



## 2023-24 ANNUAL REVIEW

# PARAMOUNT ONLINE ACADEMY

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## REPORT OVERVIEW

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

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 is able to identify trends in data over time, address key areas of concern, and highlight successes on a more frequent basis. 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](http://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
	2021-22	2022-23	2023-24	2024-25	2025-26
	Meets 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 <b>OR</b> 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?

<b>Year 1</b>	The school received a rating of Meets Standard, indicating that the school complies with and presents minimal to no concerns in the indicator measures. The school was held accountable to six measures. 67% of measures were rated as meeting standard. Two measures, attendance and growth on the local math assessment were close to the meets standard metric. As a new school, with a virtual model, and part of an established network the school exhibits minimal concerns moving into the 2022-23 school year. The focus for the next year should be around creating processes and procedures for increasing overall attendance and strategies to support math achievement and growth in the middle school grades.
<b>Year 2</b>	The school received a rating of Approaching Standard, indicating that the school presents some concerns in the indicator measures with a credible plan to address the issues. The school was held accountable to nine measures. The only area that received a rating of Does Not Meet Standard was proficiency on the local benchmark assessment in math. One other measure also decreased from a meets standard to approaching standard rating, which was growth on the local reading assessment. Decreases in rating center around middle school outcomes. For the 2023-24 school year the school needs to continue to implement strategies to support math achievement, specifically in middle school grades.
<b>Year 3</b>	The school received an overall rating of Approaching Standard, indicating that the school presents some concerns in the indicator measures with a credible plan to address the issues. The school was held accountable to 20 measures. Five of the measures received a rating of Does Not Meet Standard, including attendance and all measures regarding progress towards proficiency on the schools local assessment. For the 2024-25 school year, the school needs to conduct a root cause analysis of why there was an observable decrease in proficiency and growth on the local assessment and attendance after the school had seen an increase from the first year to second year.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	<a href="#">Federal Accountability Rating</a>	N/A	AS	AS		
	<a href="#">Proficiency on State Summative Assessment: E/LA</a>	N/A	N/A	N/A		
	<a href="#">Proficiency on State Summative Assessment by Subgroup: E/LA</a>	N/A	N/A	N/A		
	<a href="#">Proficiency on State Summative Assessment: Math</a>	N/A	N/A	N/A		
	<a href="#">Proficiency on State Summative Assessment by Subgroup: Math</a>	N/A	N/A	N/A		
	<a href="#">Growth on State Summative Assessment: E/LA</a>	N/A	N/A	MS		
	<a href="#">Growth on State Summative Assessment by Subgroup: E/LA</a>	N/A	N/A	MS		
	<a href="#">Growth on State Summative Assessment: Math</a>	N/A	N/A	MS		
	<a href="#">Growth on State Summative Assessment by Subgroup: Math</a>	N/A	N/A	MS		
	<a href="#">Pass or Pass+ Status Growth: E/LA</a>	N/A	N/A	ES		
	<a href="#">Did Not Pass Status Growth: E/LA</a>	N/A	N/A	MS		
	<a href="#">Pass or Pass+ Status Growth: Math</a>	N/A	N/A	ES		
	<a href="#">Did Not Pass Status Growth: Math</a>	N/A	N/A	ES		
	<a href="#">Comparison to Local Schools</a>	N/A	N/A	N/A		
	<a href="#">3rd Grade Literacy</a>	N/A	MS	ES		
<a href="#">6th Grade Math</a>	N/A	N/A	ES			
<a href="#">Chronic Absenteeism</a>	N/A	AS	ES			

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	<a href="#">Instruction</a>	MS	MS	MS		
	<a href="#">Attendance</a>	AS	AS	DNMS		
	<a href="#">Progress Towards Proficiency: E/LA</a>	N/A	N/A	DNMS		
	<a href="#">Progress Towards Proficiency by Subgroup: E/LA</a>	N/A	N/A	DNMS		
	<a href="#">Progress Towards Proficiency: Math</a>	N/A	N/A	DNMS		
	<a href="#">Progress Towards Proficiency by Subgroup: Math</a>	N/A	N/A	DNMS		
	<a href="#">Historical Proficiency: E/LA</a>	N/A	N/A	ES		
	<a href="#">Historical Proficiency: Math</a>	N/A	N/A	ES		

## STATE AND FEDERAL ACADEMIC PERFORMANCE

### Federal Accountability Rating

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a rating of Exceeds Expectations for the most recent school year.	The school receives a rating of Meets Expectations for the most recent school year.	The school receives a rating of Approaches Expectations for the most recent school year.	The school receives a rating of Does Not Meet Expectations for the most recent school year. <b>OR</b> 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 2022-23 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	Approaches Expectations		
<b>Achievement: E/LA</b>	Meets Expectations	<b>Achievement: Math</b>	Meets Expectations
<b>Growth: E/LA</b>	Approaches Expectations	<b>Growth: Math</b>	Meets Expectations
<b>Closing the Gaps: E/LA</b>	Approaches Expectations	<b>Closing the Gaps: Math</b>	Does Not Meet Expectations
<b>Language Proficiency for EL</b>	No Rating	<b>Student Attendance</b>	Meets Expectations

Based on the information released by the Federal Department of Education, Paramount Online Academy (POA) receives a rating of **Approaching Standard** based on the school’s Accountability Plan Performance Framework.

A rating of Approaching Expectations, according to the state of Indiana, identifies a school that approaches expectations in that some students are on pace to meet the state’s long-term goals, but performance is inconsistent for individual student groups. Some student groups meet expectations for academic achievement or academic progress. Academic growth rates are sufficient to close achievement gaps for some student groups. No student groups are far below the standard and/or no gaps are increasing in an “approaches expectations” school. The school may be identified for targeted support and improvement by the Indiana Department of Education.

### Proficiency on State Summative Assessment

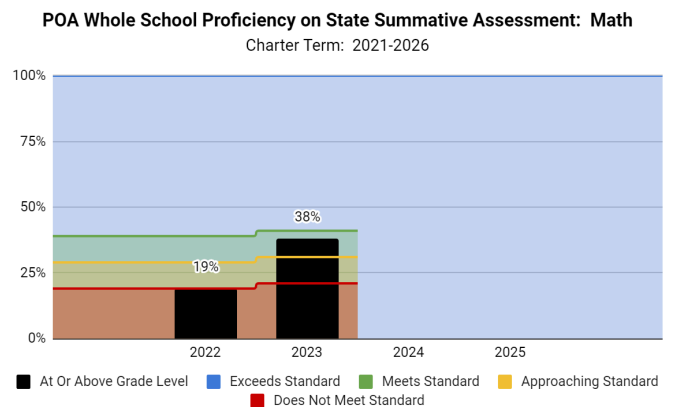
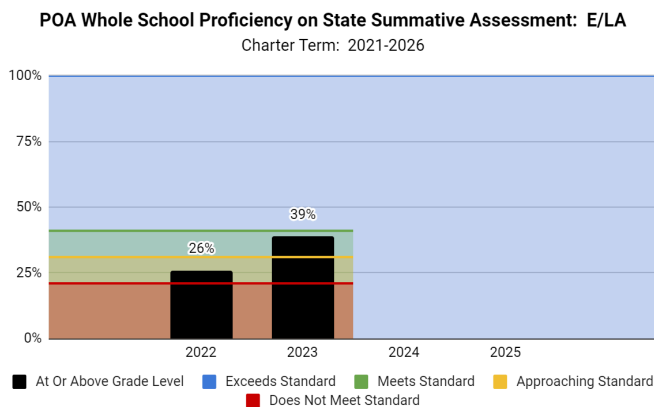
Education One measures the success of the school’s educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana’s summative assessment. Students included in the percentage used for comparison are legacy students. A legacy student is defined 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 POA participated in Indiana's state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three through eight. All data utilized in this measure's review is from the 2022-23 school year, the school's second year of existence. Therefore, while data is captured, Education One will begin to hold the school accountable to its school year 2023-24 ILEARN proficiency results.

