EDUCATION ONE
AT TRINE UNIVERSITY

2023-24 ANNUAL REVIEW

PHALEN VIRTUAL LEADERSHIP ACADEMY

Evaluated By:

Lindsay Omlor, Director of Charter Schools
Emily Gaskill, Assistant Director of Accountability
Amanda Webb, Academic Support Specialist
Caitlin Hicks, Assistant Director of Graduation Pathways + Compliance

Education One, L.L.C.

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REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
	Approaching Standard	Does Not Meet Standard	Approaching Standard	**Approaching Standard**	

Is the school's educational program successful?		
Performance Rubric	**Meets Standard**	The school complies with and presents minimal to no concerns in the indicator measures.
	Approaching Standard	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school presents concerns in some of the indicator measures with no credible plan to address the issues **OR** the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

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

pertains to newly revised Indiana Academic Standards and implement small group structures, that are driven by data outcomes, for differentiated supports in math.

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	Federal Accountability Rating	N/A	N/A	DNMS	DNMS	
	Proficiency on State Summative Assessment: E/LA	N/A	N/A	N/A	DNMS	
	Proficiency on State Summative Assessment by Subgroup: E/LA	N/A	N/A	N/A	AS	
	Proficiency on State Summative Assessment: Math	N/A	N/A	N/A	DNMS	
	Proficiency on State Summative Assessment by Subgroup: Math	N/A	N/A	N/A	DNMS	
	Growth on State Summative Assessment: E/LA	N/A	N/A	N/A	AS	
	Growth on State Summative Assessment by Subgroup: E/LA	N/A	N/A	N/A	AS	
	Growth on State Summative Assessment: Math	N/A	N/A	N/A	AS	
	Growth on State Summative Assessment by Subgroup: Math	N/A	N/A	N/A	DNMS	
	Pass or Pass+ Status Growth: E/LA	N/A	N/A	N/A	MS	
	Did Not Pass Status Growth: E/LA	N/A	N/A	N/A	AS	
	Pass or Pass+ Status Growth: Math	N/A	N/A	N/A	AS	
	Did Not Pass Status Growth: Math	N/A	N/A	N/A	DNMS	
	Comparison to Local Schools	N/A	N/A	N/A	N/A	
	3rd Grade Literacy	N/A	N/A	DNMS	AS	
	6th Grade Math	N/A	N/A	DNMS	MS	
	Graduation Pathways Completion	N/A	N/A	DNMS	DNMS	
	College and Career Credentials	N/A	N/A	N/A	N/A	
	College and Career Coursework	N/A	N/A	N/A	N/A	
	Diploma Strength	N/A	N/A	ES	ES	
	Chronic Absenteeism	N/A	N/A	DNMS	ES	

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

STATE AND FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating

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

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

A school receives one overall, summative rating based on the weighted points earned for each applicable federal measure. The table below represents the school's designations for each measure, as well as the school's overall designation. The rating reflects a school's achievement with respect to performance goals for the State. Data utilized for the ratings is from the 2021-23 school year. The measures included within the Federal Accountability system are also further defined and rated throughout the State and Federal Academic Performance section of this review.

Overall Designation	Does Not Meet Expectations		
Achievement: E/LA	Does Not Meet Expectations	Achievement: Math	Does Not Meet Expectations
Growth: E/LA	Does Not Meet Expectations	Growth: Math	Does Not Meet Expectations
Closing the Gaps: E/LA	Does Not Meet Expectations	Closing the Gaps: Math	Does Not Meet Expectations
Language Proficiency for EL	No Rating	Student Attendance	Exceeds Expectations
Graduation Rate	Approaches Expectations	Strength of Diploma	Does Not Meet Expectations

Based on the information released by the Federal Department of Education, Phalen Virtual Leadership Academy (PLA Virtual) receives a rating of **Does Not Meet Standard** based on the school's Accountability Plan Performance Framework. A rating of Does Not Meet Expectations**,** according to the state of Indiana, identifies a school that has not met the state's standard for performance. Students are inconsistent in achieving performance standards. A "does not meet expectations" school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school may be identified for targeted support and improvement by the Indiana Department of Education.
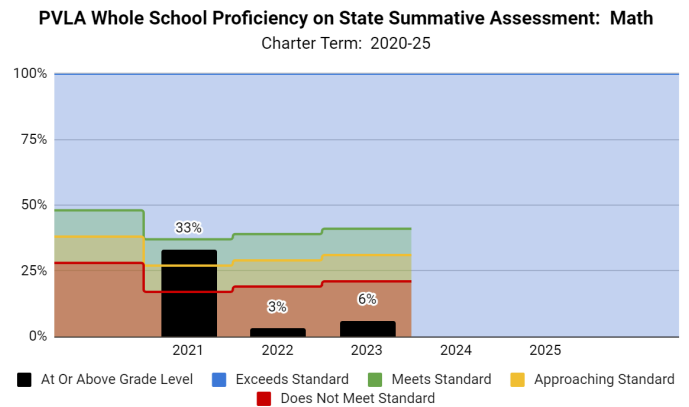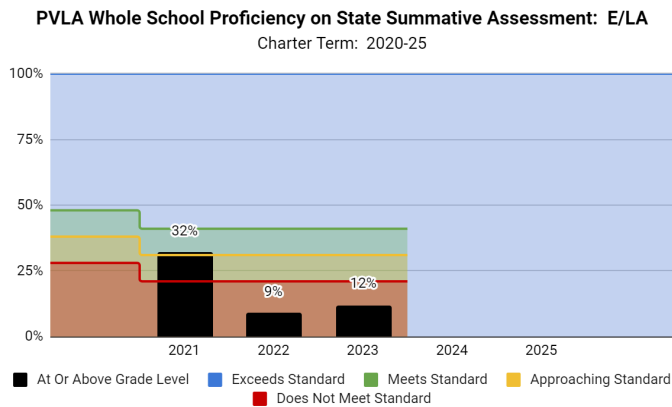
Proficiency on State Summative Assessment

Education One measures the success of the school's educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana's summative assessment. Students included in the percentage used for comparison are legacy students. A legacy student is defined as having attended the school for a minimum of three years. The rubric for this measure is as follows:

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

Students in grades three through eight at PLA Virtual participated in Indiana's state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three through eight. Students in grade 11 participated in the Scholastic Aptitude Test (SAT). This assessment, administered in late winter, is considered a Graduation Qualifying Exam (GQE) in the state of Indiana and can be used as a graduation requirement.

All data utilized in this measure's review is from the 2022-23 school year. The following graphs illustrate the historical trends of the school and state passing rates throughout the school's current charter term defined within this review. All students, regardless of legacy status, are included.

PVLA Whole School Proficiency on State Summative Assessment: E/LA
Charter Term: 2020-25

PVLA Whole School Proficiency on State Summative Assessment: Math
Charter Term: 2020-25

English/Language Arts: In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023 ILEARN English/Language Arts assessment. At PLA Virtual, 12% of students met or exceeded standards on the same assessment. With a difference of 29 points, the school **Does Not Meet Standard**. The recent data indicates a positive trend in the number of students meeting performance standards, but the rate of improvement falls short of expectations and the overall performance of the school warrants further root cause analysis.

Math: In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023 ILEARN math assessment. At PLA Virtual, 6% of students met or exceeded standards on the same assessment. The school underperformed compared to the state by 35 points and **Does Not Meet Standard**. Despite an increasing percentage of students meeting performance standards, it's evident that the rate of improvement is not adequate due to the gap in proficiency of students at the school compared to students across the state. This raises concerns about the effectiveness of current strategies and the overall academic environment in this content area.

Subgroup Proficiency on State Summative Assessment
Successful implementation of the educational model is also monitored by comparing the results of the school's represented subgroups to state's results of the same subgroups on Indiana's summative assessment. The school receives annual ratings in English/Language Arts and Math for each of the following subgroups with 10 or more students:
- English Learner (EL);
- Race;
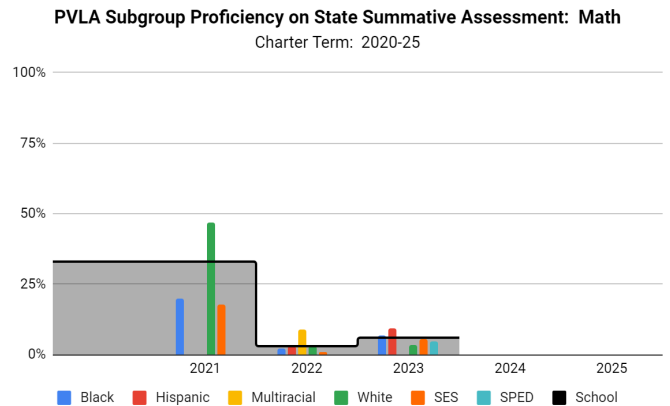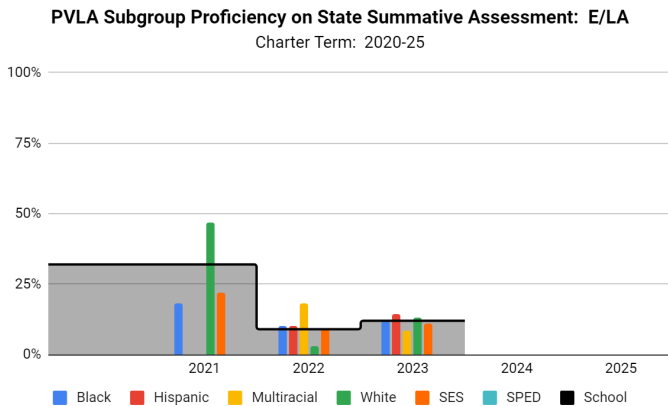- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).

The rubric used for this measure is as follows:

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

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

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

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

PVLA Subgroup Proficiency on State Summative Assessment: E/LA
Charter Term: 2020-25

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

The following table highlights 2022-23 results and how they compare to the state.

Subgroup Information			English/Language Arts				Math			
Subgroup	School Population	State Population	School Passing %	State Passing %	Difference	Rating	School Passing %	State Passing %	Difference	Rating
Black	69%	13%	12%	19.7%	-7.7	AS	7%	16.2%	-9.2	DNMS
Hispanic	19%	14%	14%	27.1%	-13.1	AS	10%	25.9%	-15.9	AS
Multiracial	6%	5%	8%	37.1%	-29.1	DNMS	0%	35.0%	-35	DNMS
White	17%	64%	13%	47.5%	-34.5	DNMS	3%	48.7%	-45.7	DNMS
F/R Lunch	69%	49%	11%	27.2%	-16.2	AS	6%	26.7%	-20.7	DNMS
SPED	16%	18%	0%	13.1%	-13.1	DNMS	5%	16.8%	-11.8	DNMS

<u>English/Language Arts:</u> The school did not have any subgroups that met standard when comparing passing percentages to the state. 50% of subgroups had a passing percentage that met approaching standard requirements. Multiracial, White, and Special Education students performed far below their peers across the state. Overall, the school is **Approaching Standard**. The school has made progress in closing achievement gaps amongst student subgroups at the school level.

