2021-22 ANNUAL REVIEW

PHALEN VIRTUAL LEADERSHIP ACADEMY

Evaluated By:

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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 (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 a significant time commitment, Education One believes that this high level of accountability, coupled with strong collaboration, will support 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	**Does Not Meet Standard**			

Performance Rubric	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 some of the 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 and may or may not have 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 Academic Performance	Instruction	MS	MS			
	Attendance	AS	DNMS			
	Post-Secondary Support	MS	MS			
	Legacy Student Achievement on Benchmark Assessment (Reading and Math)	N/A	N/A			
	Subgroup Student Achievement on Benchmark Assessment (Reading and Math)	N/A	N/A			
	Growth on Benchmark Assessment (Reading and Math)	DNMS	DNMS			
	Subgroup Growth on Benchmark Assessment (Reading and Math)	DNMS	DNMS			
State Academic Performance	State Accountability Grade	N/A	N/A			
	State Assessment Participation Rate	N/A	MS			
	Legacy Student Achievement on Summative Assessment (Reading and Math)	N/A	N/A			
	Subgroup Student Achievement on Summative Assessment (Reading and Math)	N/A	N/A			
	Growth on Summative Assessment (Reading and Math)	N/A	N/A			
	Subgroup Student Growth on Summative Assessment (Reading and Math)	N/A	N/A			
	Comparison to Local Schools	N/A	N/A			
	Reading Proficiency- Grade 3	N/A	N/A			
	Graduation Rate	N/A	N/A			
	College and Career Readiness	N/A	N/A			
Federal Academic Performance	Federal Accountability Rating	N/A	N/A			
	Model Attendee	N/A	N/A			
	Closing Achievement Gaps	N/A	N/A			
	Language Proficiency for English Learners	N/A	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, whereas rigor is defined as complexity and relevance is defined as culturally affirming;
- 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.

Classroom observation data is compiled to identify overarching trends across the school, both in commendations and recommendations. The school receives points (1-4) for each area observed based on the percentage of classrooms showing a concern. Points are then weighted based on the effect size the component has on student achievement and growth. The school's overall rating coincides with the sum of those weighted points. The rubric for Instruction 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 2021-22 school year and indicates the percentage of classrooms that showed a concern in each observable best practice. Boxes highlighted in yellow indicate an area that was a concern in at least a half of the classrooms observed and were recommended as areas of possible focus and/or improvement with the school's leadership team and Board of Directors during regularly scheduled site visits and board meetings.

2021-22 Site Visit Percentage of Classrooms Showing a Concern							
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Sept.	33.3%	0.0%	0.0%	22.2%	0.0%	0.0%	0.0%	0.0%
Dec.	25.0%	0.0%	25.0%	8.3%	0.0%	25.0%	0.0%	0.0%
Feb.	26.7%	0.0%	26.7%	0.0%	0.0%	6.7%	0.0%	0.0%
Mar.	16.7%	0.0%	0.0%	8.3%	0.0%	16.7%	0.0%	0.0%

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' would be meeting standard.

PLA Virtual Instruction Rating
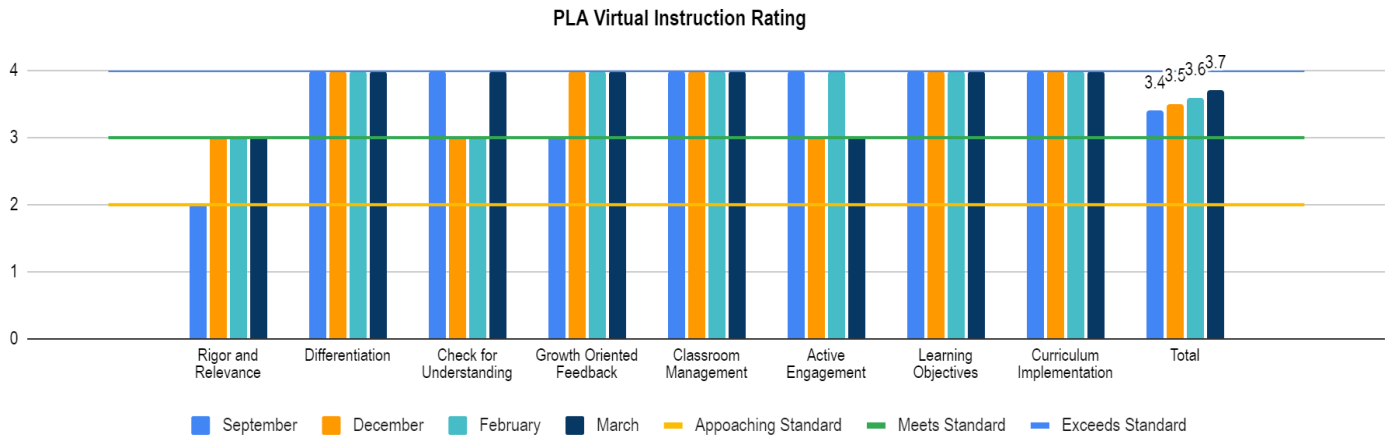
Based on the qualitative and quantitative evidence collected throughout the 2021-22 school year, Phalen Virtual Leadership Academy (PLA Virtual) receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

