



**EDUCATION ONE**  
AT TRINE UNIVERSITY



# ANNUAL REPORT 2025

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The Education One Authorizer Annual Report is submitted in accordance with Indiana Code 20-24-9-2 and provides a transparent and comprehensive overview of the performance, status, and oversight of the charter schools authorized by Education One at Trine University during the 2024-25 school year.

Guided by an educator's lens and high expectations for both schools and authorizer practice, Education One approaches charter oversight with a clear focus on student outcomes, evidence-based decision-making, and accountability. This report reflects not only the academic, financial, and organizational outcomes achieved by our schools, but also the authorizing systems and practices used to evaluate performance, monitor compliance, and drive continuous improvement across the portfolio.

Throughout the reporting year, Education One engaged closely with school boards and leadership teams to strengthen data use, clarify performance expectations, and align school outcomes with charter commitments. Where schools demonstrated strong performance, this report highlights evidence of success and effective practice. Where challenges persisted, the report documents those areas candidly and outlines the differentiated oversight actions taken to address them.

As a university-based authorizer, Education One also leverages purposeful partnerships to expand opportunities and strengthen school capacity, ensuring that innovation and collaboration translate into measurable academic and postsecondary outcomes for students.

Education One remains committed to maintaining high standards, refining our practices, and ensuring that every school in our portfolio is positioned to deliver meaningful, measurable results for students.

Emily Gaskill  
Executive Director  
Education One at Trine University

**Executive Director's  
Message**

# Executive Summary and Portfolio Overview

Education One's mission is to expand access to high-quality educational opportunities for students across Indiana through the authorization of innovative public charter schools that demonstrate measurable academic impact.

Established in 2012, Education One serves as Trine University's charter school authorizer and is focused on improving student outcomes by authorizing schools with strong instructional models, monitoring performance throughout the year, and holding schools accountable for results. Through continuous oversight and active engagement with school boards and leadership teams, Education One works to ensure that authorized schools are positioned to deliver sustained academic growth and prepare students for postsecondary success.

## How to Read This Report through Education One's Guiding Principles

Education One's Guiding Principles inform how we authorize, oversee, and evaluate charter schools. While these principles guide all aspects of our work, they are most clearly reflected in the following sections of this report.

**"Our team's experience in education shapes how we support schools. Our processes reflect an understanding of what is needed to foster meaningful outcomes."**

### **Educator's Lens**

You will see this principle reflected in the School Performance Profiles, Performance Framework Outcomes, and Approach to Authorizing, where academic results, student growth, and subgroup data are examined through a student-centered, instructional lens informed by the varied and expansive K-12 experience of the members of the Education One staff.

**"Schools and Education One are held to high standards in academic, financial, and organizational performance with a focus on continuous improvement."**

### **High Expectations**

This principle is evident throughout the report, particularly in School Status and Portfolio Actions, Governance & Authorizer Compliance, and Financial Stewardship and Transparency, where clear standards, evidence-based decisions, and accountability outcomes are presented transparently.

### **Commitment to Innovation**

**"Education One values schools that pursue innovative approaches and we model innovation in our authorizing practices through tailored oversight and partnerships."**

Education One's commitment to purposeful innovation is reflected in the Portfolio Overview and School Model Descriptions, as well as in the Education One Approaching to Authorizing and in how innovative models are evaluated using differentiated performance expectations within the School Performance Profiles.

### **Partnership + Collaboration**

**"Education One fosters purposeful collaboration between Trine University and schools to enhance student outcomes."**

This principle is demonstrated through Partnership Highlights, application and authorization processes, and examples of collaboration that connect schools with higher education resources to strengthen capacity and improve student outcomes.

# Students Served and Instructional Models

Guided by its mission and principles, Education One authorizes and oversees a diverse portfolio of public charter schools, each implementing innovative models designed to meet the needs of the students and communities they serve.



During the 2024–25 school year, schools authorized by Education One served more than 5,200 students across Indiana through a variety of educational models, including:

- Nature-based and Montessori programs
- Project-based and inquiry-based learning
- Experiential learning and design thinking
- Alternative and competency-based education
- Therapeutic education for students with autism
- Science, technology, engineering, and mathematics (STEM)
- Full-time virtual instruction

Together, these models reflect Education One's commitment to authorizing schools that respond to a wide variety of student needs while maintaining consistent expectations for academic performance and accountability.

A portion of Education One's authorized schools served student populations with a high concentration of English Language Learners and students receiving special education services. Specifically, five schools enrolled student populations in which more than 50% of students were identified as English Language Learners and/or students with disabilities.



Those schools were:

- **Dynamic Minds Academy:** 100% Special Education
- **The Match High School:** 55% English Language Learners
- **Options Noblesville:** 67% Special Education
- **Timothy L. Johnson Academy Elementary:** 67% English Language Learners
- **Timothy L. Johnson Academy Middle:** 59% English Language Learners

These enrollment patterns reflect the mission-driven nature of several schools within the portfolio and underscore the importance of evaluating school performance within the context of the students served. Education One incorporates these demographic considerations into its oversight practices, including the use of differentiated performance frameworks and targeted monitoring and support to ensure that accountability remains both rigorous and responsive to the student populations served.



# 2024-25 Education One Portfolio Snapshot

During the 2024-25 school year, twenty Education One schools served students and families in the communities of Bedford, Fort Wayne, Indianapolis and surrounding communities, Muncie, and South Bend, with three additional statewide virtual schools.



Bedford

**Lawrence County Independent Schools, K-8**

205 students, Traditional Model



Fort Wayne

**Timothy L. Johnson Academy Elementary School, K-5**

440 students, Traditional Model, High English Learner Population

**Timothy L. Johnson Academy Middle School, 6-8**

440 students, Traditional Model, High English Learner Population



Indianapolis

**Dynamic Minds Academy, K-12**

135 students, Therapeutic Model for Students with Autism, High Special Education Population

**Girls IN STEM Academy, K-6**

55 students, All Girls STEM Model

**Invent Learning Hub, K-8**

221 students, Design Thinking Model

**The Match High School, 9 (Slow Grow)**

49 students, College, Career, and Technical Training Model, High English Learner Population

