2020-21 ANNUAL REVIEW

Phalen Virtual Leadership Academy

Evaluated By:

Lindsay Omlor, Director of Charter Schools
Emily Gaskill, Assistant Director of Accountability
Brenda Mescher, Assistant Director of Community Connections and Compliance

Education One, L.L.C.

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OVERVIEW

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

Evidence of each indicator's ratings is reported to the school's Board of Directors during regularly scheduled board meetings. 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 a significant time commitment, Education One believes that this high level of accountability, coupled with strong collaboration, will allow its schools to best meet the needs of the student populations served.

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

Part I: Academic Performance

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

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

Is the school's educational program successful?	
Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the indicators below.
Meets Standard	The school complies with and presents no concerns in the indicators below.
Approaching Standard	The school presents concerns in a minimal number of indicators and may or may not have a credible plan to address the issues.
Does Not Meet Standard	The school presents concerns in a majority of the indicators with no evidence of a credible plan to address the issues; or the school requires an Improvement Plan.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local	Instruction	MS				
	Attendance	AS				
	Post-Secondary Support	MS				
	Legacy Student Achievement on Benchmark Assessment (Reading and Math)	N/A				
	Subgroup Student Achievement on Benchmark Assessment (Reading and Math)	N/A				
	Growth on Benchmark Assessment (Reading and Math)	DNMS				
	Subgroup Growth on Benchmark Assessment (Reading and Math)	DNMS				
State	State Accountability Grade	N/A				
	State Assessment Participation Rate	N/A				
	Legacy Student Achievement on Summative Assessment (Reading and Math)	N/A				
	Subgroup Student Achievement on Summative Assessment (Reading and Math)	N/A				
	Student Growth on Summative Assessment (Reading and Math)	N/A				
	Subgroup Student Growth on Summative Assessment (Reading and Math)	N/A				
	Comparison to Local Schools	N/A				
	Reading Proficiency- Grade 3	N/A				
	Graduation Rate	N/A				
	College and Career Readiness	N/A				
Federal	Federal Accountability Rating	N/A				
	Model Attendee	N/A				
	Closing Achievement Gaps	N/A				
	Language Proficiency for English Learners	N/A				

Local Academic Performance

Instruction: Education One measures and evaluates Instruction during regularly scheduled site visits. During these visits, classroom walkthroughs are conducted, assessing the following instructional best practices:

- Instructional delivery possesses the appropriate level of rigor and relevance;
- Instructional activities use differentiated strategies to meet the individual needs of most learners;
- Checks for understanding are appropriately implemented throughout the lesson;
- Students receive timely, growth oriented feedback from the teacher to improve their instructional practices;
- Classroom management supports content delivery;
- Techniques are implemented to increase active engagement of most learners;
- Instruction is based on core learning objects and grade level standards; and
- The curriculum is implemented according to its design.

Education One's system for calculating instructional ratings takes the qualitative observations of the school as a whole and turns those observations into quantitative results in order to provide all stakeholders with a more accurate method of determining the effectiveness of instruction and progress towards the standard set out in the Accountability Plan Performance Framework. Schools receive points ranging from 1 to 4 in each of the instructional best practices noted above. Those points are then weighted based on the effect size each one has on overall student achievement and growth. The school's rating for the visit is based on the sum of the weighted points. The rubric for Instruction, found in the school's Accountability Plan Performance Framework, is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a score of 4.	The school receives a score within the range of 3.0-3.9.	The school receives a score within the range of 2.0-2.9.	The school receives a score within the range of 1.0-1.9.

The following table provides data collected throughout the 2020-21 school year and indicates the percentage of classrooms that showed a concern in each instructional best practice. Boxes highlighted in yellow indicate a best practice that was a concern in at least half of the classrooms observed. These areas of focus and improvement were documented and shared with the school leadership team and the school's Board of Directors during regularly scheduled board meetings.

	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation	Monthly Rating
2020-21 Site Visit Percentage of Classrooms Showing a Concern									
Sept.	66.7%	16.7%	50.0%	33.3%	0.0%	50.0%	0.0%	0.0%	2.0
Oct.	40.0%	40.0%	40.0%	0.0%	0.0%	20.0%	0.0%	0.0%	2.7
Nov.	33.3%	16.7%	50.0%	16.7%	0.0%	16.7%	0.0%	0.0%	2.6
Dec.	33.3%	0.0%	16.7%	16.7%	0.0%	16.7%	0.0%	0.0%	3.1
Jan.	33.3%	16.7%	16.7%	0.0%	0.0%	16.7%	0.0%	0.0%	3.1
Feb.	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8
Mar.	16.7%	0.0%	16.7%	16.7%	0.0%	16.7%	0.0%	0.0%	3.4

The following graph illustrates the progress of each best practice throughout the year based on the percentage of classrooms that showed a concern. Consistent with the Instruction rubric, an area receiving a minimum of a '3.0' would be meeting standard.

PLA Virtual Instruction Progress
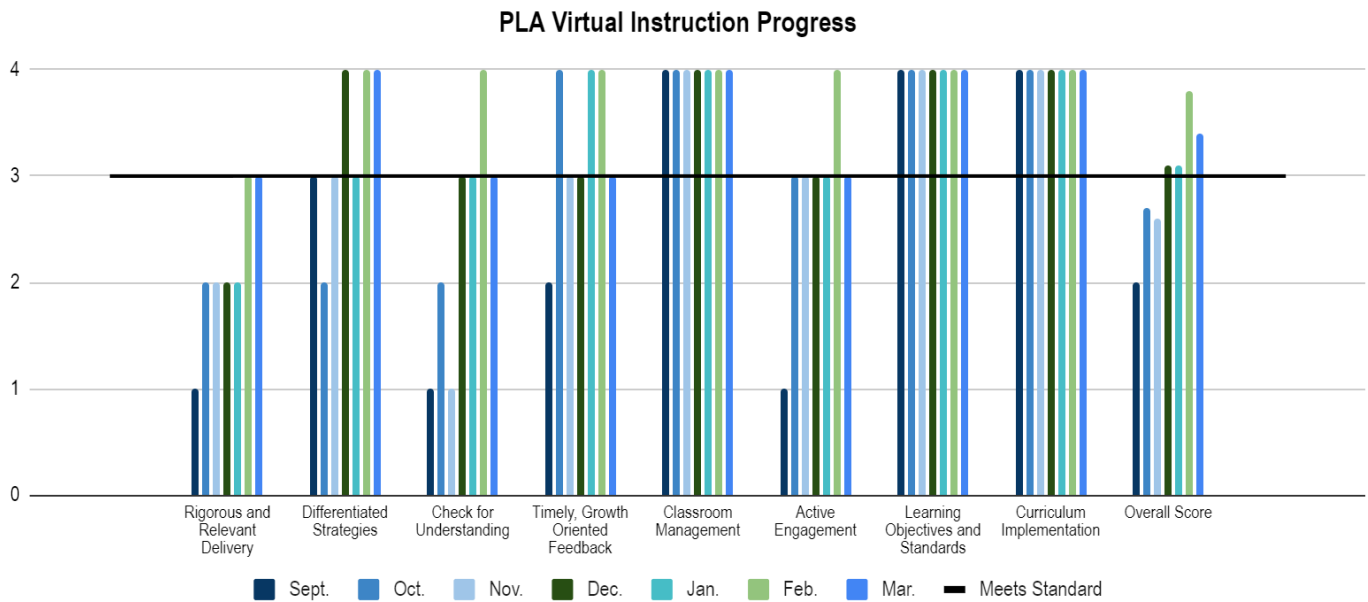
Based on the qualitative and quantitative evidence collected throughout the 2020-21 school year, Phalen Virtual Leadership Academy (PLA Virtual) receives a rating of **Meets Standard** according to the Accountability Plan Performance Framework.