<u>Math:</u> Similar to English/Language Arts, the school did not have any subgroups that met standard when comparing passing percentages to the state. 16.7% of subgroups had a passing percentage that met approaching standard requirements. Upon review of disaggregated data, it's clear that certain subgroups, such as students from economically disadvantaged backgrounds, students with disabilities, and students of certain racial groups, consistently perform below their peers across the state. Overall, the school **Does Not Meet Standard**.

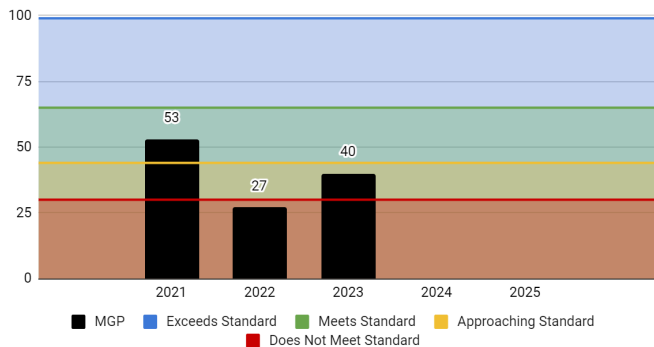### Growth on State Summative Assessment

Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates growth, click here. The school receives annual ratings for growth in English/Language Arts and Math, utilizing data from the state summative assessment.   The rubric for this measure is as follows:

| Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's Median Growth Percentile is greater than 65.	The school's Median Growth Percentile is between 45 and 65.	The schools' Median Growth Percentile is between 30 and 45.	The school's Median Growth Percentile is less than 30.

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

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

PVLA Growth on State Summative Assessment: E/LA
Charter Term: 2020-25

PVLA Growth on State Summative Assessment: Math
Charter Term: 2020-25
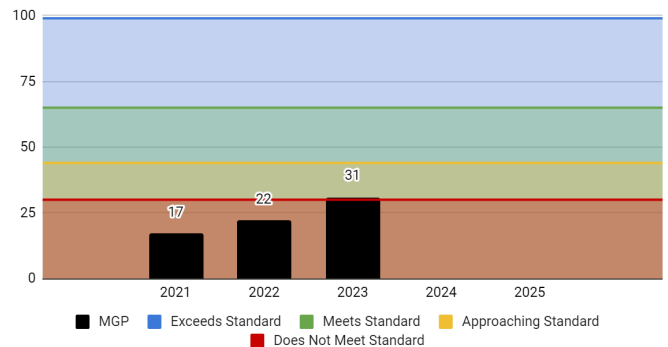
<u>English/Language Arts:</u> PLA Virtual had an MGP of 40 based on 2023 ILEARN English/Language Arts assessment results. Therefore, the school is **Approaching Standard**. The recent data indicates a positive trend in the school's Median Growth Percentile, but the rate of improvement falls short of expectations and where the school had previously been in 2021.

<u>Math:</u> PLA Virtual had an MGP of 31 2023 ILEARN math assessment results. Therefore, the school is **Approaching Standard**. Similar to English/Language Arts, the recent data indicates a positive trend, exhibited over the last three years, in the school's Median Growth Percentile, but the rate of improvement still falls short of expectations.

<p align="center">**Subgroup Growth on State Summative Assessment**</p>

Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress subgroups make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language Arts and Math utilizing data from the state summative assessment.
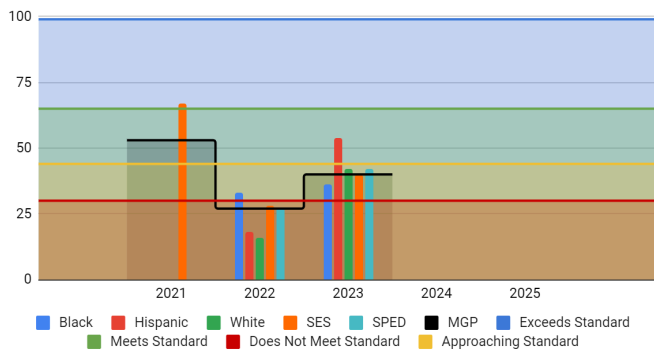
- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).

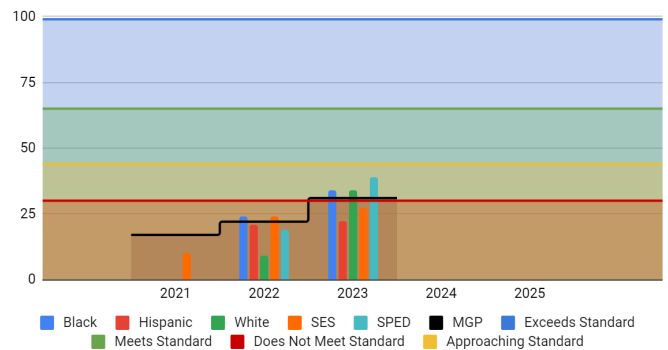The rubric used for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The subgroup's Median Growth Percentile is greater than 65.	The subgroup's Median Growth Percentile is between 45 and 65.	The subgroup's Median Growth Percentile is between 30 and 45.	The subgroup's Median Growth Percentile is less than 30.

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

English/Language Arts: Hispanic students had an MGP of 54, giving that student subgroup a meet standard rating. The remaining subgroups all had MGPs that fell in the approaching standard range. Overall, the school is **Approaching Standard**. Upon review of disaggregated data, it's clear that Black students underperformed compared to their peers.

<u>Math:</u> 60% of subgroups had an approaching standard MGP. Hispanic students and F/R Lunch students, however, exhibited MGPs that fell well below the standard. Overall, the school **Does Not Meet Standard**, as it is clear that certain subgroups, such as students from economically disadvantaged backgrounds and students of certain racial groups, consistently underperform compared to their peers.
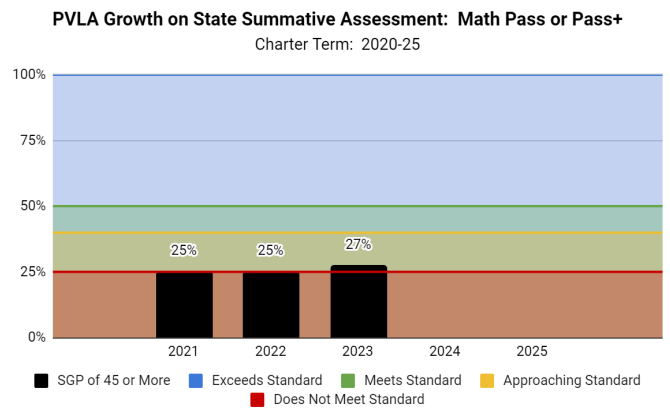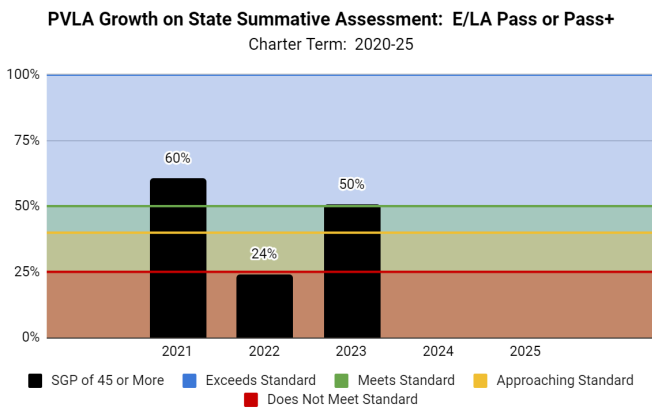
Passing Status Growth on State Summative Assessment

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

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

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

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

PVLA Growth on State Summative Assessment: E/LA Pass or Pass+
Charter Term: 2020-25

PVLA Growth on State Summative Assessment: Math Pass or Pass+
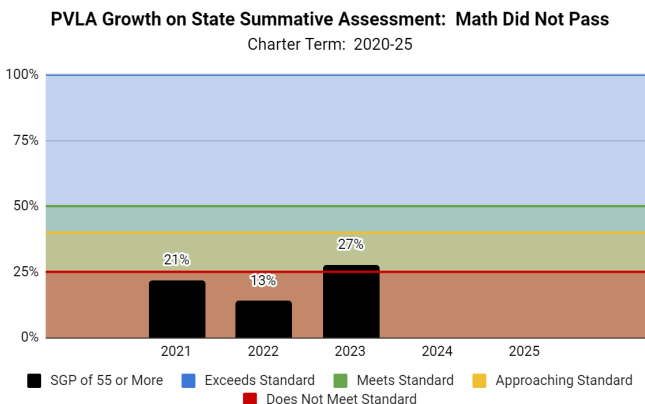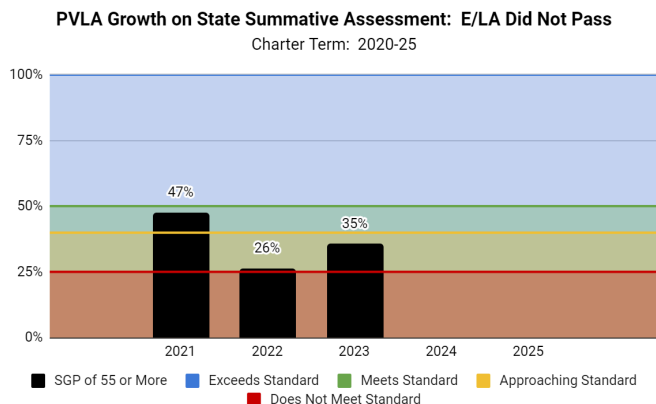Charter Term: 2020-25

English/Language Arts: 50% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023 English/Language Arts assessment. The school receives a rating of **Meets Standard**. The school has observed significant growth among passing students, ensuring that they maintain proficiency and continue to progress academically.

