9% | 89.7% | 14.0%   |
| Multiracial       | 3%    | 10.3% | 54.6% | 5.5%    |
| White             | 0.7%  | 36.8% | 59.3% | 64.3%   |
| English Learner   | 67.7% | 12.6% | 12.1% | 7.6%    |
| F/R Lunch         | 53.0% | 66.0% | 51.7% | 49.4%   |
| Special Education | 6.2%  | 17.8% | 15.6% | 17.5%   |

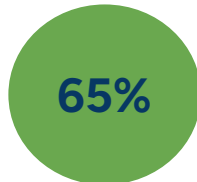
### 2023 Academic Results



ILEARN E/LA Achievement



ILEARN Math Achievement



IREAD-3 Achievement

## Board Members

2022-23 School Year

### Larry Rowland, Board Chair

Fred Eckert, Verlisa Griggs, Alan Grinsfelder, Tom Herr, Al Hofer, Joe Jordan, Michael Lindvall, Robert Sevier, Theingi Tin, Lena Yarian

Timothy L. Johnson Academy (K-5) received the following overall ratings on their [2022-23 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2023-24 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Approaching Standard**



# Timothy L. Johnson Academy Middle School (6-8)

Fort Wayne, Indiana



## School Mission

The mission of Timothy L. Johnson Academy Middle School (TLJA MS) is to empower scholars to thrive in the 21st century through real world learning experiences.

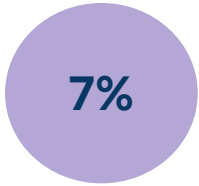
### 2022-23 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 195        | 95%        | 1          |

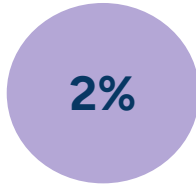
### 2022-23 Enrollment by Subgroup

| Subgroup          | TLJA MS | FWCS  | EACS  | Indiana |
|-------------------|---------|-------|-------|---------|
| Asian             | 60.5%   | 6.3%  | 14.7% | 2.9%    |
| Black             | 27.0%   | 25.0% | 11.1% | 13.1%   |
| Hispanic          | 8.2%    | 20.9% | 89.7% | 14.0%   |
| Multiracial       | 2.5%    | 10.3% | 54.6% | 5.5%    |
| White             | 1.5%    | 36.8% | 59.3% | 64.3%   |
| English Learner   | 58.9%   | 12.6% | 12.1% | 7.6%    |
| F/R Lunch         | 80.0%   | 66.0% | 51.7% | 49.4%   |
| Special Education | 10.7%   | 17.8% | 15.6% | 17.5%   |

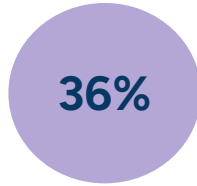
### 2023 Academic Results



ILEARN E/LA  
Achievement



ILEARN Math  
Achievement



6th Grade Math  
Growth

## Board Members

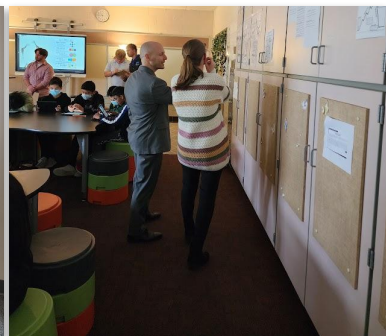
2022-23 School Year

### Larry Rowland, Board Chair

Fred Eckert, Verlisa Griggs, Alan Grinsfelder, Tom Herr, Al Hofer, Joe Jordan, Michael Lindvall, Robert Sevier, Theingi Tin, Lena Yarian

Timothy L. Johnson Academy Middle School received the following overall ratings on their [2022-23 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2023-24 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Approaching Standard**



# Thea Bowman Leadership Academy (K-12)

Gary, Indiana



## School Mission

The mission of Thea Bowman Leadership Academy (TBLA) is to become a world class model for high performance urban schools, preparing all students for academic success and leadership roles in a global society.

### 2022-23 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 840        | 91%        | 7          |

### 2022-23 Enrollment by Subgroup

| Subgroup          | TBLA  | GCSC  | Indiana |
|-------------------|-------|-------|---------|
| Asian             | 0.0%  | 0.0%  | 2.9%    |
| Black             | 93.0% | 89.3% | 13.1%   |
| Hispanic          | 4.4%  | 5.6%  | 14.0%   |
| Multiracial       | 1.5%  | 3.0%  | 5.5%    |
| White             | 0.7%  | 1.3%  | 64.3%   |
| English Learner   | 0.4%  | 1.2%  | 7.6%    |
| F/R Lunch         | 69.8% | 78.0% | 49.4%   |
| Special Education | 8.4%  | 17.9% | 17.5%   |

### 2023 Academic Results

18%

ILEARN E/LA Achievement

9%

ILEARN Math Achievement

15%

SAT E/LA Achievement

2%

SAT Math Achievement

89%

IREAD-3 Achievement

60%

6th Grade Math Growth

91%

2023 Graduation Rate

N/A

2023 College and Career Readiness

## Board Members

2022-23 School Year

**Eve Gomez, Board Chair**

Jason Beres, Michelle Dickerson, Clifton Gooden, Michael Suggs

Thea Bowman Leadership Academy received the following overall ratings on their [2022-23 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier III (Probationary Status) school for the 2023-24 school year:

- Academic Performance: **Does Not Meet Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Does Not Meet Standard**



# Dynamic Minds Academy (K-12)

Indianapolis, Indiana



## School Mission

Dynamic Minds Academy aims to bridge the gap between treatment and education for students with autism spectrum disorder by providing evidence-based practices for personal growth within an optimal learning environment.

### 2022-23 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 106        | 94%        | 0          |

### 2023 Academic Results



IAM E/LA Achievement



IAM Math Achievement

### 2022-23 Enrollment by Subgroup

| Subgroup          | DMA   | CCS   | Indiana |
|-------------------|-------|-------|---------|
| Asian             | 0.9%  | 16.0% | 2.9%    |
| Black             | 14.0% | 4.1%  | 13.1%   |
| Hispanic          | 8.4%  | 5.7%  | 14.0%   |
| Multiracial       | 11.3% | 4.5%  | 5.5%    |
| White             | 65.0% | 68.9% | 64.3%   |
| English Learner   | 2.8%  | 5.0%  | 7.6%    |
| F/R Lunch         | 25.4% | 12.2% | 49.4%   |
| Special Education | 100%  | 12.7% | 17.5%   |

## Board Members

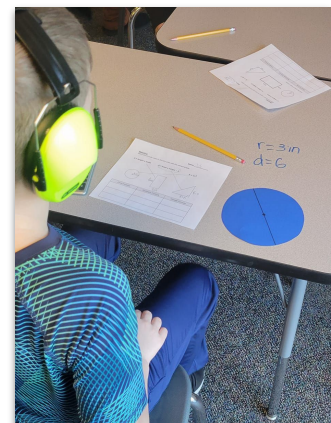
2022-23 School Year

**Joel Harris, Board Chair**

Rachel Deaton, Michael Gilbert, Mary Lou Hulseman

Dynamic Minds Academy received the following overall ratings on their [2022-23 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2023-24 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Approaching Standard**



# The Nature School of Central Indiana (K-8)

Indianapolis, Indiana



## School Mission

The mission of The Nature School of Central Indiana (TNS) believes in addressing the needs of the child holistically and instilling in them a lifelong love of learning, an awareness of their role in and connection to both their local community and the world, and a deep understanding of their individual abilities and potential with the ideal that nature is the best teacher.

### 2022-23 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 142        | 91%        | 0          |

### 2022-23 Enrollment by Subgroup

| Subgroup          | TNS   | MSDLT | Indiana |
|-------------------|-------|-------|---------|
| Asian             | 1.4%  | 0.6%  | 2.9%    |
| Black             | 1.4%  | 44.6% | 13.1%   |
| Hispanic          | 4.2%  | 29.4% | 14.0%   |
| Multiracial       | 11.9% | 7.1%  | 5.5%    |
| White             | 80.9% | 17.8% | 64.3%   |
| English Learner   | 0.0%  | 20.2% | 7.6%    |
| F/R Lunch         | 4.9%  | 68.2% | 49.4%   |
| Special Education | 19.0% | 12.7% | 17.5%   |

### 2023 Academic Results

42%

ILEARN E/LA  
Achievement

24%

ILEARN Math  
Achievement

80%

IREAD-3  
Achievement

29%

6th Grade Math  
Growth

## Board Members

2022-23 School Year

**Courtney Ke, Board Chair**

Mia Bennett, Mary Driskell, Kelly Van Busum, Christen Reese

The Nature School of Central Indiana received the following overall ratings on their [2022-23 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2023-24 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Approaching Standard**



# Career Academy High School (9-12)

South Bend, Indiana



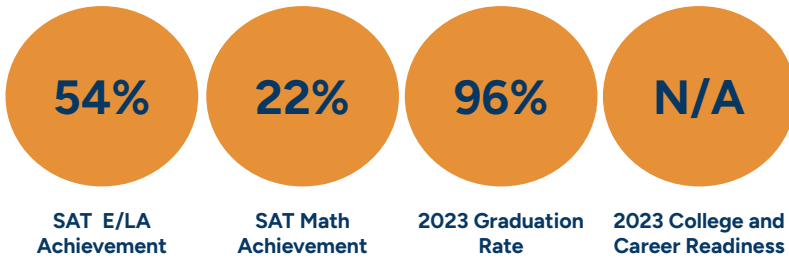
## School Mission

The mission of Career Academy High School (CAHS) is to prepare students to become productive and contributing members of society by combining core academic courses with vocationally oriented education.