Attendance: Starting at the age of seven, students in Indiana are required to attend school regularly. The Indiana Department of Education (IDOE) 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. The rubric for Attendance is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school's attendance rate is 95.0% or greater.	The school's attendance rate is between 90.0 and 94.9%.	The school's attendance rate is less than 90.0%.

The table below identifies the average attendance rate per grade level and the school's overall average attendance. PLA Virtual had an average attendance rate of 91.8% and, thus, is **Approaching Standard** according to their Accountability Plan Performance Framework.

Attendance Breakdown					
Kindergarten	97.1%	✔	Seventh Grade	84.4%	✗
First Grade	91.1%	✗	Eighth Grade	90.2%	✗
Second Grade	97.1%	✔	Ninth Grade	80.4%	✗
Third Grade	96.4%	✔	Tenth Grade	100.0%	✔
Fourth Grade	96.5%	✔	Eleventh Grade	89.2%	✗
Fifth Grade	97.5%	✔	Twelfth Grade	N/A	
Sixth Grade	90.6%	✗	Whole School	91.8%	✗
✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard					

Post-Secondary Support: Education One measures the quality of a high school's post-secondary support by looking for the following characteristics:

- Students are prepared for rigorous post-secondary opportunities through challenging coursework (e.g., Advance Placement courses, internships, independent study);
- Students are motivated and prepared for post-secondary academic opportunities through high expectations;
- Sufficient material resources and personnel guidance are available to students for post-secondary options, including dual-enrollment options; and
- Graduation requirements meet or exceed standard requirements for the state of Indiana.

The rubric for Post-Secondary Support is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school exhibits no concern in the indicator characteristics.	The school presents concerns in one of the indicator characteristics.	The school presents concerns in two or more of the indicator characteristics.

The leadership team at PLA Virtual and Phalen Leadership Academies has worked to navigate through online courses to prepare students for rigorous post-secondary opportunities. Each high school student enrolled at PLA Virtual received one on one support from teaching and leadership staff to stay motivated through high expectations. The school had sufficient resources, both materially and personnel, to guide and support students in navigating their preparation for post-secondary life. Currently graduation requirements meet or exceed graduation standards. Thus, PLA Virtual receives a rating of **Meets Standard** according to their Accountability Plan Performance Framework.

Legacy Student Achievement on Benchmark Assessment: Education One measures the success of the school's implementation of its educational model by analyzing whole school achievement percentages of students who have attended the school for a minimum of two years. These students are considered legacy students.

Education One requires all schools in its portfolio to measure student progress multiple times throughout the school year using an assessment tool selected by each individual school. PLA Virtual utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP) during the 2020-21 school year. This computer adaptive assessment assesses students in reading and math and is aligned to grade level standards. The rubric for Legacy Student Achievement on Benchmark Assessment is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	70.0-79.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	60.0-69.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	Less than 60% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.

The 2020-21 school year was the school's first year in operation, therefore PLA Virtual does not have any students enrolled who would be considered a legacy student. Therefore the school receives a rating of **Not Applicable** for both reading and math.

Subgroup Student Achievement on Benchmark Assessment: Education One also measures the success of the school's implementation of its educational model by analyzing achievement percentages of the subgroups represented in the school as a whole. The school receives separate annual ratings in reading and math for subgroups with a minimum of 20 students in the following areas:

- Economically Disadvantaged;
- English Learner;
- Gender;
- Race; and
- Special Education

The rubric for Subgroup Student Achievement on Benchmark Assessment is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.	70.0-79.9% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.	60.0-69.9% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.	Less than 60% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.

As stated above, the school will not receive a rating for achievement of subgroups due to the lack of legacy students. PLA Virtual receives a rating of **Not Applicable** for both reading and math for the 2020-21 school year.

Growth on Benchmark Assessment: Education One monitors the growth students make during the school year to measure the effectiveness of the school's educational model implementation. Students included in growth data are those who had valid fall and spring benchmark results. Typical growth is defined by the assessment tool used by the school. The rubric for Growth on Benchmark Assessment is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students met or exceeded typical growth expectations.	70.0-79.9% of students met or exceeded typical growth expectations.	60.0-69.9% of students met or exceeded typical growth expectations.	Less than 60.0% of students met or exceeded typical growth expectations.

The graphs illustrate the growth students experienced from fall to winter (BOY to MOY) and then fall to spring (BOY to EOY) benchmark assessments.