Math: 27% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023 math assessment. The school receives a rating of **Approaching Standard**. Upon analyzing student data, it is observed that a substantial number of students who meet proficiency standards on their assessment are not demonstrating sufficient growth in their academic performance over time. The lack of growth raises concerns about the effectiveness of the instructional practices and support systems in fostering continuous improvement among all students.

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

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

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

PVLA Growth on State Summative Assessment: E/LA Did Not Pass
Charter Term: 2020-25

PVLA Growth on State Summative Assessment: Math Did Not Pass
Charter Term: 2020-25

E/LA chart bars: 2021: 47%, 2022: 26%, 2023: 35%
Legend: ■ SGP of 55 or More ■ Exceeds Standard ■ Meets Standard ■ Approaching Standard ■ Does Not Meet Standard

Math chart bars: 2021: 21%, 2022: 13%, 2023: 27%
Legend: ■ SGP of 55 or More ■ Exceeds Standard ■ Meets Standard ■ Approaching Standard ■ Does Not Meet Standard

<u>English/Language Arts:</u> 35% 'Did Not Pass' students had an SGP of at least 55 on the 2023 English/Language Arts assessment. The school receives a rating of **Approaching Standard**. It is evident that a concerning number of non-passing students are not meeting the growth targets necessary to progress towards proficiency. This observation raises concerns about the effectiveness of current interventions and support systems in addressing the diverse learning needs of all students.

<u>Math:</u> 27% of 'Did Not Pass' students had an SGP of at least 55 on the 2023 math assessment. The school receives a rating of **Does Not Meet Standard**. The growth of non-passing students is critical to their academic success and future prospects. Without adequate progress towards proficiency, these students may struggle to close learning gaps, reach grade-level expectations, and achieve the necessary skills and knowledge to succeed academically and beyond. The lack of growth among non-passing students is a pressing concern that demands our immediate attention and concerted efforts.

Comparison to Local Schools

Education One compares its public charter schools to surrounding traditional and/or charter public schools that serve students with similar demographics and are within 10 miles of the school's location to ensure a quality choice is being provided to the community. Proficiency and/o growth results from Indiana's summative assessment in English/Language Arts and Math are utilized to calculate this measure. The rubric is as follows:
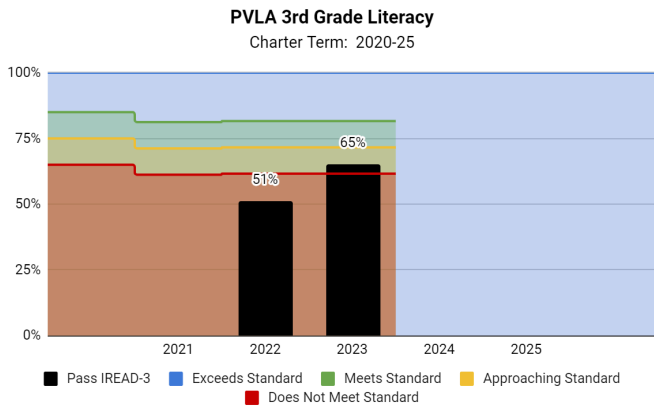
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's overall performance in proficiency and growth outpaces comparison schools 100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 75.0-99.9% of the time. **OR** The school is meeting or exceeding standard in proficiency and median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time. **OR** The school is meeting or exceeding standard in proficiency or median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time.

The school receives a rating of **Not Applicable** due to the 2022-23 school year, from which these results were taken. While the school has been open since 2020-21, the school experienced significant growth in enrollment and change in overall demographics during its second year of operation by becoming an Innovation Network School with Indianapolis Public Schools. The school will be held accountable for this measure starting with 2023-24 assessment results.

3rd Grade Literacy

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 3 students receiving a passing score is greater than the state's passing percentage.	The percentage of grade 3 students receiving a passing score is within 0-10.0% of the state's passing percentage.	The percentage of grade 3 students receiving a passing score is within 10.1-20.0% of the state's passing percentage.	The percentage of grade 3 students receiving a passing score is greater than 20.0% of the state's passing percentage.

PVLA 3rd Grade Literacy
Charter Term: 2020-25

Legend: Pass IREAD-3, Exceeds Standard, Meets Standard, Approaching Standard, Does Not Meet Standard

The following graph illustrates the trends of third grade students passing this assessment throughout the school's current charter term defined within this review. The state of Indiana has created a statewide goal, however, that the IREAD-3 passing rate be 95% by 2027.

In 2023, PLA Virtual had a passing rate of 65% on the IREAD-3 assessment. The state of Indiana's passing percentage was 82%. With a difference of 17 points, the school receives a rating of **Approaching Standard** according to their Accountability Plan Performance Framework.
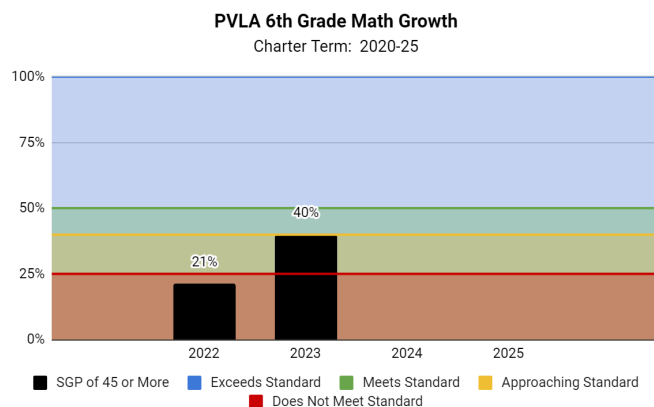
Reading difficulties in third grade can lead to learning gaps that persist throughout a student's academic career. Students who fall behind in reading may struggle to catch up with their peers and may require intensive intervention and support to bridge the gap, increasing the risk of academic disengagement and dropout.

6th Grade Math

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

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

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

Legend: SGP of 45 or More, Exceeds Standard, Meets Standard, Approaching Standard, Does Not Meet Standard

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

In 2023, 40% of sixth grade students had an SGP of at least 45 on the ILEARN math assessment. Therefore, the school receives a rating of **Meets Standard**. Proficiency in 6th grade math serves as a foundation for success in subsequent math courses, including pre-algebra, algebra, geometry, and beyond.

Graduation Pathways Completion

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

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

The corresponding graph illustrates the trends of the school's graduation rates throughout the school's current charter term defined within this review.

Official graduation rates are released well into the next academic year in the state of Indiana. The state of Indiana saw a four-year cohort graduation rate of 89% in 2022-23. PLA Virtual's graduation rate was 48%, a decrease of 6 points. Based on this percentage, the school receives a rating of **Does Not Meet Standard** for Graduation Pathways Completion. This shortfall in meeting graduation requirements prompts reflection on the school's practices and policies related to student support, academic instruction, and graduation readiness. Critical evaluation of the school's overall approach, processes, and procedures are required to identify areas for improvement.

PVLA Graduation Pathways Completion
Charter Term: 2020-25
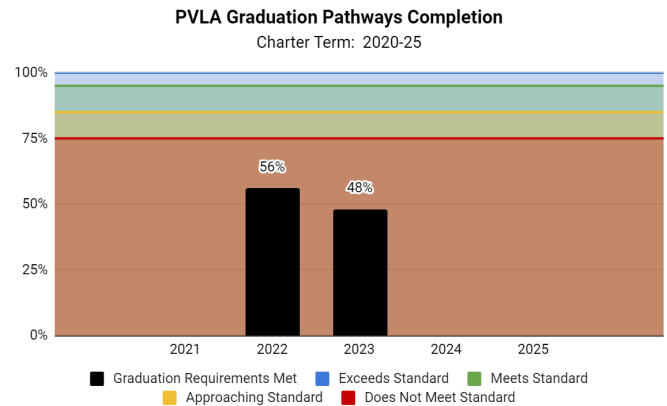
College and Career Credentials

Education One measures its high school's ability to provide students with high quality college and career credentials. Data collected to calculate this measure is from the Indiana Commission on Higher Education and local student information systems. High quality college and career credentials include earning an associates degree, Indiana College Core (ICC), Technical Certificate (TC), Certificate of Graduation (CG), or Certificate (CT). The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 60.0% of grade 12 students earn high quality college and/or career credentials.	40.0-60.0% of grade 12 students earn high quality college and/or career credentials.	20.0%-39.9% of grade 12 students earn high quality college and/or career credentials. **OR** The percentage of grade 12 students who earn high quality college and/or career credentials is less than 20.0% but is greater than the local school district.	Less than 20.0% of grade 12 students earn high quality college and/or career credentials.

The school receives a rating of **Not Applicable**, as data has not been provided by the state for PLA Virtual since it has been a charter.

College and Career Coursework

The College and Career Coursework measure focuses on the percentage of students in the most recent grade 12 cohort who met the criteria for completing college credit. Data used for this measure is collected by the IDOE from the Advanced Placement (AP) test vendor and the school. Students included in this percentage have passed an AP assessment or Dual Credit course. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 12 students who met the College and Career Coursework criteria is greater than the state's percentage.	The percentage of grade 12 students who met the College and Career Coursework criteria is within 0-10.0% of the state's percentage.	The percentage of grade 12 students who met the College and Career Coursework criteria is within 10.1-20.0% of the state's percentage.	The percentage of grade 12 students who met the College and Career Coursework criteria is greater than 20.0% from the state's percentage.

The school receives a rating of **Not Applicable**, as data has not been provided by the state for PLA Virtual since it has been a charter.
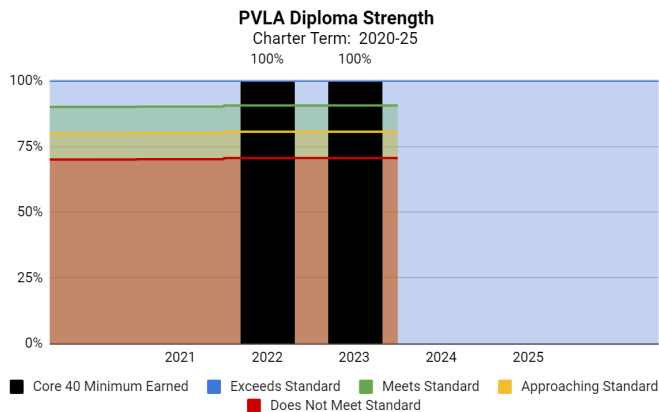
Diploma Strength

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

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

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

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

PVLA Diploma Strength
Charter Term: 2020-25

Legend: Core 40 Minimum Earned, Exceeds Standard, Meets Standard, Approaching Standard, Does Not Meet Standard

In 2023, PLA Virtual had 100% of its grade 12 students earn at least a Core 40 Indiana Diploma. In that same year, the state of Indiana had 91% of grade 12 students earn similar diplomas. By outperforming the state by 9 points, the school receives a rating of **Exceeds Standard**. The following graph illustrates trends in diploma strength for PLA Virtual. While the overall percentage of students graduating within four years is far below meeting standard, a high diploma strength percentage indicates that the school holds high expectations of its students who do in fact receive their diploma within four years.