**The Nature School of Central Indiana, K-8**

175 students, Nature-Based, Montessori Model



Muncie

**Inspire Academy, K-8**

201 students, Inquiry-Based Model



Noblesville/Westfield

**Options Noblesville, 6-12**

183 students, Alternative Model, High Special Education Population

**Options Westfield, 6-12**

248 students, Alternative Model



South Bend

**Career Academy High School, 9-12**

481 students, Career and Technical Model

**Career Academy Middle School, 6-8**

414 students, STEM and PBL Model

**Paramount School of Excellence South Bend, K-7**

476 students, Traditional Model

**The Portage School of Leaders, 9-10 (Slow Grow)**

61 students, Competency-Based Model

**Success Academy at Boys and Girls Club, K-5**

113 students, Experiential Learning Model

**Success Academy Primary School, K-5**

610 students, STEM and PBL Model

Statewide

**Options Indiana, 6-12**

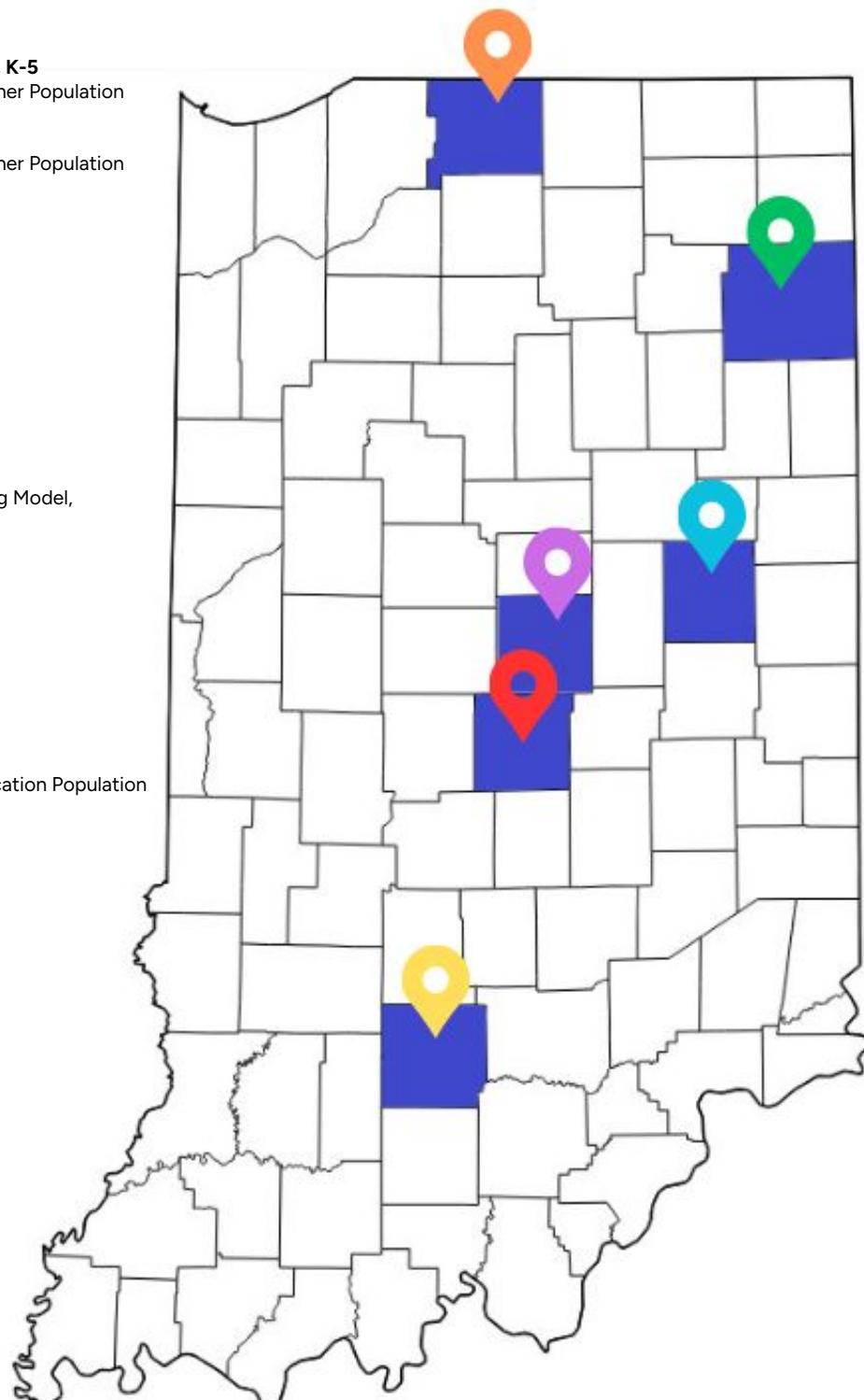
612 students, Asynchronous Virtual Model

**Paramount Online Academy, K-8**

163 students, Synchronous Virtual Model

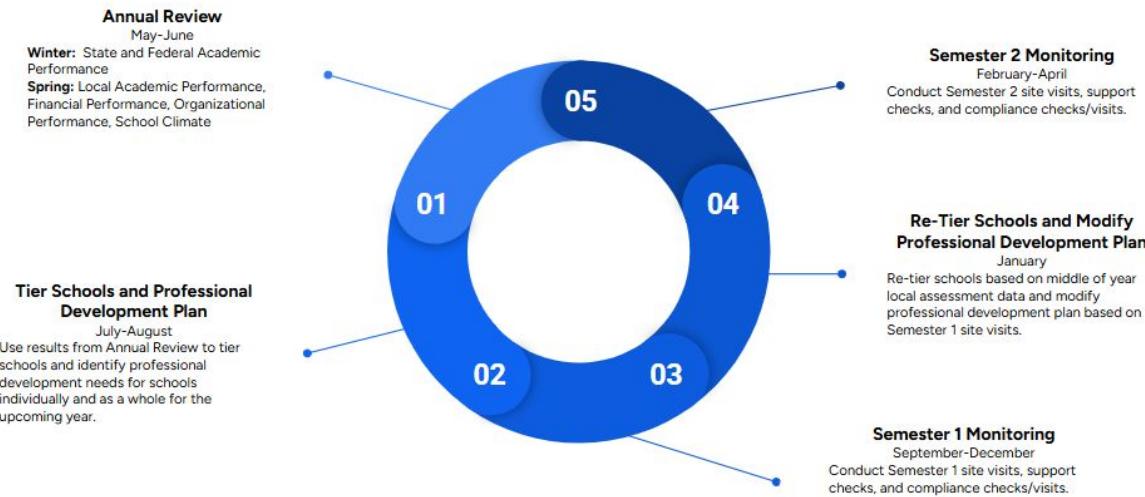
**Phalen Virtual Leadership Academy, K-12**

260 students, Synchronous Virtual Model



# Education One's Approach to Authorizing

Education One's authorizing approach is grounded in a continuous, year-round cycle of monitoring, evaluation, and improvement. Throughout the academic year, the office conducts structured site visits, support checks, and compliance reviews aligned to key academic, financial, and operational milestones. Using these findings, schools are tiered and professional development plans are intentionally adjusted to reflect demonstrated needs, ensuring differentiated oversight and targeted support.