PLA Virtual Benchmark Growth: Reading

PLA Virtual Benchmark Growth: Math
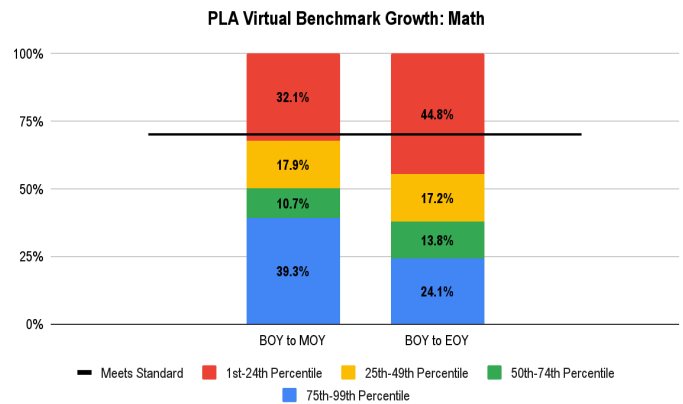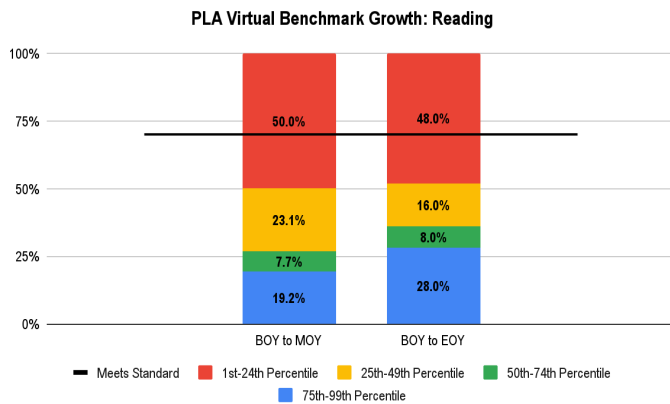
In reading, the school receives a rating of **Does Not Meet Standard** with 36.0% of students meeting or exceeding growth expectations from fall to spring. 37.9% of students in math met or exceeded growth targets in that same time frame, which also **Does Not Meet Standard.**

Subgroup Growth on Benchmark Assessment: Growth is also measured through the lens of subgroups served at the school. The school receives separate annual ratings in reading and math for subgroups with a minimum of 20 students in the following areas:
- Economically Disadvantaged;
- English Learner;
- Gender;
- Race; and
- Special Education

The rubric for Subgroup Student Achievement on Benchmark Assessment is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students in the identified subgroups met or exceeded typical growth expectations.	70.0-79.9% of students in the identified subgroups met or exceeded typical growth expectations.	60.0-69.9% of students in the identified subgroups met or exceeded typical growth expectations.	Less than 60.0% of students in the identified subgroups met or exceeded typical growth expectations.

The following table illustrates the growth made by each subgroup of students in reading and math for the 2020-21 school year based on end of year assessment data and how those percentages rate against the indicator's rubric. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown					
Subgroup	**Population %**	**Reading**		**Math**	
Whole School		**36.0%**	✘	**37.9%**	✘
Female	42.5%	37.5%	✘	44.4%	✘
Male	57.5%	35.3%	✘	36.8%	✘
Black	32.9%	20.0%	✘	45.5%	✘
White	38.4%	50.0%	✘	38.5%	✘
Economically Disadvantaged	27.4%	20.0%	✘	33.3%	✘
Non-Economically Disadvantaged	72.6%	46.7%	✘	43.8%	✘
✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard					

The school receives a rating of **<u>Does Not Meet Standard</u>** for each identified subgroup in both reading and math.

State Academic Performance

State Accountability Grade: The state of Indiana utilizes a student-centered accountability system to report school performance in the form of a letter grade. The overall framework includes three domains, which are performance, growth, and multiple measures. Each domain consists of indicators that make up the final score for each of the domains. These scores are then weighted accordingly and the sum of which determines the school's assigned accountability grade. For more information, including the history of Indiana's accountability systems, click here. Education One's rubric for the State Accountability Grade is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school received an 'A' or 'B' for the most recent school year.	The school received a 'C' for the most recent school year.	The school received a 'D' for the most recent school year.	The school received an 'F' for the most recent school year OR received a 'D' for at least two or more consecutive years.

Indiana's General Assembly passed legislation during the 2019 session to hold school grades harmless for the 2018-19 and 2019-20 school years due to the newly implemented ILEARN assessment, the results of which drive many of the indicators found in the accountability system's performance and growth domains. Schools, therefore, cannot get a lower grade in 2018-19 or 2019-20 than they had in the 2017-18 school year. Similar legislation was also passed for the 2020-21 and 2021-22 school years due to the COVID-19 pandemic. State Accountability Grades are awarded to schools in the fall of the next school year. This year's accountability grade represents the 2019-20 school year. Due to PLA Virtual's first year of operation being the 2020-21 school year, the school receives a rating of **Not Applicable.**

State Assessment Participation Rate: The participation rate describes the percentage of students who completed the state mandated summative assessment. It is used for state and federal reporting and accountability determinations. The rubric for State Assessment Participation Rate is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
95.0-100% of students enrolled in testing grades participated in the most current state summative assessment.	85.0-94.9% of students enrolled in testing grades participated in the most current state summative assessment.	Less than 85.0% of students enrolled in testing grades participated in the most current state summative assessment.

The school started in 2020-21 and with no testing information from the year before, the school receives a rating of **Not Applicable.**

Legacy Student Achievement on Summative Assessment: When calculating legacy data utilizing state summative assessment results, Education One looks at students who have been enrolled for two or more years and those the achievement results of this group compare to the state's overall results. The rubric for Legacy Student Achievement on Summative Assessment is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of legacy students that met or exceeded grade level expectations is greater than the state's percentage.	The percentage of legacy students that met or exceeded grade level expectations is within 0-10.0% of the state's percentage.	The percentage of legacy students that met or exceeded grade level expectations is within 10.1-20.0% of the state's percentage.	The percentage of legacy students that met or exceeded grade level expectations is 20.0% or more less than the state's percentage.

As previously discussed, PLA Virtual receives a rating of **Not Applicable** with no previous state testing data due to opening in the 2020-21 school year.

Subgroup Student Achievement on Summative Assessment: Similar to legacy student achievement, Education One compares the percentage of students in each subgroup served at the school who met or exceeded grade level standards to the state's percentage of each similar subgroup. This indicator measures how successful the implementation school's educational model is in serving special populations found in the community that may be underrepresented across the state as a whole. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students in the identified subgroups demonstrating grade level achievement is greater than the state's percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is within 0-10.0% of the state's percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is within 10.1-20.0% of the state's percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is more than 20.0% from the state's percentage.

PLA Virtual receives a rating of **Not Applicable** for both reading and math for Subgroup Achievement on Summative Assessment due to lack of legacy students and testing data.