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 81.7% and, thus **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

Attendance Breakdown					
Kindergarten	87.1%	✘	Seventh Grade	85.3%	✘
First Grade	83.1%	✘	Eighth Grade	79.9%	✘
Second Grade	83.3%	✘	Ninth Grade	75.8%	✘
Third Grade	84.0%	✘	Tenth Grade	79.9%	✘
Fourth Grade	75.7%	✘	Eleventh Grade	85.4%	✘
Fifth Grade	85.1%	✘	Twelfth Grade	90.9%	✘
Sixth Grade	76.7%	✘	Whole School	81.7%	✘
Key: ✔ = 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 graduation 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: The success of the schools implementation of its educational model and programming is measured by analyzing the achievement results of legacy students attending the school. A legacy student is defined as having attended the school for a minimum of two years.

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.

During the 2020-21 school year, PLA Virtual gave its benchmark assessment in the fall, winter, and spring. These results were consistently collected, analyzed, and discussed to identify areas of immediate improvement and/or celebration. The 'Average,' 'High Average,' and 'High' categories signify students who demonstrated grade level proficiency. However, these categories represent percentile rankings. An increase in the percentage of students in these categories indicates that students outgrew their academic peers enough to obtain higher achievement scores. A decrease in the percentage of these categories would then signify that students did not grow enough to maintain similar achievement levels as their academic peers. It does not mean that students went backwards in their achievement.

At the beginning of the year, 52.1% of PLA Virtual students were performing on grade level in reading and 42.9% in math. These percentages both decreased by the end of the year to 41.8% in reading and 35.9% in math. The table and graphs on the following page illustrate the achievement of students in reading and math for the 2021-22 school year.

	Reading			Math		
	BOY Achievement	**EOY Achievement**	**Change**	**BOY Achievement**	**EOY Achievement**	**Change**
Whole School	52.1%	41.8%	**-10.3%**	42.9%	35.9%	**-7.0%**

PLA Virtual Benchmark Achievement: Reading

PLA Virtual Benchmark Achievement: Math
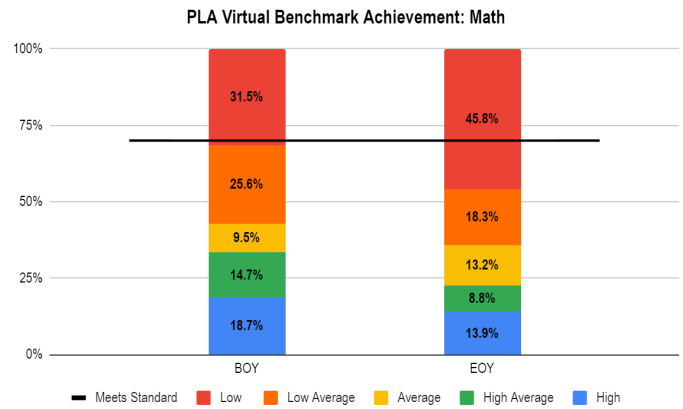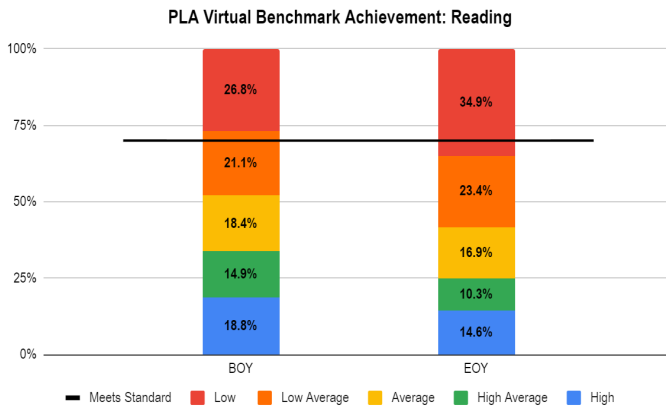
The following tables indicate the percentage of students enrolled at PLA Virtual by grade level and the whole school that met achievement targets on the end of the year benchmark assessment in reading and math.