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.



**English/Language Arts:** In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023 English/Language Arts assessment. At POA, 39% of students met or exceeded standards on the same assessment. The increase of 13 points from the 2022 assessment indicates the school has implemented effective instructional programs and support systems as a new school.

**Math:** In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023 math assessment. At POA, 38% of students met or exceeded standards on the same assessment. Similar to English/Language Arts, the increase of 19 points from the 2022 assessment indicates the school has implemented effective instructional programs and support systems as a new school and worked hard to close proficiency gaps found with students, specifically in math.

The school receives a rating of **Not Applicable** for this measure and will be rated starting with 2023-24 data.

### 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:

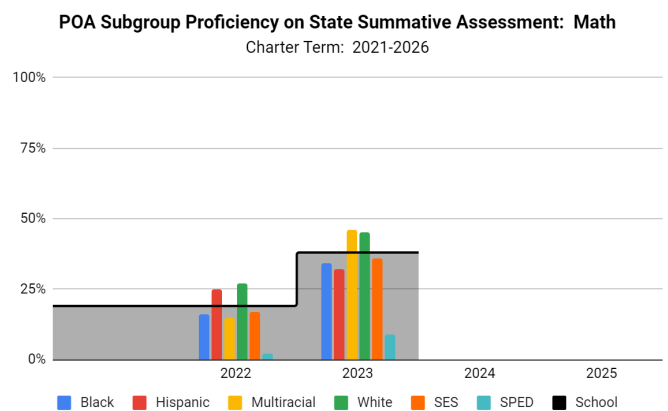
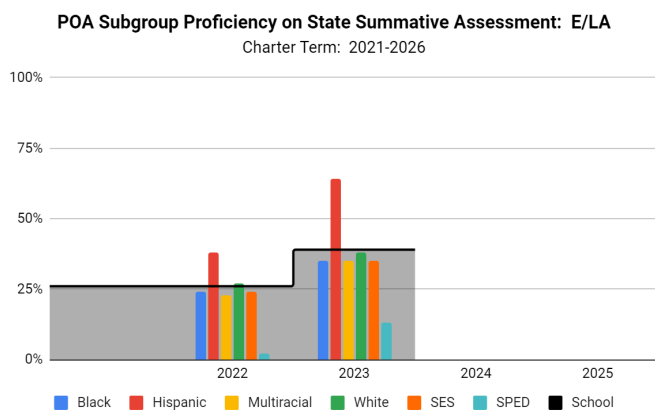
- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and

- 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.

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



The following table highlights 2023 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	51%	13%	35%	19.7%	+15.3	ES	34%	16.2%	+17.8	ES
Hispanic	14%	14%	64%	27.1%	+36.9	ES	32%	25.9%	+6.1	ES
Multiracial	10%	5%	35%	37.1%	-2.1	MS	46%	35.0%	+11	ES
White	25%	64%	38%	47.5%	-9.5	MS	45%	48.7%	-3.7	MS
F/R Lunch	87%	49%	35%	27.2%	+7.8	ES	36%	26.7%	+9.3	ES
SPED	20%	18%	13%	13.1%	-0.1	MS	9%	16.8%	-7.8	AS

**English/Language Arts:** Students at POA are outperforming or performing consistent with their like subgroup peers across the state. There are minimal gaps in proficiency when looking at racial groups or students who receive Free/Reduced Lunch, outside of the Hispanic student population far outperforming other racial subgroups. Through concerted efforts and targeted interventions, the school has witnessed improvement in academic outcomes for historically marginalized groups.

**Math:** The trend of outperformance continues in math. However, there does appear to be more of a proficiency gap between Multiracial and White students and their other racial subgroup peers. Special Education students, overall, are not comparing similar to like peers across the state.

The school receives a rating of **Not Applicable** for this measure and will be rated starting with 2023-24 data.

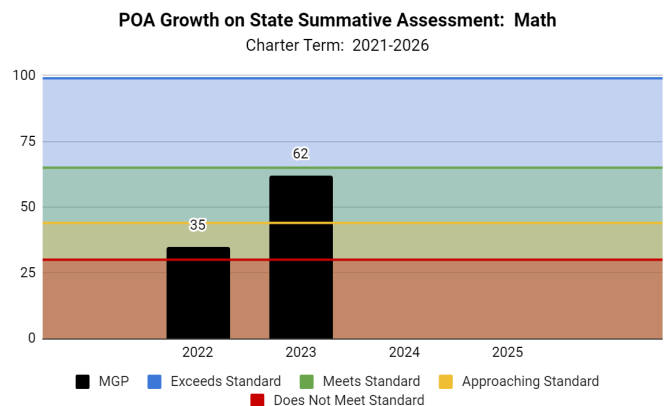
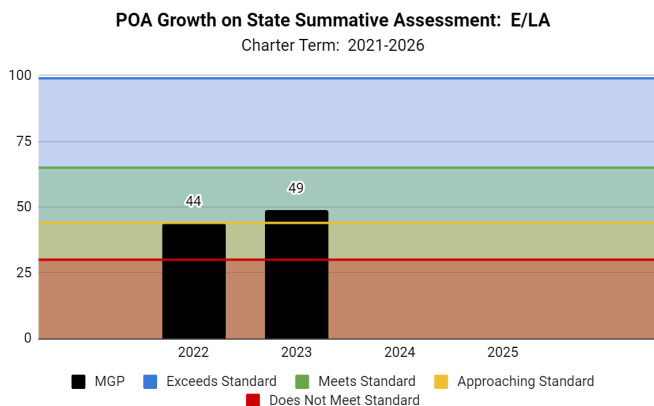
### Growth on State Summative Assessment

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.



**English/Language Arts:** POA had an MGP of 49 based on the 2023 English/Language Arts ILEARN assessment results. Therefore, the school **Meets Standard**. This was an improvement from the previous meeting standard outcome from 2022. The success of POA in meeting standards on standardized assessments reflects the dedication, expertise, and collaborative efforts of our entire school community and network.

**Math:** POA had an MGP of 62 based on the 2023 math ILEARN assessment results. Therefore, the school **Meets Standard**. The school produced a significant increase in MGP from the 2022 school year of 27 points. The recent data underscores the outstanding performance of POA across various grade levels and subject areas to support growth towards proficiency.

### Subgroup 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 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

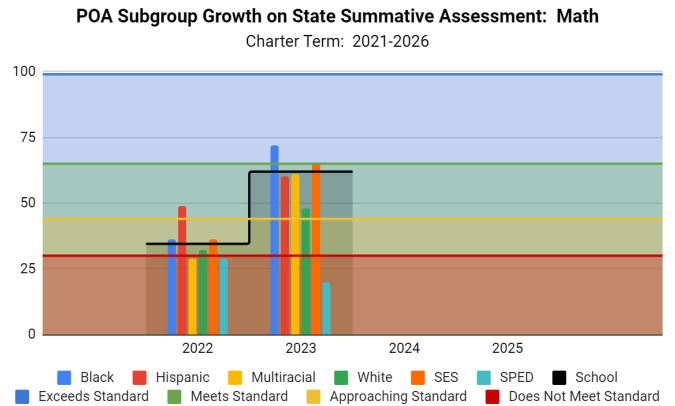
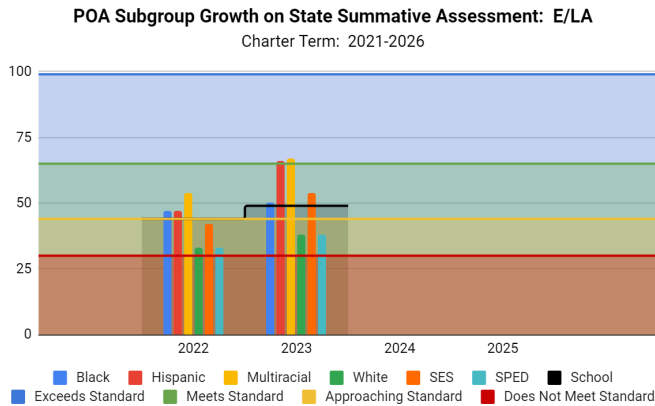


- Special Education (SPED).

