



EDUCATION ONE
AT TRINE UNIVERSITY



Education One Annual Performance Report 2023-24

TABLE OF CONTENTS

1

Letter from Leadership

2

About Trine University

4

About Education One

6

Education One Schools

25

Guiding Principles

40

Accountability

51

Coming Soon

Letter from Leadership

Dear Friends,

For over a decade, Education One at Trine University has been dedicated to the belief that private universities can have a transformative impact on K-12 education through the authorization of public charter schools. Rooted in our commitment to excellence, innovation, and active involvement, the schools we partner with reflect the values of our university and our responsibility to serve.

During the 2023-24 school year, we proudly authorized 15 schools serving more than 4,400 students across Indiana, helped set the national standard for high-quality authorizing amongst Higher Education Institutions and continued to enhance educational opportunities for students throughout the state.

This Performance Report highlights the successes of our K-12 community. It showcases schools that have become pillars in their neighborhoods, as well as those that are on a path to improvement with our support. Additionally, this report underscores the power of collaboration and innovation. Through dynamic partnerships, we've leveraged the best of Education One's talent and resources to develop equitable, high-impact solutions for K-12 learners and educators. You'll see how these partnerships have led to groundbreaking practices, professional development, and new opportunities for both Trine University students and K-12 scholars.

Together, we're breaking down barriers and empowering students to achieve both their academic and professional aspirations. We're thrilled to continue making a meaningful difference in the lives of students, families, and communities across Indiana.

Thank you for your continued support.

Warm regards,



Lindsay Omlor
Executive Director of
Charter Schools



Earl D. Brooks II, Ph. D.
President of
Trine University



ABOUT TRINE UNIVERSITY

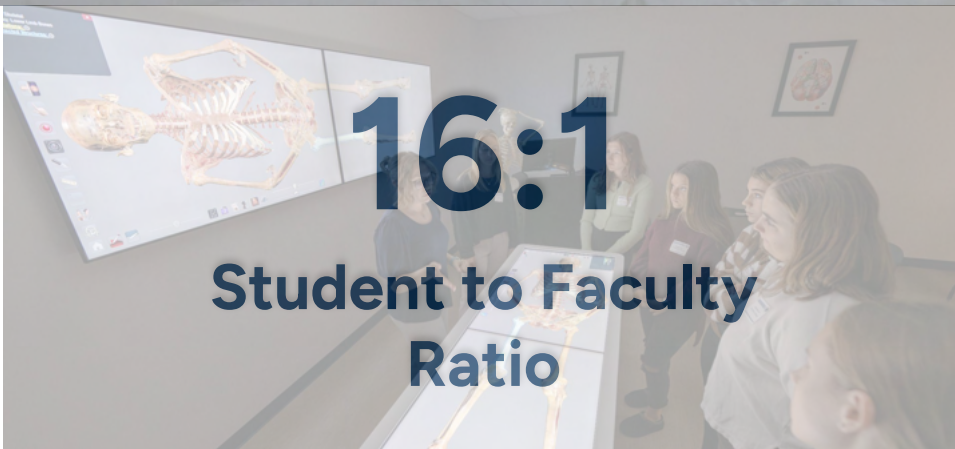
Trine University, located in Angola, Indiana, is a private institution with a rich history dating back to 1884. Known for its commitment to academic excellence and innovation, Trine offers a diverse array of undergraduate and graduate programs across various disciplines. The university's dedication to fostering partnerships and supporting educational advancement aligns with its role as a charter school authorizer, ensuring high standards and accountability for the schools under its oversight.

It's a Trine Thing!



2

NCAA Division III
Championships



16:1

Student to Faculty
Ratio



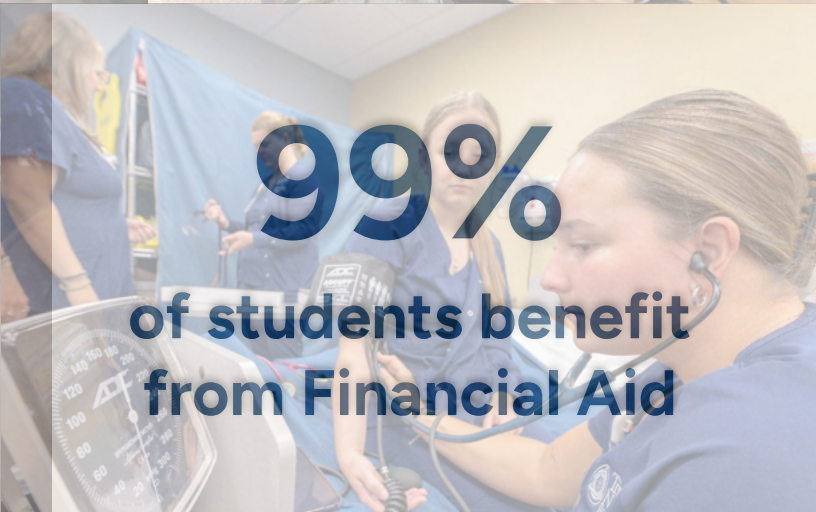
40+

Majors



99.5%

Job Placement



99%

of students benefit
from Financial Aid

ABOUT EDUCATION ONE

Education One, established in 2012, serves as Trine University's charter school authorizer, dedicated to fostering the growth and success of charter schools across Indiana. By authorizing schools with innovative academic programs, Education One ensures that students are well-prepared for college and career success. The organization emphasizes continuous monitoring, meaningful support, and active engagement with its schools, reflecting its commitment to providing quality public school options for Indiana students, families, and communities.

Education One Board



Lynn Brooks
Board Chair



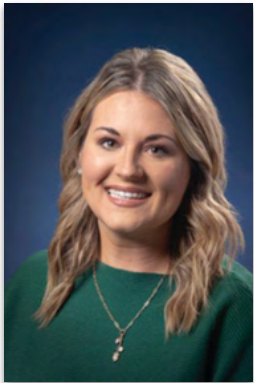
Chuck Nedele
Vice Chair/Secretary



Gretchen Miller
Treasurer

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

Education One Team



Lindsay Omlor, M. Ed.
Executive Director of Charter
Schools



Emily Gaskill, M. Ed.
Director of
Accountability



Amanda Webb, M. Ed.
Deputy Director of
Academics



Caitlin Hicks, MSOL
Director of Compliance and
Engagement

Its mission is to provide high quality public school options for Indiana students, families, and communities through:

- A comprehensive application review process;
- Continuous monitoring and oversight;
- Meaningful support, collaboration, and partnership;
- Implementation of our Guiding Principles with integrity; and
- Active engagement.

To achieve its vision and mission, Education One sets annual goals in the following areas:

- Continuous Improvement;
- Student Inquiries;
- Portfolio Development;
- Internship Potential;
- Job Placement; and
- Quality Assurance.

EDUCATION ONE SCHOOLS

In accordance with its mission and vision, Education One authorizes public charter schools with a variety of innovative models. The following pages highlight the diversity across Education One's portfolio and the students served.

Education One Schools

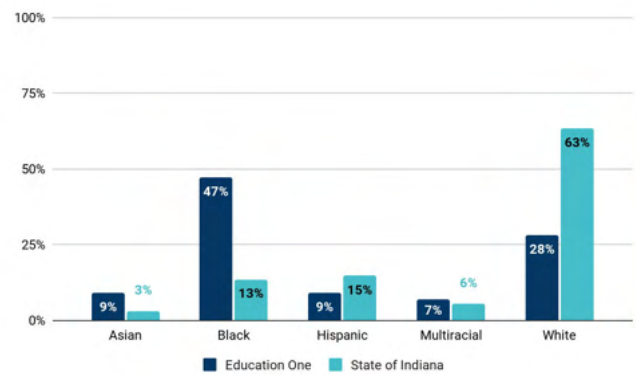
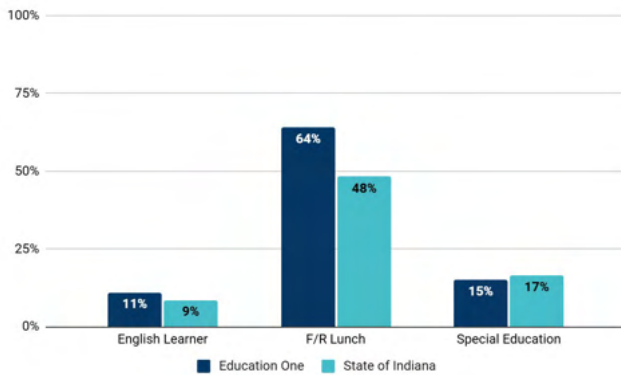
In accordance with its mission and vision, Education One authorizes public charter schools with a variety of innovative models. The following pages highlight the diversity across Education One's portfolio and the students served.

In 2023-24, Education One schools served more than 4,400 students across the state of Indiana through a variety of educational models, including:

- Montessori;
- Project Based Learning;
- Science, Technology, Engineering and Math;
- Expository Learning;
- Competency Based; and
- Virtual

4,418
Students
Enrolled
2023-24

The majority of students served in Education One charter schools are from minority populations in the state of Indiana, illustrated by the following graphs.



Historical Portfolio Information

The following table illustrates the history of Education One's portfolio since it began authorizing in 2012. The portfolio consisted of fifteen operating schools and five slated to begin their charter in the fall of 2024 or 2025. Education One has closed three schools for financial management and poor academic performance and revoked one school for academic and organizational performance.