**Education One's Continuous Authorizing Cycle:** A year-round, data-driven approach that integrates monitoring, evaluation, differentiated support, and university partnership to strengthen school performance and accountability.

Based on a school's performance, Education One assigns intervention and support tier at the beginning and middle of each academic year. These are described below:

- **Tier I:** The school demonstrates minimal to no deficiencies
- **Tier II:** The school shows some areas for improvement but has a credible plan in place to address deficiencies.
- **Tier III:** The school exhibits significant deficiencies across one or more measures and may or may not have a credible plan to address them.
- **New Schools:** All new schools joining the Education One portfolio begin their first year receiving Tier III level support.

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

# School Performance and Outcomes

This section presents a comprehensive, school-level view of academic performance, student growth, attendance, engagement, and enrollment data for each Education One-authorized school, as required under IC 20-24-9-2. Each school is provided a dedicated profile page that consolidates all required statutory data points to support clarity, transparency, and ease of review. Where applicable, additional context is provided to reflect differences in instructional model, grade span, and student population.



## What You'll Find on Each School Profile

Each school is presented through a dedicated profile page that consolidates all student performance and enrollment data required under Indiana law. These profiles are designed to provide a clear, school-level view of academic outcomes, student growth, attendance and engagement, graduation results (where applicable), and enrollment information. Together, these data points support transparent reporting, meaningful review, and informed oversight of each Education One-authorized school.

Schools that operate as part of a charter network are presented together on a shared profile page. While these schools may share governance structures, instructional models, or operational supports, each school remains individually accountable for student outcomes and compliance with state and authorizer requirements. School-level data are presented separately within the shared profile to ensure transparency and clarity.

### Each School Profile Includes:

- Statewide assessment results
- Student growth and improvement measures (where applicable)
- Attendance rates and engagement data
- Graduation and diploma outcomes (where applicable)
- Student enrollment and expulsion data
- 2024-25 Annual Review, tiered support level, and overall ratings

In some instances, required data was not publicly released by the Indiana Department of Education (IDOE) at the time this report was submitted. That will be indicated by a U/A (Unavailable). Similarly, a student cohort size may not have met the minimum threshold required by the IDOE to publicly release data and is indicated as N/A (Not Available). If a data point is not applicable to the grade levels served by the school it will be marked as N/A\* (Not Applicable).

# Career Academy Network of Public Schools

The mission of Career Academy Network of Public Schools (CANoPS) is to prepare students to become productive and contributing members of society by combining core academic courses with vocationally oriented education.

2024-25 Enrollment and Attendance				
School	Grades Served	Enrollment	Attendance	Expulsions
Career Academy High School	9-12	481	92%	0
Career Academy Middle School	6-8	414	94%	0
The Portage School of Leaders	9-10	61	92%	1
Success Academy at Boys and Girls Club	K-5	113	93%	0
Success Academy Primary School	K-5	610	91%	0

2024-25 Enrollment by Subgroup						
Subgroup	CAHS	CAMS	TPSOL	SABGC	SAPS	SBCSC
Asian	1.0%	0.2%	1.6%	0.9%	0.3%	0.9%
Black	34.5%	40.8%	36.1%	46.9%	44.9%	36.9%
Hispanic	11.0%	14.9%	14.8%	18.6%	14.8%	26.2%
Multiracial	8.7%	9.2%	13.1%	13.3%	15.1%	10.9%
White	44.5%	34.1%	32.8%	20.4%	24.4%	24.8%
English Learner	4.4%	6.3%	8.2%	3.5%	6.6%	12.4%
Free/Reduced Lunch	53.8%	60.1%	54.1%	68.1%	75.6%	57.7%
Special Education	19.5%	23.4%	36.1%	18.6%	21.9%	24.5%

2025 Academic Results: K-8 Schools					
School	ILEARN E/LA Proficiency	ILEARN E/LA Growth	ILEARN Math Proficiency	ILEARN Math Growth	IREAD-3 Proficiency
Career Academy Middle School	23.4%	U/A	11.1%	U/A	N/A*
Success Academy at Boys and Girls Club	10.3%	U/A	13.8%	U/A	70.0%
Success Academy Primary School	17.1%	U/A	15.0%	U/A	72.9%

2025 Academic Results: 9-12 Schools							
School	SAT EBRW	SAT Math	Graduation Rate	General Diploma	Core-40 Diploma	Core-40 with Academic Honors Diploma	Core-40 with Technical Honors Diploma
Career Academy High School	41.9%	8.5%	99%	U/A	U/A	U/A	U/A
The Portage School of Leaders	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

## Board Members

### Larry Garatoni, Board Chair

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

Each school received the following ratings on their 2024-25 Annual Reviews and were identified as Tier II schools throughout the school year. Annual Reviews are linked in the table.

2024-25 Annual Review Summary			
School	Academic	Financial	Organizational
<a href="#">Career Academy High School</a>	AS	DNMS	MS
<a href="#">Career Academy Middle School</a>	AS	DNMS	MS
<a href="#">The Portage School of Leaders</a>	MS	DNMS	MS
<a href="#">Success Academy at Boys and Girls Club</a>	AS	DNMS	MS
<a href="#">Success Academy Primary School</a>	AS	DNMS	MS

# Dynamic Minds Academy

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.

2024-25 Enrollment and Attendance			
Grades Served	Enrollment	Attendance	Expulsions
K-12+	135	91.9%	0

2025 Academic Results				
ILEARN E/LA Proficiency	ILEARN E/LA Growth	ILEARN Math Proficiency	ILEARN Math Growth	IREAD-3 Proficiency
6.1%	U/A	2.9%	U/A	N/A
IAM E/LA Proficiency	IAM Math Proficiency	SAT EBRW	SAT Math	Graduation Rate
U/A	U/A	25.0%	0.0%	U/A

2025 Diploma Types			
General Diploma	Core-40 Diploma	Core-40 with Academic Honors Diploma	Core-40 with Technical Honors Diploma
U/A	U/A	U/A	U/A

Dynamic Minds Academy received the following overall ratings on their [2024-25 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year.