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 and Multiracial students both had MGPs that exceeded standard. Black students and those who qualify for Free/Reduced Lunch performed similar to the school overall by meeting standard with their respective MGPs. White students and Special Education students, however, fell short of meeting standard. This continues to be a trend from 2022 results and reveals a gap in outcomes for these subgroups. Overall, the school **Meets Standard**.

**Math:** Black students had an exceeding standard MGP, and significantly increased this metric from the previous school year. While meeting standard overall, White students continue to underperform compared to their peers. Special Education students also exhibited an MGP that did not meet standard and has decreased from the previous school year. Overall, the school **Meets Standard**.

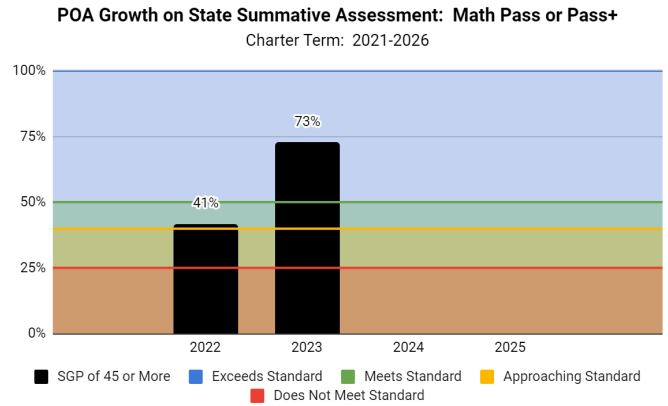
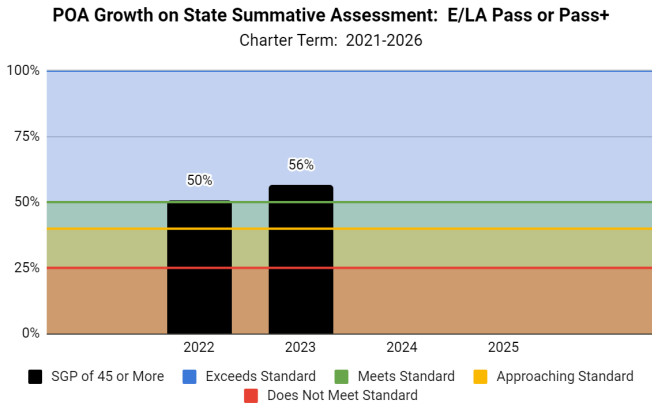
### Passing Status Growth on State Summative Assessment

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

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

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

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



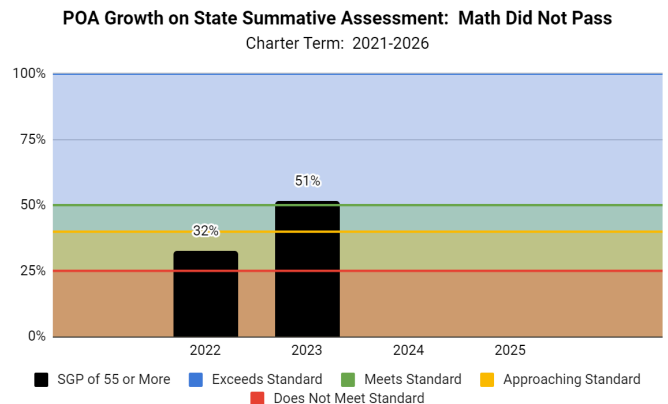
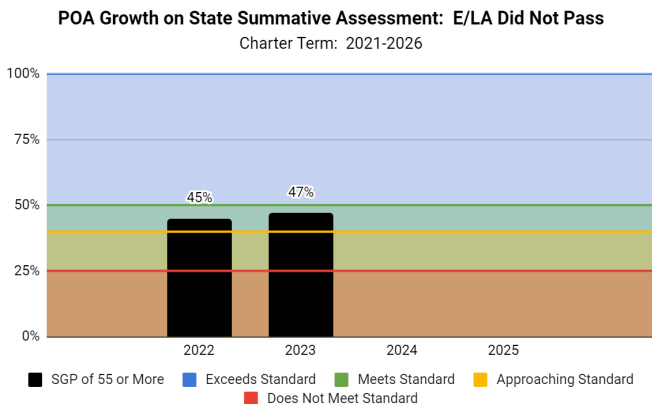
**English/Language Arts:** 56% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023 English/Language Arts assessment. The school receives a rating of **Exceeds Standard**. By maintaining proficiency and continuing to progress, students are better prepared to meet the demands of increasingly rigorous academic standards and to excel in college, career, and life beyond the classroom.

**Math:** 73% 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 **Exceeds Standard**. The school's observable outcomes indicate that a number of students who met proficiency standards on their assessment are also demonstrating growth in their academic performance over time. This growth reflects the commitment of the school to fostering continuous improvement and ensuring that all students reach their full potential.

**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 <b>Did Not Pass</b> have an SGP of at least 55.	40.0-50.0% of students with a previous status of <b>Did Not Pass</b> have an SGP of at least 55.	25.0-39.9% of students with a previous status of <b>Did Not Pass</b> have an SGP of at least 55.	Less than 25.0% of students with a previous status of <b>Did Not Pass</b> have an SGP of at least 55.

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



**English/Language Arts:** 47% of 'Did Not Pass' students had an SGP of at least 55 on the 2023 English/Language Arts assessment. The school receives a rating of **Meets Standard**. While proficiency is an important benchmark, the growth

observed among non-passing students is equally significant, indicating that instructional practices, interventions, and support systems are effectively addressing students' academic needs and enabling them to make meaningful progress towards proficiency, regardless of their starting point.

**Math:** 51% of 'Did Not Pass' students had an SGP of at least 55 on the 2023 math assessment. The school receives a rating of **Exceeds Standard**. The school has observed significant growth among non-passing students, indicating progress towards proficiency and demonstrating the school's commitment to supporting every student on their academic journey.

### 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:

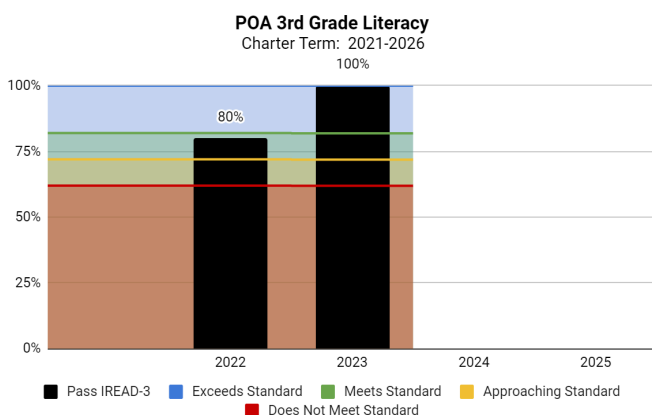
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's overall performance in proficiency and growth outpaces comparison schools 100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 75.0-99.9% of the time. <b>OR</b> 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. <b>OR</b> 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, being its second year in existence. 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.



The corresponding 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 2022-23, POA had a passing rate of 100% on the IREAD-3 assessment. The state of Indiana's passing percentage was 82%. Outperforming the state by 18 points, the school

receives a rating of **Exceeds Standard**. The school's success on the IREAD-3 assessment underscores its commitment to providing equitable opportunities for all students to develop strong literacy skills.