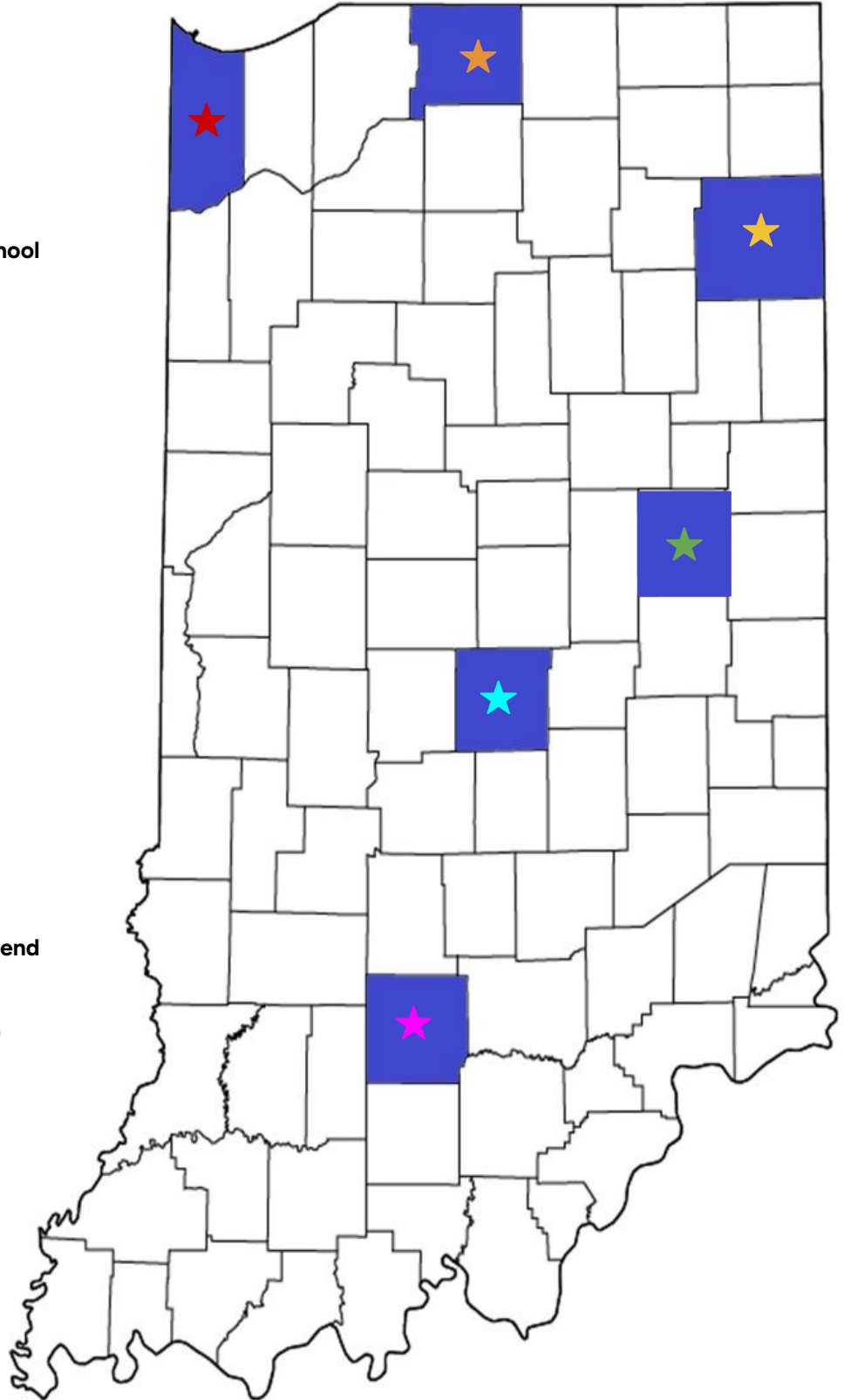
| School | Status | Opening Year |
|--|--|--|
| Career Academy High School | Open | 2015 |
| Career Academy Middle School | Open | 2015 |
| Dynamic Minds Academy | Open | 2019 |
| Girls IN STEM Academy | Approved, Not Open Yet | |
| Inspire Academy - A School of Inquiry | Open | 2013 <small>(Authorized by Education One in 2023)</small> |
| Lawrence County Independent Schools | Open | 2021 |
| The Match | Approved, Not Open Yet | |
| The Nature School of Central Indiana | Open | 2021 |
| Paramount Online Academy | Open | 2021 |
| Paramount Schools of Excellence South Bend | Open | 2023 |
| Phalen Leadership Academies K-6 | Approved, Not Open Yet | |
| Phalen Leadership Academies 7-8 | Approved, Not Open Yet | |
| Phalen Virtual Leadership Academy | Open | 2021 |
| The Portage School of Leaders | Open | 2023 |
| Purdue Polytechnic High School West | Approved, Not Open Yet | |
| Success Academy Primary School | Open | 2015 |
| Success Academy at Boys and Girls Club | Open | 2023 |
| Timothy L. Johnson Academy | Open | 2002 <small>(Authorized by Education One in 2014)</small> |
| Timothy L. Johnson Academy Middle School | Open | 2018 |
| Indiana Achievement Academy | Closed 2015 <small>Financial Performance</small> | 2013 |
| Indiana Cyber Charter School | Closed 2015 <small>Financial Performance</small> | 2012 |
| Indiana Life Sciences Academy West | Closed 2016 <small>Academic Performance</small> | 2009 <small>(Authorized by Education One in 2013)</small> |
| Thea Bowman Leadership Academy | Charter Revoked 2024 <small>Academic and Organizational Performance</small> | 2003 <small>(Authorized by Education One in 2016)</small> |

Education One School Locations

2023-24 School year

During the 2023-24 school year, fifteen Education One schools served students and families in the communities of Bedford, Fort Wayne, Gary, Indianapolis, Muncie, and South Bend. Additionally, it authorized two statewide virtual schools.

- ★ Bedford
Lawrence County Independent Schools
212 students
- ★ Fort Wayne
Timothy L. Johnson Academy
393 students
Timothy L. Johnson Academy Middle School
167 students
- ★ Gary
Thea Bowman Leadership Academy
849 students
- ★ Indianapolis
Dynamic Minds Academy
130 students
The Nature School of Central Indiana
145 students
- ★ Muncie
Inspire Academy
194 students
- ★ South Bend
Career Academy High School
448 students
Career Academy Middle School
400 students
Paramount School of Excellence South Bend
317 students
Success Academy at Boys and Girls Club
89 students
Success Academy Primary School
572 students
The Portage School of Leaders
19 students
- Statewide
Paramount Online Academy
194 students
Phalen Virtual Leadership Academy
289 students



Lawrence County Independent Schools (K-8)

Bedford, Indiana



School Mission

The mission of Lawrence County Independent Schools (LCIS) is to inspire each student to reach his or her greatest potential personally and academically in a peaceful rural school learning environment by providing a challenging and a life-focused curriculum.

2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 212 | 91% | 0 |

2024 Academic Results

28%

ILEARN E/LA
Achievement

19%

ILEARN Math
Achievement

86%

IREAD-3
Achievement

N/A*

ILEARN
Growth

*At the time of this report, growth data was not made public by the Indiana Department of Education.

2023-24 Enrollment by Subgroup

| Subgroup | LCIS | NLCS | Indiana |
|-------------------|-------|-------|---------|
| Asian | 1.4% | 0.8% | 3.0% |
| Black | 0% | 0.7% | 13.4% |
| Hispanic | 2.4% | 3.8% | 14.6% |
| Multiracial | 1.9% | 3.6% | 5.5% |
| White | 93.8% | 91.1% | 63.2% |
| English Learner | 0% | 0.3% | 8.5% |
| F/R Lunch | 69.8% | 57.4% | 48.2% |
| Special Education | 26.4% | 18.5% | 16.5% |

Board Members

2023-24 School Year

Erik Mosier, Board Chair

Amber Sciscoe, Brian Grissom, Chris Bowls, Kayla Hoffman, Susan Porter

LCIS received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Approaching Standard**



Timothy L. Johnson Academy (K-5)

Fort Wayne, Indiana



School Mission

The mission of Timothy L. Johnson Academy (TLJA) is to provide opportunities for educational equity for students in Allen County.

2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 393 | 91% | 0 |

2023-24 Enrollment by Subgroup

| Subgroup | TLJA | FWCS | EACS | Indiana |
|-------------------|-------|-------|-------|---------|
| Asian | 68.4% | 6.6% | 16.0% | 3.0% |
| Black | 23.2% | 25.1% | 10.6% | 13.4% |
| Hispanic | 5.6% | 22.1% | 9.2% | 14.6% |
| Multiracial | 2.5% | 10.3% | 5.6% | 5.5% |
| White | 0.3% | 35.6% | 58.4% | 63.2% |
| English Learner | 69.5% | 13.9% | 13.4% | 8.5% |
| F/R Lunch | 65.1% | 62.9% | 48.0% | 48.2% |
| Special Education | 4.3% | 17.1% | 15.6% | 16.5% |

2024 Academic Results

11%

ILEARN E/LA
Achievement

10%

ILEARN Math
Achievement

60%

IREAD-3
Achievement

N/A*

ILEARN
Growth

*At the time of this report, growth data was not made public by the Indiana Department of Education.

Board Members

2023-24 School Year

Larry Rowland, Board Chair

Fred Eckert, Verlisa Griggs, Alan Grinsfelder, Tom Herr, Al Hofer, Joe Jordan, Michael Lindvall, Theingi Tin, Lena Yarian

Timothy L. Johnson Academy (K-5) received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Approaching Standard**



Timothy L. Johnson Academy Middle School (6-8)

Fort Wayne, Indiana



School Mission

The mission of Timothy L. Johnson Academy Middle School (TLJA MS) is to empower scholars to thrive in the 21st century through real world learning experiences.

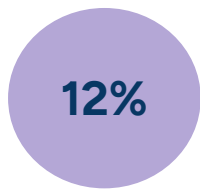
2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 167 | 91% | 0 |

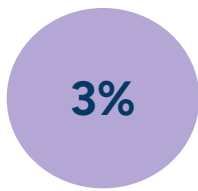
2023-24 Enrollment by Subgroup

| Subgroup | TLJA MS | FWCS | EACS | Indiana |
|-------------------|---------|-------|-------|---------|
| Asian | 65.9% | 6.6% | 16.0% | 3.0% |
| Black | 24.0% | 25.1% | 10.6% | 13.4% |
| Hispanic | 8.4% | 22.1% | 9.2% | 14.6% |
| Multiracial | 1.2% | 10.3% | 5.6% | 5.5% |
| White | 0.6% | 35.6% | 58.4% | 63.2% |
| English Learner | 57.5% | 13.9% | 13.4% | 8.5% |
| F/R Lunch | 82.6% | 62.9% | 48.0% | 48.2% |
| Special Education | 4.8% | 17.1% | 15.6% | 16.5% |

2024 Academic Results



ILEARN E/LA Achievement



ILEARN Math Achievement



ILEARN Growth

*At the time of this report, growth data was not made public by the Indiana Department of Education.

Board Members

2023-24 School Year

Larry Rowland, Board Chair

Fred Eckert, Verlisa Griggs, Alan Grinsfelder, Tom Herr, Al Hofer, Joe Jordan, Michael Lindvall, Theingi Tin, Lena Yarian

Timothy L. Johnson Academy Middle School received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Approaching Standard**



Thea Bowman Leadership Academy (K-12)

Gary, Indiana



School Mission

The mission of Thea Bowman Leadership Academy (TBLA) is to become a world class model for high performance urban schools, preparing all students for academic success and leadership roles in a global society.

2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 849 | 92% | 0 |

2023-24 Enrollment by Subgroup

| Subgroup | TBLA | GCSC | Indiana |
|-------------------|-------|-------|---------|
| Asian | 1.3% | 0.0% | 3.0% |
| Black | 93.1% | 92.0% | 13.4% |
| Hispanic | 4.2% | 5.4% | 14.6% |
| Multiracial | 2.6% | 1.3% | 5.5% |
| White | 0.1% | 1.1% | 63.2% |
| English Learner | 1.0% | 1.2% | 8.5% |
| F/R Lunch | 74.1% | 62.2% | 48.2% |
| Special Education | 6.0% | 17.2% | 16.5% |

2023 Academic Results

20%

ILEARN E/LA Achievement

10%

ILEARN Math Achievement

22%

SAT E/LA Achievement

0%

SAT Math Achievement

66%

IREAD-3 Achievement

N/A*

ILEARN Growth

91%

2023 Graduation Rate

93%

2023 Diploma Strength

*At the time of this report, growth data was not made public by the Indiana Department of Education.

Board Members

2023-24 School Year

Eve Gomez, Board Chair

Jason Beres, Michelle Dickerson, Helen Hill, Cedric Steele

Thea Bowman Leadership Academy received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework. The school's charter was revoked on June 30, 2024.