## 2024-25 Enrollment and Attendance

Subgroup	DMA	CCS
Asian	1.5%	17.5%
Black	20.7%	4.5%
Hispanic	8.9%	7.5%
Multiracial	13.3%	4.4%
White	55.6%	65.8%
English Learner	4.4%	7.2%
Free/Reduced Lunch	31.9%	12.9%
Special Education	100%	15.3%

## Board Members

### Michael Gilbert, Board Chair

Rachel Deaton, Amy Thornburg, Katie Kunkel, Blair Dawson, Amanda Scott

## 2024-25 Annual Review Summary

Academic	Financial	Organizational
AS	MS	MS



The partnership between Trine University's Frank School of Education and Dynamic Minds Academy provides education majors pursuing special education licensure with meaningful, real-world learning experiences that complement their coursework. Through structured visits to Dynamic Minds Academy, Trine students observe high-quality special education and therapeutic education practices in action and engage directly with school leaders to better understand student-centered instructional approaches, program design, and service delivery.

These experiences strengthen candidates' preparation for work with diverse learners while also adding value to Dynamic Minds Academy by fostering strong connections with higher education, highlighting exemplary practices, and supporting the development of future special education professionals.

# Inspire Academy- A School of Inquiry

Inspire Academy – A School of Inquiry (IASI) exists to empower a diverse body of students with an internationally competitive education by fostering students' natural inclination toward curiosity, discovery, and adventure.

2024-25 Enrollment and Attendance			
Grades Served	Enrollment	Attendance	Expulsions
K-8	201	88.3%	0

2025 Academic Results				
ILEARN E/LA Proficiency	ILEARN E/LA Growth	ILEARN Math Proficiency	ILEARN Math Growth	IREAD-3 Proficiency
11.7%	U/A	3.3%	U/A	37.5%

## Board Members

### **Yvonne Thompson, Board Chair**

Todd Roark, Lesley Spencer, Nathaniel Howard, Justin Whitt, Melanie Turner, Jake Brandau, James Rediger

Inspire Academy received the following overall ratings on their [2024-25 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier III school for the 2024-25 school year.

2024-25 Enrollment and Attendance		
Subgroup	IA	MCS
Asian	1.0%	1.9%
Black	20.9%	21.2%
Hispanic	8.5%	6.4%
Multiracial	13.4%	16.7%
White	55.7%	53.5%
English Learner	0.0%	3.9%
Free/Reduced Lunch	95.5%	72.3%
Special Education	0.5%	22.1%

## 2024-25 Annual Review Summary

Academic	Financial	Organizational
DNMS	MS	AS

**During their visit to Trine University, Inspire Academy students had the opportunity to connect with their Trine Pal, explore the Trine University Writing Center, and participate in a creative writing class led by Dr. Yukevich.**

**Experiences like this highlight the impact of the Trine Pals program, which builds meaningful relationships between K-12 students and college mentors while increasing exposure to campus resources and academic opportunities.**

**For participating schools, the Trine Pals program supports college readiness, boosts student confidence, and helps students envision themselves as future college learners.**



**Partnership Highlight**

# Invent Learning Hub

Invent Learning Hub's vision is that all students leave eighth grade equipped to find their most successful future. ILH aspires to do this by exposing students to career options, empowering students with skills, and supporting families in becoming an active part of the student's plan.

2024-25 Enrollment and Attendance			
Grades Served	Enrollment	Attendance	Expulsions
K-8	221	92.1%	0

2025 Academic Results				
ILEARN E/LA Proficiency	ILEARN E/LA Growth	ILEARN Math Proficiency	ILEARN Math Growth	IREAD-3 Proficiency
9%	U/A	10.7%	U/A	63.9%

Invent Learning Hub was authorized by Education One in January of the 2024–25 school year. During the remainder of the school year, the school was subject to monitoring activities. Full implementation of Education One's authorizing practices and protocols will begin with the 2025–26 school year.

2024-25 Enrollment and Attendance		
Subgroup	ILH	IPS
Asian	0.0%	0.9%
Black	31.2%	38.1%
Hispanic	38.5%	37.1%
Multiracial	8.6%	5.8%
White	21.7%	18.0%
English Learner	26.7%	31.1%
Free/Reduced Lunch	94.1%	59.2%
Special Education	10.4%	20.8%

## Board Members

### Samantha Holifield, Board Chair

Rachel Weaver, Tarang Anthwal, Caitlin Locander, Zachary Alexander, Tyler Ewigleben, Meghan Ruesch, Kia Wells, Paul Whitmore

# Lawrence County Independent Schools

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.

2024-25 Enrollment and Attendance			
Grade Levels Served	Enrollment	Attendance	Expulsions
K-8	205	91.4%	0

2025 Academic Results				
ILEARN E/LA Proficiency	ILEARN E/LA Growth	ILEARN Math Proficiency	ILEARN Math Growth	IREAD-3 Proficiency
25.4%	U/A	20.8%	U/A	93.5%

## Board Members

### Kayla Hoffman, Board Chair

Chris Bowles, Adam Cline, Nikki May, Susan Porter, Joe Robinson, Erik Mosier, Amber Sciscoe, Brian Grissom

Lawrence County Independent Schools received the following overall ratings on their [2024-25 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year.

2024-25 Enrollment and Attendance		
Subgroup	LCIS	NLCS
Asian	1.0%	0.9%
Black	0.5%	0.7%
Hispanic	4.4%	3.4%
Multiracial	2.9%	3.7%
White	90.7%	91.2%
English Learner	0.0%	0.4%
Free/Reduced Lunch	63.4%	60.8%
Special Education	20.5%	21.9%

2024-25 Annual Review Summary		
Academic	Financial	Organizational
AS	MS	AS

# The Match High School

At The Match, they personalize learning, within a restorative community, fostering resilience and excellence while preparing students for real-world opportunities.

2024-25 Enrollment and Attendance			
Grade Levels Served	Enrollment	Attendance	Expulsions
9	49	89%	0

## Board Members

### Sajan George, Board Chair

Jennifer Davis-Poon, Michael Cosack, Ali King, Bill Taft, Kurt Nelson, Kayla Moody-Grant, John Polk

The Match received the following overall ratings on their [2024-25 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year. The school served students in grade 9 only during 2024-25, and does not have any summative assessment, graduation rate, or diploma information.