### 6th Grade Math

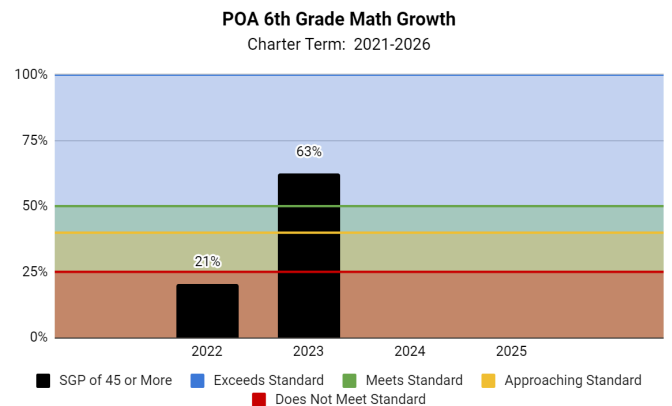
The 6th Grade Math Growth measure calculates the percentage of grade six students meeting their individual growth targets on the state's summative math assessment. These targets are determined based on individual student performance and academic needs. The rubric is as follows:

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

The 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 2022-23, 63% of sixth grade students had an SGP of at least 45 on the ILEARN math assessment. Therefore, the school receives a rating of **Exceeds Standard** according to their Accountability Plan Performance Framework.

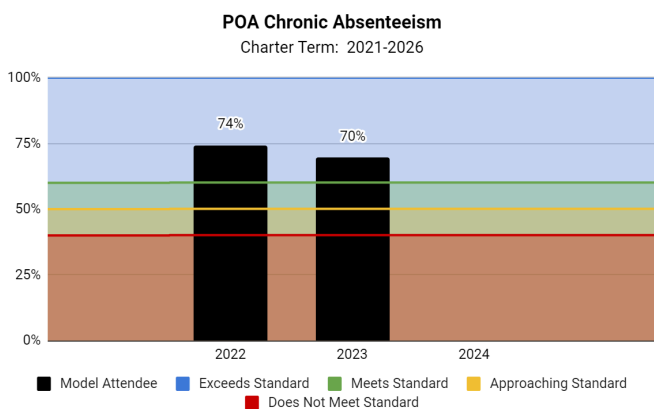
Sixth grade math often introduces students to more advanced mathematical concepts and skills, such as algebraic expressions, equations, ratios, and proportions. Proficiency in 6th grade math serves as a foundation for success in subsequent math courses, including pre-algebra, algebra, geometry, and beyond.



### 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.



The graph illustrates trends overtime for POA throughout its current charter term. Based on current model attendee rate of 70%, the school receives a rating of **Exceeds Standard**. Low chronic absenteeism suggests that the majority of students are actively engaged and motivated to attend school regularly. This indicates a positive school climate where students feel connected to their learning environment and are invested in their education.

## LOCAL ACADEMIC PERFORMANCE

### Instruction

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

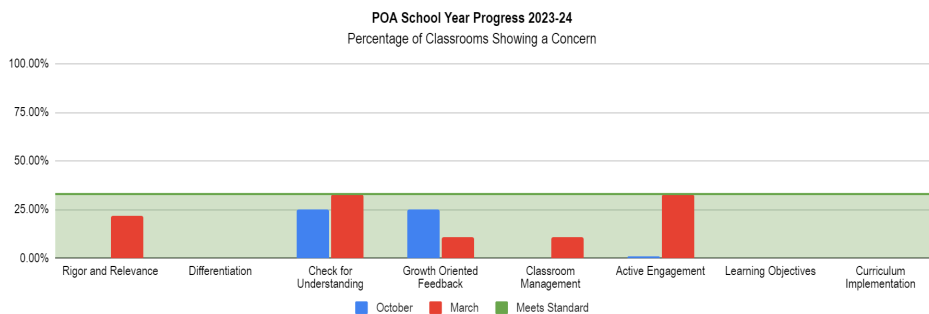
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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

The rubric for this measure is as follows:

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



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

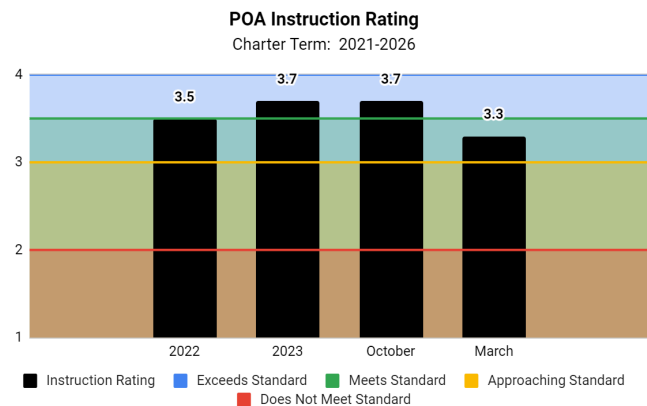
To coincide with the graph, the following table indicates the actual percentage of classrooms where there was an observable concern.

	October	March
Rigor + Relevance	0.0%	22.0%
Differentiation	0.0%	0.0%
Checks for Understanding	25.0%	33.0%
Growth Oriented Feedback	25.0%	11.0%
Classroom Management	0.0%	11.0%
Active Engagement	1.0%	33.0%
Learning Objectives	0.0%	0.0%
Curriculum Implementation	0.0%	0.0%

Overall, the school exhibited no overarching areas of concern when it came to implementing instructional best practices, specifically in a virtual setting. The school has clearly established expectations for behavior, academic performance, and classroom routines. Virtual tools are utilized throughout instruction to ensure students actively contribute to class discussions, asking questions, sharing ideas, and responding to peers. During lessons, teachers provided support structures or scaffolding to help students gradually develop their understanding. Learning objectives are relevant to the content and skills being taught and understood by students.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier I school, receiving one site visits per semester 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, POA receives a rating of **Meets Standard**, with an average instruction rating of 3.4 points.



### 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. POA had an average attendance rate of 86.8% and, thus, **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework. While average attendance rates for virtual model schools are typically lower than brick and mortar, the average attendance rate for POA during the 2023-24 school year has dropped from previous years by 4-5 points.

Attendance Breakdown					
Kindergarten	87.2%	✗	Fifth	88.9%	✗
First	85.1%	✗	Sixth	88.9%	✗
Second	86.9%	✗	Seventh	83.3%	✗
Third	84.5%	✗	Eighth	88.6%	✗
Fourth	86.6%	✗	Whole School	86.8%	✗
Key: ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = 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, POA utilized Cambium ClearSight, formative assessment platform for all students in grades 3-8. The reading and math assessments align to Indiana's state summative assessment in its complexity, rigor, and performance level indicators.

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					
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Reading	38%	28%	38%	55%	✗
Math	6%	19%	17%	36%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard					

**Reading:** 55% of students were considered proficient and/or met growth targets on the reading Cambium ClearSight assessment. Therefore, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

**Math:** 33% of students were considered proficient and/or met growth targets on the math Cambium ClearSight assessment. Therefore, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

### 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.

- English Learner;
- Race;
- Socioeconomic Status; and
- Special Education.

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

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

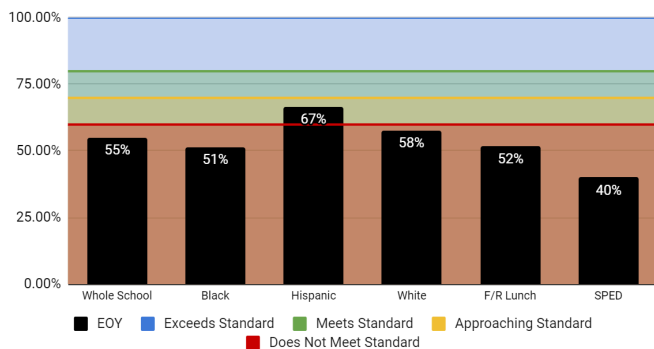
The following tables and graphs illustrate proficiency and growth outcomes throughout the school year and current charter term.