- Academic Performance:
- Financial Performance:
- Organizational Performance:

Does Not Meet Standard

Meets Standard

Does Not Meet Standard



Dynamic Minds Academy (K-12)

Indianapolis, Indiana



School Mission

Dynamic Minds Academy aims to bridge the gap between treatment and education for students with autism spectrum disorder by providing evidence-based practices for personal growth within an optimal learning environment.

2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 130 | 94% | 0 |

2023-24 Enrollment by Subgroup

| Subgroup | DMA | CCS | Indiana |
|-------------------|-------|-------|---------|
| Asian | 0.8% | 17.0% | 3.0% |
| Black | 19.2% | 4.3% | 13.4% |
| Hispanic | 10.8% | 7.2% | 14.6% |
| Multiracial | 11.5% | 4.1% | 5.5% |
| White | 57.7% | 67.1% | 63.2% |
| English Learner | 2.3% | 6.3% | 8.5% |
| F/R Lunch | 20% | 13.1% | 48.2% |
| Special Education | 90.8% | 12.6% | 16.5% |

2024 Academic Results



*At the time of this report, growth data was not made public by the Indiana Department of Education.

Board Members

2023-24 School Year

Joel Harris, Board Chair

Rachel Deaton, Michael Gilbert, Mary Lou Hulseman, Katie Kunkel, Mary Thornburg

Dynamic Minds Academy received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Meets Standard**



The Nature School of Central Indiana (K-8)

Indianapolis, Indiana



School Mission

The mission of The Nature School of Central Indiana (TNS) believes in addressing the needs of the child holistically and instilling in them a lifelong love of learning, an awareness of their role in and connection to both their local community and the world, and a deep understanding of their individual abilities and potential with the ideal that nature is the best teacher.

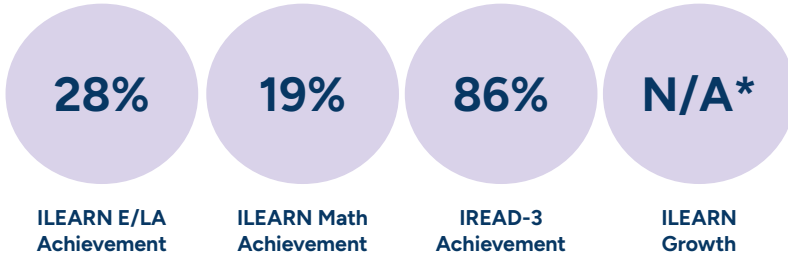
2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 145 | 92% | 0 |

2023-24 Enrollment by Subgroup

| Subgroup | TNS | MSDLT | Indiana |
|-------------------|-------|-------|---------|
| Asian | 1.4% | 0.7% | 3.0% |
| Black | 3.4% | 44.9% | 13.4% |
| Hispanic | 3.4% | 30.7% | 14.6% |
| Multiracial | 0.0% | 7.1% | 5.5% |
| White | 91.7% | 16.6% | 63.2% |
| English Learner | 0.0% | 22.3% | 8.5% |
| F/R Lunch | 3.4% | 73.3% | 48.2% |
| Special Education | 22.7% | 12.1% | 16.5% |

2024 Academic Results



*At the time of this report, growth data was not made public by the Indiana Department of Education.

Board Members

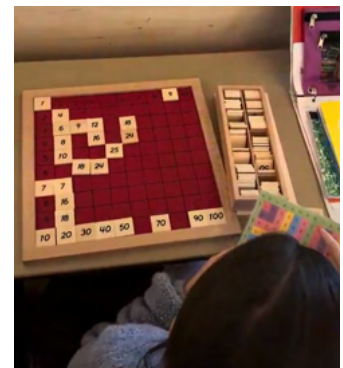
2023-24 School Year

Courtney Ke, Board Chair

Christen Reese, Dylan Reinstetter, Mary Driskell, Molly Percy, Rachael Carmichael

The Nature School of Central Indiana received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Meets Standard**



Inspire Academy (K-8)

Muncie, Indiana



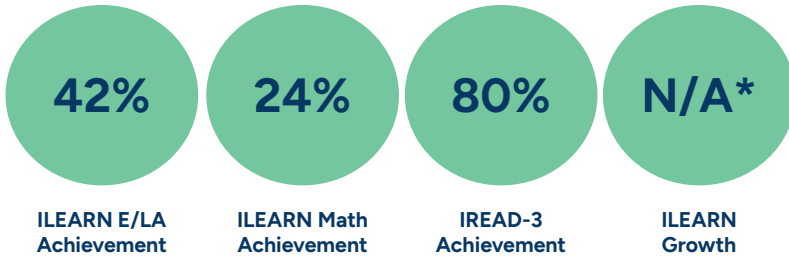
School Mission

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

2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 194 | 91% | 0 |

2023 Academic Results



*At the time of this report, growth data was not made public by the Indiana Department of Education.

2023-24 Enrollment by Subgroup

| Subgroup | IA | MCS | Indiana |
|-------------------|-------|-------|---------|
| Asian | 0.0% | 1.9% | 3.0% |
| Black | 19.6% | 21.7% | 13.4% |
| Hispanic | 5.7% | 5.9% | 14.6% |
| Multiracial | 14.9% | 16.0% | 5.5% |
| White | 59.3% | 54.0% | 63.2% |
| English Learner | 0.0% | 3.3% | 8.5% |
| F/R Lunch | 99.5% | 57.0% | 48.2% |
| Special Education | 23.0% | 20.4% | 16.5% |

Board Members

2023-24 School Year

Yvonne Thompson, Board Chair

Nate Howard, Dr. James Rediger, Todd Roark, Lesley Spencer, Dr. Justin Whitt

Inspire Academy received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier III school for the 2024-25 school year:

- Academic Performance: **Does Not Meet Standard**
- Financial Performance: **Approaching Standard**
- Organizational Performance: **Meets Standard**



Career Academy High School (9-12)

South Bend, Indiana



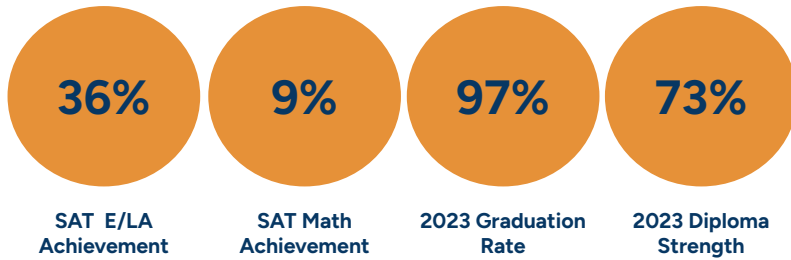
School Mission

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

2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 448 | 97% | 5 |

2024 Academic Results



2023-24 Enrollment by Subgroup

| Subgroup | CAHS | SBCSC | Indiana |
|-------------------|-------|-------|---------|
| Asian | 1.3% | 1.0% | 3.0% |
| Black | 33.7% | 36.4% | 13.4% |
| Hispanic | 10.3% | 25.7% | 14.6% |
| Multiracial | 7.8% | 10.9% | 5.5% |
| White | 46.7% | 25.7% | 63.2% |
| English Learner | 4.2% | 11.8% | 8.5% |
| F/R Lunch | 54.9% | 62.5% | 48.2% |
| Special Education | 21.0% | 18.2% | 16.5% |

Board Members

2023-24 School Year

Larry Garatoni, Board Chair

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

Career Academy High School received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year:

- Academic Performance: **Meets Standard**
- Financial Performance: **Approaching Standard**
- Organizational Performance: **Meets Standard**



Career Academy Middle School (6-8)

South Bend, Indiana



School Mission

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

2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 400 | 90% | 0 |

2023-24 Enrollment by Subgroup

| Subgroup | CAMS | SBCSC | Indiana |
|-------------------|-------|-------|---------|
| Asian | 0.3% | 1.0% | 3.0% |
| Black | 36.8% | 36.4% | 13.4% |
| Hispanic | 13.5% | 25.7% | 14.6% |
| Multiracial | 10.3% | 10.9% | 5.5% |
| White | 38.5% | 25.7% | 63.2% |
| English Learner | 6.5% | 11.8% | 8.5% |
| F/R Lunch | 62.5% | 62.5% | 48.2% |
| Special Education | 15.8% | 18.2% | 16.5% |

2024 Academic Results



*At the time of this report, growth data was not made public by the Indiana Department of Education.

Board Members

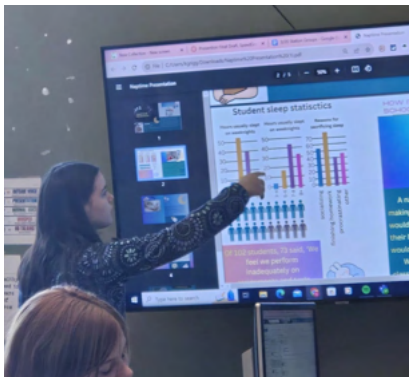
2023-24 School Year

Larry Garatoni, Board Chair

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

Career Academy Middle School received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Approaching Standard**
- Organizational Performance: **Meets Standard**



The Portage School of Leaders (9-10)

South Bend, Indiana



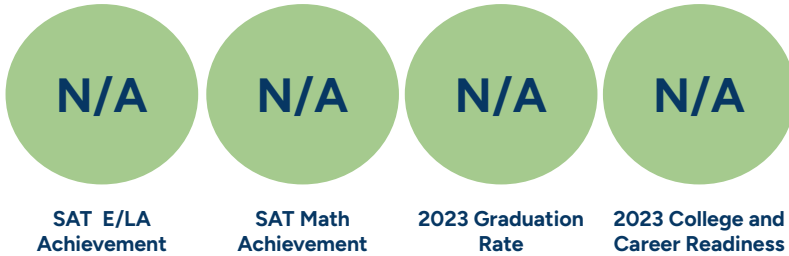
School Mission

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

2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 19 | 94% | 0 |

2024 Academic Results



2023-24 Enrollment by Subgroup

| Subgroup | TPSOL | SBCSC | Indiana |
|-------------------|-------|-------|---------|
| Asian | 0% | 1.0% | 3.0% |
| Black | 31.6% | 36.4% | 13.4% |
| Hispanic | 31.6% | 25.7% | 14.6% |
| Multiracial | 5.3% | 10.9% | 5.5% |
| White | 26.3% | 25.7% | 63.2% |
| English Learner | 15.8% | 11.8% | 8.5% |
| F/R Lunch | 57.9% | 62.5% | 48.2% |
| Special Education | 10.5% | 18.2% | 16.5% |

Board Members

2023-24 School Year

Larry Garatoni, Board Chair

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

The Portage School of Leaders received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year:

- Academic Performance: **Meets Standard**
- Financial Performance: **Approaching Standard**
- Organizational Performance: **Meets Standard**



Success Academy at Boys and Girls Club (K-5)

South Bend, Indiana



School Mission

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

2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 89 | 93% | 0 |

2023-24 Enrollment by Subgroup

| Subgroup | SABGC | SBCSC | Indiana |
|-------------------|-------|-------|---------|
| Asian | 1.1% | 1.0% | 3.0% |
| Black | 58.4% | 36.4% | 13.4% |
| Hispanic | 11.2% | 25.7% | 14.6% |
| Multiracial | 10.1% | 10.9% | 5.5% |
| White | 19.1% | 25.7% | 63.2% |
| English Learner | 3.4% | 11.8% | 8.5% |
| F/R Lunch | 75.3% | 62.5% | 48.2% |
| Special Education | 3.4% | 18.2% | 16.5% |

2024 Academic Results

10%

ILEARN E/LA Achievement

0%

ILEARN Math Achievement

33%

IREAD-3 Achievement

N/A*

ILEARN Growth

*At the time of this report, growth data was not made public by the Indiana Department of Education.