### 2022-23 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 431        | 94%        | 0          |

### 2023 Academic Results



### 2022-23 Enrollment by Subgroup

| Subgroup          | CAHS  | SBCSC | Indiana |
|-------------------|-------|-------|---------|
| Asian             | 1.3%  | 0.9%  | 2.9%    |
| Black             | 29.0% | 36.7% | 13.1%   |
| Hispanic          | 11.3% | 24.8% | 14.0%   |
| Multiracial       | 9.5%  | 10.5% | 5.5%    |
| White             | 48.2% | 26.7% | 64.3%   |
| English Learner   | 4.2%  | 10.9% | 7.6%    |
| F/R Lunch         | 49.6% | 70.4% | 49.4%   |
| Special Education | 26.2% | 18.8% | 17.5%   |

## Board Members

2022-23 School Year

### Larry Garatoni, Board Chair

John DeSalle, Mike Garatoni, Iris Hammel, Chad Hartzell, Marian Hodges, Rachel Savoie, Nick Swisher

Career Academy High School received the following overall ratings on their [2022-23 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier I school for the 2023-24 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Approaching Standard**





# Career Academy Middle School (6-8)

South Bend, Indiana



## School Mission

The mission of Career Academy Middle School (CAMS) is to prepare students to become productive and contributing members of society by combining core academic courses with vocationally oriented education.

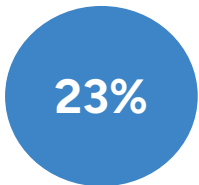
### 2022-23 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 394        | 87%        | 0          |

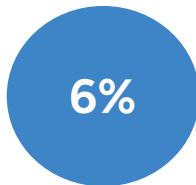
### 2022-23 Enrollment by Subgroup

| Subgroup          | CAMS  | SBCSC | Indiana |
|-------------------|-------|-------|---------|
| Asian             | 0.7%  | 0.9%  | 2.9%    |
| Black             | 36.0% | 36.7% | 13.1%   |
| Hispanic          | 14.2% | 24.8% | 14.0%   |
| Multiracial       | 9.1%  | 10.5% | 5.5%    |
| White             | 39.0% | 26.7% | 64.3%   |
| English Learner   | 6.3%  | 10.9% | 7.6%    |
| F/R Lunch         | 65.2% | 70.4% | 49.4%   |
| Special Education | 20.0% | 18.8% | 17.5%   |

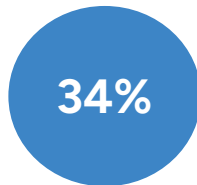
### 2023 Academic Results



ILEARN E/LA  
Achievement



ILEARN Math  
Achievement



6th Grade Math  
Growth

## Board Members

2022-23 School Year

### Larry Garatoni, Board Chair

John DeSalle, Mike Garatoni, Iris Hammel, Chad Hartzell, Marian Hodges, Rachel Savoie, Nick Swisher

Career Academy Middle School received the following overall ratings on their [2022-23 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2023-24 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Approaching Standard**



# Success Academy Primary School (K-5)

South Bend, Indiana



## School Mission

The mission of Success Academy Primary School (SAPS) is to prepare students to become productive and contributing members of society by combining core academic courses with vocationally oriented education.

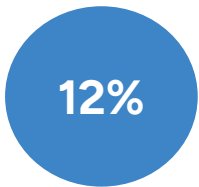
### 2022-23 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 604        | 90%        | 1          |

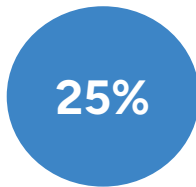
### 2022-23 Enrollment by Subgroup

| Subgroup          | SAPS  | SBCSC | Indiana |
|-------------------|-------|-------|---------|
| Asian             | 0.0%  | 0.9%  | 2.9%    |
| Black             | 39.9% | 36.7% | 13.1%   |
| Hispanic          | 11.9% | 24.8% | 14.0%   |
| Multiracial       | 14.9% | 10.5% | 5.5%    |
| White             | 32.9% | 26.7% | 64.3%   |
| English Learner   | 6.2%  | 10.9% | 7.6%    |
| F/R Lunch         | 70.8% | 70.4% | 49.4%   |
| Special Education | 26.3% | 18.8% | 17.5%   |

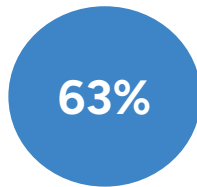
### 2023 Academic Results



ILEARN E/LA Achievement



ILEARN Math Achievement



IREAD-3 Achievement

## Board Members

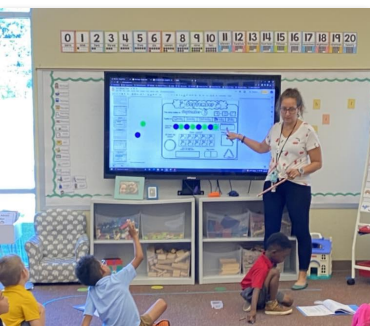
2022-23 School Year

**Larry Garatoni, Board Chair**

John DeSalle, Mike Garatoni, Iris Hammel, Chad Hartzell, Marian Hodges, Rachel Savoie, Nick Swisher

Success Academy Primary School received the following overall ratings on their [2022-23 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2023-24 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Approaching Standard**



# Paramount Online Academy (K-8)

Statewide



## School Mission

The mission of Paramount Online Academy (POA) is to empower all students to persevere and achieve academic success in a culture of excitement, inclusion, and community collaboration.

### 2022-23 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 166        | 92%        | 0          |

### 2023 Academic Results

39%

ILEARN E/LA  
Achievement

38%

ILEARN Math  
Achievement

100%

IREAD-3  
Achievement

63%

6th Grade Math  
Growth

### 2022-23 Enrollment by Subgroup

| Subgroup          | POA   | IPS   | Indiana |
|-------------------|-------|-------|---------|
| Asian             | 0.0%  | 0.8%  | 2.9%    |
| Black             | 51.2% | 37.5% | 13.1%   |
| Hispanic          | 13.8% | 35.3% | 14.0%   |
| Multiracial       | 10.2% | 5.4%  | 5.5%    |
| White             | 24.6% | 20.6% | 64.3%   |
| English Learner   | 1.8%  | 26.9% | 7.6%    |
| F/R Lunch         | 86.7% | 67.6% | 49.4%   |
| Special Education | 19.8% | 17.8% | 17.5%   |

## Board Members

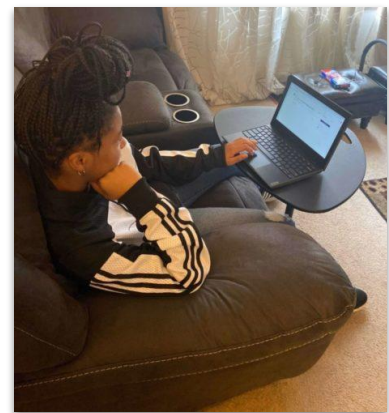
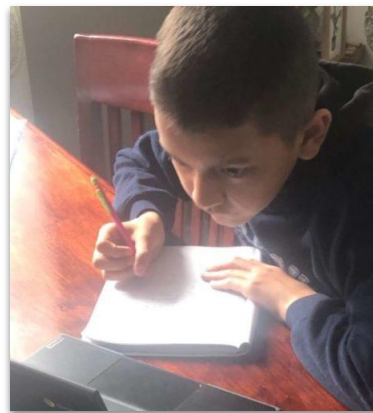
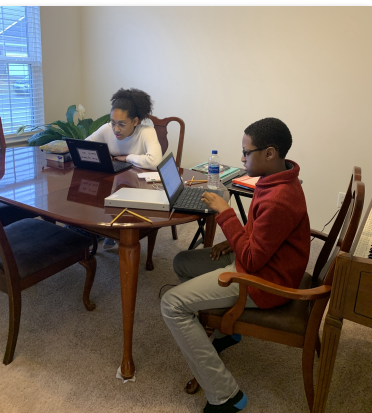
2022-23 School Year

### Tom Rude, Board Chair

Jude Amu, Aster Bekele, Mandy Bishop, Peggy Blackard, Brittany Eldridge, James Hazzard, Elsa Mendez

Paramount Online Academy received the following overall ratings on their [2022-23 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier I school for the 2023-24 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Approaching Standard**
- Organizational Performance: **Meets Standard**



# Phalen Virtual Leadership Academy (K-12)

Statewide



## School Mission

The mission of Phalen Virtual Leadership Academy (PVLA) is to ensure all scholars meet high academic and social standards, and thrive as leaders at home, in their communities and in the world by providing interactive and rigorous online classes.

### 2022-23 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 350        | 94%        | 0          |

### 2022-23 Enrollment by Subgroup

| Subgroup          | PVLA  | IPS   | Indiana |
|-------------------|-------|-------|---------|
| Asian             | 0.0%  | 0.8%  | 2.9%    |
| Black             | 59.7% | 37.5% | 13.1%   |
| Hispanic          | 19.4% | 35.3% | 14.0%   |
| Multiracial       | 5.1%  | 5.4%  | 5.5%    |
| White             | 15.7% | 20.6% | 64.3%   |
| English Learner   | 8.0%  | 26.9% | 7.6%    |
| F/R Lunch         | 68.2% | 67.6% | 49.4%   |
| Special Education | 16.2% | 17.8% | 17.5%   |

### 2023 Academic Results

12%

ILEARN E/LA Achievement

6%

ILEARN Math Achievement

39%

SAT E/LA Achievement

0%

SAT Math Achievement

65%

IREAD-3 Achievement

40%

6th Grade Math Growth

48%

2023 Graduation Rate

N/A

2023 College and Career Readiness

## Board Members

2022-23 School Year

### James Phalen, Board Chair

Marlin Jackson, Kris Kingery, Earl Martin Phalen, Fernando Reimers

Phalen Virtual Leadership Academy received the following overall ratings on their [2022-23 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2023-24 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Approaching Standard**
- Organizational Performance: **Meets Standard**





The following Guiding Principles are the core values that define Education One, as a charter school authorizer. These Principles drive our decision making process for continuous improvement and authorizing policies.