2024-25 Enrollment and Attendance		
Subgroup	Match	IPS
Asian	0.0%	0.9%
Black	24.5%	38.1%
Hispanic	69.4%	37.1%
Multiracial	4.1%	5.8%
White	2.0%	18.0%
English Learner	55.1%	31.1%
Free/Reduced Lunch	89.8%	59.2%
Special Education	2.0%	20.8%

## 2024-25 Annual Review Summary

Academic	Financial	Organizational
AS	DNMS	MS

Education One was proud to celebrate the ribbon-cutting for The Match High School and Career Center, marking the official opening of this innovative learning space and career pathway destination. The project was made possible in part by a significant energy-focused grant from the U.S. Department of Energy's Renew America's Schools program, which contributed millions toward transforming two industrial buildings into a modern, energy-efficient campus with advanced systems to reduce operating costs and support sustainability.

This investment will not only provide students with hands-on career and technical education opportunities, but will also demonstrate how sustainable building design and energy innovation can play a role in preparing students for future careers in high-growth industries. The partnership behind this project reinforces a commitment to creating learning environments that are cost-effective, resilient, and forward-looking for both students and the community.



Partnership  
Highlight

# The Nature School of Central Indiana

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.

## 2024-25 Enrollment and Attendance

Grade Levels Served	Enrollment	Attendance	Expulsions
K-8	175	93.1%	0

## 2025 Academic Results

ILEARN E/LA Proficiency	ILEARN E/LA Growth	ILEARN Math Proficiency	ILEARN Math Growth	IREAD-3 Proficiency
40%	U/A	24.2%	U/A	78.3%

## Board Members

### Christen Rees, Board Chair

Molly Pearcy, Dylan Reinstetter, Rachael Carmichael, Abby Bucher, Christine Lippard, Ash Enrici

The Nature School of Central Indiana received the following overall ratings on their [2024-25 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year.

## 2024-25 Enrollment and Attendance

Subgroup	TNS	MSDLT
Asian	1.7%	0.7%
Black	2.3%	44.9%
Hispanic	3.4%	32.1%
Multiracial	13.7%	6.9%
White	78.3%	15.3%
English Learner	0.0%	24.2%
Free/Reduced Lunch	5.1%	55.5%
Special Education	18.3%	15.1%

## 2024-25 Annual Review Summary

Academic	Financial	Organizational
AS	MS	MS



Partnership Highlight

The Innovation in the Classroom Grant, awarded by Education One, recognizes educators who bring creative, student-centered ideas to life by providing resources and encouragement to support innovative teaching.

The 2025 recipient, Mrs. Lauren Pritchard from The Nature School of Central Indiana, was funded for her project *Mission: CodeBot*, which introduced students to coding through hands-on learning with Micro:bit-powered robots.

Through this experience, students explored programming, problem-solving, and collaboration while seeing how coding can be used to solve real-world problems. Partnerships like this support instructional innovation and help schools equip students with future-ready skills.

# Options Charter Schools

The mission of Options Schools is to provide a caring community, quality education, and guidance to those students who seek an alternative to traditional schooling.

2024-25 Enrollment and Attendance				
School	Grades Served	Enrollment	Attendance	Expulsions
Options Indiana	9-12	612	83.1%	0
Options Noblesville	6-12	183	79.9%	0
Options Westfield	6-12	248	91.0%	0

2024-25 Enrollment by Subgroup					
Subgroup	OI	ON	OW	NS	WWS
Asian	0.3%	0.5%	2.0%	3.2%	5.1%
Black	7.8%	10.9%	8.9%	5.5%	5.3%
Hispanic	11.9%	8.2%	8.1%	10.9%	11.4%
Multiracial	6.9%	7.1%	8.1%	4.4%	5.7%
White	72.5%	73.2%	73.8%	75.7%	72.1%
English Learner	4.1%	3.3%	2.0%	7.5%	7.7%
Free/Reduced Lunch	2.5%	10.4%	5.2%	27.8%	18.7%
Special Education	22.1%	57.4%	34.7%	19.1%	17.2%

2025 Academic Results: K-8 Schools				
School	ILEARN E/LA Proficiency	ILEARN E/LA Growth	ILEARN Math Proficiency	ILEARN Math Growth
Options Noblesville	0.0%	U/A	0.0%	U/A
Options Westfield	21.9%	U/A	3.9%	U/A

2025 Academic Results: 9-12 Schools							
School	SAT EBRW	SAT Math	Graduation Rate	General Diploma	Core-40 Diploma	Core-40 with Academic Honors Diploma	Core-40 with Technical Honors Diploma
Options Indiana	36.9%	4.6%	U/A	U/A	U/A	U/A	U/A
Options Noblesville	26.2%	0.0%	U/A	U/A	U/A	U/A	U/A
Options Westfield	55.6%	0.0%	U/A	U/A	U/A	U/A	U/A

Options Charter Schools were authorized by Education One in January of the 2024–25 school year. During the remainder of the school year, the schools was subject to monitoring activities. Full implementation of Education One's authorizing practices and protocols will begin with the 2025–26 school year.

## Board Members

**Travis Carmean, Board Chair**  
 Laura Arive, Patricia Ellis, Sarah Guffey, Alex Stowers, Stacy Segal, Tammy Haney, Denny Leinhos, JoDee Curtis

[Virtual Handbook](#)

# Paramount Schools of Excellence

Empowering all students to persevere and achieve academic success in a culture of excitement, inclusion, and community collaboration.