Board Members

2023-24 School Year

Larry Garatoni, Board Chair

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

Success Academy at Boys and Girls Club received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Approaching Standard**
- Organizational Performance: **Meets Standard**



Success Academy Primary School (K-5)

South Bend, Indiana



School Mission

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

2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 572 | 91% | 0 |

2023-24 Enrollment by Subgroup

| Subgroup | SAPS | SBCSC | Indiana |
|-------------------|-------|-------|---------|
| Asian | 0.2% | 1.0% | 3.0% |
| Black | 40.9% | 36.4% | 13.4% |
| Hispanic | 12.9% | 25.7% | 14.6% |
| Multiracial | 16.8% | 10.9% | 5.5% |
| White | 28.8% | 25.7% | 63.2% |
| English Learner | 5.4% | 11.8% | 8.5% |
| F/R Lunch | 67.0% | 62.5% | 48.2% |
| Special Education | 20.8% | 18.2% | 16.5% |

2024 Academic Results

16%

ILEARN E/LA Achievement

26%

ILEARN Math Achievement

71%

IREAD-3 Achievement

N/A*

ILEARN Growth

*At the time of this report, growth data was not made public by the Indiana Department of Education.

Board Members

2023-24 School Year

Larry Garatoni, Board Chair

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

Success Academy Primary School received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Approaching Standard**
- Organizational Performance: **Meets Standard**



Paramount South Bend (K-5)

South Bend, Indiana



School Mission

The mission of Paramount Schools of Excellence (PSOE) is to empower all students to persevere and achieve academic success in a culture of excitement, inclusion, and community collaboration.

| 2023-24 Enrollment and Attendance | | | 2023-24 Enrollment by Subgroup | | | |
|---|------------|------------|--------------------------------|------|-------|---------|
| Enrollment | Attendance | Expulsions | Subgroup | PSB | SBCSC | Indiana |
| 317 | 89% | 0 | Asian | 0.0% | 1.0% | 3.0% |
| <h3>2024 Academic Results</h3> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="background-color: #4CAF50; color: white; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">23%</div> <p>ILEARN E/LA Achievement</p> </div> <div style="text-align: center;"> <div style="background-color: #4CAF50; color: white; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">20%</div> <p>ILEARN Math Achievement</p> </div> <div style="text-align: center;"> <div style="background-color: #4CAF50; color: white; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">75%</div> <p>IREAD-3 Achievement</p> </div> <div style="text-align: center;"> <div style="background-color: #4CAF50; color: white; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">N/A*</div> <p>ILEARN Growth</p> </div> </div> | | | | | | |

*At the time of this report, growth data was not made public by the Indiana Department of Education.

Board Members

2023-24 School Year

Tom Rude, Board Chair

Aster Bekele, Brittany Eldridge, Elsa Mendez, James Hazzard, Jennifer Phillips, Jude Amu, Mandy Bishop

Paramount South Bend received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year:

- Academic Performance: **Does Not Meet Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Meets Standard**



Paramount Online Academy (K-8)

Statewide



School Mission

The mission of Paramount Schools of Excellence (PSOE) is to empower all students to persevere and achieve academic success in a culture of excitement, inclusion, and community collaboration.

2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 194 | 87% | 0 |

2023-24 Enrollment by Subgroup

| Subgroup | POA | IPS | Indiana |
|-------------------|-------|-------|---------|
| Asian | 0.5% | 0.9% | 3.0% |
| Black | 58.8% | 37.3% | 13.4% |
| Hispanic | 12.9% | 36.9% | 14.6% |
| Multiracial | 6.7% | 5.7% | 5.5% |
| White | 21.1% | 19.0% | 63.2% |
| English Learner | 4.1% | 29.6% | 8.5% |
| F/R Lunch | 61.9% | 55.6% | 48.2% |
| Special Education | 15.0% | 16.2% | 16.5% |

2024 Academic Results

27%

ILEARN E/LA
Achievement

11%

ILEARN Math
Achievement

69%

IREAD-3
Achievement

N/A*

ILEARN
Growth

*At the time of this report, growth data was not made public by the Indiana Department of Education.

Board Members

2023-24 School Year

Tom Rude, Board Chair

Aster Bekele, Brittany Eldridge, Elsa Mendez, James Hazzard, Jennifer Phillips, Jude Amu, Mandy Bishop

Paramount Online Academy received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Meets Standard**



Phalen Virtual Leadership Academy (K-12)

Statewide



School Mission

The mission of Phalen Virtual Leadership Academy (PVLA) is to ensure all scholars meet high academic and social standards, and thrive as leaders at home, in their communities and in the world by providing interactive and rigorous online classes.

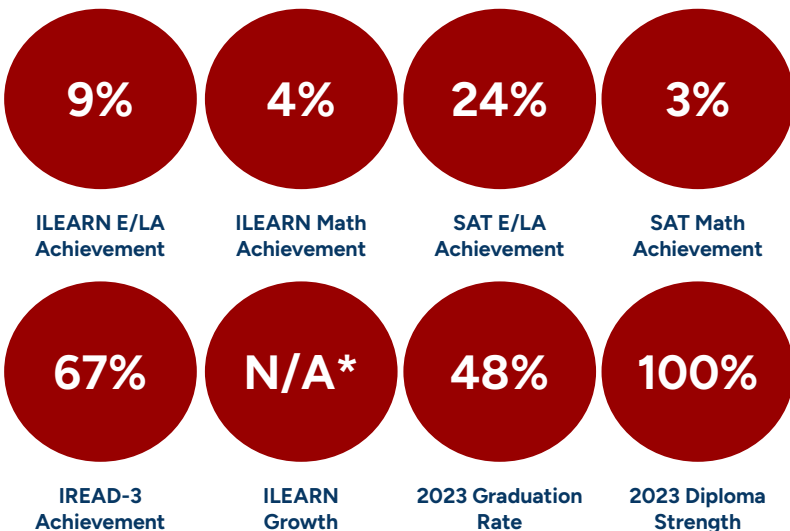
2023-24 Enrollment and Attendance

| Enrollment | Attendance | Expulsions |
|------------|------------|------------|
| 289 | 96% | 0 |

2023-24 Enrollment by Subgroup

| Subgroup | PVLA | IPS | Indiana |
|-------------------|-------|-------|---------|
| Asian | 0.0% | 0.9% | 3.0% |
| Black | 64.0% | 32.3% | 13.4% |
| Hispanic | 12.8% | 36.9% | 14.6% |
| Multiracial | 5.9% | 5.7% | 5.5% |
| White | 17.3% | 19.0% | 63.2% |
| English Learner | 6.2% | 29.6% | 8.5% |
| F/R Lunch | 42.2% | 55.6% | 48.2% |
| Special Education | 3.5% | 16.2% | 16.5% |

2024 Academic Results



*At the time of this report, growth data was not made public by the Indiana Department of Education.

Board Members

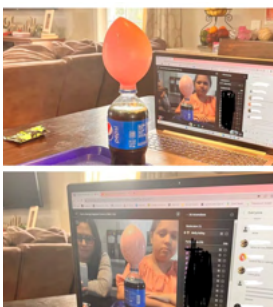
2023-24 School Year

James Phalen, Board Chair

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

Phalen Virtual Leadership Academy received the following overall ratings on their [2023-24 Annual Review](#) as measured by the Education One Accountability Plan Performance Framework and was identified as a Tier II school for the 2024-25 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Meets Standard**

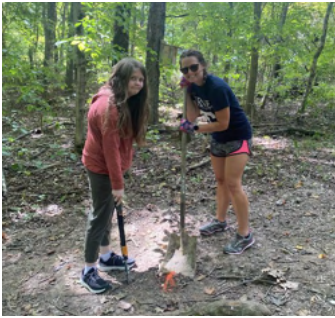


GUIDING PRINCIPLES

Our Guiding Principles are the core values that define Education One as a charter school authorizer. These Principles drive our decision making process for continuous improvement and authorizing policies.

A photograph of two young women in a forest, engaged in planting a tree. The woman on the left is wearing a red hoodie and dark pants, holding a shovel. The woman on the right is wearing a blue t-shirt, shorts, and sunglasses, also holding a shovel. They are standing on a dirt path with many trees in the background. The text 'Focus on Equity' is overlaid in large, bold, dark blue letters across the center of the image.

Focus on Equity



When performing its duties, Education One always assesses whether its actions will prepare students for success in higher education, their careers, and life, by focusing on measuring academic success in an equitable way. We believe that by focusing on equity for students and families, schools and the communities in which they serve will thrive.

Education One 2023 Leadership Seminar Ensuring Equity

In June of 2023, the superintendents, principals, and instructional coaches from all of Education One's portfolio schools met on Trine University's campus to spend a day and a half working to identify equity challenges and create plans to address and close achievement gaps. School-specific goals were created, monitored, and assessed during the 2023-24 school year.



86%

of equity challenge goals were met or exceeded during the 2023-24 school year

Stakeholder Survey Spotlight

We are so appreciative, in the trenches, of all the self-reflection you guys have done and set about becoming the organization you visualized. Your passion for public education and the role that charter schools play in public education has always been evident but directing your energies toward real change is powerful. I am so glad that you have recognized that each school is unique with its own (equity) challenges. I am so happy to see Trine/ED One walk the walk and talk the talk by holding themselves to the same standard of differentiation and scaffolding that they expect from their schools. Well done.

- School Employee



High Expectations

Education One expects the charter schools it authorizes to set high academic achievement expectations, develop strong plans for family and community engagement, and adhere to high ethical standards for students, staff, and board members. Education One also adheres to the National Association of Charter School Authorizers (NACSA) Principles and Standards.



National Footprint

Education One continues to work alongside authorizers nationally to ensure it is implementing and adhering to high quality authorizing practices. Members of the Education One team led strategy sessions and presentations at the following conferences in 2023-24:

- NACSA Conference in October
- AGAME Conference in May

Sessions include innovative authorizing practices surrounding assessing responsive goals, utilizing stakeholder surveys to drive strategic planning, and authorizing as a higher education institute.

In addition, Education One was recognized by The National Charter Schools Institute as an Early Adopter of Equitable Practices in Authorizing; making them one of only 16 authorizers in the country to lead this work.



Colorado Charter Schools Institute



Delaware Department of Education



Los Angeles County Office of Education



Missouri Charter Public School Commission



Riverside County Office of Education



Thomas B. Fordham Foundation



New York State Education Department



The State University of New York



Chicago Public Schools



Central Michigan University



Massachusetts Department of Elementary and Secondary Education



Bay Mills Community College



Arizona State Board for Charter Schools



Osprey Wilds Environmental Learning Center, Charter School Division



Albuquerque Public Schools



Education One at Trine University

Stakeholder Survey Spotlight

Your desire to excel as an authorizer has beneficial outcomes for charter schools and their students' growth above and beyond the trendline of statewide educational opportunities.