Student Growth on Summative Assessment: Under the Indiana Growth Model, the IDOE compares each student's growth on the state summative assessment from one year to the next and determines whether students made low, average, or high growth when compared to their academic peers. For more information, click here To measure the student growth overall, Education One uses the school's median growth percentile (MGP), which summarizes student growth percentiles by ordering individual student growth percentiles from lowest to highest, and identifying the middle score, or the median. MGPs range from 1 (lowest) to 99 (highest). An MGP of 50 indicates average growth. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's Median Growth Percentile is 75 or more (top quartile).	The school's Median Growth Percentile is between 50 and 74.9.	The school's Median Growth Percentile is between 25 and 49.9.	The school's Median Growth Percentile is less than 25 (bottom quartile).

Again, PLA Virtual receives a rating of **Not Applicable** for both reading and math for Subgroup Growth on Summative Assessment due to lack of testing data.

Subgroup Student Growth on Summative Assessment: Education One measures the success of the school's educational model by analyzing the percentage of students in each of the school's represented subgroups who are on target to become proficient or maintain proficiency of English/Language Arts and Mathematics standards based on growth exhibited. Student growth percentiles are used to determine whether students are making adequate growth annually to make these targets. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is greater than the state's percentage.	The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is within 0-10.0% of the state's percentage.	The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is within 10.1-20.0% of the state's percentage.	The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is more than 20.0% from the state's percentage.

A rating of **Not Applicable** for both reading and math for Subgroup Student Growth on Summative Assessment is given to PLA Virtual for the same reasons stated above regarding summative assessment results.

Comparison to Local Schools: Education One compares its portfolio schools to surrounding community schools that serve students with similar demographics and are within 10 miles of the school's location to ensure the charter school is providing a quality choice to the community. Results from the state summative assessment are utilized to identify how Education One schools are performing against their comparative local schools. To meet standard, a school's overall performance in both achievement and growth outpaces the comparison schools at least 75% of the time. The rubric for Comparison to Local Schools 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 75.0-100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time.

With the school only having been opened during the 2020-21 school year and a lack of comparable data, PLA Virtual receives a rating of **Not Applicable.**

Reading Proficiency- Grade 3: The state of Indiana utilizes the Indiana Reading Evaluation and Determination (IREAD-3) assessment to measure foundational reading standards through grade three. This summative assessment requires the evaluation of reading skills for students who are in grade three to ensure that all students can read proficiently before moving to grade four. IREAD-3 is administered two times per year, round one taking place in the spring and round two taking place in the summer for those students who did not pass the first round assessment. Education One compares its schools' passing percentages after both rounds of testing to the state's passing percentage. The rubric for Reading Proficiency- Grade 3 is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students receiving a passing score after both spring and summer assessments is greater than the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 0-10.0% of the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 10.1-20.0% of the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is greater than 20.0% of the state's passing percentage.

At the time of this report, statewide IREAD-3 results for the 2021 administration were not yet made available. Therefore the school receives a rating of **Not Applicable.**

Graduation Rate: Education One monitors the four-year cohort graduation rate of each of its high schools and how it compares to the state of Indiana as a whole. The graduation rate measures the percentage of students that successfully completed all requirements to move on from high school within four years. The rubric for Graduation Rate is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's graduation rate is greater than the state's graduation rate.	The school's graduation rate is within 0-10.0% of the state's graduation rate.	The school's graduation rate is within 10.1-15.0% of the state's graduation rate.	The school's graduation rate is more than 15.0% away from the state's graduation rate.

Official graduation rates are released well into the next academic year in the state of Indiana. Therefore, 2019-20 cohort data was utilized for this sub-indicator rating. Due to a lack of data and having only been operational during the 2020-21 school year, PLA Virtual receives a rating of **Not Applicable** for Graduation Rate.

College and Career Readiness: Similar to Graduate Rate, graduates in the most recently finalized cohort enrolled in the school are included when reporting college and career readiness information. This sub-indicator measures whether students are prepared for postsecondary life by achieving college or career credentials while still in high school. This includes:
- Industry Certification;

- Completion of at least three hours of College-Level Courses;
- Passing score on an Advanced Placement exam; or
- Passing score on the International Baccalaureate exam.

Education One measures the success of a school's ability to prepare its graduates for college and/or careers by comparing the percentage of students meeting at least one of the above qualifications to that of the state. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students prepared for college and/or careers is greater than the state's average percentage.	The percentage of students prepared for college and/or careers is within 0-10.0% of the state's average percentage.	The percentage of students prepared for college and/or careers is within 10.1-15.0% of the state's average percentage.	The percentage of students prepared for college and/or careers is more than 15.0% away from the average state's percentage.

Similar to the sub-indicator "Graduation Rate," 2019-20 cohort data is utilized to rate this sub-indicator. Therefore the school receives a rating of **Not Applicable** due to lack of data.

Federal Academic Performance

Federal Accountability Rating: In accordance with Every Student Succeeds Act (ESSA), Indiana developed a federal accountability system to drive student success where each school's performance is measured in relation to the respective statewide performance goals, and reflected by the following designations:

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations
- Does Not Meet Expectations

The performance of all indicators is combined to determine the overall annual performance rating of the school. To learn more about Indiana's federal accountability system and ESSA click here. The rubric for Federal Accountability Rating is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school received a rating of Exceeds Expectations.	The school received a rating of Meets Expectations.	The school received a rating of Approaches Expectations.	The school received a rating of Does Not Meet Expectation for the most recent school year **OR** received a rating of Approaches Expectations for at least two or more consecutive years.

Data utilized for these designations was from the 2018-19 school year due to COVID-19 and the cancellation of 2020 spring assessments. Because the school opened in 2020-21, the school receives a rating of **Not Applicable.**

Model Attendee: The state's student attendance goal measures whether students are considered "model attendees." A "model attendee" is a persistent attendee, a student who is in attendance for at least 96% of his or her enrolled days during the school year, or an improving attendee, a student whose attendance improved by at least three percentage points from the prior school year. Education One measures the success of a school's model attendee rate by comparing it to the state's rate. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The model attendee rate is greater than the state's percentage.	The model attendee rate is within 0-10.0% of the state's percentage.	The model attendee rate is within 10.1-20.0% of the state's percentage.	The model attendee rate is more than 20.0% away from the state's percentage.

Data utilized for this sub-indicator is from the previous school year. PLA Virtual was not open during the 2019-20 school year and receives a rating of **Not Applicable.**

Closing Achievement Gaps: Education One utilizes data from the school's most recent state summative assessment to measure growth towards becoming proficient or maintaining proficiency of grade-level standards in reading and math for the lowest performing 25% of students in the school. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is greater than the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is within 0-10.0% of the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is within 10.1-20.0% of the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is more than 20.0% away from the state's percentage.