## 2024-25 Enrollment and Attendance

School	Grades Served	Enrollment	Attendance	Expulsions
Girls IN STEM Academy	K-6	55	92.4%	0
Paramount Online Academy	K-8	163	89.8%	0
Paramount South Bend	K-7	476	90.1%	0

## 2024-25 Enrollment by Subgroup

Subgroup	GISA	POA	PSB	MSDWT	SBCSC
Asian	0.0%	0.0%	0.4%	3.3%	0.9%
Black	60.0%	46.0%	60.1%	39.8%	36.9%
Hispanic	12.7%	14.1%	10.9%	22.8%	26.2%
Multiracial	12.7%	15.3%	12.6%	6.4%	10.9%
White	14.5%	24.5%	15.3%	27.6%	24.8%
English Learner	9.1%	3.1%	3.9%	21.8%	12.4%
Free/Reduced Lunch	67.3%	71.2%	75.4%	46.9%	57.7%
Special Education	12.7%	22.1%	17.9%	17.4%	24.5%

## 2025 Academic Results: K-8 Schools

School	ILEARN E/LA Proficiency	ILEARN E/LA Growth	ILEARN Math Proficiency	ILEARN Math Growth	IREAD-3 Proficiency
Girls IN STEM Academy	53.3%	U/A	60.0%	U/A	N/A
Paramount Online Academy	22.3%	U/A	15.2%	U/A	100%
Paramount South Bend	23.5%	U/A	22.0%	U/A	75.5%

Each school received the following ratings on their 2024-25 Annual Reviews and were identified as Tier II schools throughout the school year. Annual Reviews are linked in the table.

## 2024-25 Annual Review Summary

School	Academic	Financial	Organizational
<a href="#">Girls IN STEM Academy</a>	MS	DNMS	MS
<a href="#">Paramount Online Academy</a>	AS	MS	MS
<a href="#">Paramount South Bend</a>	AS	AS	MS

In addition to its formal authorizing responsibilities, the Education One team seeks opportunities to engage with schools through an educator's lens by participating directly in school communities. During March is Reading Month, Education One team members visited classrooms to read with students and donate books for classroom libraries. At Girls IN STEM Academy, the team selected *Rosie Revere, Engineer* to reinforce themes of curiosity, perseverance, and innovation that align with the school's instructional model. These visits provided a meaningful opportunity to connect with students and educators outside of traditional oversight activities, support literacy in context, and celebrate learning in ways that reflect each school's mission and focus.



# Phalen Virtual Leadership Academy

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.

## 2024-25 Enrollment and Attendance

Enrollment	Attendance	Expulsions
260	93.8%	0

## 2025 Academic Results

ILEARN E/LA Proficiency	ILEARN E/LA Growth	ILEARN Math Proficiency	ILEARN Math Growth
14.2%	U/A	7.4%	U/A
IREAD-3 Proficiency	SAT EBRW	SAT Math	Graduation Rate
82.4%	28.1%	0.0%	U/A

## 2025 Diploma Types

General Diploma	Core-40 Diploma	Core-40 with Academic Honors Diploma	Core-40 with Technical Honors Diploma
U/A	U/A	U/A	U/A

Phalen Virtual Leadership Academy received the following overall ratings on their [2024-25 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year.

## 2024-25 Enrollment by Subgroup

Subgroup	PVLA
Asian	0.0%
Black	58.8%
Hispanic	16.2%
Multiracial	7.7%
White	16.9%
English Learner	8.5%
Free/Reduced Lunch	78.8%
Special Education	20.8%

## Board Members

### James Phalen, Board Chair

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

## [Virtual Handbook](#)

## 2024-25 Annual Review Summary

Academic	Financial	Organizational
AS	AS	MS



As part of Education One's biennial Leadership Seminar, Dr. Tora Townsend from Phalen Virtual Leadership Academy led a session titled *From Coaching to Capacity: Staff Development*. This session invited school leaders to explore how intentional staff development serves as a catalyst for lasting school culture and instructional excellence. Dr. Townsend emphasized the importance of coaching, feedback, and clarity in building long-term capacity, and challenged participants to evaluate their own practices. Through collaborative group work and personal reflection, leaders identified actionable ways to shift from short-term solutions to sustainable growth strategies that prioritize people over checklists.

# Timothy L. Johnson Academies

The mission of Timothy L. Johnson Academy (TLJA) is to provide opportunities for educational equity for students and to empower scholars to thrive in the 21st century through real world learning experiences in Allen County.

## 2024-25 Enrollment and Attendance

School	Grades Served	Enrollment	Attendance	Expulsions
Timothy L. Johnson Academy	K-5	440	90.5%	1
Timothy L. Johnson Academy Middle School	6-8	150	92.6%	0

## 2024-25 Enrollment by Subgroup

Subgroup	TLJA	TLJA MS	FWCS	EACS
Asian	69.3%	68.7%	6.8%	17.3%
Black	21.8%	21.3%	25.1%	10.3%
Hispanic	5.7%	7.3%	23.2%	9.8%
Multiracial	2.7%	1.3%	10.4%	5.6%
White	0.5%	1.3%	34.1%	56.8%
English Learner	67.1%	59.3%	15.5%	15.6%
Free/Reduced Lunch	82.7%	78.0%	63.8%	52.5%
Special Education	3.4%	8.7%	21.4%	18.7%

## 2025 Academic Results: K-8 Schools

School	ILEARN E/LA Proficiency	ILEARN E/LA Growth	ILEARN Math Proficiency	ILEARN Math Growth	IREAD-3 Proficiency
Timothy L. Johnson Academy	16.2%	U/A	16.7%	U/A	61.0%
Timothy L. Johnson Academy Middle School	9.8%	U/A	4.2%	U/A	N/A

### Board Members

#### Larry Rowland, Board Chair

Alan Grinsfelder, Joe Jordan, Lena Yarian, Alan Hofer, Thomas Herr, Fred Eckart, Verlisa Griggs, Michael Lindvall, Minn Myint Nan Tin

Each school received the following ratings on their 2024-25 Annual Reviews and were identified as Tier II schools throughout the school year. Annual Reviews are linked in the table.

## 2024-25 Annual Review Summary

School	Academic	Financial	Organizational
<a href="#">Timothy L. Johnson Academy</a>	AS	MS	AS
<a href="#">Timothy L. Johnson Academy Middle School</a>	AS	AS	AS



Education One partnered with various student organizations to assemble and distribute take-home food kits for nearly 600 K-8 students at Timothy L. Johnson Academies over a long weekend. This initiative provided immediate, tangible assistance by addressing food access needs outside of the school day. For Trine students, the experience reinforced the connection between education, community engagement, and student well-being, offering a practical opportunity to better understand how non-academic factors influence learning and success at school. Together, this initiative reflects the value of university partnerships that address students' needs holistically.

# Charter School Status and Portfolio Actions

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This section provides a transparent overview of the current status of authorized charter schools and the portfolio-level actions taken as part of the Education One's continuous oversight cycle. School status determinations reflect evidence gathered through year-round monitoring, annual performance review, and ongoing compliance checks. Where schools have closed or were not renewed, Education One clearly identifies the year and rationale for the decision to demonstrate how authorizing actions are grounded in evidence and aligned to statutory and accountability expectations.