Reading				
Grade Level	**Number of Students**	**Number of Students with Grade Level Achievement**	**Percentage of Grade Level Achievement Students**	**Achievement Target Rating**
Whole School	261	109	41.8%	**N/A**
Kindergarten	18	16	88.9%	**N/A**
First Grade	11	10	90.9%	**N/A**
Second Grade	13	6	46.2%	**N/A**
Third Grade	27	13	48.1%	**N/A**
Fourth Grade	20	3	15.0%	**N/A**
Fifth Grade	18	6	33.3%	**N/A**
Sixth Grade	25	7	28.0%	**N/A**
Seventh Grade	26	8	30.8%	**N/A**
Eighth Grade	28	11	39.3%	**N/A**
Ninth Grade	29	16	55.2%	**N/A**
Tenth Grade	27	6	22.2%	**N/A**
Eleventh Grade	19	7	36.8%	**N/A**
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard				

Math				
Grade Level	Number of Students	Number of Students with Grade Level Achievement	Percentage of Grade Level Achievement Students	Achievement Target Rating
Whole School	273	98	35.9%	N/A
Kindergarten	18	17	94.4%	N/A
First Grade	11	11	100%	N/A
Second Grade	14	9	64.3%	N/A
Third Grade	30	12	40.0%	N/A
Fourth Grade	24	3	12.5%	N/A
Fifth Grade	18	4	22.2%	N/A
Sixth Grade	25	4	16.0%	N/A
Seventh Grade	26	5	19.2%	N/A
Eighth Grade	29	5	17.2%	N/A
Ninth Grade	32	15	46.9%	N/A
Tenth Grade	29	9	31.0%	N/A
Eleventh Grade	17	4	23.5%	N/A

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

PLA Virtual had an original September enrollment count of 34 students for 2020-21, the school's inaugural year. In 2021-22, the school's enrollment increased to 516 students. Due to a dramatic increase in scholars served, Education One will not count the 2020-21 school year towards legacy data. Therefore, the school will not have legacy achievement data to utilize for this sub-indicator until the 2022-23 school year and receives a rating of **Not Applicable.**

Subgroup Student Achievement on Benchmark Assessment: Successful implementation of the educational model is also monitored by analyzing the results of the school's represented subgroups to ensure equitable opportunities are provided for all students enrolled and achievement gaps are closing. The school receives separate annual ratings in reading and math for each of the following subgroups with 20 or more students, based on benchmark assessment results:
- Economically Disadvantaged;
- English Learner;
- Gender;
- Race; and
- Special Education

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 increased overall achievement by more than 15.0% from beginning of the year to end of the year. **OR** 80.0% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.	The percentage of students in the identified subgroup increased overall achievement by 10.0-15.0% from beginning of the year to end of the year. **OR** 70.0-79.9% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.	The percentage of students in the identified subgroup increased overall achievement by 7.5-9.9% from beginning of the year to end of the year. **OR** 60-69.9% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.	The percentage of students in the identified subgroup increased overall achievement by less than 7.5% from beginning of the year to end of the year. **OR** Less than 60.0% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.