- Board Member



Commitment to Innovation



Education One is particularly interested in operators who willingly embrace innovation to promote critical thinking and adaptivity that provides students with the necessary tools to tackle the challenges of the future. Education One consistently strives to innovate authorizing practices by differentiating monitoring and oversight, as well as our approach to collaboration and partnerships.

Authorization of Innovative School Models

Education One's portfolio includes schools with many innovative models. During the 2023-24 school year, three new schools opened under Education One. Commitment to innovative models must include a commitment to ensuring each school is being held accountable to its unique mission and vision for serving students and communities.

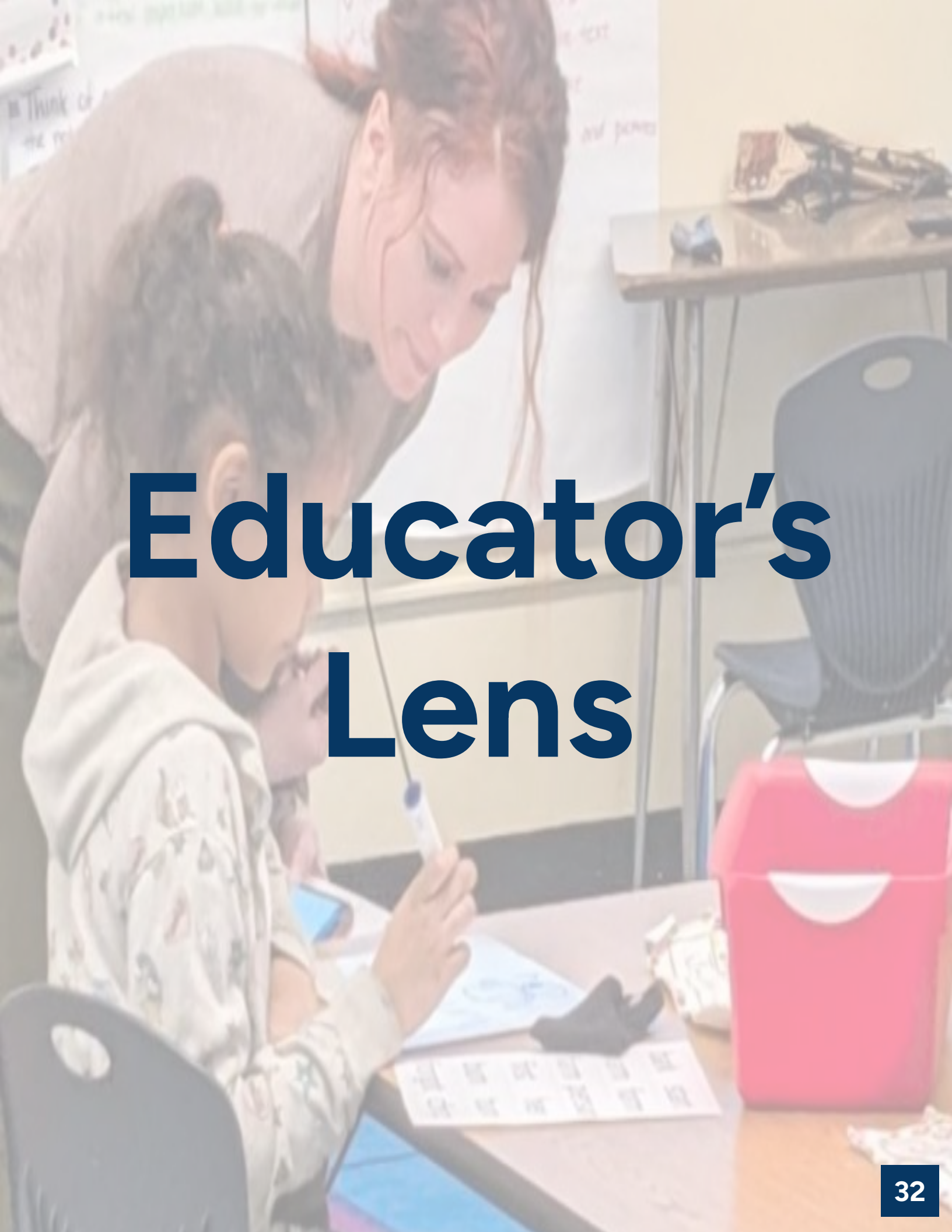
Inspire Academy offers a unique educational model designed to empower students with an internationally competitive education. The school emphasizes curiosity, discovery, and adventure, fostering a hands-on learning environment that values inclusivity and multicultural engagement. Students develop essential habits like empathy, perseverance, and integrity, which are integrated into the curriculum and assessed alongside academic skills. Its Outdoor Learning Lab further enriches the educational experience by connecting students with Indiana's natural habitats.

Paramount South Bend is dedicated to providing high-quality, innovative education tailored to meet the needs of each student. The school follows a data-driven approach to instruction, focusing on rigorous academic standards while fostering creativity, critical thinking, and real-world problem-solving skills. Its model integrates a hands-on curriculum with a focus on STEAM education, ensuring students are prepared for the challenges of the future. Paramount also emphasizes character development, offering a supportive and inclusive environment where students grow both academically and socially.

Success Academy at Boys and Girls Club emphasizes a STEM-certified, hands-on curriculum that integrates project-based and experiential learning. Students engage in core academic subjects throughout the week and dedicate Fridays to community-based, real-world learning experiences. This model aims to foster critical thinking and career exploration from an early age. The school also adopts innovative instructional strategies, such as multi-age pods and co-teaching with teachers and youth development professionals, to cater to individual learning needs and provide comprehensive support.

The Portage School of Leaders' students are empowered to co-create their learning and to take on genuine leadership roles within the community. Students encounter challenging and relevant coursework in a setting that emphasizes connections among the academic disciplines and with the broader world. Their inquiry-driven, project-based approach to education fosters wonder, creativity, and problem-solving skills. The school designs learning experiences for students that enable them to develop important competencies and skills that cut across content areas, preparing students for success beyond high school in both college and careers.



A photograph of a teacher with long brown hair, wearing a grey sweater, leaning over a desk to assist a young student. The student is wearing a grey hoodie and is holding a white marker, looking at a whiteboard. The whiteboard has some text on it, including "Think of" and "the re". In the background, there is a desk with a blue chair and a red storage bin. The overall scene is a classroom setting.

Educator's Lens

Education One is an authorizing office made up of educators with a variety of experiences in education. It is through the lens of the educator that Education One establishes intentional and purposeful policies and procedures for its charter schools, in order to foster an environment where students, school staff, and leadership teams feel productive, accomplished, and supported.



Education One's System of Monitoring and Support

The team at Education One utilized a tiered monitoring system to engage with each school based on outcomes and need. Through this approach, Education One conducted 59 site visits and 42 check-ins to help schools identify areas for improvement in instructional practices and assessment outcomes. On average, an Education One school receives some form of support six times a year to increase academic outcomes. As a portfolio, Education One schools are seeing greater positive change in ILEARN results than the State of Indiana.

+3%

on English/Language Arts ILEARN from 2023 to 2024

+2%

on Math ILEARN from 2023 to 2024

68%

of students on local benchmark assessment maintained or grew towards proficiency in reading and math

Average Increase on ILEARN (2021-2024)

| | Education One Portfolio | State of Indiana |
|-----------------------|-------------------------|------------------------|
| English/Language Arts | +2 percentage points | +0 percentage points |
| Math | +2.3 percentage points | +1.3 percentage points |



Stakeholder Survey Spotlight

I appreciate the clarity and commitment that Education One has with us. They is never a got you moment. Every card is placed on the table and we as a team work through them. I appreciate that you have an understanding of our unique population and learn from us just as much as we learn from you. It is a tremendous privilege to work with this team.

- School Employee



Continuous Improvement



Education One holds itself and its schools accountable to living out a continuous improvement model, building in routine opportunities for gathering feedback, self-reflection, and evaluation that drive necessary changes to impact students in a positive way.

Annual Stakeholder Survey

Each year, the Education One team sends out an annual stakeholder survey to each board member, school leadership member, and Education Service Provider representative. The purpose of the survey is to measure overall satisfaction and receive feedback on ways to continuously improve authorizing practices. Based on surveys sent in winter of 2023, 100% of stakeholders were satisfied or highly satisfied with their partnership with Education One. Based on the feedback received, Education One determined the following items would become focus areas for 2024:

Stakeholder Survey Spotlight

I have never once doubted how much EO cares about the kids. They are a fantastic team. A true partner that is impacting the entire charter authorizing space for the better.

- Board Member

1

Grant Support

Implementation Timeline: March 2024

While we've provided grant support services for a period of time now, we recognize that there is a need for additional assistance in finding and securing high dollar grants for our schools. This will be an ongoing initiative, beginning in March, that will take place in collaboration with designated Grant Liaisons from each school.

2

Board Support

Implementation Timeline: May 2024

We are excited to increase the number of board training modules in our Resource Repository that focus on the many facets of school accountability. We will also be working with Trine Alumni to create a database of potential high-quality board members across the state, for our boards to utilize when seeking to expand.

3

School Leader Support

Implementation Timeline: August 2024

In addition to the Resource Repository we've created for our school boards, we will now be adding modules to support our leaders in the key areas needed to be a successful charter school administrator.

4

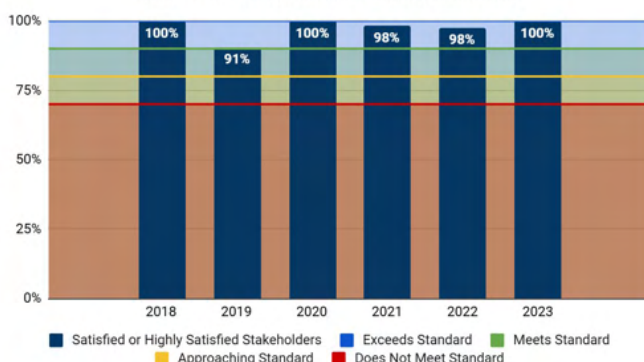
Marketing Support

Implementation Timeline: December 2024

We recognize that many of our schools want more support regarding marketing tips, strategies, and videos. We will begin implementing Marketing Mondays, to assist each school in marketing development, and continue to create specialized videos for our schools, as requested.

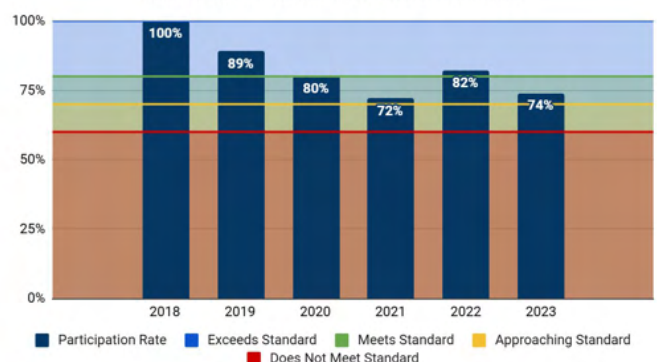
Historical Satisfaction Rates

Education One Stakeholder Satisfaction Rates



Historical Participation Rates

Education One Stakeholder Satisfaction Rates





Partnership + Collaboration

As a university authorizer, Education One recognizes the wealth of resources being a part of a larger campus culture provides us; offering additional resources to schools to enhance and benefit students and staff. Education One partners with various university student groups in order to meet the unique needs of each of our schools.