### **Focus on Equity**

When performing its duties, Education One always assesses whether its actions will prepare students for success in higher education, their careers, and life, by focusing on measuring academic success in an equitable way. We believe that by focusing on equity for students and families, schools and the communities in which they serve will thrive.

### **High Expectations**

Education One expects the charter schools it authorizes to set high academic achievement expectations, develop strong plans for family and community engagement, and adhere to high ethical standards for students, staff, and board members. Education One also adheres to the National Association of Charter School Authorizers (NACSA) Principles and Standards.

### **Commitment to Innovation**

Education One is particularly interested in operators who willingly embrace innovation to promote critical thinking and adaptivity that provides students with the necessary tools to tackle the challenges of the future. Education One consistently strives to innovate authorizing practices by differentiating monitoring and oversight, as well as our approach to collaboration and partnerships.

### **Educator's Lens**

Education One is an authorizing office made up of educators with a variety of experiences in education. It is through the lens of the educator that Education One establishes intentional and purposeful policies and procedures for its charter schools, in order to foster an environment where students, school staff, and leadership teams feel productive, accomplished, and supported.

### **Continuous Improvement**

Education One holds itself and its schools accountable to living out a continuous improvement model, building in routine opportunities for gathering feedback, self-reflection, and evaluation that drive necessary changes to impact students in a positive way.

### **Partnership + Collaboration**

As a university authorizer, Education One recognizes the wealth of resources being a part of a larger campus culture provides us; offering additional resources to schools to enhance and benefit students and staff. Education One partners with various university student groups in order to meet the unique needs of each of our schools.

### **Protecting School Autonomy**

Education One values the professionalism of the staff and leaders at its charter schools and believes that these leaders know how to best serve their students and families, in order to ensure their success. As a partner, Education One works with schools to understand their specific needs and to provide support and/or resources to help schools reach their goals, whenever possible.

### **Support and Advance Charter Law**

Education One works closely with state legislators and charter school leaders to support and advance laws that benefit the charter school movement as a whole, as well as the individual schools within its portfolio.

# Focus on Equity

When performing its duties, Education One always assesses whether its actions will prepare students for success by focusing on measuring academic performance in an equitable way.

The Education One team is composed of all educators, fulfilling our guiding principle, “Educators Lens.” The intentional and purposeful processes, that have been created through that lens, provide multiple opportunities to engage in meaningful and collaborative conversations with our school leadership teams and governing boards, and include:

- Instructional site visits to gauge the overall implementation of research based best practices;
- Support checks to collaborate with leadership teams on school specific initiatives; and
- Data discussions to analyze how quantitative results compare to qualitative observations.

Post-pandemic, school leaders, specifically those serving specialized populations and/or historically marginalized populations, voiced their concerns that the quantitative data being collected on local and state assessments was not reflective of the great things taking place in their schools. Likewise, similar inconsistencies were observed by the Education One team when conducting routine instructional site visits at these schools. In an effort to address the disconnect that we were noticing, the Education One team began partnering with The National Charter Schools Institute through The A-GAME Coalition and Authorizing for All. Through this partnership, we implemented the Liberatory Design for Equity Process, developed by The National Equity Project. This process provided an approach for addressing equity challenges that existed within the complex system of school accountability and encouraged collaboration with school leaders from Education One’s portfolio of schools, which allowed us to ensure:

- Rigorous post-covid standards and expectations, based on research;
- Statistically sound data ranges for proficiency and growth;
- Authorizer expectations mirrored state expectations with the release of Indiana Graduates Prepared to Succeed; and
- Better alignment of qualitative observations and quantitative results.

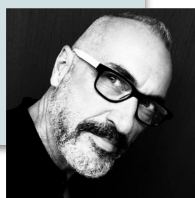
## The revamped 2023-24 Accountability Plan Performance framework will focus on:

- Holding schools accountable for achieving appropriate growth to maintain proficiency or obtain proficiency in an appropriate time frame on both state standardized assessments and local benchmark assessments;
- Measuring schools’ abilities to provide a quality choice option in their community by comparing the proficiency of legacy students, those who have attended the school for 3 or more years, to non-legacy students; and
- Providing opportunities for schools who have well established programming to be highlighted for student outcomes that exceed standard.

### School Leader Spotlight

“The measures that evidence instructional success are only as accurate as an understanding of the unique challenges of a school. This belief was the catalysis for the collaborative work that reframed the multiple measures of the APPF. I feel privileged to be part of the conversation and applaud Education One for being a central voice for accountability and equity.”

-Dr. Brad Yoder, Deputy Superintendent, TLJ Academies and Principal, TLJA Middle School

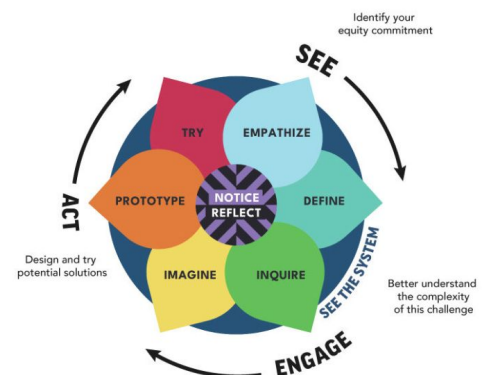


The National Charter Schools Institute is a values-driven, mission-focused organization that believes in the transformative power of education.



A-GAME creates Responsive Goals that are designed to capture *all* student learning, especially the learning that is not captured by state assessments and traditional measurements.

 Liberatory Design for Equity Process



# High Expectations

Education One expects the charter schools it authorizes to set high academic achievement expectations, develop strong plans for family and community engagement, and adhere to high ethical standards for students, staff, and board members. Education One also adheres to the National Association of Charter School Authorizers (NACSA) Principles and Standards.

Education One is honored to have been invited to join a community of changemakers in the authorizing space, and is now recognized as a member of The A-GAME's Coalition of Early Adopters, in collaboration with The National Charter Schools Institute. As an Early Adopter, Education One will continue to focus on measuring school performance in an equitable way, while maintaining high expectations for schools.



Colorado Charter Schools Institute



Delaware Department of Education



Los Angeles County Office of Education



Missouri Charter Public School Commission



Riverside County Office of Education



Thomas B. Fordham Foundation



New York State Education Department



The State University of New York



Chicago Public Schools



Central Michigan University



Massachusetts Elementary and Secondary Education Department



Bay Mills Community College



Arizona State Board for Charter Schools



Osprey Wilds Environmental Learning Center, Charter School Division



Albuquerque Public Schools



Education One at Trine University

## Partner Spotlight

"We are grateful to these authorizing agencies that have recognized the "accountability discount" between what their communities value and what is valued by their frameworks. They have changed how they conduct academic oversight and moved beyond the broad-brush strokes typical in state frameworks to nuanced approaches to illuminate schools' missions as well as student engagement and early academic progress." - [The A-GAME Coalition](#)



As Education One consistently strives for continuous improvement, a main area of focus moving into the 2023-24 school year will be in creating a proactive system for identifying early warning signs for schools experiencing duress. In partnership with WestEd, a national leader in reimagining solutions to a more equitable society, Education One will develop an Indicators of Distress rubric, which will be utilized as a resource to provide school boards with a tool to identify and address early warning signs within their organization. By creating a system to help school boards and leaders identify and address deficiencies before they become failures, we are proactively working to ensure success for all of our schools.

## School Leader Spotlight

"You are the most hands-on, data-driven authorizer in the state and should be a model for other authorizers. Thank you for holding us all accountable!"

-Samantha Bandy, Education Director, Dynamic Minds Academy



# Commitment to Innovation

Education One is particularly interested in operators who willingly embrace innovation to promote critical thinking and adaptivity that provides students with the necessary tools to tackle the challenges of the future. Education One consistently strives to innovate authorizing practices through differentiated monitoring and oversight, and our unique approach to collaboration and partnerships.

## National Charter Schools Conference:

Austin, TX June 2023

The National Charter Schools Conference (NCSC) by the National Alliance for Public Charter Schools is the largest national gathering of educators, advocates, and leaders in the charter community.

Lindsay Omlor, Education One's Executive Director, presented with a panel of authorizers from across the country, on how the Education One team is incorporating innovative authorizing practices in a post-pandemic world - ensuring school performance is measured in an equitable way.

## Authorization of Innovative School Models

Education One's portfolio included many innovative models during the 2022-23 school year and will be adding four new schools in the Fall of 2023. Commitment to innovative models must include a commitment to innovative authorizing practices, ensuring each school is being held accountable to its unique mission and vision for serving students and communities.

**Inspire Academy** utilizes EL Education curriculum, which leverages a child's natural curiosity and sense of adventure. Through interactive and inquiry-based lessons the school is able to reach students in a more thoughtful manner and excite them about their educational possibilities. At Inspire, students are leaders of their own learning.

**Paramount South Bend** empowers all students to persevere and achieve academic success in a culture of excitement, inclusion, and community collaboration. The school worked diligently to become a community partner prior to opening by establishing My Learning Nook, a free tutoring service, located in the local mall.

**The Portage School of Leaders'** model emphasizes skills that go beyond course content. As members of the Mastery Transcript Consortium, the school designs learning experiences for students that enable them to develop important competencies and skills that cut across content areas.

**Success Academy at Boys and Girls Club's** experiential learning model provides differentiated instruction with guided time outside of class to begin exploring career ideas and interests in the community based on what's being learned in the classroom.



### **Board Member Spotlight**

Considering the high level of accountability they (Education One) maintain for themselves, I can't stress enough the gratitude I feel for that trust in our abilities as school leaders and innovators. They have worked with us to understand our unique needs, removed obstacles, served as thought partners, enriched our program, and strengthened the trust that we have in them as our authorizer. Our learners, too, directly and tangibly benefited from this partnership in a multitude of ways that have become treasured and unforgettable memories for them, whether through field trips or Trine Pals.