Chronic Absenteeism

Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason. The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE and ESSA goals created by the state of Indiana. The rubric for this indicator is as follows.

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

PVLA Chronic Absenteeism
Charter Term: 2020-25
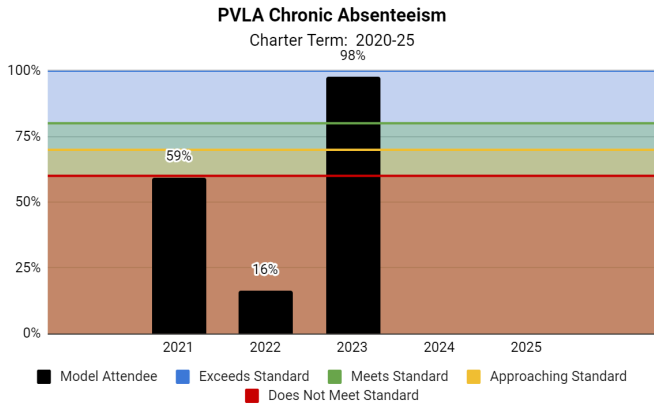
The corresponding graph illustrates trends overtime for PLA Virtual throughout its current charter term. Based on the current model attendee rate of 98% the school receives a rating of **Exceeds Standard**. Schools with low chronic absenteeism often have a positive school culture characterized by strong relationships between students, teachers, and staff. A supportive and inclusive school environment fosters a sense of belonging and encourages students to participate.

LOCAL ACADEMIC PERFORMANCE

Instruction

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

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

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

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

The rubric for this measure is as follows:

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

PVLA School Year Progress 2023-24
Percentage of Classrooms Showing a Concern
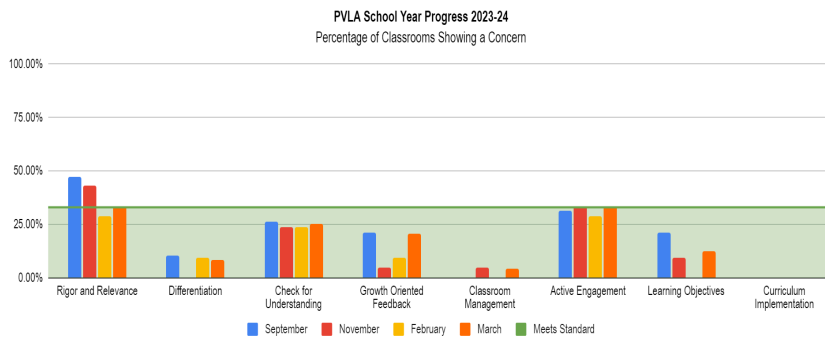
The corresponding graph illustrates the percentage of classrooms showing a concern in each observable best practice throughout the 2023-24 school year. The goal is for a bar to be within the green 'Meets Standard' shaded area of the graph.

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

To coincide with the graph, the following table indicates the actual percentage of classrooms where there was an observable concern.
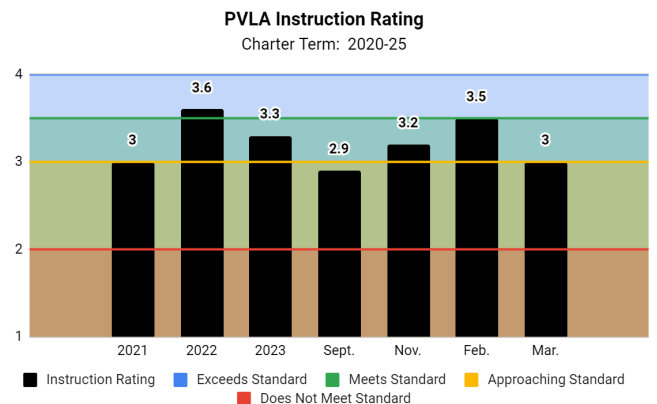
	September	November	February	March
Rigor + Relevance	47.4%	42.9%	28.6%	33.3%
Differentiation	10.5%	0.0%	9.5%	8.3%
Checks for Understanding	26.3%	23.8%	23.8%	25.0%
Growth Oriented Feedback	21.1%	4.8%	9.5%	20.8%
Classroom Management	0.0%	4.8%	0.0%	4.2%
Active Engagement	31.6%	33.3%	28.6%	33.3%
Learning Objectives	21.1%	9.5%	0.0%	12.5%
Curriculum Implementation	0.0%	0.0%	0.0%	0.0%

It was evident during this school year that PLA Virtual had established positive relationships between teachers and staff and the school's students. As a virtual model school, this can be difficult to establish. However, students and staff were consistently observed engaging with one another in various ways, often showing encouragement to one another. Teachers also used a variety of checks for understanding tools during guided or independent work to gauge student learning.

The school was unable to consistently implement tasks that allowed students to engage in content that has an explicit connection to real-world applications or that allowed students to respond through inquiry and interpretation. The way in which instruction is delivered provides more opportunities for the teacher to be the owner of learning and not the student. With this, students weren't actively contributing to class discussions, asking questions, sharing ideas, and responding to peers.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier IIb school, receiving site visits on a bi-monthly basis during the 2023-24 school year. The corresponding graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).

Based on the qualitative and quantitative evidence collected throughout the 2023-24 school year, PLA Virtual receives a rating of **Meets Standard** with an average instruction rating of 3.2 points.

PVLA Instruction Rating
Charter Term: 2020-25

	2021	2022	2023	Sept.	Nov.	Feb.	Mar.
Instruction Rating	3	3.6	3.3	2.9	3.2	3.5	3

Instruction Rating ■ — Exceeds Standard ■ — Meets Standard ■ — Approaching Standard ■ — Does Not Meet Standard ■

Attendance

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

$$\frac{\text{Sum of Days Attended by Students}}{\text{Total Possible Days of All Students}}$$

The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school's calculated attendance is at least 95.0%.	The school's calculated attendance is between 90.0 and 94.9%.	The school's calculated attendance is less than 90.0%

The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. PLA Virtual had an average attendance rate of 96% and, thus, **Meets Standard**, according to the school's Accountability Plan Performance Framework.

Attendance Breakdown					
Kindergarten	97%	✔	Seventh	96%	✔
First	97%	✔	Eighth	95%	✔
Second	97%	✔	Ninth	98%	✔
Third	98%	✔	Tenth	97%	✔
Fourth	97%	✔	Eleventh	96%	✔
Fifth	97%	✔	Twelfth	91%	✘
Sixth	96%	✔	Whole School	96%	✔

Key: ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard

High School Graduation on Track

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

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

PLA Virtual 2023-24 High School Graduation On Track
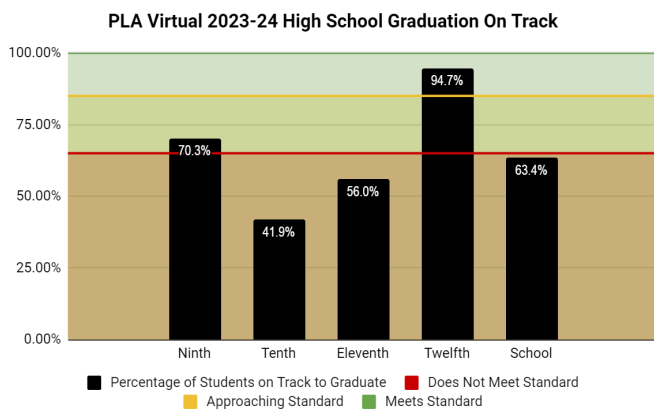
The corresponding graph illustrates the percentage of students, by grade level, that are on track to graduate on time through earning the expected number and type of credits for that grade level. Education One commends the school for ensuring its current graduating cohort's percentage of students on track meets standard. However, based on the overall percentage, the school receives a rating of **Does Not Meet Standard.**

Progress Towards Proficiency

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

The rubric for this sub-indicator is as follows:

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

During the 2023-24 school year, PLA Virtual utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP). This computer adaptive assessment evaluates students in reading and math and is aligned to grade level standards. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of immediate improvement and celebration.

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

Progress Towards Proficiency: Reading						
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
K-2	78%	65%	56%	✗	74%	83%	✔
3-5	48%	48%	70%	✔	45%	71%	✔
6-8	39%	38%	51%	✗	39%	61%	✗
9-11	51%	43%	58%	✗	52%	67%	✗
School	50%	45%	58%	✗	49%	68%	✗
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Progress Towards Proficiency: Math						
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
K-2	78%	61%	59%	✗	83%	91%	✔
3-5	33%	33%	61%	✗	33%	74%	✔
6-8	30%	34%	61%	✗	48%	75%	✔
9-11	40%	49%	64%	✗	54%	76%	✔
School	40%	42%	62%	✗	51%	77%	✔
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

PLA Virtual Progress Towards Proficiency: Grade Level
Reading
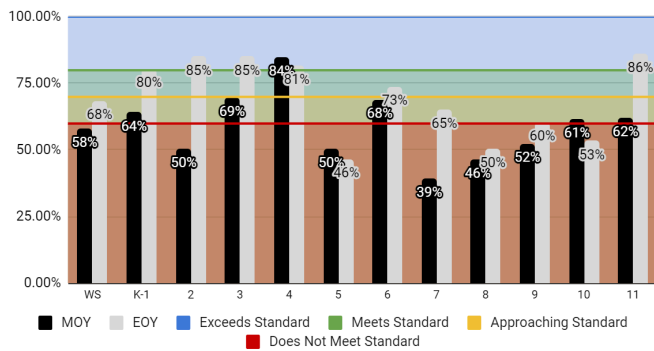
PLA Virtual Progress Towards Proficiency: Grade Level
Math
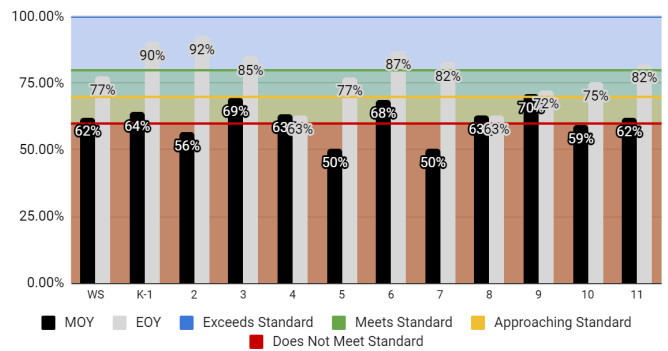
Reading: 68% of students were considered proficient and/or met growth targets on the reading NWEA assessment. Therefore, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. Despite efforts to improve academic outcomes, the school continues to face challenges with a significant portion of students not meeting proficiency and growth standards in fifth and seventh through tenth grade. Also, overall there was not enough growth to increase the percentage of students meeting average proficiency percentiles. In fact the school decreased by 1 point.