Due to PLA Virtual being a new school with no newly released data, it receives a rating of **Not Applicable**.

Language Proficiency for English Learners: English language proficiency measures whether students learning the English language are on target to develop or attain English language proficiency within six years. Student Growth Percentiles (SGPs) from the WIDA ACCESS 2.0 assessment are used to determine whether students are making adequate growth to meet these targets on an annual basis. The rubric from Language Proficiency for English Learners is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of EL students that met or exceeded growth targets is greater than the state's percentage.	The percentage of EL students that met or exceeded growth targets is within 0-10.0% of the state's percentage.	The percentage of EL students that met or exceeded growth targets is within 10.1-20.0% of the state's percentage.	The percentage of EL students that met or exceeded growth targets is more than 20.0% away from the average state's percentage.

Data utilized for this sub-indicator is from the previous school year and, therefore, PLA Virtual receives a rating of **Not Applicable.**

Part II: Financial Performance

The Financial Performance review 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 indicators designed to measure the overall financial viability of a school. All indicators are noted in the school's Accountability Plan Performance Framework.

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

Is the school in good financial standing?	
Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the indicators below.
Meets Standard	The school complies with and presents no concerns in the indicators below.
Approaching Standard	The school presents concerns in a minimal number of indicators and may or may not have a credible plan to address the issues.
Does Not Meet Standard	The school presents concerns in a majority of the indicators with no evidence of a credible plan to address the issues; or the school requires an Improvement Plan.

Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Financial Management	MS				
Enrollment Variance	DNMS				
Current Ratio	MS				
Days Cash	MS				
Debt/Default Delinquency	MS				
Debt to Asset Ratio	MS				
Debt Service Coverage	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 deficiency or weaknesses with the school's financial controls; and
- Submission of quarterly financial statements that are timely, complete, and able to be utilized to assess financial indicators.

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). Updated information is shared out at regularly scheduled school board meetings each quarter. The rubric for Financial Management 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 its financial audit or quarterly financial reporting requirements.	The school does not meet stander for either its financial audit or quarterly financial reporting requirements

PLA Virtual did not have an annual audit due to 2020-21 being its first year in operation. However, all quarterly financial statements were submitted to Education One complete and on time for the entirety of the 2020-21 school year. For these reasons, the school receives a rating of **Meets Standard**.

Enrollment Variance: Indiana calculates its state tuition support for schools based on the number of students enrolled in September and February of the same school year. Enrollment variance measures the schools ability to create a budget centered on an appropriate enrollment target. The rubric for this indicator is as follows:

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

According to the Indiana Department of Education, PLA Virtual had an enrollment count of 34 students as of October 1, 2020. The school saw an overall increase in enrollment by the end of the year and served 76 scholars. The final enrollment variance was 58%, however, based on a budgeted enrollment of 65 scholars and the release of student tuition dollars from the state. Therefore, PLA Virtual receives a rating of **Does Not Meet Standard.**

Current Ratio: With regard to its current ratio, the school's current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months) with a ratio of 2.6 and therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Framework for Current Ratio. The rubric is as follows:

Meets Standard	Does Not Meet Standard
The current ratio is 1.10 or greater	The current ratio is less than 1.10

Days Cash: Additionally, Education One also calculates days cash on hand as an important measure of a charter school's fiscal health. This indicator shows how many more days after June 30, 2021 the school would be able to operate. The rubric for Days Cash is:

Meets Standard	Approaching Standard	Does Not Meet Standard
Days cash on hand is at least 90.0.	Days cash on hand is between 45.0 and 89.9.	Days cash on hand is less than 45.0.

Currently, PLA Virtual has 133.6 days cash. The school falls far above the desired metric for days cash and, for this reason, receives a rating of **Meets Standard.**

Debt/Default Delinquency: This metric is determined by both the auditor's comments in the audited financial statements and contact with the school's creditors. The rubric for Debt/Default Delinquency is as follows:

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

In the case of PLA Virtual, neither its auditors nor its creditors provided any indication that the school had defaulted on its debt obligations. Based on that summary, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.
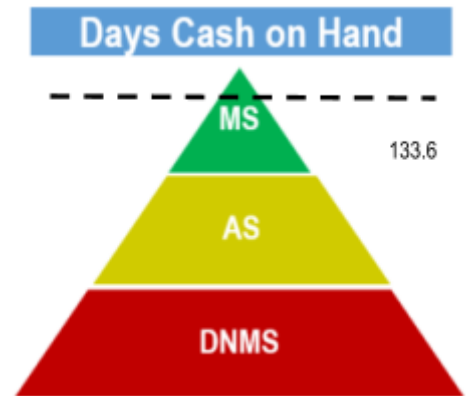
Debt to Asset Ratio: Education One monitors the school's debt to asset ratio on a quarterly basis, reporting out at the school's regularly scheduled board meetings. This ratio indicates the percentage of assets that are being financed with debt. The school **Meets Standard** according to the debt to asset ratio indicator, with a ratio of 0.47. The rubric for Debt to Asset Ratio 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.

Debt Service Coverage: Education One tracks the school's debt service coverage on a quarterly basis, similar to the other financial indicators. This indicator was not available for the school during the 2020-21 school year. The school receives a rating of **Not Applicable.**

Part III: Organizational Performance

The Organizational Performance review gauges the academic and operational leadership of the school. Part III of this review consists of varion 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 laws, and authorizer expectations. All indicators are noted in the school's Accountability Plan Performance Framework.

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

Is the school's organizational structure successful?	
Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the indicators below.
Meets Standard	The school complies with and presents no concerns in the indicators below.
Approaching Standard	The school presents concerns in a minimal number of indicators and may or may not have a credible plan to address the issues.
Does Not Meet Standard	The school presents concerns in a majority of the indicators with no evidence of a credible plan to address the issues; or the school requires an Improvement Plan.

Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Board Governance	MS				
Leadership	MS				
English Learner Compliance	N/A				
Special Education Compliance	MS				
Charter Accountability Reporting Requirements	MS				

Board Governance: Education One measures the quality of the school's Board of Directors by looking at various characteristics. In order to meet standard for this indicator, a school's governing board complies with and presents no concerns in those characteristics. 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 Board Governance is:

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

The Board of Directors for Phalen Leadership Academies consists of five members who represent vast skill sets in the areas of education, community engagement, finance, business, and legal. The board held its quarterly meetings virtually during the 2020-21 school year in compliance with Indiana's Open Door Law and adhered to the policies and procedures set forth in their by-laws and charter agreement. It is evident that not only does each member have a clear understanding of the mission and vision of the school, they also work diligently to make sure they are carried out in the most efficient and effective way.

Communication and distribution of board meeting materials to Education One, including academic, financial, and organizational updates, were timely throughout the 2020-21 school year. Board members were highly engaged in board meetings, offering resources, partnership opportunities, ideas, etc. based on their background and skill set. It was evident that each member came to the meeting prepared with the information needed to effectively govern the school.

The board collaborated with the school leader to ensure a successful start during PLA Virtual's first year in operation. This included providing continuous and constructive feedback, engaging in school improvement plans, and setting goals for the future. Members of the PLA leadership team formally evaluated the school leader twice during the 2020-21 school year.

Education One established new characteristics of a quality board later in the 2020-21 school year. These characteristics will be measured starting the 2021-22 school year and are:
- Completion of orientation/onboarding for new members, that includes participation in Education One Board Training; and
- Engage in fiduciary responsibility through personal contributions or fundraising.

The Board of Directors for Phalen Leadership Academies complies with and presents no concerns in this sub-indicator. For these reasons, the Phalen Leadership Academies board receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

Leadership: Education One measures the quality of the school's leadership team by looking at various characteristics, including experience, stability in key administrative positions, communication with internal and external stakeholders, clarity of roles and responsibilities, engagements in the continuous process of improvement and establishing systems to address area of deficiency, and consistency in collaborating with the school's Board of Directors.

These characteristics are observed during regularly scheduled site visits and board meetings, communication with the school's leadership team, and school leader reviews conducted by Andrea Robinson, the Chief Academic Officer at Phalen Leadership Academies. The rubric from the school's Accountability Plan Performance Framework for Leadership is as follows:

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

Dr. Tora Townsend served as PLA Virtual's school leader during the 2020-21 school year, the school's first year in operation. It was under Dr. Townsend's demonstrated academic and leadership experience that allowed for staff and scholars to transition and succeed in a new, virtual setting. Principal Townsend was the only person identified as an administrator, but due to her effective communication, support, and high expectations, the staff at PLA Virtual remained consistent throughout the school year.

Dr. Townsend engaged in a continuous process of improvement with all stakeholders, including families, scholars, staff, Phalen Leadership Academies, and the Education One team. She consistently communicated successfully to build a strong culture, founded on high expectations and follow through. This was an area of strength for Dr. Townsend, navigating a new school in a virtual setting with families and scholars who had more experience in a brick and mortar setting. Her team was quick to receive feedback and implement ideas and recommendations from Dr. Townsend and Phalen Leadership Academies, which was evidenced in the increase in overall points received during monthly site visits made by Education One.

Dr. Townsend understood the importance of creating, establishing, and building upon a strong foundation while the school was smaller in overall enrollment. She used this first year of operation wisely to set the school up for success in future increases in enrollment and staff.

The current leadership team complies with and presents no concerns in the sub-indicator characteristics. Therefore, PLA Virtual receives a rating of **Meets Standard** for leadership.

English Learner Compliance: To ensure that laws and requirements are being upheld and English Learner (EL) students are being serviced appropriately, Education One conducts EL compliance checks on a quarterly basis to look for evidence of established Individualized Learning Plans (ILPs) goals and that those ILPs are current, appropriately communicated with classroom teachers and/or staff, and implemented. The rubric for English Learner Compliance is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with all state and federal English Language Learner laws and provides appropriate documentation as evidence of meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components and has a credible plan to address the issues.	The school presents concerns with documentation and/or compliance in a minimal or majority of the sub-indicator components and/or provides no evidence of a credible plan to address the issues.

PLA Virtual receives a rating of **Not Applicable** for this sub-indicator due to lack of EL population.

Special Education Compliance: To ensure that laws and requirements are being upheld and Special Education (SPED) students are being serviced appropriately, Education One conducts SPED compliance checks on a quarterly basis to look for evidence of established Individualized Education Program (IEPs) goals and that those IEPs are current, appropriately communicated with classroom teachers and/or staff, and implemented. Discipline data is also monitored to ensure that the percentage of disciplinary actions does not exceed the percentage of identified students and that actions are appropriate, equitable, and legal. The rubric for Special Education Compliance is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with all state and federal special education laws and provides appropriate documentation as evidence of meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components and has a credible plan to address the issues.	The school presents concerns with documentation and/or compliance in a minimal or majority of the sub-indicator components and/or provides no evidence of a credible plan to address the issues.

Education One's compliance officer conducted four SPED compliance checks in September, November, February, and May for the 2020-21 school year. The school received the following ratings after each check:

September	November	February	May
Meets Standard	Meets Standard	Meets Standard	Meets Standard

Overall, the school is Meets Standard for the 2020-21 school year.

Charter Accountability Reporting Requirements: Education One requires its schools to submit monthly reports consistent with state reporting and what is required of the authorizer to maintain according to legislation. The school is measured by timely submission of reports, compliance in terms of the school's charter, policies, and federal and state laws, proactive and productive collaboration with the board to meet governance obligations, and participating during scheduled meetings with Education One. The rubric for Charter Accountability Reporting Requirements is:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with and presents no concerns in the sub-indicator characteristics.	The school presents concerns in a minimal number of characteristics and has a credible plan to address the issues.	The school presents concerns in a minimal or majority of characteristics and/or with no credible plan to address the issues.

PLA Virtual complied with all sub-indicator characteristics, including the submission of all required documentation in a timely manner, collaborating with Education One to meet various obligations, and participating in all scheduled meetings with the Education One team. Thus, PLA Virtual receives a rating of Meets Standard according to their Accountability Plan Performance Framework.