3,000+
Students + Staff

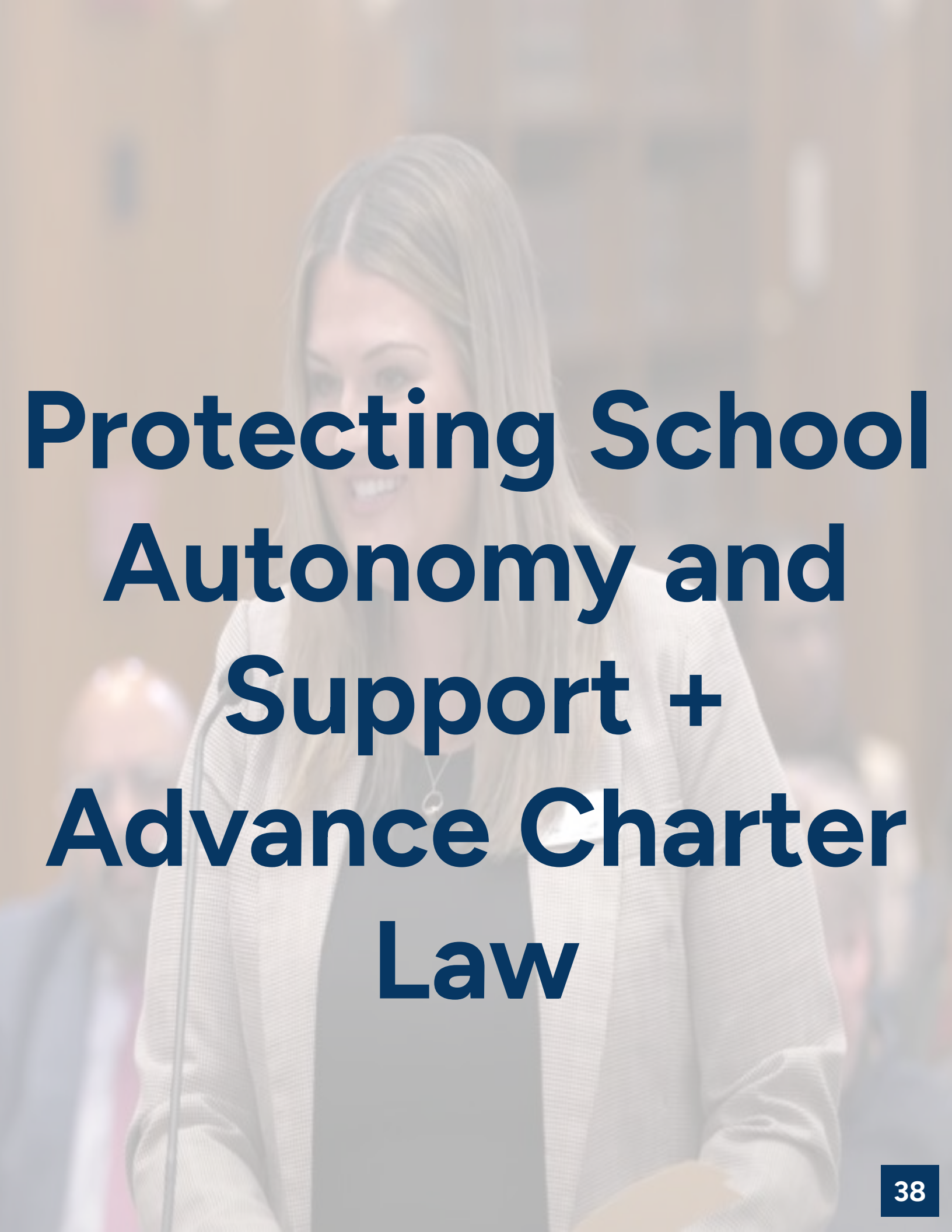
Through Trine University partnerships, students and staff were able to attend campus for campus visits, STEM camps, and specialized visits. Students received encouragement throughout the year on standardized testing from Trine University students. Four schools were paired with Trine University students to participate in our Trine Pals pen pal program. Through the Instant Admission package, high school students had access to over 20 free dual enrollment courses.



Stakeholder Survey Spotlight

The field trips are so lovely! I love the connection that our learners are able to enjoy with the university in a very tangible way. These have been highlights of the school year for them.

- Board Member

A woman with long blonde hair, wearing a light-colored blazer, is speaking at a podium. She is smiling and looking slightly to the right. A microphone is in front of her. The background is blurred, showing other people and lights.

Protecting School Autonomy and Support + Advance Charter Law



Education One values the professionalism of the staff and leaders at its charter schools and believes that these leaders know how to best serve their students and families, in order to ensure their success. As a partner, Education One works with schools to understand their specific needs and to provide support and/or resources to help schools reach their goals, whenever possible.

Stakeholder Survey Spotlight

We work with multiple authorizers across the country and this team has the best systems in place, by far. Always responsive and easy to work with. They really understand their mission and keep scholars at the center.

-Educational Service Provider

Stakeholder Survey Spotlight

This is why I love that Trine is our authorizer. The fact that you highlight and look at subgroup data is so important. I'm glad to see that we look at that to make sure we are closing gaps.

-Board Member



Education One works closely with state legislators and charter school leaders to support and advance laws that benefit the charter school movement as a whole, as well as the individual schools within its portfolio.

In 2023-24, Education One worked in collaboration with the Indiana Student Funding Alliance and the Institute for Quality Education to support and advance charter law. During the 2023 Legislative Session, 119 Education focused bills were filed. Ultimately, 29 (24%) of those bills were passed by the legislature. The passing of these bills positively impacted the state's education allocation, including charter funding, where we saw an increase in the Charter and Innovation Network School Grant and required sharing of referendum dollars in Marion, Lake, St. Joseph and Vanderburgh counties. While these were positive steps in the right direction, Education One will remain committed to continued advocacy for funding parity for charter school students.



Stakeholder Survey Spotlight

Education One is a premier authorizer in the state and arguably the nation. There is no one doing this work better in Indiana. Lindsay's leadership has positioned this organization to impact policy work in a way that is financially beneficial to schools and students.

-Board Member

ACCOUNTABILITY

Education One holds its schools accountable according to the National Association of Charter School Authorizers (NACSA) Principles and Standards.

Accountability Overview

Education One holds its schools accountable in the following areas according to the National Association of Charter School Authorizers (NACSA) Principles and Standards:

Accountability Plan Performance Framework

The Accountability Plan Performance Framework (APPF) outlines the performance indicators that represent the outcomes needed for success and charter renewal. The APPF is organized by the following performance indicators:

Indicator I: Academic Performance

This indicator measures how well a school is serving its student population based on the following measures:

- Proficiency;
- Growth;
- State and Federal Accountability; and
- Post-Secondary Readiness.

Indicator II: Financial Performance

This indicator measures the short- and long-term health of a school's financial sustainability.

Indicator III: Organizational Performance

This indicator gauges the effectiveness of the school's Governing Board, leadership team, and the school's overall ability to comply with local, state, and federal laws and regulations set forth in its charter.

Education One evaluates these three areas by collecting and analyzing qualitative and quantitative data, reviewing documents and reports submitted by the school, conducting routine site visits, and examining stakeholder satisfaction surveys. Evidence of meeting standard in each performance indicator is collected throughout the school year and reported to the school's Governing Board and leadership team during routinely scheduled board meetings. Through continuous monitoring, Education One is able to identify trends in data overtime, address key areas of concern, and highlight success 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 partnership, collaboration, and support, will allow the school to best meet the needs of the students and families served.

Schools authorized by Education One are encouraged to refer to the APPF on a continuous basis to inform school planning and as a means for self-assessment of the school itself. The APPF should drive the creation of both short and long-term goals within the three performance areas.

Stakeholder Survey Spotlight

The oversight offered is such a critical part of the success of the school. By having the support of Education One, our school community has reinforcements to make our school strong.

- Board Member



Academic Performance

The Academic Performance indicator captures the impact the school has on its primary stakeholders, students. It includes metrics used to gauge the academic success of the school in serving its target populations and closing achievement gaps. The Academic Performance indicator is broken down into two areas, State and Federal Performance and Local Performance.

Proficiency on State Summative Assessment

Education One measures the success of a school's educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana's summative assessments. Students in grades three through eight participate in Indiana's Learning Evaluation and Assessment Readiness Network (ILEARN) in spring of each academic year. ILEARN measures student achievement and growth according to the state's grade level standards.

Indiana also uses College Board's Scholastic Assessment Test (SAT) to fulfill requirements pursuant to Indiana Code 20-32-5.1-7(d) for high school accountability. The SAT assesses high school reading, writing, and math standards in the spring of the 11th grade year. The 2022-23 school year was the second year in which the SAT was required for all Indiana 11th grade students to take for accountability purposes.

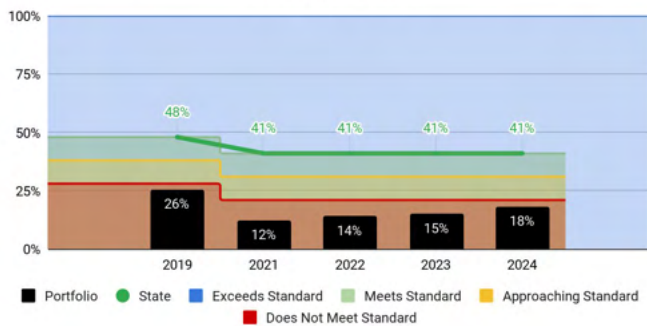
The proceeding graphs illustrate the percentage of proficiency of students within Education One's portfolio since these two assessments were established and indicate the following:

- The percentage of students at an Education One school passing the English/Language Arts ILEARN assessment increased by six percentage points since 2021 and by 12 percentage points since 2022 on the SAT Evidence Based Reading and Writing assessment. The state's percentage has seen no improvement,
- Education One students in grades three through eight observed a seven percentage point increase in proficiency since 2021 on the Math ILEARN, while the state has only seen a four point increase. The Education One portfolio has observed a six percentage point decrease since 2022 on the SAT Math assessment. The state has seen an increase of four percentage points.