-Courtney Ke, Board Chair, The Nature School of Central Indiana



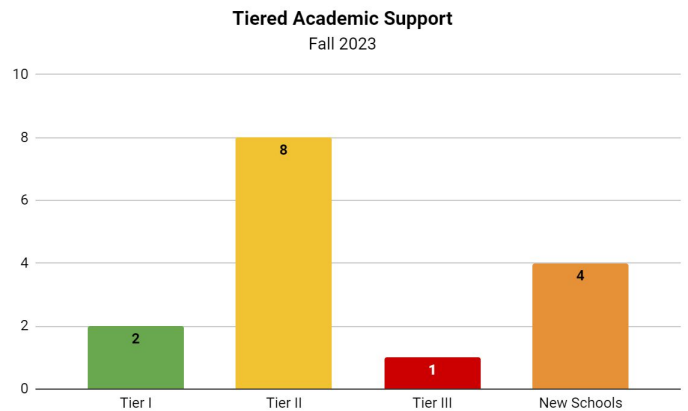


# Educator's Lens

Education One is an authorizing office made up of educators with a variety of experiences in education. It is through the lens of the educator that Education One establishes intentional and purposeful policies and procedures for its charter schools, in order to foster an environment where students, school staff, and leadership teams feel productive, accomplished, and supported.

As Education One worked to create a more equitable Accountability Plan Performance Framework (APPF) in the spring of 2023, the team also established a new system for tiering schools, which would provide both Education One and local school stakeholders with a more realistic understanding of how the school was performing against APPF measures and where to provide targeted supports to get schools to a better overall rating by the end of their charter term.

The new Tiered System of Support calculator focuses on school outcomes on state and federal academic measures. Schools who receive an overall weighted score of at least 3 points receive Tier I status. For schools who do not receive at least 3 points, a rubric is used to assess whether Tier II or Tier III supports are appropriate. The corresponding graph indicates the percentage of schools receiving Tier I, II, and III academic supports starting in the 2023-24 school year. New schools are not tiered until the second semester in their opening year.



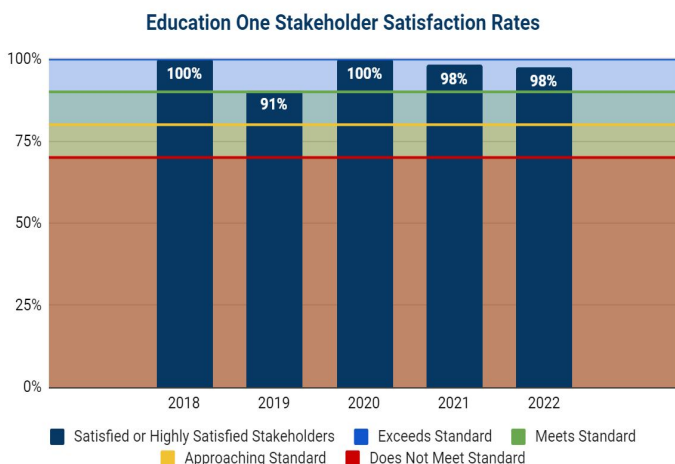
### Feedback Spotlight

“Meaningful support & collaboration! I have appreciated the understanding, guidance and support our school has received. Education One is also very well thought out & organized. All communication is pertinent and I appreciate that each member of their team understands education so well to help support us through our start up.”

-Anonymous School Employee Survey Response

# Continuous Improvement

Education One holds itself and its schools accountable to living out a continuous improvement model, building in routine opportunities for gathering feedback, self-reflection, and evaluation that drive necessary changes to impact students in a positive way.



Each year, the Education One team sends out an annual stakeholder survey to each board member, school leadership member, and Education Service Provider representative. The purpose of the survey is to measure overall satisfaction and receive feedback on ways to continuously improve authorizing practices. Based on surveys sent in winter of 2022, 98% of stakeholders were satisfied or highly satisfied with their partnership with Education One. Based on the feedback received, Education One determined the following items would become focus areas for 2023:

- Ongoing Board Member Orientation/Training Opportunities;
- Additional Grant and Philanthropic Support for Schools;
- School Leadership Collaboration Opportunities; and
- Marketing and Enrollment Support for Schools.

# Partnership + Collaboration

As a university authorizer, Education One recognizes the wealth of resources being a part of a larger campus culture provides us; offering additional resources to schools to enhance and benefit students and staff. Education One partners with various university student groups in order to meet the unique needs of each of our schools.

## Instant Admission

Education One's work and focus on equity does not stop at the school level. In 2023, Trine University created an Instant Admission program for students who attend Education One sponsored public charter high schools. This program works to address barriers that may exist for marginalized students. The Instant Admission program includes:

- Discounted rates for additional Dual Enrollment courses;
- Testing entrance requirements waived;
- Merit-based scholarships offered to each student, individually, upon matriculation; and
- Access to a University Student Success Coach.

### Feedback Spotlight

"Education One continues to find new ways to expose our students to educational opportunities."

-Board Member, Education One Sponsored School

# 20+

**FREE DUAL  
ENROLLMENT  
COURSES**

# \$1,000

**ANNUAL DUAL  
ENROLLMENT  
SCHOLARSHIP**

# \$18,000

**ANNUAL CO-BRANDED  
SCHOLARSHIP TO ONE  
STUDENT**

## Innovation One Challenge

Trine University's Innovation One held its annual Innovation challenge, where high school and college students, throughout the state of Indiana, pitched a technology or business idea to a panel of judges. Zien Smith, Chase Chmielews, and Vinida Chuengviroj from Career Academy High School, in South Bend were named runner-up in the technology division for their product Instaheat, which is an electricity free, quick access, heated blanket for use in emergencies. Teacher's at Career Academy High School embed the Innovation Challenge into their curriculum to provide students with relevant application of the content they are learning in their various CTE and business courses.



# Partnership + Collaboration

## Summer STEM Camps

Pre-college students from northeast Indiana and beyond have increased opportunities to participate in Trine University STEM camps and programs thanks to a Lilly Endowment Inc. grant.

With the support of the university's Campus Events office and Trine staff and students, more than 1,500 students from seven of Education One's schools were able to participate in various STEM related activities, including aerodynamics and a virtual reality lab.

1,500+  
Students



## Transition to Teaching

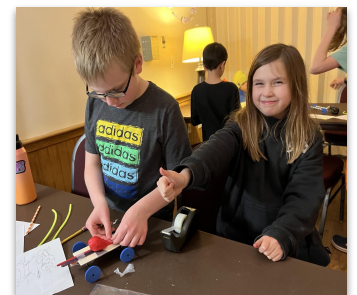
Trine University established an affordable, 10-month, cohort-based Transition to Teaching and Teacher Induction Program, customized to meet unique district and school needs through an apprenticeship model. Candidates begin classroom teaching with timely, relevant support and teacher training instruction. All coursework is relevant and aligned to teacher day-to-day practices and evaluation rubrics.

Education One leads the Charter School cohort, providing the experienced course instructors that customize each course based on that specific charter school's needs. All public charter schools in Indiana were invited to participate in this opportunity during the 2022-23 school year. Education One supported the charter cohort with two schools represented in the program's inaugural year.

## Incentivizing Innovation Grant

Education One works to empower more teachers to lead with innovation. Through the Incentivizing Innovation Grant, teachers are able to apply for funds to enrich scholar experiences, build connections within their community, and provide opportunities to highlight the incredible talents of their students.

This year's recipient was Ms. Lauren Pritchard, an upper elementary teacher at The Nature School of Central Indiana. The grant supported Ms. Pritchard's project, *Learning in Motion: An exploration of simple machines*, by allowing students to design and create their own simple machines and evaluate their effectiveness, in order to accomplish various tasks.



# Protecting School Autonomy

Education One values the professionalism of the staff and leaders at its charter schools and believes that these leaders know how to best serve their students and families, in order to ensure their success.

As a partner, Education One works with schools to understand their specific needs and to provide support and/or resources to help schools reach their goals, whenever possible.

In June, school leadership teams from Education One's portfolio came to Trine University's campus for a day and a half seminar that focused on Ensuring Equity. Teams were able to collaborate with one another to identify their school specific equity challenge and create a goal to be included in their 2023-24 Accountability Plan Performance Framework (APPF) addressing the equity gap they had identified. This is another step in differentiating each school's APPF to meet the unique needs of the communities they serve.

## Feedback Spotlight

"Thank you! I am so excited that we get to work with you. It is so refreshing to have someone behind us who believes in students and families like we do. Thank you for honoring the challenges we face, seeing those challenges, and pushing us to be better through those challenges. I loved how everything tied together with authentic purpose! All the work times were beneficial and meaningful."

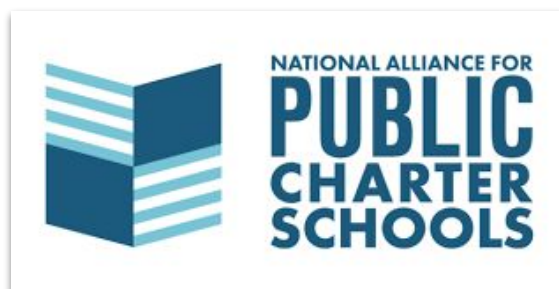
-School Leader Survey Response



# Support and Advance Charter School Law

Education One works closely with state legislators and charter school leaders to support and advance laws that benefit the charter school movement as a whole, as well as the individual schools within its portfolio.

Along with many partners, the Education One team advocated to support historic policy wins that will meaningfully reduce the funding gap for Indiana charter school students, the vast majority of which are minority and low-income students. Charter school students will now have access to referendum funding, dedicated capital funding, future increases in property tax funding, and affordable construction loans. While more work remains to fully close the gap, the National Alliance for Public Charter Schools recognized these reforms as some of the biggest policy wins in the country this year.



## Feedback Spotlight

"It's good to know we have a political advocate and a proactive guardrail in an authorizer."