Progress Towards Proficiency					
	Population %	Reading Progress Towards Proficiency	Rating	Math Progress Towards Proficiency	Rating
Black	57%	51%	✗	29%	✗
Hispanic	12%	67%	✘	33%	✗
White	21%	58%	✗	58%	✗
F/R Lunch	68%	52%	✗	34%	✗
SPED	10%	40%	✗	57%	✗
School	10%	55%	✗	36%	✗

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

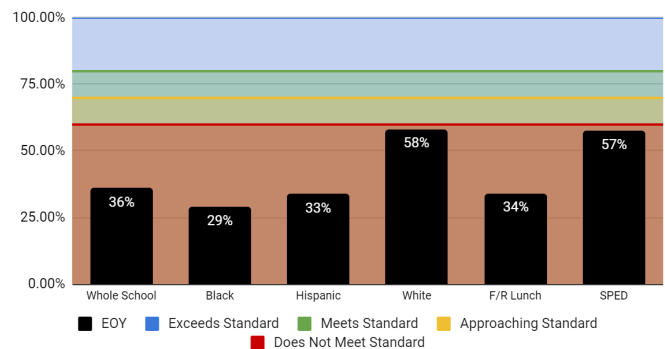
POA 2023-24 Progress Towards Proficiency

Reading



POA 2023-24 Progress Towards Proficiency

Math



**Reading:** Upon review of disaggregated data, it's clear that certain subgroups, such as students of certain racial groups and students with disabilities, consistently perform when looking at meeting proficiency and/or growth targets. Overall the school receives a rating of **Does Not Meet Standard**.



**Math:** There were significant disparities in academic proficiency and/or growth among various subgroups of students within the school, specifically when looking at students of certain racial groups. Overall the school receives a rating of **Does Not Meet 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%

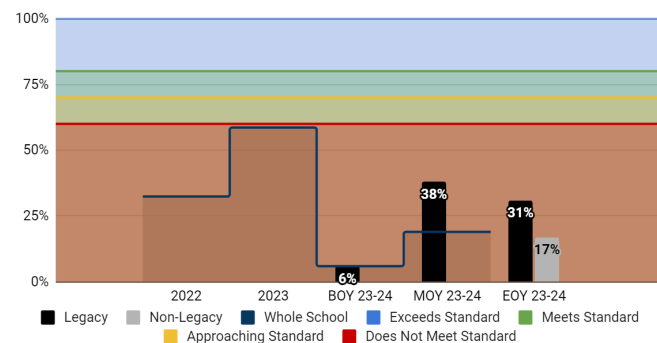
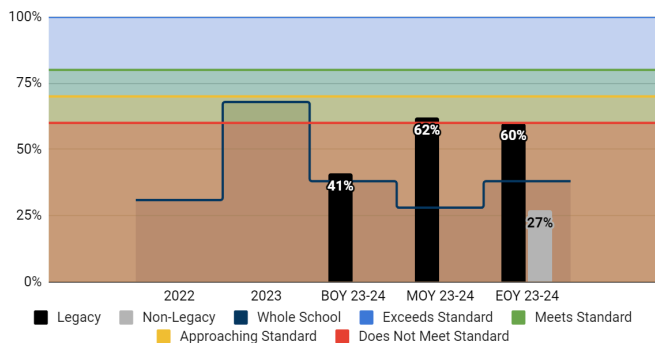
The following table and graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term. Legacy students are those who have been enrolled at the school for a minimum of three years in grades three through eight. Non-legacy students are those who have been enrolled for less than three years in the same grade levels. 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			
	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
Legacy	41%	62%	60%	X	6%	38%	31%	X
Non-Legacy	N/A	N/A	27%	X	N/A	N/A	17%	X
School	38%	28%	38%	X	6%	19%	17%	X

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

POA Legacy Student Proficiency: Reading  
Charter Term: 2021-2026

POA Legacy Student Proficiency: Math  
Charter Term: 2021-2026



**Reading:** At the end of the 2023-24 school year, 60% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 27% of non-legacy students. With a difference of 33 percentage points, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework. The academic accomplishments of legacy students highlight the effectiveness of the school's instructional practices and support systems, making it a compelling choice for families seeking a different educational experience.

Math: At the end of the 2023-24 school year, 31% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 17% of non-legacy students. With a difference of 14 percentage points, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework. While the school requires work on increasing overall proficiency, the data reveals that legacy students at the school demonstrate academic achievement, positioning the institution as a quality choice for families in the school's community.

## 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
	2021-22	2022-23	2023-24	2024-25	2025-26
	Approaching Standard	Approaching Standard	Meets Standard		

### Is the school in good financial standing?

Performance Rubric	Is the school in good financial standing?	
	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 <b>OR</b> 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 Approaching standard, as the school presents concerns in the enrollment variance and days cash measures. As a part of an establish network of schools with sound financial management capacity, there are credible plans to address the issues at hand of a newly opened virtual school.
Year 2	The school received an overall rating of Approaching standard, as the school presents concerns in the enrollment variance and days cash measures. As a part of an establish network of schools with sound financial management capacity, there are credible plans to address the issues at hand of a newly opened virtual school.
Year 3	The school receives a rating of Meets Standard, presenting no concerns with all measures meeting or exceeding standard.

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	<a href="#">Financial Management</a>	MS	MS	MS		
	<a href="#">Enrollment Variance</a>	DNMS	DNMS	ES		
	<a href="#">Current Ratio</a>	MS	MS	MS		
	<a href="#">Days Cash</a>	AS	AS	MS		
	<a href="#">Debt/Default Delinquency</a>	MS	MS	MS		
	<a href="#">Debt to Asset Ratio</a>	MS	MS	MS		
	<a href="#">Debt Service Coverage</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.

Paramount Online Academy (POA), is a part of an establish network of schools called Paramount Schools of Excellence (PSOE). The State Board of Accounts reviewed the annual audit for the period July 1, 2022 to June 30, 2023 on February 8, 2024. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts. There were no deficiencies found.

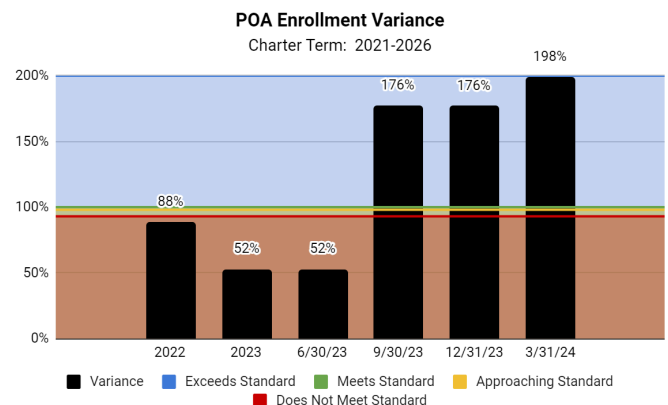
The school regularly submitted complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. For these reasons, the school receives a rating of **Meets Standard** for the 2023-24 school year.

### 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.

According to the Indiana Department of Education, POA had an enrollment of count of 194 students as of October 2023. Similarly in February of 2024, the school observed an enrollment of 242 students. With an average enrollment variance of 198%, the school receives a rating of **Exceeds Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school’s current charter term.

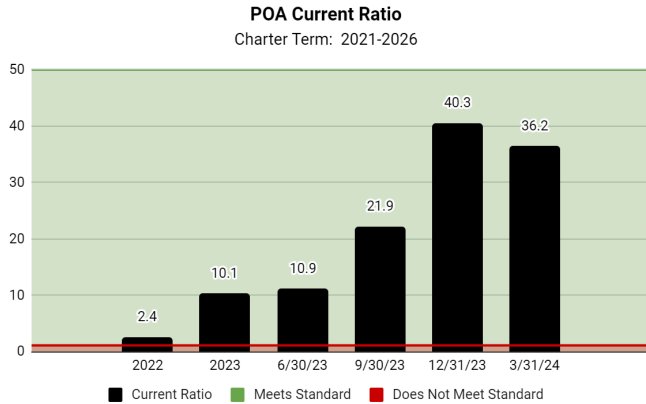


### Current Ratio

Education One assesses if the school’s current assets (cash or other assets that can be accessed in the next twelve months) exceed its current liabilities (debt obligations due in the next twelve months).