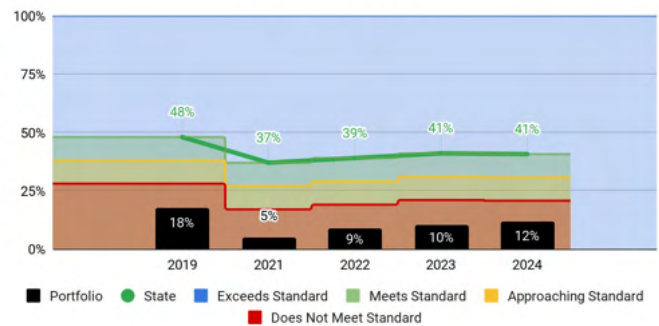
The student population of Education One schools is drastically different from that of the state of Indiana as a whole, and mostly made up of those coming from marginalized communities, as captured in the table below.

| | Minorities | Free/Reduced Lunch Students | English Language Students | Special Education Students |
|-------------------------|------------|-----------------------------|---------------------------|----------------------------|
| Education One Portfolio | 61% | 78% | 16% | 23% |
| State of Indiana | 37% | 47% | 9% | 17% |

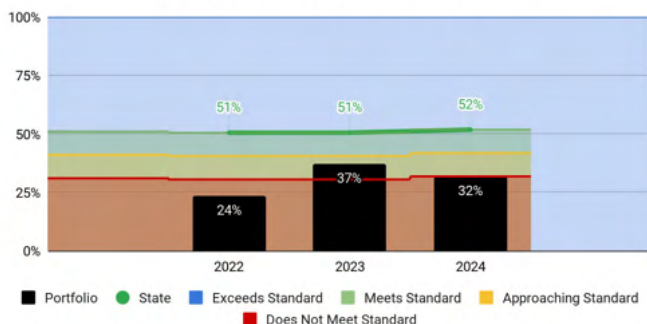
Portfolio Proficiency on State Summative Assessment: E/LA
ILEARN 3rd-8th Grade



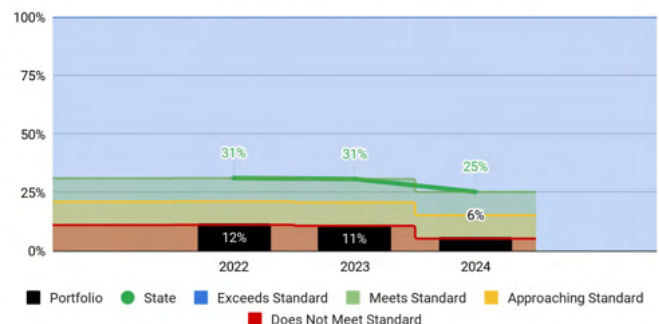
Portfolio Proficiency on State Summative Assessment: Math
ILEARN 3rd-8th Grade



Portfolio Proficiency on State Summative Assessment: EBRW
SAT 11th Grade (Graduation Qualifying Exam)



Portfolio Proficiency on State Summative Assessment: Math
SAT 11th Grade (Graduation Qualifying Exam)

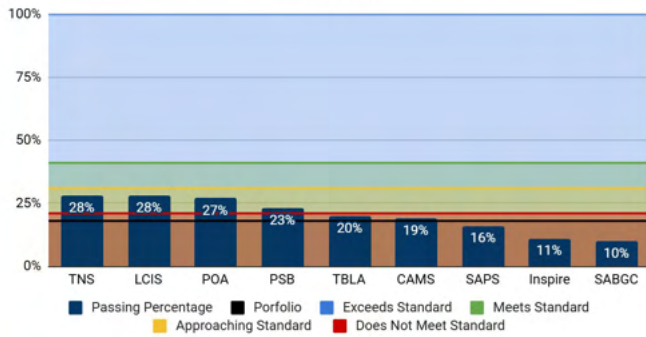


Academic Performance

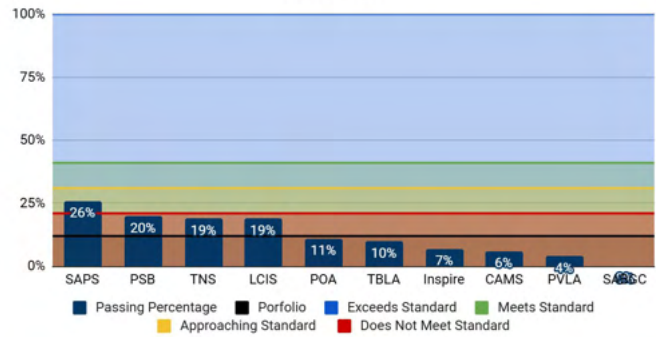
Proficiency on State Summative Assessment, cont.

The following graphs illustrate school specific results compared to the overall state and Education One's passing percentages on ILEARN and SAT for both English/Language Arts and Math.

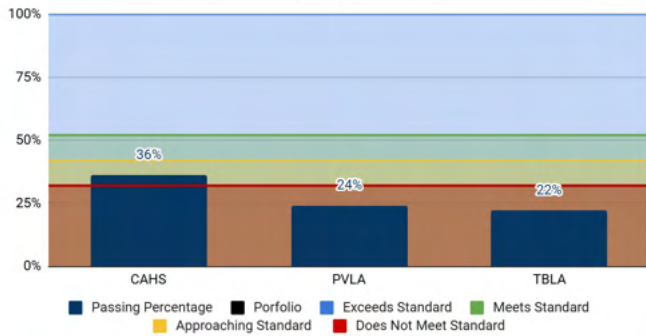
School Proficiency on State Summative Assessment: E/LA
3rd-8th Grade



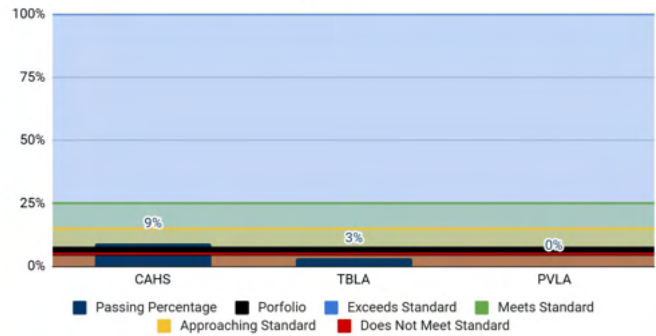
School Proficiency on State Summative Assessment: Math
3rd-8th Grade



School Proficiency on State Summative Assessment: EBRW
11th Grade



School Proficiency on State Summative Assessment: Math
11th Grade

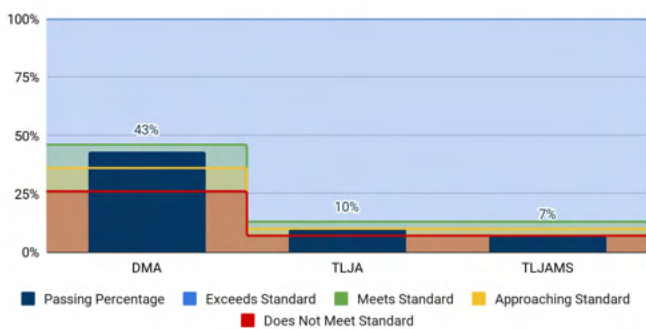


Special Populations

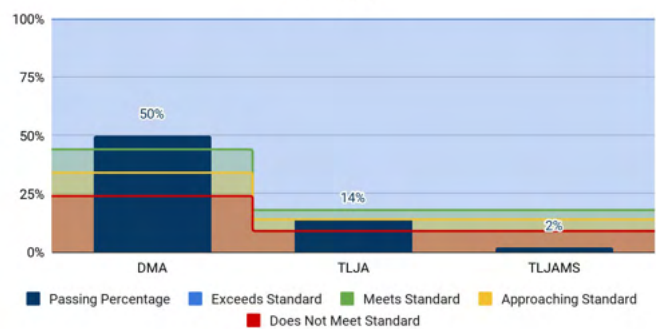
Schools with a special population (Special Education and English Learners) greater than 50.0% are compared to those student populations only when measuring proficiency. Those schools are:

- Dynamic Minds Academy: 91% Special Education (Indiana's Alternate Measure*)
- Timothy L. Johnson Academy: 70% English Learner (ILEARN)
- Timothy L. Johnson Academy Middle School: 58% English Learner (ILEARN)

School Proficiency on State Summative Assessment: E/LA
3rd-8th Grade



School Proficiency on State Summative Assessment: Math
3rd-8th Grade



*I AM is the summative accountability assessment for students with significant cognitive disabilities in grades three through eight and high school. It assesses English/Language Arts (Grades 3-8 and 10), Mathematics (Grades 3-8 and 10), Science (Grades 4, 6, and Biology), and Social Studies (Grade 5).

Academic Performance

Subgroup Proficiency on State Summative Assessment

Education One finds value in comparing subgroup results of each school to that of the states in order to measure the effectiveness of the school's academic model. The following tables indicate the proficiency ratings each school received based on their comparison to similar state subgroups according to the Accountability Plan Performance Framework.

| Table Key | | | | | |
|------------------|----------------|----------------------|------------------------|--|---|
| Exceeds Standard | Meets Standard | Approaching Standard | Does Not Meet Standard | Data unavailable due to small cohort size. | Data not applicable due to no students in subgroup. |
| ES | MS | AS | DNMS | U/A | N/A |

| ILEARN English/Language Arts | | | | | | | |
|------------------------------|-------|----------|-------------|-------|--------------------|-----------------|-------------------|
| | Black | Hispanic | Multiracial | White | Free/Reduced Lunch | English Learner | Special Education |
| CAMS | AS | AS | MS | DNMS | AS | DNMS | AS |
| DMA | U/A | U/A | U/A | U/A | U/A | U/A | MS |
| Inspire | DNMS | N/A | DNMS | DNMS | AS | N/A | DNMS |
| LCIS | U/A | U/A | U/A | AS | MS | N/A | DNMS |
| TNS | U/A | U/A | U/A | MS | U/A | U/A | ES |
| POA | MS | ES | MS | AS | MS | N/A | AS |
| PVLA | AS | DNMS | U/A | DNMS | DNMS | U/A | DNMS |
| SAPS | MS | AS | DNMS | DNMS | AS | ES | DNMS |
| TBLA | MS | AS | U/A | N/A | DNMS | U/A | DNMS |
| TLJA | AS | ES | U/A | N/A | AS | MS | DNMS |
| TLJAMS | MS | AS | U/A | N/A | AS | DNMS | DNMS |

| ILEARN Math | | | | | | | |
|-------------|-------|----------|-------------|-------|--------------------|-----------------|-------------------|
| | Black | Hispanic | Multiracial | White | Free/Reduced Lunch | English Learner | Special Education |
| CAMS | DNMS | DNMS | DNMS | DNMS | DNMS | DNMS | DNMS |
| DMA | U/A | U/A | U/A | U/A | U/A | U/A | DNMS |
| Inspire | DNMS | N/A | DNMS | DNMS | AS | N/A | DNMS |
| LCIS | U/A | U/A | U/A | DNMS | AS | N/A | DNMS |
| TNS | U/A | U/A | U/A | DNMS | U/A | U/A | ES |
| POA | DNMS | MS | DNMS | DNMS | AS | N/A | DNMS |
| PVLA | DNMS | DNMS | U/A | DNMS | DNMS | U/A | DNMS |
| SAPS | MS | MS | MS | AS | MS | ES | MS |
| TBLA | AS | AS | U/A | N/A | DNMS | U/A | DNMS |
| TLJA | DNMS | MS | U/A | N/A | AS | MS | DNMS |
| TLJAMS | DNMS | DNMS | U/A | N/A | DNMS | DNMS | DNMS |

| SAT Evidence Based Reading and Writing | | | | | | | |
|--|-------|----------|-------------|-------|--------------------|-----------------|-------------------|
| | Black | Hispanic | Multiracial | White | Free/Reduced Lunch | English Learner | Special Education |
| CAHS | MS | ES | U/A | DNMS | MS | U/A | ES |
| PVLA | MS | U/A | U/A | U/A | MS | U/A | U/A |
| TBLA | MS | U/A | U/A | N/A | AS | N/A | U/A |

| SAT Math | | | | | | | |
|----------|-------|----------|-------------|-------|--------------------|-----------------|-------------------|
| | Black | Hispanic | Multiracial | White | Free/Reduced Lunch | English Learner | Special Education |
| CAHS | DNMS | ES | U/A | DNMS | DNMS | U/A | MS |
| PVLA | MS | U/A | U/A | U/A | DNMS | U/A | U/A |
| TBLA | DNMS | U/A | U/A | N/A | DNMS | N/A | U/A |

Academic Performance, cont.