Portfolio actions reflected in this section are informed by a comprehensive review of academic performance, organizational and financial compliance, and long-term sustainability. By documenting both school status and the decisions that accompany it, Education One reinforces its commitment to responsible portfolio stewardship, transparency, and student-centered accountability.

## What You'll Find in This Section

- A summary table identifying school's current status as well as:
  - Year opened
  - Year of closure, non renewal, or revocation
  - Primary factors informing the decision such as academic, financial, or organizational performance
  - If the school was not initially authorized by Education One, the year in which it became an Education One school
- Information on schools in the application or approval phase, where applicable, to provide context on portfolio development and future authorizing activity.
- Portfolio actions presented as a part of Education One's continuous authorizing cycle, demonstrating how monitoring, review, and evidence-based decision-making inform accountability outcomes over time.

# Historical Portfolio Information

The following table illustrates the history of Education One's portfolio since it began authorizing in 2012. The portfolio consisted of twenty operating schools during the 2024-25 school year. Education One has closed three schools for financial management and poor academic performance and revoked one school for academic and organizational 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	Open	2024
Inspire Academy - A School of Inquiry	Open	2013 (Authorized by Education One in 2023)
Invent Learning Hub	Open	2019 (Authorized by Education One in 2025)
Lawrence County Independent Schools	Open	2021
The Match	Open	2024
The Nature School of Central Indiana	Open	2021
Options Indiana	Open	2001 (Authorized by Education One in 2025)
Options Noblesville	Open	2001 (Authorized by Education One in 2025)
Options Westfield	Open	2001 (Authorized by Education One in 2025)
Paramount Online Academy	Open	2021
Paramount Schools of Excellence South Bend	Open	2023
Phalen Virtual Leadership Academy	Open	2021
The Portage School of Leaders	Open	2023
Success Academy Primary School	Open	2015
Success Academy at Boys and Girls Club	Open	2023
Timothy L. Johnson Academy	Open	2002 (Authorized by Education One in 2014)
Timothy L. Johnson Academy Middle School	Open	2018
Indiana Achievement Academy	Closed 2015 Financial Performance	2013
Indiana Cyber Charter School	Closed 2015 Financial Performance	2012
Indiana Life Sciences Academy West	Closed 2016 Academic Performance	2009 (Authorized by Education One in 2013) <b>19</b>
Thea Bowman Leadership Academy	Charter Revoked 2024 Academic and Organizational Performance	2003 (Authorized by Education One in 2016)

# Application and Approved Charters

This section provides an overview of charter applications and approvals within the Education One portfolio. Consistent with Education One's authorizing process, approval decisions reflect a comprehensive review of academic design, community engagement, governance capacity, operational readiness, and alignment to statutory and authorizer expectations.

## July 2024-June 2025 Application Cycle

During the 2024-25 application cycle, Education One reviewed multiple charter proposals through its established authorization process, which includes a submission of a Letter of Intent and a multi-process, qualifying application review.

As part of the cycle, four organizers submitted a Letter of Intent to be considered for authorization. Outcomes varied based on evidence gathered throughout the review process. Two applications were approved and became authorized during the 2024-25 school year. One application did not advance beyond the application phase due to not meeting the requirements to proceed at the time of the review. One organizer elected to withdraw from the process prior to completion of the application review. Finally, one organizer notified Education One of its intent to activate a previously approved charter.

These outcomes reflect Education One's role in upholding rigorous authorization standards to ensure readiness and long-term sustainability within the charter authorization process. Approval decisions are made only when evidence demonstrates a school's capacity to open and operate successfully. Decisions not to advance or to allow withdrawal from the process similarly reflect Education One's responsibility to protect students and public resources when standards have not yet been met.

- The Indiana Microschool Collaborative
  - Withdrawn from the application process in January 2025
- Innova Academy
  - Did not advance beyond the application phase
- Invent Learning Hub
  - Application approved; authorized in January 2025
- Options Schools, Inc.
  - Application approved; authorized in January 2025
- Phalen Virtual Leadership Academies
  - Submitted notice of intent to begin the charter activation process under an existing approved charter to open in Fall 2026

## Portfolio Actions

During the 2024-25 reporting year, no Education One authorized schools were closed, nonrenewed, or placed on a formal continuous improvement plan. This outcome reflects the effectiveness of Education One's year-round monitoring, differentiated oversight, and early intervention practices, which are designed to identify and address performance, compliance, or sustainability concerns before escalation is required. While no escalated portfolio actions occurred during this cycle, Education One continued to apply its full authorizing framework and remains prepared to take decisive action should evidence indicate it is necessary in the future. The table below illustrates the breakdown of tiered supports by performance indicator going into the 2025-26 school year using results from 2024-25.

2025-26 Tiered System of Support Breakdown			
Indicator	Tier I	Tier II	Tier III
Academic Performance	7% (1)	86% (13)	7% (1)
Financial Performance	100% (15)	0% (0)	0% (0)
Organizational Performance	86% (13)	14% (2)	0% (0)

# Governance and Authorization Compliance

## Education One Board

Education One strives to promote the growth and success of high-achieving public charter schools to meet the educational needs of all children. It authorizes 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. It sets high expectations for itself and its schools to ensure that it creates the best learning environment possible to foster student development, and has adopted the [National Association of Charter School Authorizers \(NACSA\) Principles and Standards](#) in compliance with state law.



**Lynn Brooks**  
Board Chair



**Chuck Nedele**  
Member



**Jason Stechschulte**  
Member



**Kayla Warren**  
Member

## Education One Team

Education One's authorizing work is supported by a team with extensive experience across K–12 education, including instructional leadership, assessment and accountability, special education and English Learner services, school operations, and governance. This collective background informs how the office evaluates school performance, monitors compliance, and engages with school boards and leadership teams throughout the year. By drawing on prior experience working directly within schools and educational systems, the team applies a practical, evidence-based lens to authorizing decisions, ensuring that oversight expectations are grounded in an understanding of day-to-day school operations while remaining aligned to statutory and accountability requirements.