Math: 77% of students were considered proficient and/or met growth targets on math NWEA assessment. Therefore, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework. The data indicates that the school is effectively supporting students in closing achievement gaps. Growth observed in math supported an overall increase in the percentage of students showing proficiency by 11 points.

Subgroup Progress Towards Proficiency

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

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

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

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

The following tables and graphs illustrate proficiency and growth outcomes throughout the school year and current charter term. The school's English Learner population did not meet the 10-student requirement for end of year testing.

	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Progress Towards Proficiency: Reading								
Bottom 25%	25%	2%	6%	45%	✘	11%	47%	✘
EL	5%	33%	44%	67%	✗	N/A	N/A	N/A
Black	64%	50%	42%	54%	✘	50%	69%	✗
Hispanic	11%	55%	50%	57%	✘	50%	60%	✗
Multiracial	7%	58%	58%	67%	✗	50%	83%	✔
White	18%	42%	48%	68%	✗	48%	67%	✗
F/R Lunch	51%	50%	45%	61%	✗	48%	69%	✗
SPED	14%	8%	4%	29%	✘	8%	38%	✘
School	100%	50%	45%	58%	✘	49%	68%	✗

Key: ✔ = Exceeds Standard, **✔** = Meets Standard, **✗** = Approaching Standard, **✘** = Does Not Meet Standard

	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Progress Towards Proficiency: Math								
Bottom 25%	25%	2%	15%	55%	✘	19%	66%	✗
EL	5%	11%	44%	78%	✔	N/A	N/A	N/A
Black	64%	43%	40%	60%	✗	48%	75%	✔
Hispanic	11%	30%	55%	71%	✔	65%	80%	✔
Multiracial	7%	50%	42%	58%	✘	50%	83%	✔
White	18%	32%	47%	65%	✗	53%	79%	✔
F/R Lunch	51%	40%	41%	52%	✘	53%	56%	✘
SPED	14%	16%	16%	62%	✗	16%	80%	✔
School	100%	40%	42%	62%	✗	51%	77%	✔

Key: ✔ = Exceeds Standard, **✔** = Meets Standard, **✗** = Approaching Standard, **✘** = Does Not Meet Standard

PLA Virtual 2023-24 Progress Towards Proficiency: Subgroup
Reading
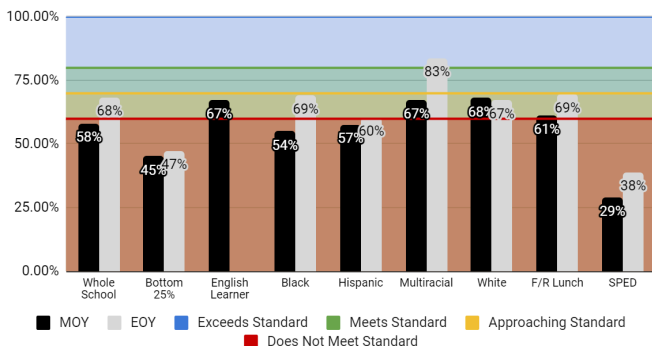
PLA Virtual 2023-24 Progress Towards Proficiency: Subgroup
Math
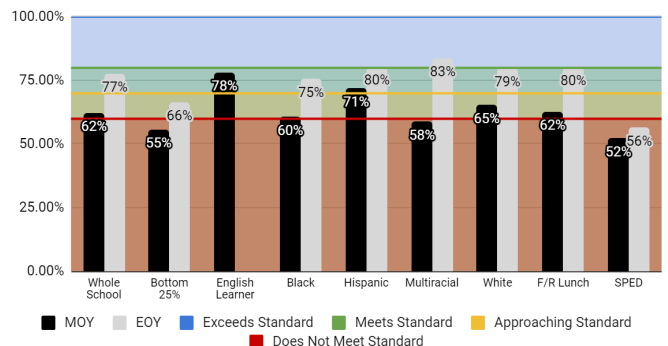
Reading: Upon review of disaggregated data, it's clear that certain subgroups, such as students in the bottom 25% for performance, students with disabilities, and students of certain racial groups, consistently underperform compared to their peers. The data indicates a trend of students who are already behind their peers showing limited growth in their academic performance. Overall the school receives a rating of **Approaching Standard**.

Math: Through interventions, the school has achieved commendable results in ensuring that students meet proficiency standards and experience academic growth. There are still observable gaps between Special Education students and their peers, highlighting the need for comprehensive strategies to address this issue. Overall the school receives a rating of **Meets Standard**.
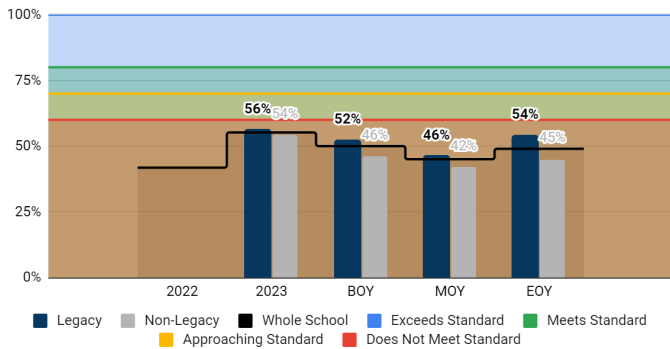
Historical Proficiency

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

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

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

Historical Proficiency									
		Reading				Math			
	Population %	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
Legacy	35%	52%	46%	54%	✗	36%	41%	48%	✗
Non-Legacy	59%	46%	42%	45%	✗	39%	41%	49%	✗
Whole School	100%	50%	45%	49%	✗	40%	42%	51%	✗
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard									

PVLA Historical Proficiency: Reading
Charter Term: 2020-25

PVLA Historical Proficiency: Math
Charter Term: 2020-25
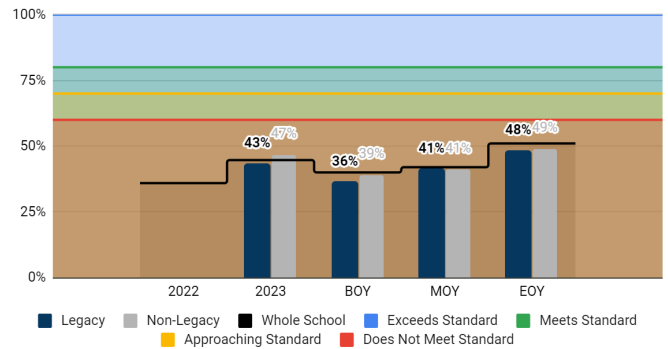
Reading: At the end of the 2023-24, 54% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 45% of non-legacy students. With a difference of 9 percentage points, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework. The data reveals that legacy students at the school demonstrate academic achievement, positioning PLA Virtual as a better choice option for families in the school's community.

Math: At the end of the 2023-24, 48% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 49% of non-legacy students. With non-legacy students outperforming legacy students by 1 point, the school receives a rating of **Does Not Meet Standard,** according to the school's Accountability Plan Performance Framework. Despite efforts and the observed increase in students meeting proficiency standards, data indicates that students who attend the school longer than those who don't are performing at a lower rate. The school needs to continue to identify areas of need to support instructional practices that positively affect outcomes.

School Specific Goal: Focus on Equity

Each school community possesses its own distinct characteristics and circumstances, giving rise to specific equity obstacles. By establishing goals tailored to the needs of the students and community served, schools can ensure targeted and responsive interventions.

Based on an analysis of results, the school leadership team at PLA Virtual focused on increasing family and scholar engagement. The rubrics are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Truancy hearings will decrease by more than 40.0% based on historical data.	Truancy hearings will decrease by 30.0-40.0% based on historical data.	Truancy hearings will decrease by 20.0-29.9% based on historical data.	Truancy hearings will decrease by less than 20.0% based on historical data.

In 2022-23, the school participated in 57 truancy hearings. By 2023-24, those hearings decreased by 31.6% to a total of 39 hearings. Based on this evidence, the school **Meets Standard** in their efforts to decrease chronic absenteeism.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Parent involvement in school events and/or conferences will increase by more than 50.0% based on historical data.	Parent involvement in school events and/or conferences will increase by 40.0-50.0% based on historical data.	Parent involvement in school events and/or conferences will increase by 30.0-39.9% based on historical data.	Parent involvement in school events and/or conferences will increase by less than 30.0% based on historical data.

In 2022-23, 35.5% of families attenda parent/teacher conferences in Quarter 1 and/or Quarter 3 of the school year. During that same year, 128 families participated in field day. For the 2023-24 school year, the participation in parent/teacher conferences increased by 55%, with almost 55% of families attending conferences in Quarter 1 and/or Quarter 3. Participation amongst families also increased during field day by 93.8%, or 248 participants. Overall,

interventions put in place to increase overall engagement was high successful, as the school receives a rating of **Exceeds Standard.**

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 80.0% of scholars will exhibit the desired level of engagement based on grade level teacher and scholar tracking tools.	70.0-80.0% of scholars will exhibit the desired level of engagement based on grade level teacher and scholar tracking tools.	60.0-69.9% of scholars will exhibit the desired level of engagement based on grade level teacher and scholar tracking tools.	Less than than 60.0% of scholars will exhibit the desired level of engagement based on grade level teacher and scholar tracking tools.

The school's final goal emphaiszed scholar engagement during instruction. Baseline data from the 2022-23 school year indicated that 53% of classroom observations demonstrated scholars working hard and demonstrating stamina and grit as they engaged in learning. During the 2023-24 instructional review, this percentage increased to 57.6%. While the school experienced an overall increase from year to year, the percentage indicates that the school **Does Not Meet Standard** as it pertains to increasing scholar engagement in lessons.