On-Time Reporting Percentage

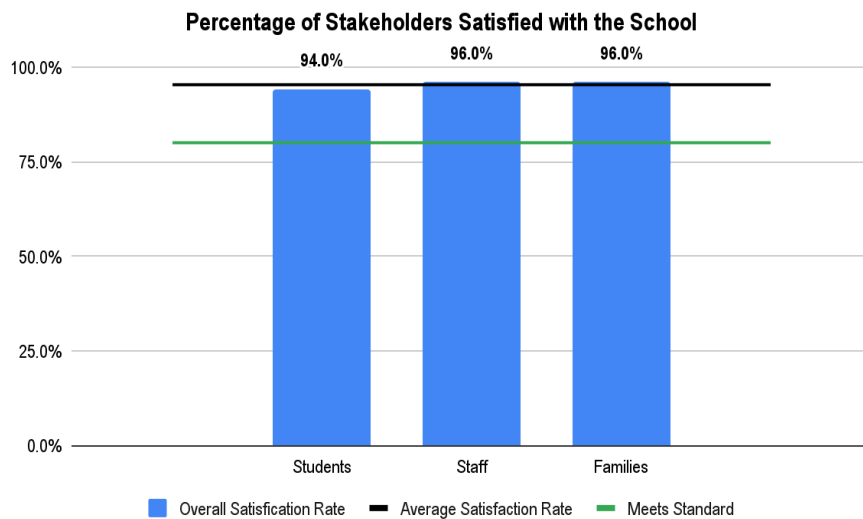- Quarterly % of Reports on Time — Average — Meets Standard
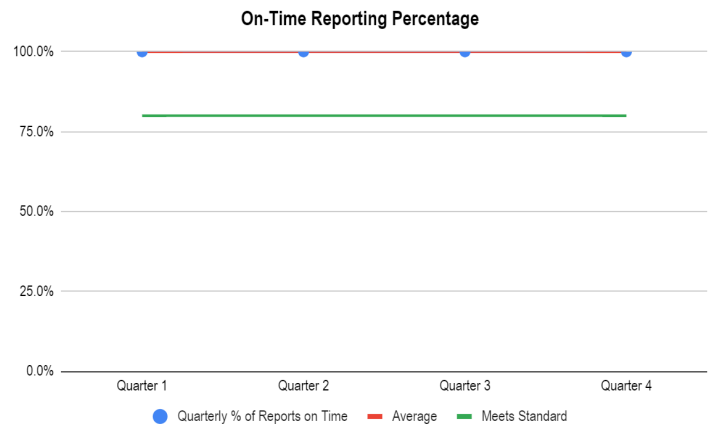
Part IV: School Climate

The School Climate review gauges the culture of the school in meeting the needs of students, staff, and families in order to ensure overall effectiveness of the program. Part IV of this review consists of indicators designed to measure how well a school is providing the appropriate conditions for stakeholder satisfaction and success. All indicators are noted in the school's Accountability Plan Performance Framework.

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

Does the school have a positive school climate?		
Performance Rubric	**Meets Standard**	The average percentage of students, staff, and families reporting overall satisfaction is at or above 80.0%.
	Approaching Standard	The average percentage of students, staff, and families reporting overall satisfaction is between 70.0 and 79.9%.
	Does Not Meet Standard	The average percentage of students, staff, and families reporting overall satisfaction is less than 70.0%.

Percentage of Stakeholders Satisfied with the School

Students: 94.0% Staff: 96.0% Families: 96.0%

Legend: Overall Satisfication Rate — Average Satisfaction Rate — Meets Standard

In order to gauge school-wide satisfaction amongst stakeholders, Education One requires its schools to administer an annual survey to students, staff, and families that is created and analyzed by a third party provider. The survey measures overall satisfaction with the school, including the effectiveness of communication, safety of the school environment, and academic programming.

The graph illustrates the satisfaction rate of each stakeholder as well as the overall average. With an average satisfaction rate of 95.3%, the school will receive a rating of **Meets Standard.**

While survey participation is not a metric that is measured in the Accountability Plan Performance Framework, understanding the survey's population size as well as the sample size is valuable in determining the validity of the overall survey. A school's population size is defined as the total number of possible respondents. The sample size indicates the number of completed responses the survey received. Population size and sample size are listed for each stakeholder in the table below.

PLA Virtual Survey Participation			
Stakeholder Group	**Population Size** Total # of Possible Respondents	**Sample Size** Total # of Actual Respondents	**Survey Participation Rate**
Students	72	66	91.7%
Staff	8	8	100%
Families	44	3	6.8%

Education One believes a participation rate of 80% validates the satisfaction rate of each stakeholder. With a participation rate of 91.7% and 100%, respectively, the results of the student and staff survey are valid. It is important for the school to increase the participation of families in order to utilize the data to make quality changes or improvements, if necessary.

Part V: Next Steps

Does the school or organization require interventions moving forward?

All schools receive high-quality authorization practices to ensure that any areas of deficiency are not due to inadequate authorization. Education One couples oversight and support to ensure that each school remains autonomous in a structure of high expectations and continuous improvement. The authorizer utilizes a Tiered System of Support Rubric to tier each of its schools on a bi-annual basis at the end of the 2nd and 4th quarter of the school year. Schools can be moved in and out of tiered levels based on need at any point throughout the school year. The areas that Education One considers when tiering its school are:

- Number of years in which a school has been in existence;
- Leadership capacity and experience;
- Staffing of effective and/or highly effective teachers;
- Instructional ratings from regularly scheduled site visits;
- Progress towards achievement in reading and math;
- Growth in reading and math; and
- Subgroup growth in reading and math.

Education One's monitors progress towards goals found in the Accountability Plan Performance Framework through the following supports. The level and quantity of these supports will depend on the tier in which the school has been placed.

- Site Visits: Members of the Education One Team and the school's leadership team conduct classroom walkthroughs to identify overall commendations and recommendations to ensure that instructional best practices are being implemented throughout the school.
- EL and SPED Compliance Checks: Education One's Assistant Director Community Connections and Compliance observes files and implementation of EL/SPED programs of the school to ensure that applicable laws, regulations, and best practices are followed with these special populations.
- Academic Support Checks: Education One's Assistant Director of Accountability collaborates with school leadership teams to help them reach more school specific goals, analyze data, and formulate improvement plans to ensure that schools are on track to meeting their accountability goals set forth in the Accountability Plan Performance Framework.
- Reporting Requirements: Schools provide the authorizer with reports based on statutory requirements and other important information regarding staffing, enrollment, board compliance, etc.
- Board Meetings: Members of the Education One Team attend regularly scheduled board meetings of each of its schools to monitor board governance indicators and provide status updates to all stakeholders on the school's academic, financial, and organizational performance.