The rubric for this sub-indicator is as follows:

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



At the time of this report, the school's assets exceed its current liabilities with a ratio of 36.2 and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

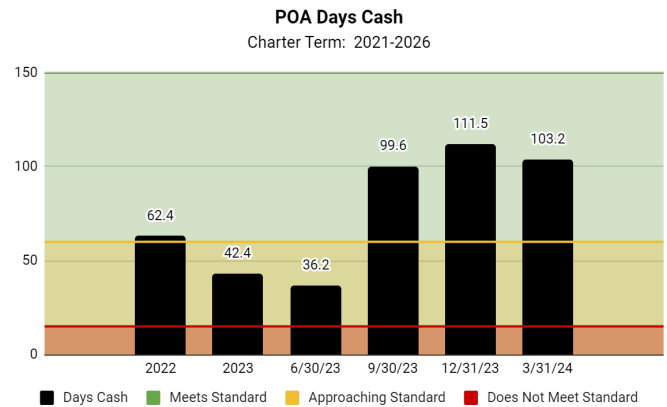
**Days Cash**

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. <b>OR</b> between 30 and 60 days cash and one-year trend is positive.	Days cash on hand is at least between 15-30 days. <b>OR</b> 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, POA had 103.2 days cash. The school has observed a one-year positive trend of 60.8 days. For this reason, POA receives a rating of **Meets Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.



**Debt/Default Delinquency**

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

The rubric for this sub-indicator is as follows:

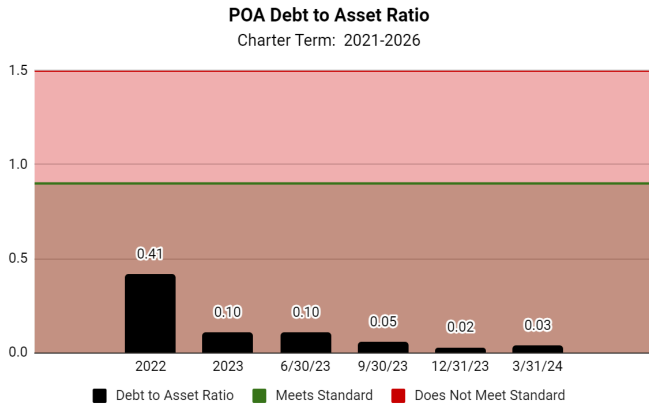
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

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

### Debt to Asset Ratio

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

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



The school receives a rating of **Meets Standard** with a ratio of 0.03. 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
	2021-22	2022-23	2023-24	2024-25	2025-26
	Meets Standard	Meets Standard	Meets Standard		

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

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received an overall rating of Meets Standard, with no concerns in the indicator measures.
Year 2	The school received an overall rating of Meets Standard, with no concerns in the indicator measures.
Year 3	The school received an overall rating of Meets Standard, with no concerns in the indicator measures.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Governing Board	<a href="#">Focus on High Academic Achievement</a>	MS	MS	MS		
	<a href="#">Commitment to Exemplary Governance</a>	MS	MS	MS		
	<a href="#">Fiduciary Responsibilities</a>	MS	MS	MS		
	<a href="#">Strategic Planning and Oversight</a>	MS	MS	MS		
	<a href="#">Legal and Regulatory Compliance</a>	MS	MS	MS		
School Leader	<a href="#">Leadership</a>	MS	MS	MS		
Compliance	<a href="#">Charter Compliance</a>	MS	MS	MS		
	<a href="#">Special Education Compliance</a>	MS	MS	MS		

## GOVERNING BOARD

Paramount South Bend is a part of Paramount Schools of Excellence (PSOE), a network of schools serving communities primarily in Indianapolis, Lafayette, and South Bend. The PSOE governing board submitted their annual self-assessment to Education One in April of 2024. This self-assessment indicates ratings 1-5 around the following areas:

- Board Meetings;
- Board Structure;
- Board Composition;
- Board Recruitment;
- Board Goals and Accountability;
- Finance;
- Development;
- Academic Oversight;
- CEO Support and Evaluation and
- BoardSavvy CEO

Education One utilizes the results from this self-assessment as well as observations made during public board meetings and scheduled meetings to rate the school's governing board in the following measures.

### 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:

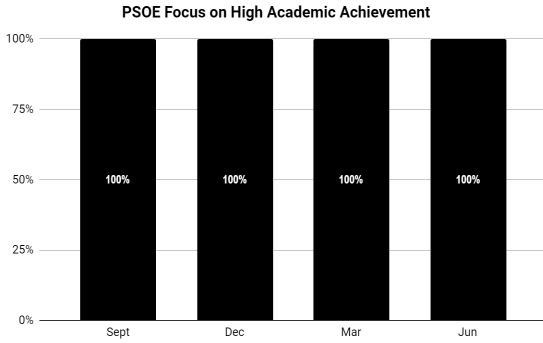
- Board members believe in the mission of the school;
- Agree on the definition of academic excellence (high-level academic achievement);
- Assume ultimate responsibility for school and student success;
- Understand how student achievement is measured in the school;
- Use student data to inform board 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. <b>OR</b> The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

It is evident in both observation and based on self-assessment results that the board members of the PSOE governing board believe in the mission of the school and have assumed ultimate responsibility for school and student success. The board agreed on the definition of academic excellence, including high levels of academic achievement, and understood how student achievement is measured. Student data was used to inform board decisions and student success indicators were regularly reviewed during committees, with overarching trends presented during public sessions.





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

### Commitment to Exemplary Governance

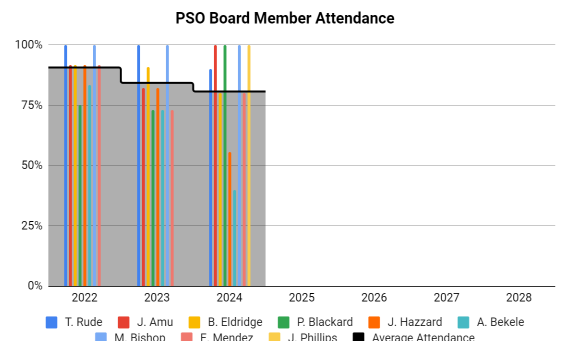
Education One measures the quality of a governing board through their commitment to exemplary governance, as evidenced by their ability to build and maintain a high-functioning and engaged board, and the implementation of best governance practices. More specifically, exemplary boards exhibit the following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

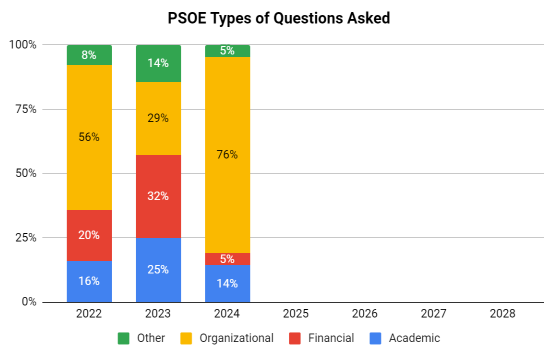
Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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. <b>OR</b> The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

The PSOE board is made up of eight members who brought a diverse skill set during the 2023-24 school year, including experience in business, community engagement, education, finance, and legal. Mr. Thomas Rude served as the Board Chair during the 2023-24 school year. He successfully led and engaged all members of the board. The corresponding graph shows the average attendance rate for the board since Education One began partnering with its schools. Average attendance for the 2023-24 school year was 81%.