Part II: Financial Performance

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

Overall Rating for Financial Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
	Meets Standard	Meets Standard	Approaching Standard	**Meets Standard**	

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

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

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	Financial Management	MS	MS	MS	MS	
	Enrollment Variance	DNMS	ES	DNMS	DNMS	
	Current Ratio	MS	MS	MS	MS	
	Days Cash	MS	DNMS	AS	MS	
	Debt/Default Delinquency	MS	MS	MS	MS	
	Debt to Asset Ratio	MS	MS	MS	MS	
	Debt Service Coverage	N/A	N/A	N/A	N/A	

Financial Management

Education One measures the capacity of the school's financial management by the following characteristics:

- Submission of an annual audit that is timely, complete, and has identified no significant deficiencies or weaknesses that are within the school's financial controls; and
- Submission of quarterly financial statements that are timely, complete, and able to be utilized to assess financial measures.

These characteristics are observed on a quarterly basis as well as annually when new financial information is provided by the school and the State Board of Accounts (SBOA). The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school meets standard for both the financial audit and quarterly financial reporting requirements.	The school meets standard for either the financial audit or quarterly financial reporting requirements.	The school does not meet standard for either the financial audit or quarterly financial reporting requirements.

Phalen Virtual Leadership Academy (PLA Virtual), is a part of an established network of schools called Phalen Leadership Academy- Indiana Inc. (PLA). The State Board of Accounts reviewed the annual audit for the period July 1, 2022 to June 30, 2023 on March 28, 2024. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts. The audit did indicate the following deficiencies:

- Enrollment documents are required to be maintained by the Indiana Department of Education (IDOE). The process used did not result in maintaining consistent and complete enrollment records for fourteen (14) of the ninety (90) students tested. In addition, the process used to determine eligible pupil status resulted in two (2) of the ninety (90) students tested being included in the ADM count that did not have attendance records to support their inclusion in the count date reporting and certification.

The contents of the report were discussed with appropriate school personnel on March 1, 2024 and the school provided an official response.

The school did regularly submit complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. For these reasons, the school receives a rating of **Meets Standard** for the 2023-24 school year.

Enrollment Variance

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

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

**PVLA Enrollment Variance**
Charter Term: 2020-25
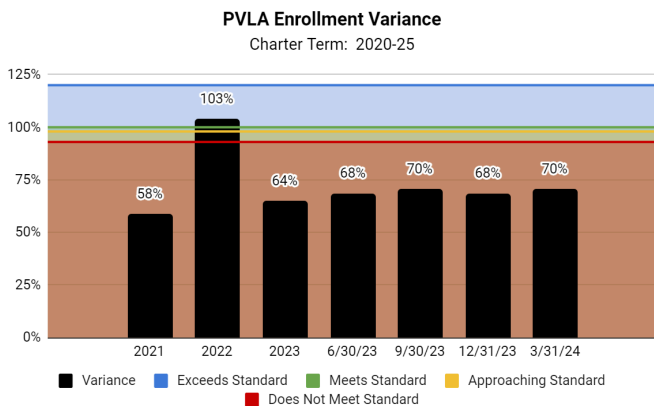
According to the Indiana Department of Education, PLA Virtual had an enrollment of 289 students as of October 2023. Similarly in February of 2024, the school observed an enrollment of 305 students. With an average enrollment variance of 70%, the school receives a rating of **Does Not Meet Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term.

Current Ratio

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

PVLA Current Ratio
Charter Term: 2020-25

Meets Standard	Does Not Meet Standard
The current ratio is 1.1 or greater.	The current ratio is less than 1.1.
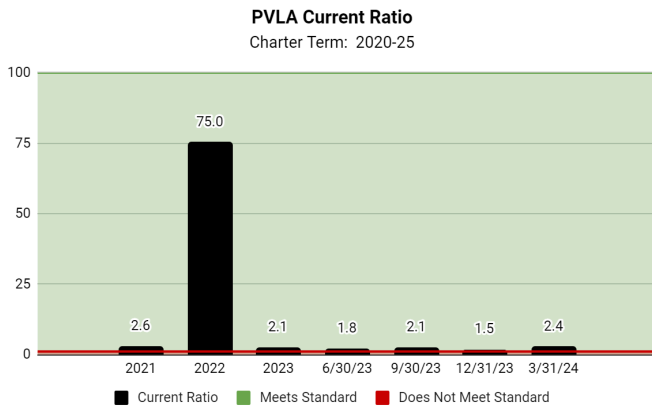
At the time of this report, the school's assets exceed its current liabilities with a ratio of 2.4, and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

Days Cash

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

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

At the time of this report, PLA Virtual had 38.5 days cash. The school has seen a positive one-year trend of 21.9 days. For this reason, the school receives a rating of **Meets Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.

PVLA Days Cash
Charter Term: 2020-25

Debt/Default Delinquency

This sub-indicator is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors.

The rubric for this sub-indicator is as follows:

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

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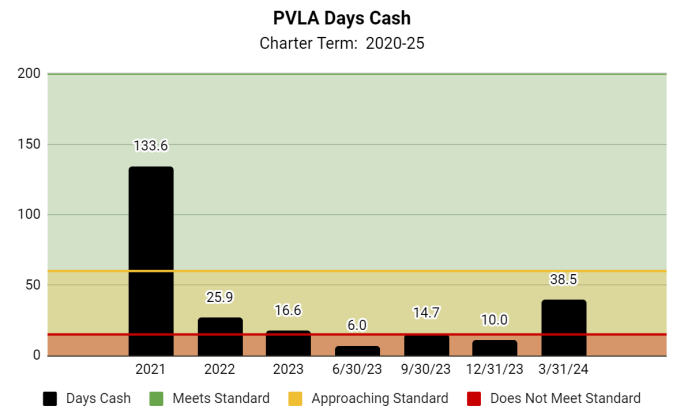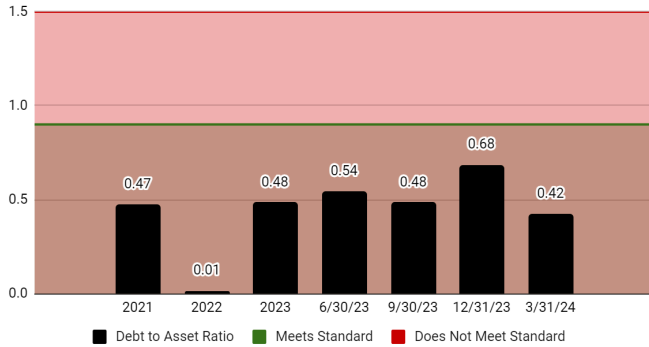
Debt to Asset Ratio

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

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

PVLA Debt to Asset Ratio
Charter Term: 2020-25

Legend: ■ Debt to Asset Ratio ■ Meets Standard ■ Does Not Meet Standard

The school receives a rating of **Meets Standard** with a ratio of 0.42. The corresponding graph illustrates trends in debt to asset ratio throughout the school's current charter term.

Debt Service Coverage

Education One monitors the school's debt service coverage ratio, which is a measurement of the cash flow available to pay current debt obligations. This measure was not available for the school during this school year. The school will receive a rating of **Not Applicable**. The rubric for this sub-indicator is as follows:

Meets Standard	Does Not Meet Standard
The debt service coverage ratio is at least 1.15.	The debt service coverage ratio is less than 1.15.

Part III: Organizational Performance

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

Overall Rating for Organizational Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
	Meets Standard	Meets Standard	Meets Standard	**Meets Standard**	

Is the school's organizational structure successful?		
Performance Rubric	**Meets Standard**	The school complies with and presents minimal to no concerns in the indicator measures.
	Approaching Standard	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school presents concerns in some of the indicator measures with no credible plan to address the issues **OR** the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received a rating of Meets Standard, with no concerns in the indicator measures.
Year 2	The school received a rating of Meets Standard, with no concerns in the indicator measures.
Year 3	The school received a rating of Meets Standard, with no concerns in the indicator measures.
Year 4	The school received a rating of Meets Standard, with minimal concerns in the indicator measures. The school does need to ensure that all required compliance documentation is submitted in a timely manner as set forth by Education One.

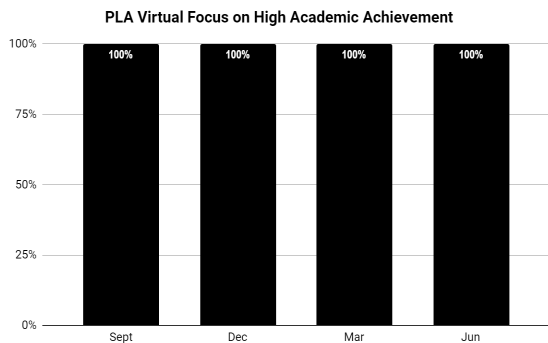|	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Governing Board	Focus on High Academic Achievement		MS	MS	MS	
	Commitment to Exemplary Governance		MS	MS	MS	
	Fiduciary Responsibilities	MS	MS	MS	MS	
	Strategic Planning and Oversight		MS	MS	MS	
	Legal and Regulatory Compliance		MS	MS	MS	
School Leader	Leadership	MS	MS	MS	MS	
Compliance	Charter Compliance	MS	MS	MS	AS	
	English Learner Compliance	N/A	N/A	MS	MS	
	Special Education Compliance	MS	MS	MS	MS	

GOVERNING BOARD

Focus on High Academic Achievement

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

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

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

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

PLA Virtual Focus on High Academic Achievement

It is evident that the members of the Phalen Leadership Academy (PLA) board believe in the mission and vision of the school and assumed ultimate responsibility for the success of students and the school overall. The board agreed on the definition of academic excellence at PLA Virtual. Student success measures were presented to the board on a frequent basis and the board engaged through questioning and comments. Student outcomes were regularly reviewed to measure progress towards goals and the board had a general understanding of how student achievement to make informed decisions. The graph illustrates the measure characteristics throughout the current school year. Based on evidence collected throughout the school year, PLA Virtual's governing board receives a rating of **Meets Standard**.

Commitment to Exemplary Governance

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

- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;
- Investment in the board's development, through orientation for new members and ongoing training for existing members;

- Clearly defined roles and responsibilities for officers, committees, and board members;
- Employment of a robust committee structure to accomplish board work strategically and efficiently;
- Engagement during meetings through questioning, commenting, etc. based on a comprehensive review of all board materials prior to the meeting;
- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One; and
- Timely distribution of board meeting materials to Education One prior to any publicly held meeting, that includes academic, financial, and organizational updates.

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

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

The board maintained a full slate of board members who brought diverse skills, experiences, and partnership opportunities within the community.   Board members exhibited experience in business, community engagement, education, finance, and legal. James Phalen served as the Board Chair and was able to successfully lead the board and engage members. The board itself has clearly defined roles and responsibilities of its members and was engaged in the work through the 2023-24 school year. The board had an average attendance rate of 70%. Attendance trends are illustrated in the corresponding graph.