-School Leader Survey Response

# Education One holds its schools accountable in the following areas according to the National Association of Charter School Authorizers (NACSA) Principles and Standards:

## Accountability Plan Performance Framework

The Accountability Plan Performance Framework (APPF) outlines the performance indicators that represent the outcomes needed for success and charter renewal. The APPF is organized by the following performance indicators:

### Indicator I: Academic Performance

This indicator measures how well a school is serving its student population based on the following measures:

- Proficiency;
- Growth;
- State and Federal Accountability; and
- Post-Secondary Readiness.

### Indicator II: Financial Performance

This indicator measures the short- and long-term health of a school's financial sustainability.

### Indicator III: Organizational Performance

This indicator gauges the effectiveness of the school's Governing Board, leadership team, and the school's overall ability to comply with local, state, and federal laws and regulations set forth in its charter.

Education One evaluates these three areas by collecting and analyzing qualitative and quantitative data, reviewing documents and reports submitted by the school, conducting routine site visits, and examining stakeholder satisfaction surveys. Evidence of meeting standard in each performance indicator is collected throughout the school year and reported to the school's Governing Board and leadership team during routinely scheduled board meetings. Through continuous monitoring, Education One is able to identify trends in data overtime, address key areas of concern, and highlight success on a more frequent basis. While the process involves a significant time commitment, Education One believes that this high level of accountability, coupled with strong partnership, collaboration, and support, will allow the school to best meet the needs of the students and families served.

Schools authorized by Education One are encouraged to refer to the APPF on a continuous basis to inform school planning and as a means for self-assessment of the school itself. The APPF should drive the creation of both short and long-term goals within the three performance areas.



# Academic Performance

The Academic Performance indicator captures the impact the school has on its primary stakeholders, students. It includes metrics used to gauge the academic success of the school in serving its target populations and closing achievement gaps. The Academic Performance indicator is broken down into two areas, State and Federal Performance and Local Performance.

## Proficiency on State Summative Assessment

Education One measures the success of a school's educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana's summative assessments. Students in grades three through eight participate in Indiana's Learning Evaluation and Assessment Readiness Network (ILEARN) in spring of each academic year. ILEARN measures student achievement and growth according to the state's grade level standards.

Indiana also uses College Board's Scholastic Assessment Test (SAT) to fulfill requirements pursuant to Indiana Code 20-32-5.1-7(d) for high school accountability. The SAT assesses high school reading, writing, and math standards in the spring of the 11th grade year. The 2022-23 school year was the second year in which the SAT was required for all Indiana 11th grade students to take for accountability purposes.

The proceeding graphs illustrate the percentage of proficiency of students within Education One's portfolio since these two assessments were established and indicate the following:

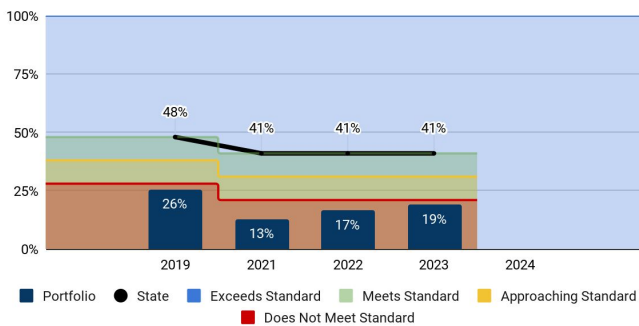
- The percentage of students at an Education One school passing the English/Language Arts ILEARN assessment increased by six points since 2021 and by 13 points since 2022 on the SAT Evidence Based Reading and Writing assessment. The state's percentage has seen no improvement,
- Education One students in grades three through eight observed an eight point increase in proficiency since 2021 on the Math ILEARN, while the state has only seen a four point increase. Similar to the state, the Education One portfolio has seen stagnant math results on the SAT since 2022.

The student population of Education One schools is drastically different from that of the state of Indiana as a whole, and mostly made up of those coming from marginalized communities, as captured in the table below.

|                                | Minorities | Free/Reduced Lunch Students | English Language Students | Special Education Students |
|--------------------------------|------------|-----------------------------|---------------------------|----------------------------|
| <b>Education One Portfolio</b> | 72%        | 62%                         | 13%                       | 19%                        |
| <b>State of Indiana</b>        | 36%        | 49%                         | 8%                        | 18%                        |

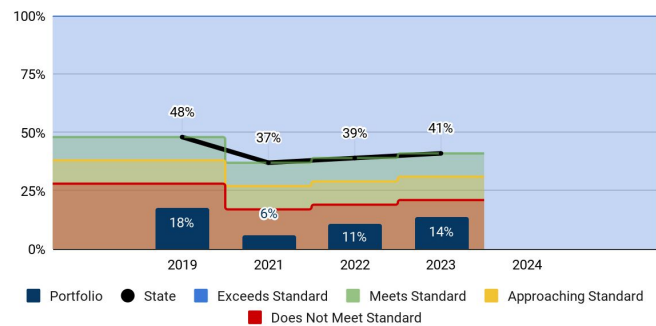
**Portfolio Proficiency on State Summative Assessment: E/LA**

ILEARN 3-8



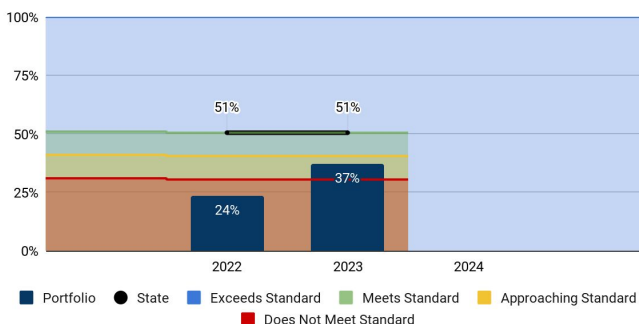
**Portfolio Proficiency on State Summative Assessment: Math**

ILEARN 3-8



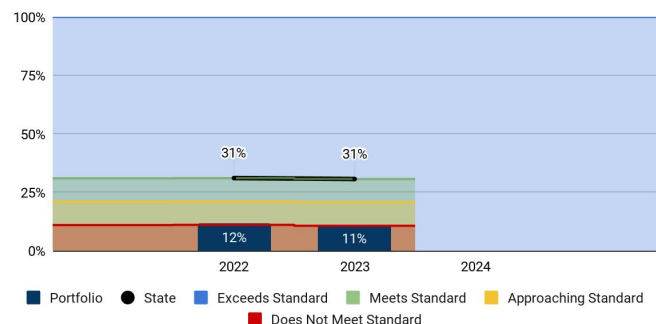
**Portfolio Proficiency on State Summative Assessment: EBRW**

SAT (Graduation Qualifying Exam)



**Portfolio Proficiency on State Summative Assessment: Math**

SAT (Graduation Qualifying Exam)

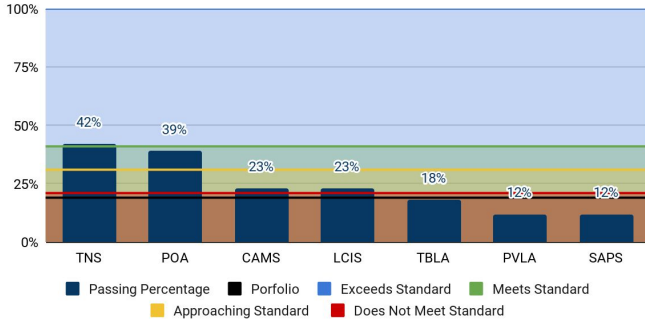


# Academic Performance

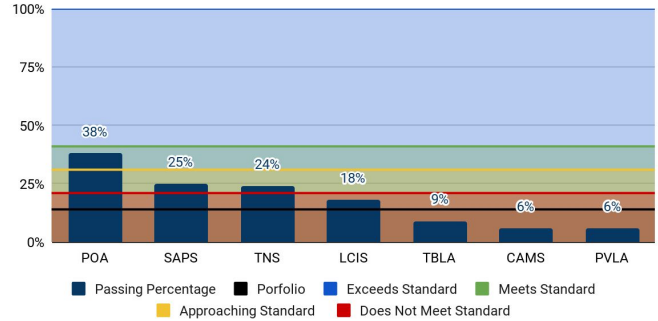
## Proficiency on State Summative Assessment, cont.

The following graphs illustrate school specific results compared to the overall state and Education One's passing percentages on ILEARN and SAT for both English/Language Arts and Math.

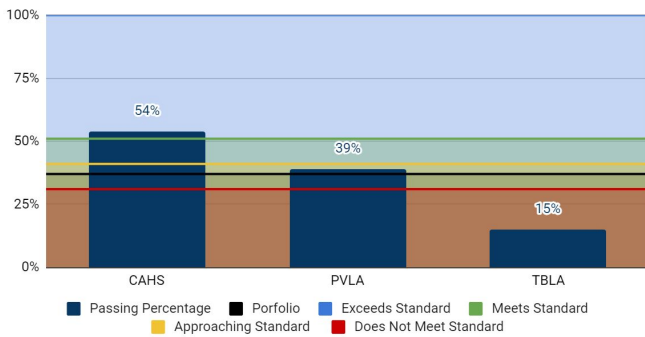
**School Proficiency on State Summative Assessment: E/LA**  
3rd-8th Grade



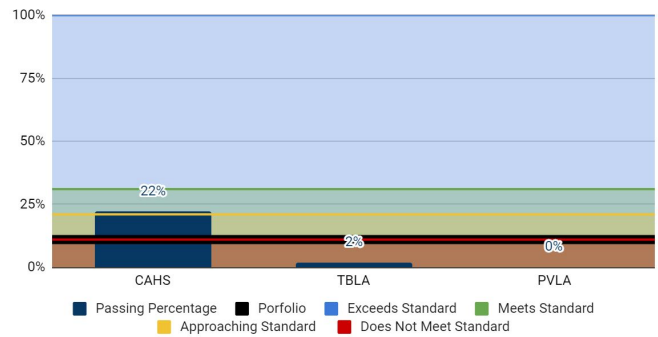
**School Proficiency on State Summative Assessment: Math**  
3rd-8th Grade