**Emily Gaskill**  
Executive Director



**Amanda Webb**  
Director of Academics



**Caitlin Hicks**  
Director of Compliance  
and Engagement

# Financial Stewardship and Transparency

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This section provides a transparent overview of Education One's financial stewardship practices and the fiscal oversight of its authorized charter schools. In alignment with statutory requirements, Education One reports on administrative fees collected and expended, other fees or funds received, and the financial audits submitted by authorized schools. These disclosures support public accountability and reflect Education One's responsibility to ensure that both authorizer resources and public funds are managed responsibly and in accordance with applicable laws and standards.

## What You'll Find in This Section

- A summary of administrative fees collected by Education One and how these funds were expended to support authorizing and oversight responsibilities.
- A report of other fees or funds received from authorized schools, where applicable, and how those funds were used
- Confirmation of school-level financial audits submitted in accordance with state requirements.

# Authorizer Fee FY 2025

Education One collects a 3% administrative fee from all authorized schools. Administrative fees for FY 2025 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.

Administrative Fees Collected
\$911,534.82
Additional Fees Collected
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 2024-25 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.



650+  
Students  
Brought to  
Campus



20+  
FREE Dual  
Enrollment  
Courses  
Offered

## School Level Audits FY 2024

Education One measures the capacity of the school's financial management through the submission of an annual audit to identify if there were significant deficiencies and/or weaknesses. The most recent audit for each 2024-25 authorized schools, that were also authorized during FY 2024, submitted under [IC 5-11-1-9](#), can be found below:

- **Career Academy Network of Public Schools:** [Federal Single Audit](#) and [Supplemental Report](#)
- **Dynamic Minds Academy:** [Non Federal Financial Audit](#) and [Supplemental Report](#)
- **Lawrence County Independent Schools:** [Federal Single Audit](#) and [Supplemental Report](#)
- **The Match:** [Federal Single Audit](#) and [Supplemental Report](#)
- **The Nature School of Central Indiana:** [Non Federal Financial Audit](#) (Supplemental Report Not Available)
- **Paramount Schools of Excellence:** [Federal Single Audit](#) and [Supplemental Report](#)
- **Phalen Leadership Academies:** [Federal Single Audit](#) and [Supplemental Report](#)
- **Timothy L. Johnson Academy:** [Federal Single Audit](#) and [Supplemental Report](#)
- **Timothy L. Johnson Academy Middle School:** [Non Federal Financial Audit](#) and [Supplemental Report](#)

# Appendix A: Statutory Compliance Crosswalk

This crosswalk identifies where each statutory reporting requirement outlined in IC 20-24-9-2 is addressed within this annual report. It is intended to support clarity, transparency, and ease of review.

Statutory Requirement	Description	Report Location
IC 20-24-9-2(1)	Results of statewide assessment program measures	Section II: School Performance and Outcomes
IC 20-24-9-2(2)	Student growth and improvement data for each authorized school	Section II: School Performance and Outcomes
IC 20-24-9-2(3)	Attendance Rates for each authorized school, including virtual methodology where applicable	Section II: School Performance and Outcomes
IC 20-24-9-2(4)	Graduation rates and diploma attainment, where applicable	Section II: School Performance and Outcomes
IC 20-24-9-2(5)	Student enrollment and expulsion data	Section II: School Performance and Outcomes
IC 20-24-9-2(6)	Status of charter schools (approved, operating, closed or not renewed)	Section III: Charter School Status and Portfolio Actions
IC 20-24-9-2(7)	Names of authorizer board members or decision-making body	Section IV: Governance and Authorizer Compliance
IC 20-24-9-2(8)	Evidence of compliance with IC 20-24-2.2-1.5	Section IV: Governance and Authorizer Compliance
IC 20-24-9-2(9)	Administrative fees collected and use of funds	Section V: Financial Stewardship and Transparency
IC 20-24-9-2(10)	Other fees or funds received and use of funds	Section V: Financial Stewardship and Transparency
IC 20-24-9-2(11)	School-level financial audits	Section V: Financial Stewardship and Transparency
IC 20-24-9-2(12)	Student engagement requirements or policies for virtual charter schools	Section II: School Performance and Outcomes

# Appendix B: Performance Framework Outcomes

This appendix provides a technical summary of school performance outcomes during the 2024-25 school year by key measures within Education One's Accountability Plan Performance Framework. The information included extends beyond the statutory reporting requirements outlined in IC 20-24-9-2 and is intended to demonstrate how framework measures are applied to evaluate performance, identify trends, and inform authorizing decisions. Data is presented to support transparency, consistency, and clarity in how school performance is assessed across the portfolio.

Academic Performance				
Measure	Exceeds or Meets Standard	Approaching Standard	Does Not Meet Standard	Not Applicable
<b>E/LA Proficiency</b>	27% (3)	36% (4)	36% (4)	5 schools do not have available data for this measure
<b>Math Proficiency</b>	0% (0)	36% (4)	64% (7)	5 schools do not have available data for this measure
<b>E/LA Growth</b>	42% (5)	50% (6)	8% (1)	4 schools do not have available data for this measure
<b>Math Growth</b>	25% (3)	42% (5)	33% (4)	4 schools do not have available data for this measure
<b>Comparison to Local Schools</b>	33% (3)	11% (1)	55% (5)	7 schools do not have available data for this measure
<b>3rd Grade Literacy</b>	44% (4)	33% (3)	22% (2)	7 schools do not have available data for this measure
<b>Graduation Pathways Completion</b>	100% (1)	0% (0)	0% (0)	15 schools do not have available data for this measure
<b>E/LA Legacy Student Performance</b>	80% (8)	10% (1)	10% (1)	6 schools do not have available data for this measure
<b>Math Legacy Student Performance</b>	60% (6)	10% (1)	30% (3)	6 schools do not have available data for this measure

Financial Performance			
Measure	Exceeds or Meets Standard	Approaching Standard	Does Not Meet Standard
<b>Financial Management</b>	92% (11)	0% (0)	8% (1)
<b>Enrollment Variance</b>	50% (6)	8% (1)	42% (5)
<b>Days Cash</b>	33% (4)	25% (3)	42% (5)
<b>Debt to Asset Ratio</b>	83% (10)	0% (0)	17% (2)

Organizational Performance			
Measure	Exceeds or Meets Standard	Approaching Standard	Does Not Meet Standard
<b>Governing Board</b>	87% (14)	13% (2)	0% (0)
<b>School Leadership</b>	94% (15)	6% (1)	0% (0)
<b>Compliance</b>	100% (16)	0% (0)	0% (0)

\*Invent Learning Hub and Options Schools, Inc are not included in this data due to timing of authorization during the 2024-25 school year.