The following table illustrated the achievement of each subgroup of students in reading and math for the 2021-22 school year based on beginning and end of year assessment results. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown										
		Reading				Math				
Subgroup	**Pop. %**	**Percentage of Grade Level Students BOY**	**Percentage of Grade Level Students EOY**	**Change**	**Rating**	**Percentage of Grade Level Students BOY**	**Percentage of Grade Level Students EOY**	**Change**	**Rating**	
Whole School	100%	52.1%	41.8%	**-10.3%**	**N/A**	42.9%	35.9%	**-7.0%**	**N/A**	
Economically Disadvantaged	74.7%	52.8%	40.0%	**-12.8%**	**N/A**	42.0%	35.65	**-6.4%**	**N/A**	
Female	52.1%	48.5%	37.5%	**-11.0%**	**N/A**	37.4%	29.5%	**-7.9%**	**N/A**	
Male	47.9%	56.0%	46.4%	**-9.6%**	**N/A**	48.5%	42.5%	**-6.0%**	**N/A**	
Black	62.8%	49.4%	37.2%	**-12.2%**	**N/A**	42.5%	35.9%	**-6.6%**	**N/A**	
Hispanic	11.9%	64.5%	48.4%	**-16.1%**	**N/A**	42.9%	31.4%	**-11.4%**	**N/A**	
White	21.8%	52.6%	50.9%	**-1.8%**	**N/A**	44.4%	36.5%	**-7.9%**	**N/A**	
Special Education	14.2%	16.2%	18.9%	**+2.7%**	**N/A**	25.0%	13.9%	**-11.1%**	**N/A**	
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard										

As Education One analyzes achievement results through the lens of legacy students, PLA Virtual receives a rating of **Not Applicable** based on the aforementioned reasons stated in Legacy Student Achievement.

Growth on Benchmark Assessment: Education One analyzes the percentage of students who meet or exceed growth targets established by the school's benchmark assessment. Students included in this percentage took the benchmark assessment at the beginning and end of the year. The school receives separate annual ratings for both reading and math. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
60.0% or more of students met or exceeded established growth targets.	50.0-59.9% of students met or exceeded established growth targets.	40.0-49.9% of students met or exceeded established growth targets.	Less than 40.0% of students met or exceeded established growth targets.

The following tables indicate the percentage of students that met growth targets by the end of the year benchmark assessment in reading and math.

Reading				
Grade Level	Number of Students	Number of Students Meeting Growth Target	Percentage of Students Meeting Growth Target	Growth Target Rating
Whole School	261	94	36.0%	✘
Kindergarten	18	9	50.0%	✔
First Grade	11	6	54.5%	✔
Second Grade	13	4	30.8%	✘
Third Grade	27	4	14.8%	✘
Fourth Grade	20	4	20.0%	✘
Fifth Grade	18	3	16.7%	✘
Sixth Grade	25	9	36.0%	✘
Seventh Grade	26	12	46.2%	✘
Eighth Grade	28	10	35.7%	✘
Ninth Grade	29	15	51.7%	✔
Tenth Grade	27	7	25.9%	✘
Eleventh Grade	19	9	47.4%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Math				
Grade Level	**Number of Students**	**Number of Students Meeting Growth Target**	**Percentage of Students Meeting Growth Target**	**Growth Target Rating**
Whole School	273	89	32.6%	✘
Kindergarten	18	9	50.0%	✔
First Grade	11	8	72.7%	✔
Second Grade	14	7	50.0%	✔
Third Grade	29	6	20.7%	✘
Fourth Grade	24	3	12.5%	✘
Fifth Grade	18	1	5.6%	✘
Sixth Grade	25	11	44.0%	✘
Seventh Grade	26	4	15.4%	✘
Eighth Grade	29	8	27.6%	✘
Ninth Grade	32	13	40.6%	✘
Tenth Grade	29	12	41.4%	✘
Eleventh Grade	17	6	35.3%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Reading: 36.0% students met growth targets on the reading NWEA assessment. Therefore, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

Math: 32.6% students met growth targets on the math NWEA assessment. Therefore, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework..

Subgroup Student 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 each of the following subgroups with 20 or more students, based on benchmark assessment results:
- 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
60.0% or more of students met or exceeded established growth targets.	50.0-59.9% of students met or exceeded established growth targets.	40.0-49.9% of students met or exceeded established growth targets.	Less than 40.0% of students met or exceeded established growth targets.

The table on the following page 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.

		Reading		Math	
Subgroup Breakdown					
Subgroup	**Population %**	**Percentage of Students Meeting Growth Target**	**Growth Target Rating**	**Percentage of Students Meeting Growth Target**	**Growth Target Rating**
Whole School	100%	36.0%	✗	32.6%	✗
Economically Disadvantaged	74.7%	36.9%	✗	33.0%	✗
Female	52.1%	36.8%	✗	33.8%	✗
Male	47.9%	35.2%	✗	31.3%	✗
Black	62.8%	37.2%	✗	34.1%	✗
Hispanic	11.9%	38.7%	✗	28.6%	✗
White	21.8%	29.8%	✗	27.0%	✗
Special Education	14.2%	35.1%	✗	19.4%	✗
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard					

Reading: Overall, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework. Majority of subgroups were not close to the meets standard target, with the exception of female and white students.