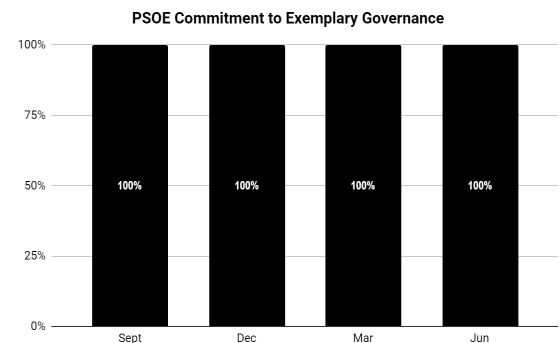
During public board meetings, members were engaged through questioning, commenting, etc. based on a comprehensive review of all board materials prior to the meeting. Engagement and discussion centered mostly around organizational topics, a rather large increase from the previous school year, evidenced by the corresponding graph to the left. With the expansion of schools to new communities, including Paramount South Bend, this was to be expected.



The board exhibited clearly defined roles and responsibilities for committees and board members and employed a committee structure to accomplish board work strategically and efficiently after the adjournment of each public session.

Mr. Rude engaged with the Executive Director at Education One of any organizational,

leadership, academic, fiscal, or facility deficiencies. Similarly, the team provided Education One with board meeting materials prior to all meetings.



As the board and network move into the 2024-25 school year, it will be important that discussion during public meetings be more well rounded in its focus around academic and financial outcomes, as it continues to increase in portfolio size and communities served. The following 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**.

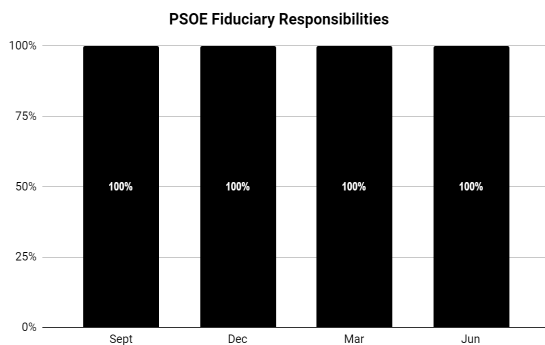
### Fiduciary Responsibilities

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. <b>OR</b> The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



Based on submitted board meeting minutes and attendance at regularly scheduled meetings, the board reviewed and approved financial data regularly. The board maintained a balanced budget during the 2023-24 school year. The graph illustrates the measure characteristics met throughout this current school year. The school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

### 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

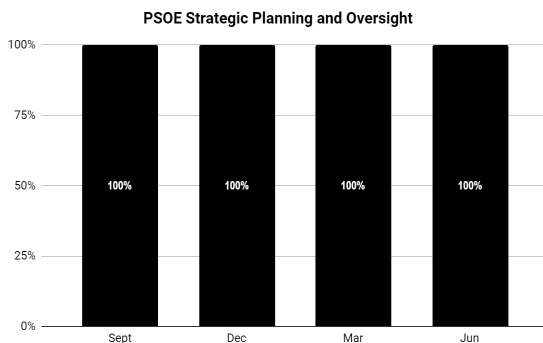
school leaders and management partners accountable. More specifically, strong boards exhibit the following characteristics:

- 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. <b>OR</b> The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

The board evidenced the development of a clear strategic plan that reflects the board’s vision and priorities for the network’s future and set goals for the school, board, and each board committee. The board is organized by committees in order to meet the school’s annual goals and strategic plan. The board ensured that the network’s CEO, Navigation Team, and school leader had the autonomy and authority to manage the school while maintaining strong and close oversight of outcomes through collaboration and feedback. Formal evaluations of these leadership members were conducted and the evaluations of the school leader of PSB were provided to Education One.



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

**Legal and Regulatory Compliance**

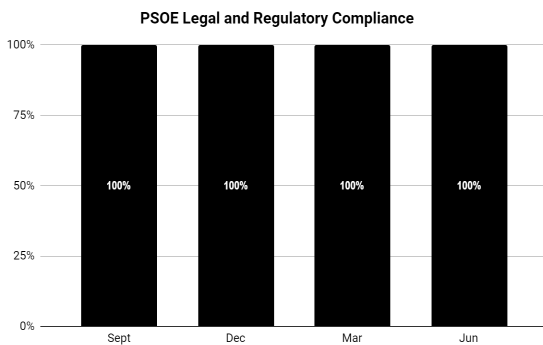
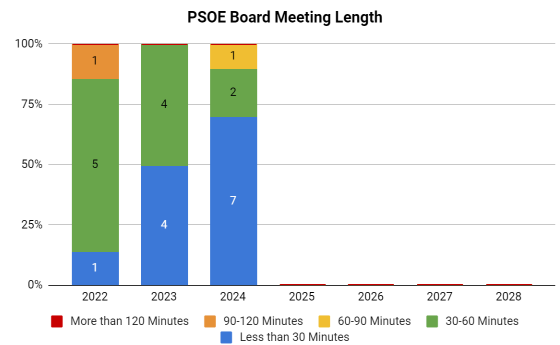
Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets all expectations set forth in the charter agreements and bylaws . More specifically, legally compliant boards exhibit the following characteristics:

- 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. <b>OR</b> The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

All meetings during the 2023-24 school year were held in compliance with Indiana’s Open Door Law and met all state and federal laws. The board maintained the standards of public transparency, accurately documenting meetings and board decisions, and adhering to all terms set for in the school’s charter agreement. In terms of overall length of the public sessions, of the meetings held and attended thus far by Education One, 70% have lasted less than 30 minutes before adjourning to committee meetings. The corresponding graph illustrates the percentage of meetings based on length. It would benefit the board and overall transparency if more business and discussion occurred during public sessions, especially as the network expands its work to different communities in Indianapolis, Lafayette, and South Bend.



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

## SCHOOL LEADER

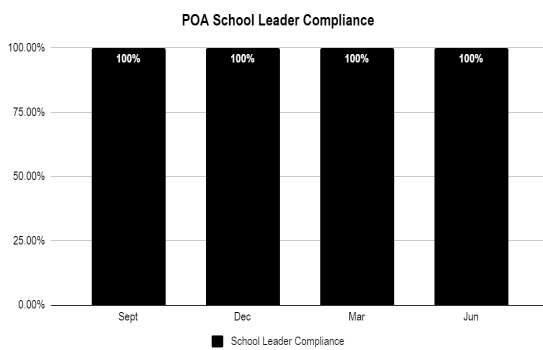
### Leadership

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. <b>OR</b> The school leader and/or team presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



POA experienced leadership changes throughout the 2023-24 school year, with interim leaders from the PSOE Navigation team supporting the school during the first semester of the school year. Mr. Tony Brose became the school’s Principal in January of 2024. Mr. Brose has previous academic and leadership experience leading virtual model schools. Principal Brose communicated and collaborated well with internal and external stakeholders, as evidenced by the results from the school’s end of year stakeholder satisfaction survey. He quickly engaged in the various processes and supports offered by the PSOE Navigation team and Education One. He consistently engaged and consulted with various stakeholder groups. The following graph

illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, POA’s school leadership receives a rating of **Meets Standard**.

## COMPLIANCE

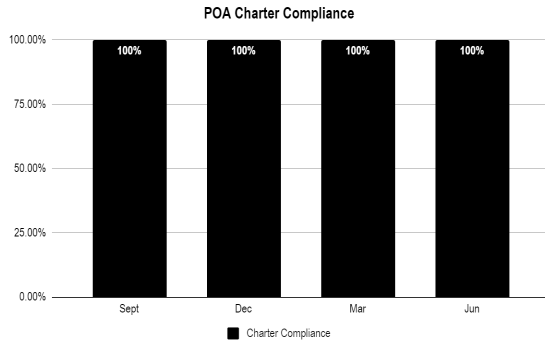
### Charter Compliance

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. <b>OR</b> 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, the POA was responsible for timely submissions of items July 2023 through May 2024. 100% of items were submitted in compliance with reporting requirements processes and procedures.