PVLA Board Member Attendance
Charter Term: 2020-25
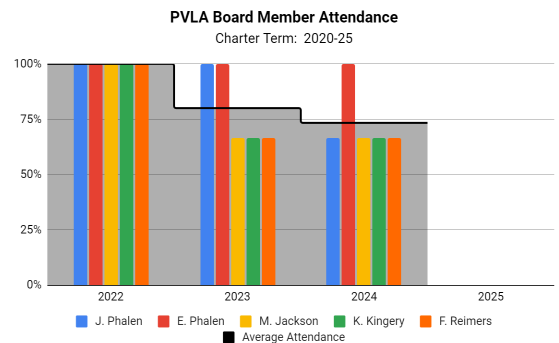
Board engagement was observed throughout each scheduled meeting.
The graph below identifies the distribution of types of questions asked throughout board meetings. Overall, meetings were well rounded based on information that benefits the growth of the school.

PVLA Types of Questions Asked
Charter Term: 2020-25
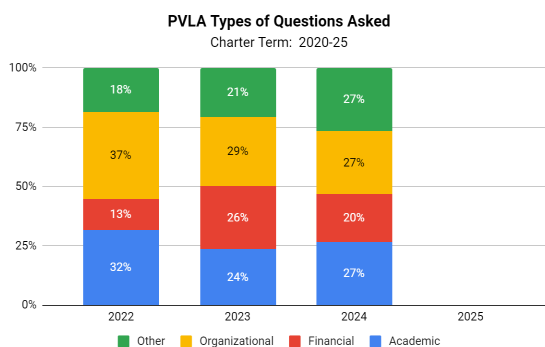
Throughout the school year, there was timely communication of any organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One. Materials were distributed prior to scheduled board meetings and included academic, financial, and organizational updates.

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

PLA Virtual Commitment to Exemplary Governance
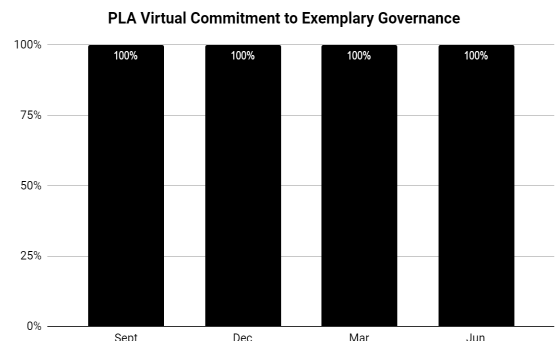
Fiduciary Responsibilities

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

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

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

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

The PLA governing board has met its fiduciary requirements consistently throughout the year. Members of the board had an understanding of the school's finances and resources to be able to support them with any questions. Financial data was regularly reviewed in order to make sound fiscal decisions and protect the school's short- and long-term sustainability. The network board ensures that each member makes the school a top personal priority. The corresponding graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, PLA's governing board receives a rating of **Meets Standard**.

PLA Virtual Fiduciary Responsibilities
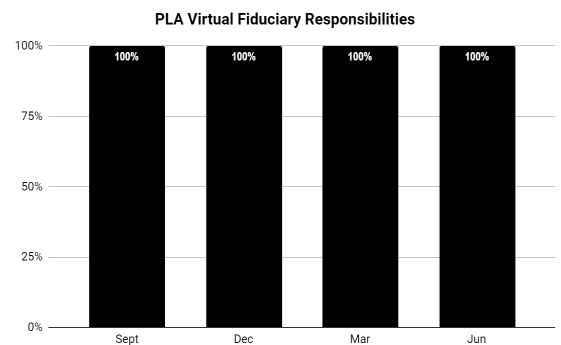
Strategic Planning and Oversight

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

- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the school's future;
- Set annual goals for the school, board, and each board committee;
- Organize the board, its committees, and all meetings in order to meet the school's annual goals and strategic plan;

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

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

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

As a board that oversees a network of schools across the country, the PLA board oversaw, clearly, the development of a strategic plan that prioritizes the vision of Phalen Leadership Academies. As part of oversight, the governing board ensured that the network's academic team and school leader had the autonomy and authority to manage the school while maintaining strong and close oversight of outcomes. The board also collaborates with the network's leadership team in a way that is conducive to the success of the school, including requesting and disseminating information in a timely manner. Similarly, the school leadership team was formally evaluated twice a year.

PLA Virtual Strategic Planning and Oversight
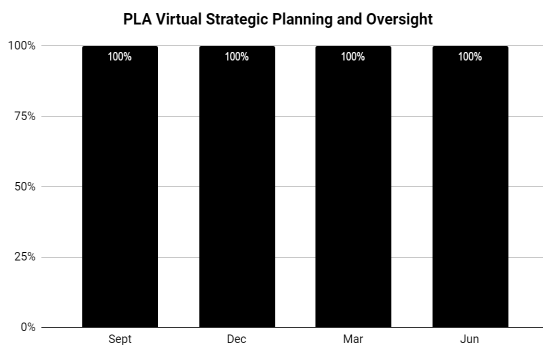
In April of 2024, the board submitted to Education One its annual self-assessment, evaluating the strengths and areas for improvement in relation to the school's Accountability Plan Performance Framework. The results of the self-assessment provide the board with the opportunity to evaluate their performance to set goals and develop a strategic plan for the future. Throughout the school year, the board collaborated well with the school leader and Education One. Based on evidence collected throughout the school year, PLA's governing board receives a rating of **Meets Standard**.

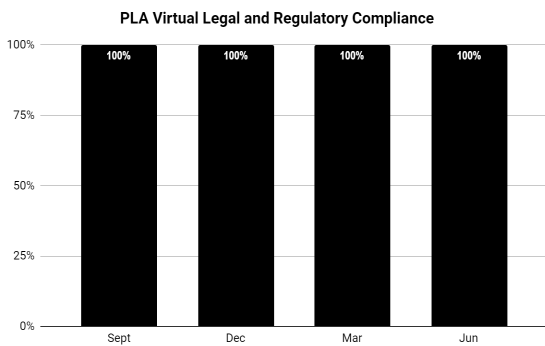**Legal and Regulatory Compliance**

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

- Hold all meetings in compliance with Indiana's Open Door Law;
- Maintain the highest standards of public transparency by accurately documenting meeting proceedings and board decisions;
- Adherence to all terms set forth in the charter agreement;
- Comply with established board policies and procedures, including those established in the by-laws;
- Conduct routine revisions of policies and procedures, as necessary;

- Adherence to all state and federal laws, including requirements set forth by the SBOA and/or IRS; and
- Apply sound business judgment by avoiding conflicts of interest, maintaining liability insurance, observing tax requirements, etc.

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

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

PLA Virtual Legal and Regulatory Compliance

The PLA Network held all of its quarterly meetings in compliance with Indiana's Open Door Law and maintained the highest standards of public transparency by accurately documenting meeting proceedings and board decisions. Terms set forth in the charter agreement were adhered to and the board complied with established board policies and procedures, as well as state and federal laws.

Based on evidence collected throughout the school year, the governing board receives a rating of **Meets Standard**.
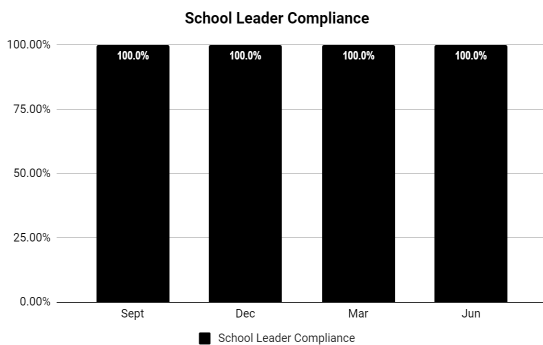
SCHOOL LEADER

Leadership

Education One measures the quality of the school's leadership team by looking for the following characteristics:

- Demonstration of sufficient academic and leadership experience;
- Leadership stability in key administrative positions;
- Communication with internal and external stakeholders;
- Clarity of roles and responsibilities among school staff;
- Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner; and
- Consistency in providing information to and consulting with the schools' board of directors.

Characteristics of a quality leadership team are observed during regularly scheduled site visits, communication with school leadership, and school leader reviews conducted by the governing board.

The rubric for this sub-indicator is as follows:

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

School Leader Compliance chart showing 100.0% for Sept, Dec, Mar, and Jun.

Dr. Tora Townsend served as PLA Virtual's school leader during the 2023-24 school year. She has served in this role for the four years the school has been open. This school year, and throughout her tenure, Dr. Townsend has demonstrated more than sufficient academic and leadership experience. This experience enabled her to communicate well with both internal and external stakeholders to drive a continuous process of improvement and establish systems for addressing areas of deficiency in a timely manner.

As the school has grown, there was stability and clarity in key leadership roles. The leadership team worked well with one another to continue building a culture of high expectations both students and staff, as evidenced by the end of year stakeholder surveys.

Dr. Townsend and her team consistently provided information and updates about the school to the board of directors as well as Education One. Based on evidence collected throughout the school year, PLA Virtual's school leadership receives a rating of **Meets Standard**.

COMPLIANCE

Charter Compliance

Schools are held accountable to be in compliance with the terms of its charter and collaborate effectively with Education One. The following components are assessed on a monthly basis:
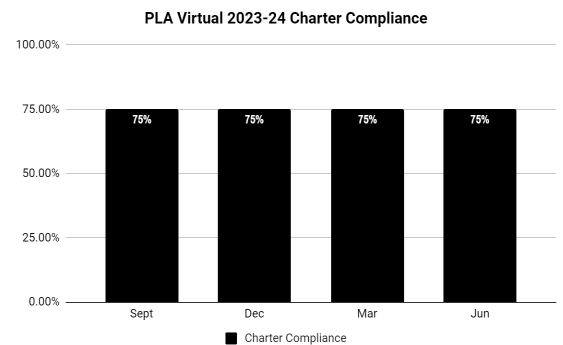
- Submission of all required compliance documentation in a timely manner as set forth by Education One, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation;
- Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws;
- Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; and
- Participation in scheduled meetings with Education One.