**School Proficiency on State Summative Assessment: EBRW**  
11th Grade



**School Proficiency on State Summative Assessment: Math**  
11th Grade

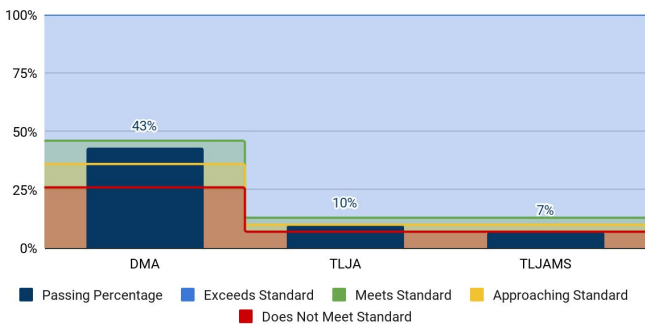


## Special Populations

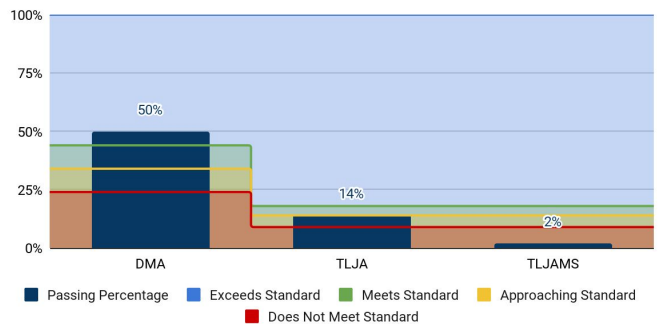
Schools with a special population (Special Education and English Learners) greater than 50.0% are compared to those student populations only when measuring proficiency. Those schools are:

- Dynamic Minds Academy: 100% Special Education (Indiana's Alternate Measure\*)
- Timothy L. Johnson Academy: 68% English Learner (ILEARN)
- Timothy L. Johnson Academy Middle School: 59% English Learner (ILEARN)

**School Proficiency on State Summative Assessment: E/LA**  
3rd-8th Grade



**School Proficiency on State Summative Assessment: Math**  
3rd-8th Grade



\*I AM is the summative accountability assessment for students with significant cognitive disabilities in grades three through eight and high school. It assesses English/Language Arts (Grades 3-8 and 10), Mathematics (Grades 3-8 and 10), Science (Grades 4, 6, and Biology), and Social Studies (Grade 5).

# Academic Performance

## Subgroup Proficiency on State Summative Assessment

Education One finds value in comparing subgroup results of each school to that of the states in order to measure the effectiveness of the school's academic model. The following tables indicate the proficiency ratings each school received based on their comparison to similar state subgroups according to the Accountability Plan Performance Framework.

| Table Key        |                |                      |                        |  |   |
|------------------|----------------|----------------------|------------------------|--|---|
| Exceeds Standard | Meets Standard | Approaching Standard | Does Not Meet Standard | Data unavailable due to small cohort size. | Data not applicable due to no students in subgroup. |
| ES               | MS             | AS                   | DNMS                   | U/A  | N/A   |

| ILEARN English/Language Arts |       |          |             |       |                    |                 |                   |
|------------------------------|-------|----------|-------------|-------|--------------------|-----------------|-------------------|
|                              | Black | Hispanic | Multiracial | White | Free/Reduced Lunch | English Learner | Special Education |
| CAMS                         | AS    | AS       | MS          | MS    | MS                 | DNMS            | AS                |
| DMA                          | U/A   | U/A      | U/A         | U/A   | U/A                | U/A             | ES                |
| LCIS                         | U/A   | U/A      | U/A         | DNMS  | AS                 | N/A             | AS                |
| TNS                          | U/A   | U/A      | U/A         | MS    | U/A                | U/A             | ES                |
| POA                          | ES    | ES       | MS          | MS    | ES                 | N/A             | MS                |
| PVLA                         | AS    | AS       | DNMS        | DNMS  | AS                 | U/A             | DNMS              |
| SAPS                         | DNMS  | AS       | DNMS        | DNMS  | DNMS               | MS              | AS                |
| TBLA                         | MS    | ES       | U/A         | N/A   | AS                 | U/A             | DNMS              |
| TLJA                         | DNMS  | MS       | U/A         | N/A   | AS                 | MS              | DNMS              |
| TLJA MS                      | DNMS  | AS       | U/A         | N/A   | DNMS               | AS              | DNMS              |

| ILEARN Math |       |          |             |       |                    |                 |                   |
|-------------|-------|----------|-------------|-------|--------------------|-----------------|-------------------|
|             | Black | Hispanic | Multiracial | White | Free/Reduced Lunch | English Learner | Special Education |
| CAMS        | DNMS  | DNMS     | DNMS        | DNMS  | DNMS               | DNMS            | DNMS              |
| DMA         | U/A   | U/A      | U/A         | U/A   | U/A                | U/A             | MS                |
| LCIS        | U/A   | U/A      | U/A         | DNMS  | AS                 | N/A             | AS                |
| TNS         | U/A   | U/A      | U/A         | DNMS  | U/A                | U/A             | ES                |
| POA         | ES    | ES       | ES          | MS    | ES                 | N/A             | AS                |
| PVLA        | AS    | AS       | DNMS        | DNMS  | DNMS               | U/A             | DNMS              |
| SAPS        | ES    | AS       | AS          | MS    | MS                 | AS              | DNMS              |
| TBLA        | MS    | AS       | U/A         | N/A   | AS                 | U/A             | DNMS              |
| TLJA        | DNMS  | MS       | U/A         | N/A   | AS                 | ES              | DNMS              |
| TLJA MS     | DNMS  | DNMS     | U/A         | N/A   | DNMS               | DNMS            | DNMS              |

| SAT Evidence Based Reading and Writing |       |          |             |       |                    |                 |                   |
|--|-------|----------|-------------|-------|--------------------|-----------------|-------------------|
|  | Black | Hispanic | Multiracial | White | Free/Reduced Lunch | English Learner | Special Education |
| CAHS                                   | ES    | U/A      | ES          | ES    | ES                 | U/A             | ES                |
| TBLA                                   | AS    | U/A      | U/A         | N/A   | DNMS               | N/A             | U/A               |

| SAT Math |       |          |             |       |                    |                 |                   |
|----------|-------|----------|-------------|-------|--------------------|-----------------|-------------------|
|          | Black | Hispanic | Multiracial | White | Free/Reduced Lunch | English Learner | Special Education |
| CAHS     | ES    | U/A      | AS          | MS    | ES                 | U/A             | ES                |
| TBLA     | DNMS  | U/A      | U/A         | N/A   | DNMS               | N/A             | U/A               |

\*PVLA didn't have a cohort size large enough in any of its subgroups to include in this analysis for SAT.



# Academic Performance

## Growth on State Summative Assessment

Education One measures the success of a 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 achievement. While growth scores were not made public, the following tables indicate the rating schools received for their Median Growth Percentiles in both English/Language Arts and Math.

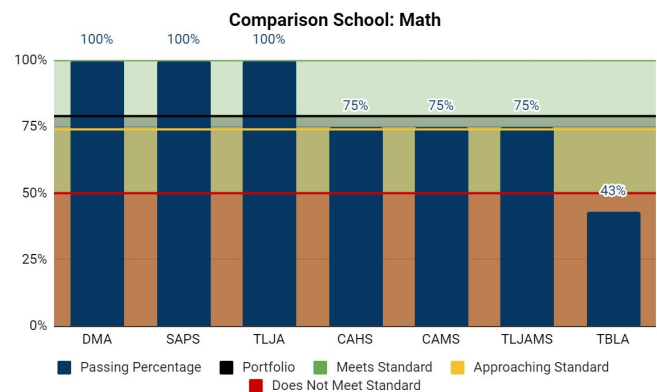
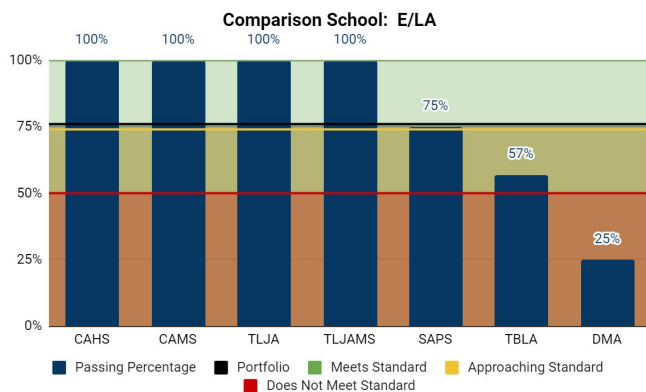
| Table Key        |                |                      |                        |
|------------------|----------------|----------------------|------------------------|
| Exceeds Standard | Meets Standard | Approaching Standard | Does Not Meet Standard |
| <b>ES</b>        | <b>MS</b>      | <b>AS</b>            | <b>DNMS</b>            |

|                  | English/Language Arts | Math        |
|------------------|-----------------------|-------------|
| <b>CAMS</b>      | <b>MS</b>             | <b>AS</b>   |
| <b>LCIS</b>      | <b>MS</b>             | <b>AS</b>   |
| <b>TNS</b>       | <b>MS</b>             | <b>DNMS</b> |
| <b>POA</b>       | <b>MS</b>             | <b>MS</b>   |
| <b>PVLA</b>      | <b>AS</b>             | <b>AS</b>   |
| <b>SAPS</b>      | <b>AS</b>             | <b>AS</b>   |
| <b>TBLA</b>      | <b>MS</b>             | <b>MS</b>   |
| <b>TLJA</b>      | <b>AS</b>             | <b>MS</b>   |
| <b>TLJA MS</b>   | <b>AS</b>             | <b>AS</b>   |
| <b>Portfolio</b> | <b>MS</b>             | <b>AS</b>   |

## 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. At the time of this report, only proficiency results from Indiana's summative assessment in English/Language Arts and Math are utilized to calculate this measure. To meet standard a school needs to outperform 75% of comparison schools. Comparison school data will be compiled for LCIS, TNS, PVLA, and POA starting the 2023-24 school year.