Math: The school receives a rating of **Does Not Meet Standard** as all subgroups were not close to the meets standard target for growth.

STATE ACADEMIC PERFORMANCE

State Accountability Grade: Indiana has established a student-centered accountability system to calculate a letter grade given to each school. The grade encompasses the results from three domains: achievement, growth, and multiple measures. Each domain has its own indicators that make up a final score. The letter grade given to the school is a sum of those final scores weighted, based on the grade levels served within the school. For more information, including the history of Indiana's Student-Centered Accountability from the Indiana Department of Education, 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 schools harmless for accountability grades 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.

Accountability grades were not awarded to schools for the 2020-21 school year due to the COVID-19 pandemic. With no opportunity to increase or maintain previous accountability grades, 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.

PLA Virtual had a participation rate of 97.8% for the English/Language Arts assessment and 95.7% for the math assessment. The school receives a rating of **Meets Standard**.

Legacy Student Achievement on Summative Assessment: Education One measures the school's educational model by comparing the percentage of students achieving grade level proficiency to the state's results. Students included in the percentage used for comparison are legacy students, as defined above in local academic performance. 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 achieving grade level proficiency is greater than the state's percentage.	The percentage of legacy students achieving grade level proficiency is within 0-10.0% of the state's percentage.	The percentage of legacy students achieving grade level proficiency is within 10.1-20.0% of the state's percentage.	The percentage of legacy students achieving grade level proficiency is 20.0% or more less than the state's percentage.

In 2020-21, schools across the state of Indiana were tasked to complete year end summative assessments to be able to provide results that would indicate the levels of learning lost due to school closures and the COVID-19 pandemic, not to hold schools accountable for results. 40.5% of students in grades three through eight were proficient in English/Language Arts and only 36.9% of students were proficient in math. Results for students in tenth grade, who continued to take ISTEP+ in both 2019 and 2021, were not as impacted by the pandemic. The percentage of students proficient in both content areas increased from 2019 to 2021 by 3.5% in English/Language Arts and 1.8% in math.

PLA Virtual had no legacy students during the 2020-21 school year, as this was the school's first year of operation. The school had an overall passing percentage of 31.7% in English/Language Arts and 32.5% in math. With a lack of legacy students and hold harmless, Education One will be providing a rating of **Not Applicable**.

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.

The following tables illustrate the percentage of students that met or exceeded grade level standards on the state summative assessment by subgroup for the 2020-21 school year. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown: English/Language Arts ILEARN 3-8						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	31.7%	100%	40.5%	**-8.8%**	N/A
Free/Reduced Lunch	44.1%	22.2%	45.9%	25.9%	**-3.7%**	N/A
Female	32.4%	42.1%	N/A	44.8%	**-6.7%**	N/A
Male	67.6%	22.7%	N/A	36.3%	**-13.6%**	N/A
Black	50.0%	18.2%	12.5%	17.4%	**+0.8%**	N/A
White	35.3%	46.7%	66.1%	47.1%	**-0.4%**	N/A
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard						

Subgroup Breakdown: Math ILEARN 3-8						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	32.5%	100%	36.9%	-7.4%	N/A
Free/Reduced Lunch	44.1%	17.6%	45.9%	22.0%	-4.4%	N/A
Female	32.4%	36.8%	N/A	35.0%	+1.8%	N/A
Male	67.6%	28.6%	N/A	38.8%	-10.2%	N/A
Black	50.0%	20.0%	12.5%	11.6%	+8.4%	N/A
White	35.3%	46.7%	66.1%	44.4%	+2.3%	N/A
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

PLA Virtual's ISTEP+ data was suppressed due to the low number of students taking the assessment. Similar to Legacy Student Achievement, schools will not be held accountable for the results of the 2021 state assessments and Education One will be providing a rating of **Not Applicable** for subgroup achievement and how applicable percentages compare to the state of Indiana.