School Supports by Tier			
Tier I Supports 2.6-3.0 points	**Tier IIa Supports** 2.1-2.5 points	**Tier IIb Supports** 1.6-2.0 points	**Tier III Supports** 1.0-1.5 points
• Site Visits: Quarterly • Compliance Check: Quarterly • Academic Support: 3x (Data) • Reporting Requirements: Monthly • Board Meetings: Based on Board Schedule	• Site Visits: Quarterly • Compliance Check: Quarterly • Academic Support: Monthly • Reporting Requirements: Monthly • Board Meetings: Based on Board Schedule	• Site Visits: Monthly • Compliance Check: Quarterly • Academic Support: Monthly • Reporting Requirements: Monthly • Board Meetings: Based on Board Schedule	• Site Visits: Monthly • Compliance Check: Quarterly • Academic Support: Monthly with Bi-Weekly IImprovement Plan Checks • Reporting Requirements: Monthly • Board Meetings: Based on Board Schedule

Phalen Virtual Leadership Academy Tiered Support Rubric

	Tier I: 3 points	Tier II: 2 points	Tier III: 1 point
Organizational			
New School	The school has been in existence for a minimum of 2 years.	The school has been in existence for less than 2 years but is a part of an established network of schools.	The school has been in existence for less than 2 years.
Leadership	The school leader has been rated as effective and/or highly effective, has experience leading in an Education One school, and engages in a continuous process of improvement.	The school leader meets at least two of the Meets Standard criteria.	The school leader meets one or none of the Meets Standard criteria.
Staffing	80% of classrooms have effective and/ or highly effective teachers.	70-79.9% of classrooms have effective and/or highly effective teachers.	60.0% or less of classrooms have effective and/ or highly effective teachers.
Academics			
Instruction	The school received an average of 3.0-4.0 points during a semester of observations.	The school received an average of 2.5-2.9 points during a semester of observations.	The school received an average of less than 2.5 points during a semester of observations.
Progress Towards Achievement: Reading	The percentage of students considered on grade level has increased by at least 5% from BOY to MOY. **OR** The percentage of students considered on grade level has increased by at least 10% from BOY to EOY. **OR** The school has reached the APPF goal for achievement.	The percentage of students considered on grade level has increased by 2.5-4.9% from BOY to MOY. **OR** The percentage of students considered on grade level has increased by 4.9-9.9% from BOY to EOY.	The percentage of students considered on grade level has increased by less than 2.5% from BOY to MOY. **OR** The percentage of students considered on grade level has increased by less than 4.9% from BOY to EOY. **OR** The percentage of students considered on grade level has decreased from BOY to MOY or BOY to EOY.
Progress Towards Growth: Reading	The percentage of students meeting growth goals has increased by at least 5% from BOY to MOY. **OR** The percentage of students meeting growth goals has increased by at least 10% from BOY to EOY. **OR** The school has reached the APPF goal for growth.	The percentage of students meeting growth goals has increased by at least 2.5-4.9% from BOY to MOY. **OR** The percentage of students meeting growth goals has increased by at least 4.9-9.9% from BOY to EOY.	The percentage of students meeting growth goals has increased by less than 2.5% from BOY to MOY. **OR** The percentage of students meeting growth goals has increased by less than 4.9% from BOY to EOY. **OR** The percentage of students meeting growth goals has decreased from BOY to MOY or BOY to EOY.

Progress Towards Achievement: Math	75-100% of identified subgroups outgrew the same subgroups of the local school district.	50-74.9% of identified subgroups outgrew the same subgroups of the local school district.	Less than 50% of identified subgroups outgrew the same subgroups of the local school district.
Progress Towards Growth: Math	The percentage of students considered on grade level has increased by at least 5% from BOY to MOY. **OR** The percentage of students considered on grade level has increased by at least 10% from BOY to EOY. **OR** The school has reached the APPF goal for achievement.	The percentage of students considered on grade level has increased by 2.5-4.9% from BOY to MOY. **OR** The percentage of students considered on grade level has increased by 4.9-9.9% from BOY to EOY.	The percentage of students considered on grade level has increased by less than 2.5% from BOY to MOY. **OR** The percentage of students considered on grade level has increased by less than 4.9% from BOY to EOY. **OR** The percentage of students considered on grade level has decreased from BOY to MOY or BOY to EOY.
Subgroup Growth: Reading	The percentage of students meeting growth goals has increased by at least 5% from BOY to MOY. **OR** The percentage of students meeting growth goals has increased by at least 10% from BOY to EOY. **OR** The school has reached the APPF goal for growth.	The percentage of students meeting growth goals has increased by at least 2.5-4.9% from BOY to MOY. **OR** The percentage of students meeting growth goals has increased by at least 4.9-9.9% from BOY to EOY.	The percentage of students meeting growth goals has increased by less than 2.5% from BOY to MOY. **OR** The percentage of students meeting growth goals has increased by less than 4.9% from BOY to EOY. **OR** The percentage of students meeting growth goals has decreased from BOY to MOY or BOY to EOY.
Subgroup Growth: Math	75-100% of identified subgroups outgrew the same subgroups of the local school district.	50-74.9% of identified subgroups outgrew the same subgroups of the local school district.	Less than 50% of identified subgroups outgrew the same subgroups of the local school district.

Average Points	**Tier Designation for Fall-Winter 2021**
2.5 points	**Tier IIa**

- <u>Site Visits:</u> Quarterly
- <u>Compliance Check:</u> Quarterly
- <u>Academic Support:</u> Monthly
- <u>Reporting Requirements:</u> Monthly
- <u>Board Meetings:</u> Based on Board Schedule

Overall, 2020-21 was an impressive start for PLA Virtual. In their first year of operation, the organization was able to establish effective processes and procedures that built a strong foundation for the program as it continues to grow over time. Education One commends the school for the following:

- Implementation of instructional best practices, high expectations, and quality of staff as evidenced by achievement on NWEA throughout the 2020-21 school year;
- Recruitment, retention, and ongoing development of staff;
- Communication and collaboration with stakeholders, including scholars, families, staff, and authorizer;
- Capitalizing on the diversity of talents represented by the board of directors to drive the organization's mission and vision; and
- Creating a culture of excellence as evidenced by student and teacher stakeholder survey results

As a Tier IIa school, PLA Virtual will move to quarterly site visits, but will maintain monthly scheduled support checks with Education One to focus on school specific goals and areas of improvement. During the 2021-22 school year, improvement in the following areas is necessary:

- Create processes and procedures to increase overall attendance, specifically in grades 6-12
- Implement strategies to increase the percentage of students meeting growth targets, as evidenced by local and state assessments