In English/Language Arts, Education One schools outperformed 76% of comparison schools, a one point increase from 2022. 79% of Education One schools outperformed similar schools in math in 2023. This was a 25 point increase from 2022.



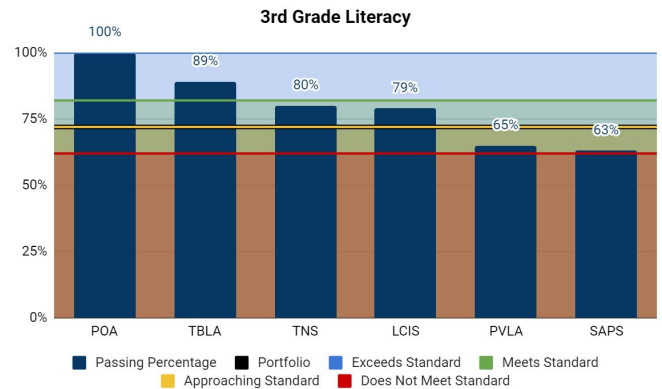
# Academic Performance

## 3rd Grade Literacy

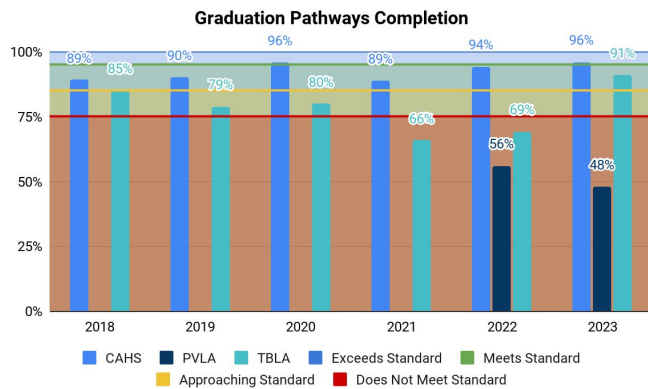
The 3rd Grade Literacy measure calculates the percentage of grade 3 students demonstrating proficiency after the summer administration of the Indiana Reading Evaluation and Determination (IREAD-3) assessment. This summative assessment evaluates foundational reading standards through grade 3 to ensure 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 portfolio's IREAD-3 passing percentage was 72%, 10 points from the state's percentage and a five point increase from 2022. DMA's data was suppressed due to small cohort size.

TLJA's English Learner performance was greater than the state's performance (65% compared to 64%).



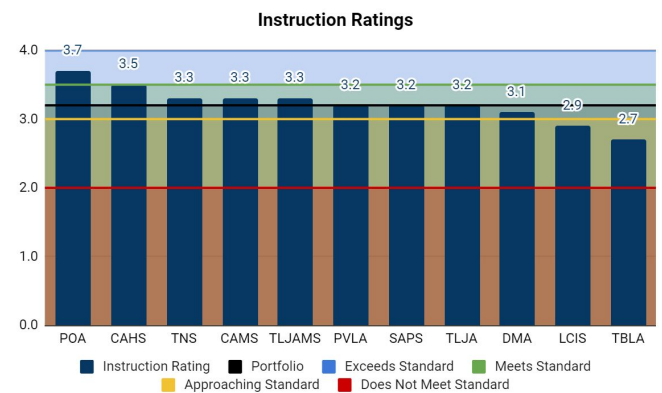
## Graduation Pathways Completion



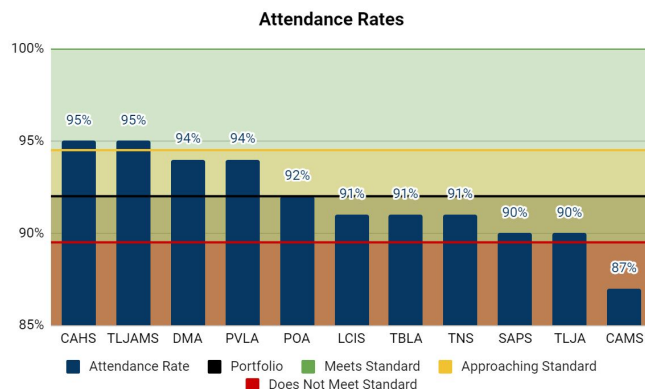
Education One assesses a school's ability to support students in completing Indiana's graduation requirements. This measure illustrates the percentage of students in the most current grade 12 cohort that completed state requirements for graduating in four years. This is also commonly referred to as a graduation rate. Data is collected from the previous school year. The corresponding graph illustrates the historical graduation rates of the high school's currently in Education One's portfolio.

## Instruction

Education One conducts site visits on a regular basis to monitor instructional best practices to support school leadership in staff development, curriculum implementation, and closing student achievement gaps. Site visits include classroom observations and a debrief with the school leadership team to discuss overall school trends. A school meets standard when they receive a score of a 3.0 on the Instructional Rubric, created by Education One. The corresponding graph identifies the end of year instructional score for each school in the portfolio.



## Attendance



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

# Financial Performance

Education One measures the short-term financial health as well as long term financial stability of each of its schools by holding them accountable for various financial indicators, including financial management, enrollment variance, and days cash.

## Financial Management

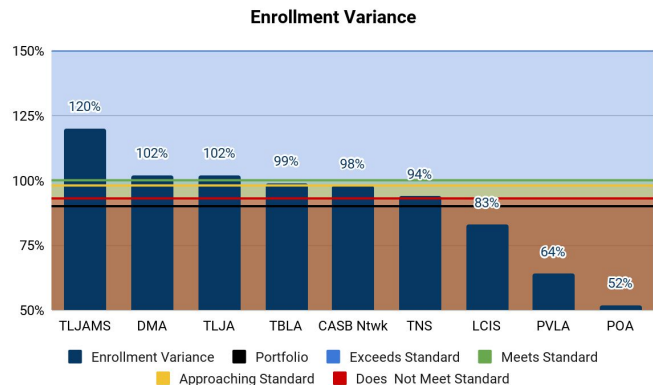
Education One measures the capacity of the school's financial management through the submission of an annual audit to identify if there are significant deficiencies and/or weaknesses. Quarterly financials are also monitored to assess a school's financial health throughout the year. The most recent audit for each authorized school submitted to Education One under [IC 5-11-1-9](#), can be found below:

### Fiscal Year 2022

- [Career Academy of South Bend Network](#)
  - Career Academy High School
  - Career Academy Middle School
  - Success Academy Primary School
- [Dynamic Minds Academy](#)
- [Lawrence County Independent Schools](#)
- [The Nature School of Central Indiana](#)
- [Paramount Schools of Excellence](#)
  - Paramount Online Academy
- [Phalen Leadership Academies](#)
  - Phalen Virtual Leadership Academy
- [Thea Bowman Leadership Academy](#)
- [Timothy L. Johnson Academy](#)
- [Timothy L. Johnson Academy Middle School](#)

## Enrollment Variance

Indiana calculates state tuition support for schools at various times throughout the school year. The enrollment variance measure assesses each school's ability to set realistic enrollment targets that directly affect their budget and staffing needs. To meet standard, enrollment needs to be 98% of the budgeted enrollment.



## Days Cash

Education One calculates days cash on hand as an important measure of a charter school's fiscal health. This metric indicates how many more days after June 30, 2023 the school would be able to operate.

| CASB Ntwk | DMA | LCIS | TNS | POA | PVLA | TBLA | TLJA Ntwk |
|-----------|-----|------|-----|-----|------|------|-----------|
| MS        | AS  | AS   | MS  | AS  | AS   | MS   | MS        |

# Financial Performance

## Authorizer Fee FY 2023

Education One collects a 3% administrative fee from all authorized schools. Administrative fees for FY 2023 were spent on:

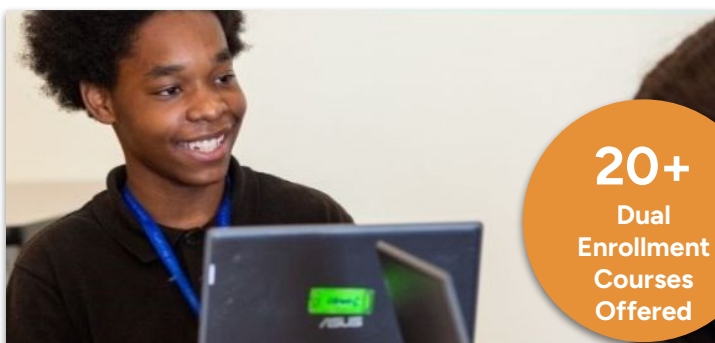
- Salaries and benefits;
- NACSA membership dues;
- Directors and officers insurance;
- Legal fees;
- Travel expenses for meetings + school site visits;
- Conference attendance;
- Professional fees;
- Education One school promotions; and
- Trine University direct and indirect expenses.

### Trine Day

Trine University's 20,000+ alumni are a powerful force for innovation, change, and good. The Trine Alumni Association, staff, and volunteers provide Trine's community with a variety of ways to connect with each other, current students, faculty, and the university. This includes providing avenues for monetary donations to support Trine programming and students.