Growth on Summative Assessment: Under the Indiana Growth Model, the Indiana Department of Education 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 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 midd 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).

Growth data was not publicly released by the state of Indiana for the 2021 state summative assessment. Therefore, the PLA Virtual receives a rating of **Not Applicable.**

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.

Growth data was not publicly released by the state of Indiana for the 2021 state summative assessment. Therefore, the PLA Virtual receives a rating of **Not Applicable** for Subgroup Student Growth on Summative Assessment.

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. Achievement and growth 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:

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.

PLA Virtual will receive a rating of **Not Applicable** as 2020-21 was its first year of operation.

Reading Proficiency- Grade 3: The purpose of the Indiana Reading Evaluation and Determination (IREAD-3) assessment is to measure foundational reading standards through grade three. IREAD-3 is a summative assessment that evaluates 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 percentage after both rounds of testing to the passing percentage of the state. The rubric for this sub-indicator 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.

In 2021, PLA Virtual did not have enough students tested on the IREAD-3 and data was suppressed by the state. 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, 2021 cohort data was utilized for this sub-indicator rating. The state of Indiana saw a four-year cohort graduation rate of 86.7% in 2021. PLA Virtual's graduation rate was suppressed due to a small 2021 cohort. The school 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.

Data needed to measure this sub-indicator was not publicly released for the 2021 cohort. Therefore, the school receives a rating of **Not Applicable.**

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.

No ratings were released for the 2020-21 school year. Therefore, 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.

Model attendee rates were not released for the 2020-21 school year. Data for chronic absenteeism was released. 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 state's percentage was 18.5%. PLA Virtual's rate was 30.6%. The school 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.

Data for this sub-indicator was not publicly released and the school 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 for this sub-indicator was not publicly released and the school receives a rating of **Not Applicable**.

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 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	**Meets Standard**			

Is the school in good financial standing?		
Performance Rubric	**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 Performance	Financial Management	MS	MS			
	Enrollment Variance	DNMS	ES			
	Current Ratio	MS	MS			
	Days Cash	MS	DNMS			
	Debt/Default Delinquency	MS	MS			
	Debt to Asset Ratio	MS	MS			
	Debt Service Coverage	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 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

At the time of this report, Phalen Leadership Academies had submitted their annual audit for fiscal year 2021. However, the State Board of Accounts has experienced delays in approving audited financials for schools and districts across the state and has yet to approve the audit. The school did regularly submit complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. For these reasons, the school receives a rating of **Meets Standard** for the 2021-22 school year.

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 516 students as of October 1, 2021. The final enrollment variance was 103.2% based on a budgeted enrollment of 500 students. Therefore, PLA Virtual receives a rating of **Exceeds 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 75.0. 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, 2022 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 25.9 days cash. While the school falls below the desired metric for days cash, this is only a depiction of PLA Virtual. The school operates under the umbrella of Phalen Leadership Academies, a network of schools which has a very healthy cash position. However, the school receives a rating of **Does Not Meet 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 receives a rating of **Meets Standard** according to the debt to asset ratio indicator, with a ratio of 0.01. 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 2021-22 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 compliance requirements and laws, and authorizer expectations. All indicators are noted in the school's Accountability Plan Performance Framework.

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

Is the school's organizational structure successful?		
Performance Rubric	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
Governing Board	Focus on High Academic Achievement	MS	MS			
	Commitment to Exemplary Governance		MS			
	Fiduciary Responsibilities		MS			
	Strategic Planning and Oversight		MS			
	Legal and Regulatory Compliance		MS			
School Leader	Leadership	MS	MS			
Compliance	Reporting Requirements	MS	AS			
	English Learner Compliance	N/A	N/A			
	Special Education Compliance	MS	MS			

GOVERNING BOARD

Focus on High 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-level 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 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.

PLA Virtual is governed by the Phalen Leadership Academies (PLA) board, who showed consistent evidence that board members not only believe in the mission and vision of the school, but assume ultimate responsibility for the success of the students and the school. The board has a track record of governing turnaround schools in Indiana and other parts of the country, indicating an agreed definition as to what academic excellence looks like at a PLA school.

Student achievement data was regularly reported out to the board and members were able to engage with school leadership regarding results and next steps. Student data was consistently used to inform board decisions and identify progress towards goals.

Based on that summary, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

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 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.