The rubric for this sub-indicator is as follows:

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

The corresponding graph illustrates the measure characteristics met throughout this current school year. At the time of this report, PLA Virtual was responsible for timely submissions of items July 2023 through May 2024. 81% of items were submitted in compliance with reporting requirements processes and procedures. 14% of items were submitted late. The school has the following outstanding items:

- Annual Board Member Notice of Disclosure Form
- Evidence of ongoing PD for staff directly impacting English Learner and Special Education students to understand legal obligations, current legislation, research, and effective practices (February and May)
- Evidence of completed FAFSA forms or signed opt-out waivers
- Projected Budget for Upcoming Fiscal Year

PLA Virtual 2023-24 Charter Compliance

Throughout the 2023-24 school year, the school was in compliance with the terms of its charter and proactive and productive in meeting governance obligations. Members of the PLA governing board and leadership team who interact with Education One collaboratively participated in scheduled meetings. Based on evidence collected throughout the school year, PLA Virtual receives a rating of **Approaching Standard** with concerns in submission of all required compliance documentation in a timely manner as set forth by Education One.
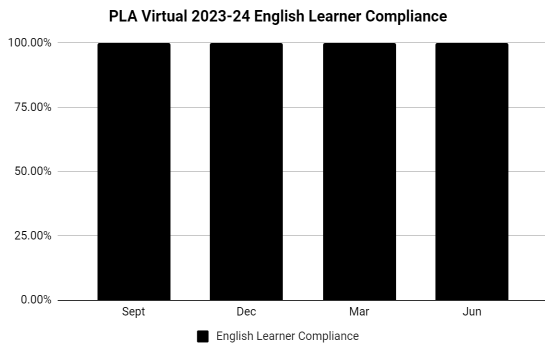
English Learner Compliance

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

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

The rubric for this sub-indicator is as follows:

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

PLA Virtual 2023-24 English Learner Compliance

The school did a commendable job for being proactive with staffing and grouping of students in various push in and pull out settings. During quarterly checks, Education One was able to observe these push in and pull out interventions take place. Overall, the school had an excellent organization system to ensure all ILPs and cases conferences were complete and done on time. Based on the qualitative and quantitative evidence collected, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.
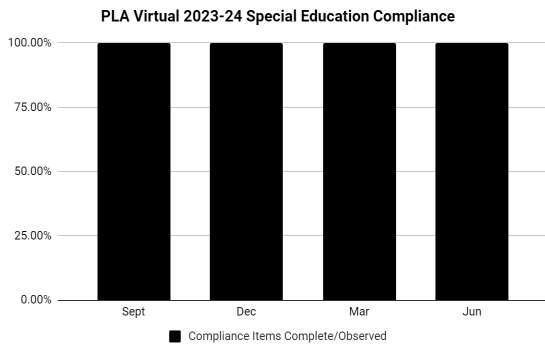
Special Education Compliance

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

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

The rubric for this sub-indicator is as follows:

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

PLA Virtual 2023-24 Special Education Compliance

The school did a commendable job for being proactive with staffing and grouping of students in various push in and pull out settings. During quarterly checks, Education One was able to observe these push in and pull out interventions take place. Overall, the school had an excellent organization system to ensure all IEPs and cases conferences were complete and done on time. Based on the qualitative and quantitative evidence collected, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

Part IV: School Wide Climate

Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school's effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	

The rubric for this indicator is as follows:

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school. With an overall weighted satisfaction rate of 89.9%, the school receives a rating of **Meets Standard**.
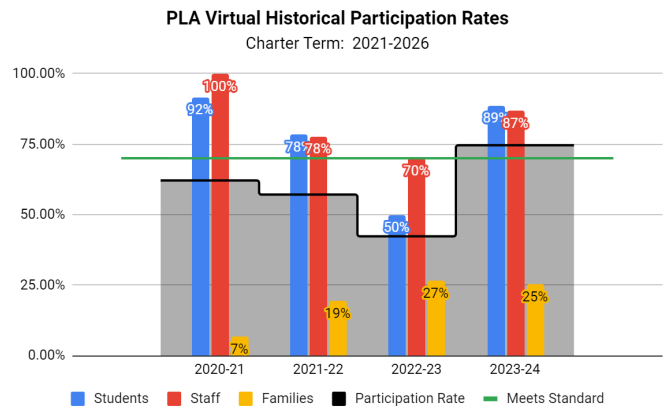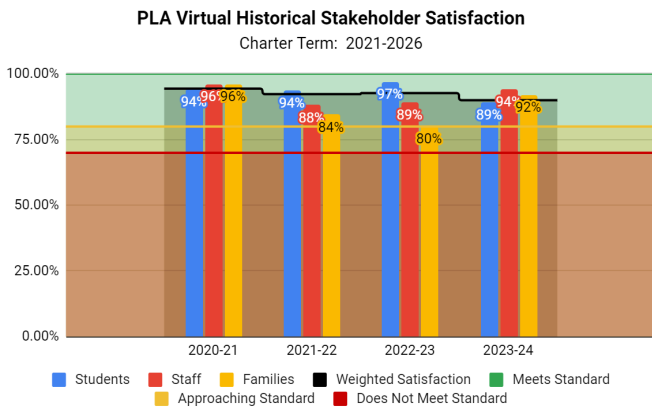
While survey participation is not a measure found in the school's Accountability Plan Performance Framework, it is an important metric to understand the viability of the rating provided above. The following table indicates the total number of possible participants for each stakeholder group, the number of stakeholders that took the survey, and the participation rate of each stakeholder. Education One's standard for survey viability is a participation rate of at least 70.0%. Participation rates validate the high level of satisfaction of the student and staff stakeholder survey results. The school needs to continue to engage with more families to ensure the validity of the high satisfaction rate. Overall, the 2023-24 stakeholder survey had the highest participation rate to date.

	PLA Virtual's Survey Participation		
Stakeholder Group	**Population Size** Total # of Possible Respondents	**Sample Size** Total # of Actual Respondents	**Survey Participation Rate**
Students	311	276	88.7%
Staff	38	33	86.8%
Families	99	25	25.3%

Part V: Next Steps

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

Education One utilizes a tiered approach of providing differentiated supports to meet each school's unique needs, based on quantitative and qualitative data points. Schools are tiered twice a year. The support tier at the beginning of a new school year is based on end of year outcomes found in the school's Annual Review from the previous school year. School's are then re-tiered based on the school's performance outcomes from the first half of the school year. For more information on Education One's Intervention and Support Policy, click here.

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

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

	Tier I	Tier II	Tier III
Academic Performance	- The school receives an instructional site visit in Quarter 1 and 3. - The school participates in a data dive after each major assessment administered, focusing on school specific goals.	- The school receives bi-monthly instructional site visits from September to March. - The school participates in support checks focusing on data analysis and school specific initiatives to improve noted deficiencies.	- The school receives monthly instructional site visits from September to March. - The school has a School Improvement Plan and participates in support checks focusing on data analysis and school specific initiatives to improve noted deficiencies.
Financial Performance	The school receives an evaluation of financials on a quarterly basis.	The school receives an evaluation of financials on a quarterly basis.	- The school receives an evaluation of financials on a quarterly basis. - Required monthly finance meetings with Education One, school leadership and the board chair/treasurer
Organizational Performance	- The school's Board Chair participates in quarterly checks. - A member of the Education One team attends regularly scheduled board meetings.	- The school's Board Chair participates in quarterly checks that focus on noted deficiencies. - A member of the Education One team attends regularly scheduled board meetings.	- The school's Board Chair participates in quarterly checks with frequent checkpoints that focus on noted deficiencies. - The school has a School Improvement Plan, with required interventions for school leadership and/or the board, based on noted deficiencies. - A member of the Education One team attends regularly scheduled board meetings.

Next Steps Overview for 2024-25 School Year

Based on the school's overall ratings found in this annual review, the following are commendations and recommendations for the 2024-25 school year, by performance indicator. Performance areas with measures rated as Does Not Meet Standard may have required next steps for the 2024-25 school year, and are also noted.

Academic Performance		
Rating	**Tier**	**Probationary Status?**
Approaching Standard	Tier II	No

Commendations:
- Maintaining high standards for strength in diploma, with 100% of students in the most recent graduating cohort receiving at minimum a Core 40 designation
- Implementing effective student and family engagement strategies to increase the percentage of 2023 model attendee students by 82 points from the 2022 school year as well as meet average attendance metrics for the 2023-24 school year
- Increasing the percentage of on-grade level students in meeting growth targets on the 2023 English/Language Arts ILEARN assessment to support maintenance of proficiency over time
- Increasing the percentage of 6th grade students meeting growth targets in math
- Embedding digital tools that support checks for understanding and student engagement
- Increasing the percentage of K-11 students considered on grade level in math by 11 points from beginning of year to end of year
- Outperforming non-legacy students by 5 points on the reading NWEA assessment

Recommendations:
- Continue to build upon systems and processes for students enrolling into the high school who have deficits in credits
- Enhance reading interventions to increase overall growth towards proficiency on both state and local assessments

The following are **required next steps for the 2024-25 school year** based on the ratings of this review and progress over time:
- Identify gaps in math curriculum resources and/or teacher implementation as it pertains to newly revised Indiana Academic Standards
- Implement small group structures, that are driven by data outcomes, for differentiated supports in math

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

Commendations:
- Increasing Days Cash over the course of the year by 32.5 days

Recommendations:
- Create a budget around attainable enrollment targets, based on historical trend data

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

GOVERNING BOARD

Commendations:
- Reviewing indicators of student success regularly to measure progress toward school goals
- Engaging during meetings through questioning, commenting, etc. based on a comprehensive review of all board materials prior to the meeting
- Requiring that each board member make the school a top personal priority each year through the investment of time, energy, and/or resources
- Overseeing the development of a clear strategic plan that reflects the board's vision and priorities for the school's future

LEADERSHIP

Commendations:
- Engaging in the continuous process of improvement and establishing of systems for addressing areas of deficiency in a timely manner
- Establishing an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) and in which teachers believe that all students can succeed
- Ensuring professional development activities are interrelated with classroom practice
- Analyzing assessment results frequently to adjust classroom instruction, grouping of students and/or identifying students for special intervention

COMPLIANCE

Commendations:
- Incorporating effective systems and processes for supporting students with ILPs and IEPs in a virtual setting
- Identifying ways in which to best meet the needs of students at all levels

The following are **required next steps for the 2024-25 school year** based on the ratings of this review and progress over time:
- Submit all required compliance documentation in a timely manner as set forth by Education One, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation

School Wide Climate
Meets Standard

Commendations:
- Maintaining high levels of satisfaction amongst all stakeholders
- Increasing the participation of both students and staff in the survey

Recommendations:
- Implement strategies for more families to complete satisfaction surveys