Trine Day is a fundraising effort to support scholarships, academics, student organizations, and athletic teams at Trine University. As an extension of the university, Trine Day donations can be set aside by donors to support the ongoing work taking place in Education One sponsored charter schools. This includes funding field trips, dual enrollment courses, etc.

| Administrative Fees Collected | Additional Fees Collected |
|-------------------------------|---------------------------|
| \$853,239.67                  | Not Applicable            |



### School Promotions

Education One strives to add value to the schools it authorizes and the students and families served. This is done through the creation of intentional partnerships between each school and our campus community. A few examples of promotions provided to schools throughout the 2022-23 school year, include, but are not limited to:

- Funding field trips and school board trainings;
- Donations for extra curricular clubs and sports teams;
- Supporting school drives that benefit organizations in the local school communities;
- Providing transportation for students and families to attend campus visits and tours; and
- Offering Trine University Dual Enrollment and Transition to Teaching programs to schools.

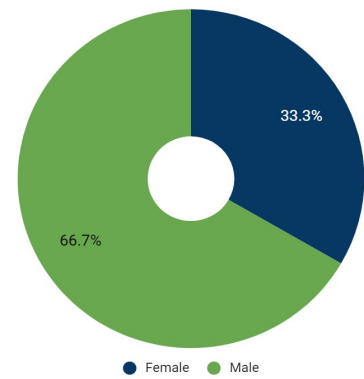
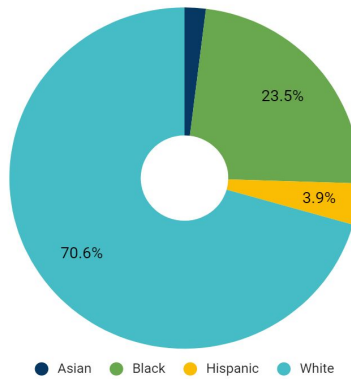
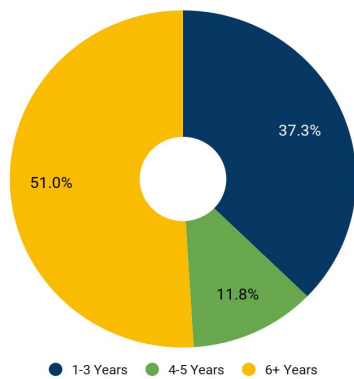
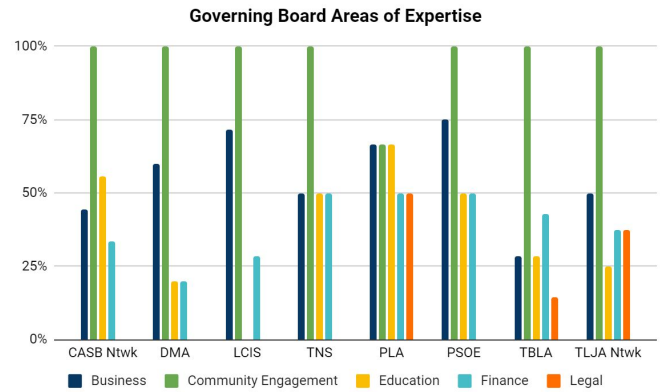
# Organizational Performance

Education One measures the organizational performance indicators designed to assess how well school administration and the school's Board of Directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

## Board Governance

Education One believes that a well rounded board includes members that demonstrate expertise in the areas of Business, Community Engagement, Education, Finance, and Legal. The corresponding graph illustrates the skill sets represented by each governing board with an Education One authorized school.

In total, 52 individuals across the state of Indiana served on the school boards of an Education One school. Over 50% of those members have served on these boards for six or more years. The following graphs breakdown the demographics of board members serving on an Education One school board.



Education One measures the effectiveness of each school's board in developing the vision and mission, adherence to the charter agreement, and relentless focus on student outcomes through strategic planning and goal setting. Data utilized to rate these indicators is from the current academic school year and is collected throughout the year via attendance at regularly scheduled board meetings and through consistent interactions with key members of the school board. Boards also submit a self-assessment, which helps to inform ratings. The tables below identify the measures school boards are held accountable to and the overall outcomes from the 2022-23 school year.

|           | Overall Rating | Focus on High Academic Achievement | Commitment to Exemplary Governance | Fiduciary Responsibilities | Strategic Planning and Oversight | Legal and Regulatory Compliance |
|-----------|----------------|------------------------------------|------------------------------------|----------------------------|----------------------------------|---------------------------------|
| CASB Ntwk | AS             | MS                                 | AS                                 | AS                         | MS                               | MS                              |
| DMA       | AS             | MS                                 | AS                                 | AS                         | AS                               | MS                              |
| LCIS      | AS             | AS                                 | AS                                 | DNMS                       | DNMS                             | AS                              |
| TNS       | AS             | MS                                 | AS                                 | MS                         | AS                               | MS                              |
| PLA       | MS             | MS                                 | MS                                 | MS                         | MS                               | MS                              |
| PSOE      | MS             | MS                                 | MS                                 | MS                         | MS                               | MS                              |
| TBLA      | DNMS           | DNMS                               | DNMS                               | DNMS                       | DNMS                             | DNMS                            |
| TLJA Ntwk | AS             | AS                                 | AS                                 | AS                         | AS                               | MS                              |

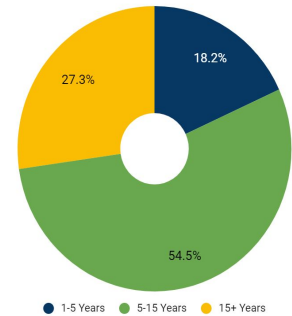
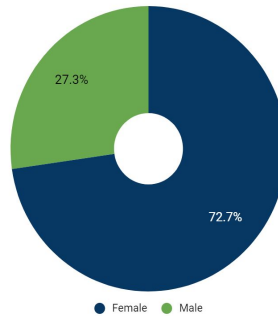
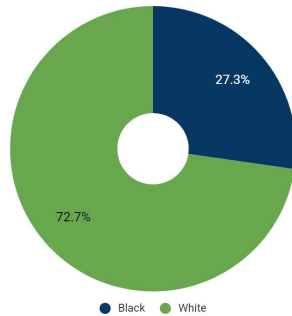
# Organizational Performance

## School Leadership

Education One measures the quality of a school's leadership team by looking at various characteristics, including:

- Experience, leadership stability, and communication with stakeholders;
- Clarity of roles and responsibilities;
- Engagement in continuous improvement and addressing areas of concerns; and
- Consistently providing information to and consulting with the school's Board of Directors.

These characteristics are observed during regularly scheduled site visits, ongoing communication with school leadership, and school leader reviews, which are conducted by the school's governing board. 91% of school leaders met standard in this indicator. The following graphs show a breakdown of school leader demographics.



## Special Population Compliance

Education One conducts quarterly compliance checks to ensure laws and requirements are being upheld for English Language Learners and Special Education students. Schools meet standard when all of the following evidence is observed:

- Established Individualized Learning Plan (ILPs) or Individualized Education Program (IEPs) goals that are current, appropriately communicated with classroom teachers and/or staff, and implemented; and
- The percentage of disciplinary actions does not exceed the percentage of identified students and actions are appropriate, equitable, and legal.

|                                     | CAHS | CAMS | DMA | LCIS | TNS | POA | PVLA | SAPS | TBLA | TLJA | TLJA MS |
|-------------------------------------|------|------|-----|------|-----|-----|------|------|------|------|---------|
| <b>English Learner Compliance</b>   | MS   | MS   | U/A | U/A  | U/A | U/A | MS   | MS   | U/A  | AS   | AS      |
| <b>Special Education Compliance</b> | MS   | MS   | MS  | AS   | MS  | MS  | MS   | MS   | AS   | MS   | MS      |

\*U/A: The school did not have a large enough population size to make up a cohort of students.

# Virtual School Accountability

## Remote Site Visit Protocol

Education One believes in the continuation of our process regarding monitoring and oversight of instructional practices, even for its virtual schools. Therefore, routine monitoring and oversight for virtual schools takes place through remote site visits. The protocol maintains brief observations of all classrooms to identify which instructional best practices are being implemented effectively for the school as a whole. Feedback is provided to the school leadership team during a debrief, immediately following the virtual site visit, to discuss commendations and recommendations.

### Synchronous Instruction



- Ed One Team will be invited to live sessions to observe on the scheduled site visit date
- Leadership Team will join at the same time
- 10-15 minute observations
- Monitor Instructional Components outlined in the school's Academic Plan Performance Framework



### Asynchronous Instruction

- Ed One Team will receive links to recorded sessions and will observe by the scheduled site visit date.
- Leadership Team will have observed same classrooms by the scheduled site visit date
- 10-15 minute observations
- Monitor Instructional Components outlined in the school's Academic Plan Performance Framework



### Leadership Team Debrief



- Scheduled on same day classrooms will be observed or observed by
- Follow similar protocol as in-person debriefs
- Instruction and Attendance

## Virtual School Handbooks

[Paramount Online Academy](#)

[Phalen Virtual Leadership Academy](#)

## Education One Application Process



Applicants submit a Letter of Intent to apply for a charter.



Applicants submit an Initial Proposal that outlines the overall educational and organizational structure of the proposed school. Applicant may or may not be invited to submit a full application.



An Application Review Team reviews the application, utilizing a rigorous rubric and scoring system; conducts a capacity interview with the applicant team; attends a board meeting of the proposed school; and holds a public hearing in order to provide a recommendation to the Education One Board of Directors.



## Letters of Intent

The following organizers submitted Letters of Intent to Education One for the 2022-23 application cycle:

- The Portage School of Leaders
- The Academy International
- Girls IN STEM Academy

## Charter Applications

The following organizers were invited to apply for the 2022-23 application cycle:

- The Portage School of Leaders
- Girls IN STEM Academy

## Approved Charters

The following organizer was approved by the Education One Board of Directors:

**Girls IN STEM Academy (Fall 2024):** There is a large, self-perpetuating gender gap in STEM (Science, Technology, Engineering & Mathematics) jobs. Girls interested in STEM have fewer female role models, and the gender gap is even more pronounced among girls of color. This school will allow girls to thrive and excel in a supportive environment and study STEM along with a core curriculum, preparing them to excel in high school, college and a rewarding STEM career.