Throughout the 2023-24 school year, the school was in compliance with the terms of its two charters and proactive and productive in meeting governance obligations. Members of the PSOE governing board and leadership team who interact with Education One collaboratively participated in scheduled meetings. Based on evidence collected throughout the school year, the POA receives a

rating of **Meets Standard**.

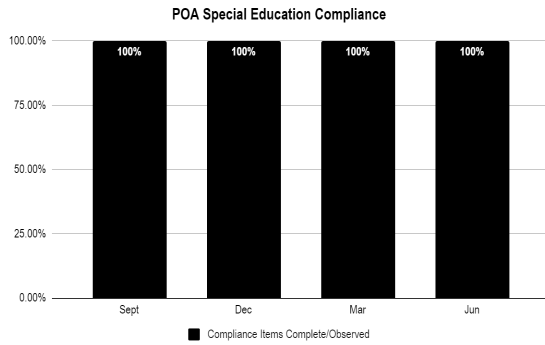
### Special Education Compliance

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. <b>OR</b> The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



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

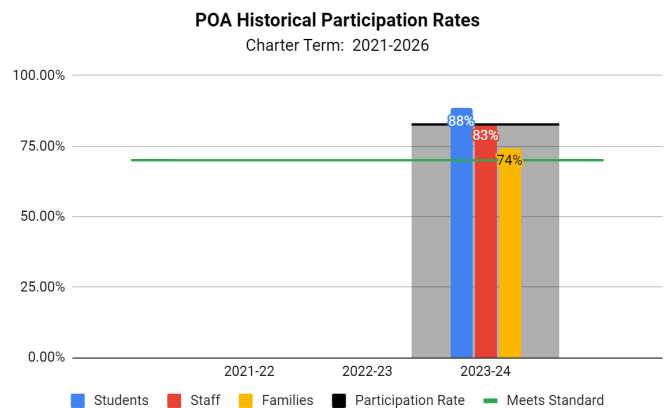
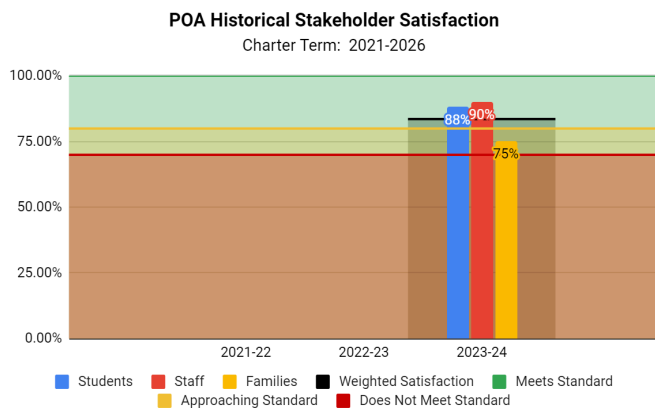
Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school’s effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
	Not Applicable	Not Applicable	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 83.5%, 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%. The school has met that standard for all three stakeholders. The results of students and staff survey indicate that the school has created high levels of satisfaction across various aspects of the educational experience. The school needs to continue to work with families to improve their overall satisfaction rate to meet the standard of at least 80% satisfaction.

POA’s Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	129	114	88.4%
Staff	12	10	83.3%
Families	90	67	74.4%

## 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	<ul style="list-style-type: none"> <li>• The school receives an instructional site visit in Quarter 1 and 3.</li> <li>• The school participates in a data dive after each major assessment administered, focusing on school specific goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The school receives bi-monthly instructional site visits from September to March.</li> <li>• The school participates in support checks focusing on data analysis and school specific initiatives to improve noted deficiencies.</li> </ul>	<ul style="list-style-type: none"> <li>• The school receives monthly instructional site visits from September to March.</li> <li>• The school has a School Improvement Plan and participates in support checks focusing on data analysis and school specific initiatives to improve noted deficiencies.</li> </ul>
Financial Performance	<ul style="list-style-type: none"> <li>• The school receives an evaluation of financials on a quarterly basis.</li> </ul>	<ul style="list-style-type: none"> <li>• The school receives an evaluation of financials on a quarterly basis.</li> </ul>	<ul style="list-style-type: none"> <li>• The school receives an evaluation of financials on a quarterly basis.</li> <li>• Required monthly finance meetings with Education One, school leadership and the board chair/treasurer</li> </ul>
Organizational Performance	<ul style="list-style-type: none"> <li>• The school's Board Chair participates in quarterly checks.</li> <li>• A member of the Education One team attends regularly scheduled board meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's Board Chair participates in quarterly checks that focus on noted deficiencies.</li> <li>• A member of the Education One team attends regularly scheduled board meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's Board Chair participates in quarterly checks with frequent checkpoints that focus on noted deficiencies.</li> <li>• The school has a School Improvement Plan, with required interventions for school leadership and/or the board, based on noted deficiencies.</li> <li>• A member of the Education One team attends regularly scheduled board meetings.</li> </ul>

### 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:

- Increasing the percentage of students proficient on the 2023 English/Language Arts and math ILEARN by 13 and 19 points, respectively
- Increasing the Median Growth Percentile of the school on the 2023 English/Language Arts and math ILEARN by 5 and 27
- Maintaining exceeding standard percentages of on grade level students making adequate growth to sustain proficiency on both the 2023 English/Language Arts and math ILEARN
- Maintaining meet standard percentages of students not on grade level making more than adequate growth to progress towards proficiency on both the 2023 English/Language Arts and math ILEARN
- Exceeding the statewide goal of the percentage of students passing IREAD-3 assessment
- Exceeding standard in the percentage of sixth grade students making adequate growth in math
- Maintaining a high percentage of students identified as model attendees by the state
- Establishing effective instructional strategies for a virtual setting, showing minimal to no concerns at scheduled site visits
- Evidencing a quality choice option within the community with legacy students outperforming non-legacy students by 33 points in reading and 14 points in math based on local assessment results

Recommendations:

- Compare attendance rates from previous school years to recognize factors for decline
- Identify the cause for decline in both proficiency growth on local assessment in both reading and math

The following are **required next steps for the 2024-25 school year** based on the ratings of this review and progress over time:

- Participate in data discussions after each major assessment window, state and local, that identify the school's next steps in addressing in noted issues

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

Commendations:

- Creating a sustainable budget around an obtainable enrollment target
- Enrolling more than budgeted for students and maintaining that enrollment throughout the school year
- Increasing Days Cash over the course of the year by 60.8 days

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

### GOVERNING BOARD

Commendations:

- Using student data to inform board decisions
- Maintaining a full slate of excellent board members who bring diverse skills, experiences, and partnership opportunities
- Employing of a robust committee structure to accomplish board work strategically and efficiently

- Oversee the development of a clear strategic plan that reflects the board’s vision and priorities for the school’s future

Recommendations:

- Increase overall discussion of public meeting proceedings and board decisions to maintain and build upon high standards of public transparency

**LEADERSHIP**

Commendations:

- Demonstrating academic and leadership experience necessary for a virtual school
- Engaging in a continuous process of improvement and establishing systems for addressing areas of deficiency in a timely manner
- Maintaining a positive culture among staff, students, and families in the midst of leadership changes

**COMPLIANCE**

Commendations:

- Submitting all required compliance documentation in a timely manner as set forth by Education One
- Collaborating proactively and productively collaboration with Education One
- Implementing systems and processes for Special Education in a virtual environment

<b>School Wide Climate</b>
<b>Meets Standard</b>

Commendations:

- Engaging a high percentage of students, staff, and families in stakeholder satisfaction surveys
- Creating a school culture that produced high levels of satisfaction amongst all stakeholders