Education One values a board that represents diverse skill sets. The corresponding illustration indicates the skill sets represented on the PLA board at the time of this report. Current board members represent all the desired skill sets in business, community engagement, education, finance, and legal.

Skills Sets Represented on the Board

The board is currently led by James Phalen, who has proven to be able to effectively lead the board and engage members in various aspects of governance and commitments to the school. The PLA governing board had an average attendance rate of 100%, as noted in the corresponding graph. This indicates member investment in the school and its success.

2021-22 Board Meeting Attendance
● 75-100%

Engagement during public meets through questioning focused on all types of performance areas, as noted in the corresponding graph. An average of seven questions were asked at each meeting.

Mr. Phalen maintained consistent and timely communication, including the discussion of any deficiencies, during regularly scheduled meetings with the Executive Director of Education One. Meeting materials and notes were provided in a timely fashion throughout the school year.

Therefore, the school receives *a* rating of **Meets Standard** according to its Accountability Plan Performance Framework.

2021-22 Board Meeting by Question Type
18.4% | 31.6% | 13.2% | 36.8%
● Academic Performance ● Financial Performance ● Organizational Performance ● Other

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 philanthropic priority each year; 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 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.

It is evident that members of the PLA board understand school finances through their questioning and skill sets. Based on submitted board meeting minutes and attendance at regularly scheduled meetings, the board reviewed and approved financial data regularly. The board also maintained a balanced budget during the 2021-22 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 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 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 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.

In April of 2022, the board completed and submitted a self-assessment, evaluating their strengths and areas for improvement, in relation to the school's Accountability Plan Performance Framework. This provided the board with an opportunity to evaluate their performance in order to set goals and plan strategically for the future.

The PLA board has established regular procedures regarding strategic planning, goal setting, and progress monitoring goals through various tools and processes. The board is organized to increase the capacity of the governing body and ensure that the network's leadership team and school leader has the autonomy and authority to manage the school. The network is organized in a way that allows for consistent collaboration between the various leadership levels and the governing board. PLA has network specific evaluation tools to gauge effectiveness of the school's leadership team based on their mission, vision, goals, and programming.

Based on these findings, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

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 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.

All meetings during the 2021-22 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.

The corresponding graph illustrates the percentage of meetings based on length. While all meetings lasted an hour or more, the PLA board of directors met on a quarterly basis, indicating a high level of efficiency. Therefore, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

2021-22 Board Meeting by Length

25.0%

75.0%

● 60-90 Minutes ● 90-120 Minutes
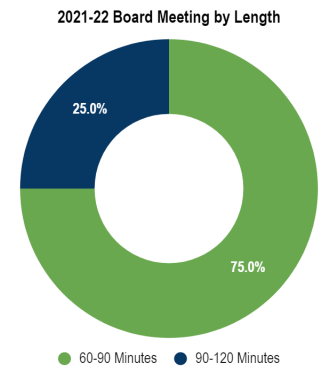
SCHOOL LEADER

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 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 2021-22 school year, her second year in that role. It was under Dr. Townsend demonstrated academic and leadership experience that allowed for staff and scholars to transition and succeed in a new, virtual setting with large increase in student enrollment and servicing a more diverse student population. 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, adding new members as needed due to continued expansion in enrollment.

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 virtual setting with new 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.

Based on this summary, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.
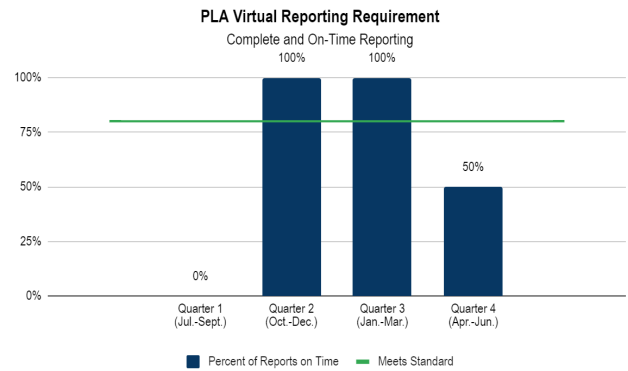
COMPLIANCE

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. Education One reports the following characteristics to the governing board 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 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 most sub-indicator characteristics, complying with the terms of its charter and collaborating with and participating in all scheduled meetings with the Education One team. Submission of all required compliance documents on a monthly basis has not been submitted in a timely or complete manner for some parts of the year. Thus, PLA Virtual receives a rating of **Approaching Standard** according to its Accountability Plan Performance Framework

PLA Virtual Reporting Requirement
Complete and On-Time Reporting

English Learner Compliance: To ensure that laws and requirements are being upheld and students who are English Learners (EL) are being serviced appropriately, Education One conducts an EL compliance check on a quarterly basis, looking for the following components:
- Evidence that ILP goals are established, current, and up to date;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of interventions and ILPs are appropriately communicated with the classroom teacher;
- Evidence of high quality interventions and ILPs are implemented;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and
- Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the services

The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with all state and federal laws and provides appropriate documentation to evidence meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components but 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 student population.

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;
- 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 and implemented;
- Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to services
- Evidence that disciplinary actions are appropriate, legal, equitable, and fair;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; 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 all state and federal laws and provides appropriate documentation to evidence meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components but 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.

The following table identifies the ratings PLA Virtual received from the compliance checks conducted during the 2021-22 school year.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Meets Standard	Meets Standard	Meets Standard	Meets Standard

PLA Virtual had a Special Education population that made up 15% of the school's overall population. The school did a commendable job for being proactive with staffing, understanding that becoming an Innovation Network School with Indianapolis Public Schools would likely increase the need for personnel to provide adequate services. During quarterly checks, Education One was able to observe 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 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. Survey data becomes more reliable based on the participation rate of each stakeholder. Education One's standard for survey reliability is a participation rate of at least 70.0%.

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	**Meet Standard**			

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

Percentage of Stakeholders Satisfied with the School
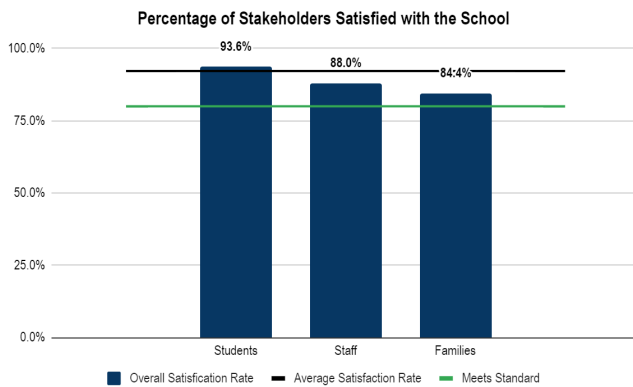
The graph illustrates the satisfaction rate of each stakeholder as well as the overall average. With a weighted satisfaction rate of 92.2%, the school receives a rating of **Meets Standard**.

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's Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	514	403	78.4%
Staff	36	28	77.8%
Families	310	60	19.4%

Education One believes a participation rate of at least 70% validates the satisfaction rate of each stakeholder. Both the student and staff surveys had a participation rate greater than 70%, validating the overall satisfaction results. It is important for PLA Virtual to increase participation in future surveys for families in order to utilize the data to make quality changes or improvements, specifically within the student and staff groups due to local control.

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

	PLA Virtual 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	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: Math	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: Reading	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.
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.

Total Number of Points	Average Points	Tier Designation for July-December 2022
16	2.0	**Tier IIb**

Overall, the 2021-22 school year was a successful year for PLA Virtual. Education One commends the school for the following:
- Increasing the school's instructional rating each visit by providing intentional coaching and professional development opportunities.
- Maintaining a level of high expectations and programming while exceeding enrollment targets and increasing staff.
- Implementing more rigorous post-secondary options for students in grades 9-12 through dual enrollment opportunities, staffing, and college/career visits.
- Increasing the percentage of Special Education students with average or above achievement in reading.
- Exhibiting a growth mindset through collaborative efforts with Education One as it pertained to instructional best practices and data analysis.
- Capitalizing on the diversity of talents represented by the board of directors to drive the organization's mission and vision.
- Balancing a strong network wide cash position with the addition of a new virtual model school.
- Creating a culture of excellence as evidenced by student and teacher stakeholder survey results.

Improvement in the following areas is required for the 2022-23 school year:
- Implement intentional tiered instruction through the use of classroom teachers, instructional assistants, and Special Education staff to support students in maintaining achievement status and meeting growth targets.
- Create processes and procedures to increase overall attendance.