Growth on State Summative Assessment

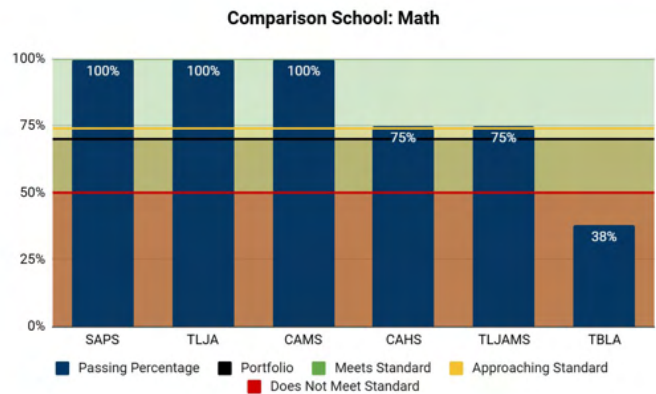
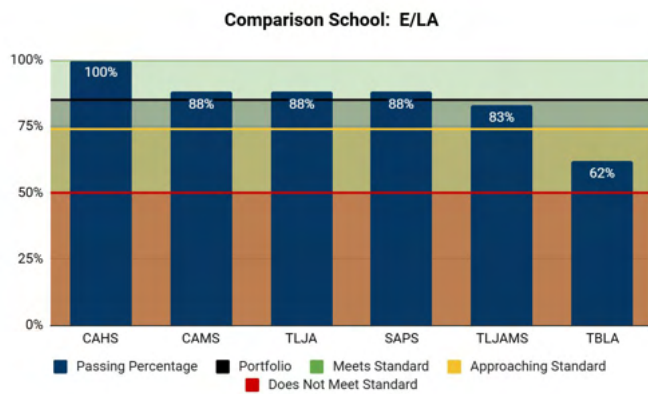
Education One measures the success of a school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic achievement. While growth scores were not made public, the following tables indicate the rating schools received for their Median Growth Percentiles in both English/Language Arts and Math.

At the time of this report growth data for the 2023-24 school year was not publicly released. Most recent communication between Education One and the Indiana Department of Education indicated that data would be released in January of 2025 after Federal Accountability Report Cards were finalized and made public.

Comparison to Local Schools

Education One compares its public charter schools to surrounding traditional and/or charter public schools that serve students with similar demographics and are within 10 miles of the school's location to ensure a quality choice is being provided to the community. The most recent and complete comparison data Education One has for its schools are the proficiency and growth results from the 2022-23 school year.

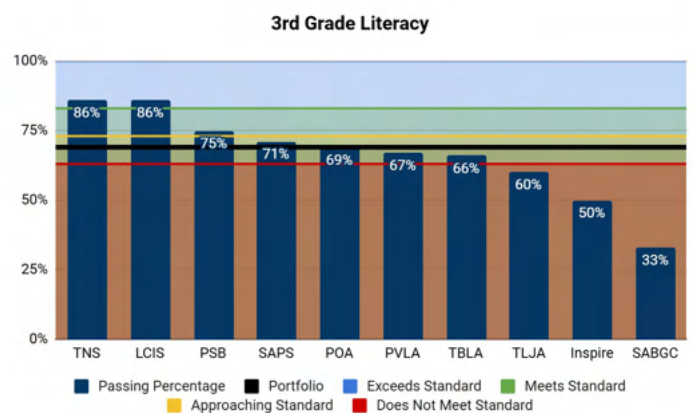
In English/Language Arts, Education One schools outperformed 85% of schools in both proficiency and growth and 70% of comparison schools in math. This is a 10 percentage point increase in English/Language Arts and a seven point percentage decrease in math from the 2021-22 school year results. Comparison school data will be compiled for LCIS, TNS, PVLA, and POA starting the 2023-24 school year..



3rd Grade Literacy

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

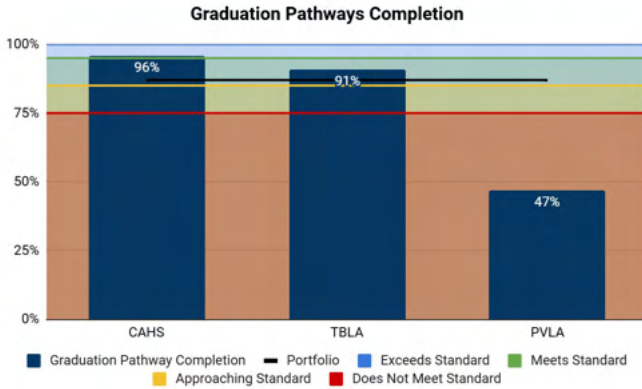
The portfolio's IREAD-3 passing percentage was 69%, 14 percentage points from the state's percentage. 63% of schools saw an overall increase in students passing this assessment from 2023.



**DMA's data was suppressed due to small cohort size. TLJA's English Learner (EL) performance was within 10 percentage points of the state's EL performance (60% compared to 64%).

Academic Performance, cont.

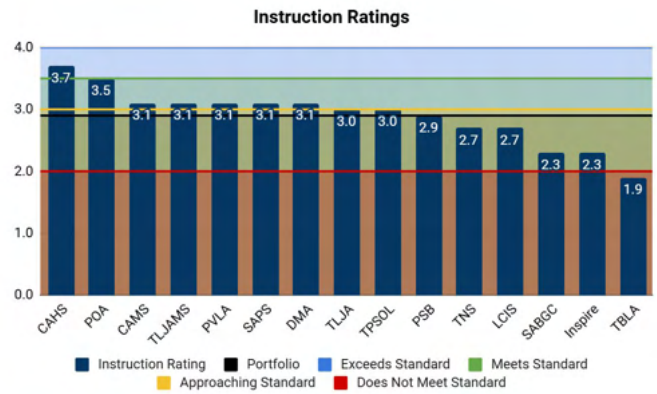
Graduation Pathways Completion



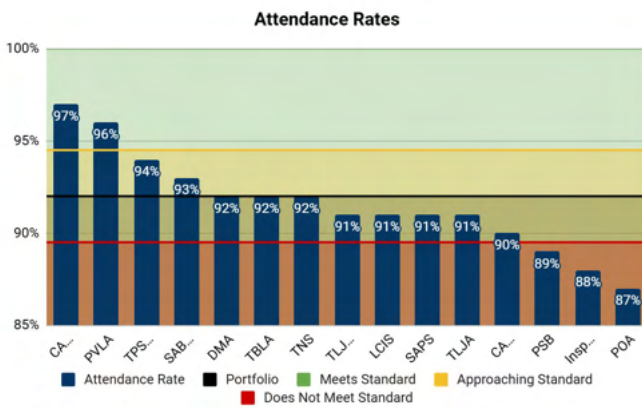
Education One assesses a school's ability to support students in completing Indiana's graduation requirements. This measure illustrates the percentage of students in the most current grade 12 cohort that completed state requirements for graduating in four years. This is also commonly referred to as a graduation rate. Data is collected from the previous school year, which would be the 2023 graduating class. The portfolio's percentage of students graduating in four years increased by six percentage points from 2022 to 2023.

Instruction

Education One conducts site visits on a regular basis to monitor instructional best practices to support school leadership in staff development, curriculum implementation, and closing student achievement gaps. Site visits include classroom observations and a debrief with the school leadership team to discuss overall school trends. A school meets standard when they receive a score of a 3.0 on the Instructional Rubric, created by Education One. The corresponding graph identifies the end of year instructional score for each school in the portfolio.



Attendance



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

Financial Performance

Education One measures the short-term financial health as well as long term financial stability of each of its schools by holding them accountable for various financial indicators, including financial management, enrollment variance, and days cash.

Financial Management

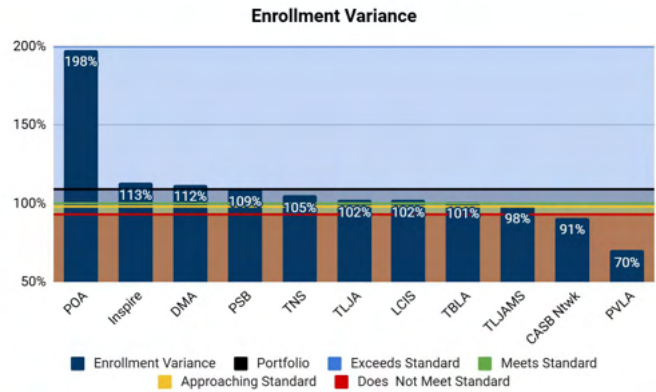
Education One measures the capacity of the school's financial management through the submission of an annual audit to identify if there are significant deficiencies and/or weaknesses. Quarterly financials are also monitored to assess a school's financial health throughout the year. The most recent audit for each authorized school submitted to Education One under [IC 5-11-1-9](#), can be found below:

Fiscal Year 2023

- [Career Academy of South Bend Network](#)
 - Career Academy High School
 - Career Academy Middle School
 - Success Academy Primary School
 - The Portage School of Leaders
 - Success Academy at Boys and Girls Club
- [Dynamic Minds Academy](#)
- [Lawrence County Independent Schools](#)
- [The Nature School of Central Indiana](#)
- [Paramount Schools of Excellence](#)
 - Paramount Online Academy
 - Paramount School of Excellence South Bend
- [Phalen Leadership Academies](#)
 - Phalen Virtual Leadership Academy
- [Thea Bowman Leadership Academy](#)
- [Timothy L. Johnson Academy](#)
- [Timothy L. Johnson Academy Middle School](#)

Enrollment Variance

Indiana calculates state tuition support for schools at various times throughout the school year. The enrollment variance measure assesses each school's ability to set realistic enrollment targets that directly affect their budget and staffing needs. To meet standard, enrollment needs to be 98% of the budgeted enrollment. The portfolio's average enrollment variance was 101% for the 2023-24 school year, an increase of two percentage points from the previous year.



Days Cash

Education One calculates days cash on hand as an important measure of a charter school's fiscal health. This metric indicates how many more days after June 30, 2024 the school would be able to operate.

| CASB Ntwk | DMA | Inspire | LCIS | TNS | POA | PSB | PVLA | TBLA | TLJA Ntwk |
|-----------|-----|---------|------|-----|-----|-----|------|------|-----------|
| MS | MS | DNMS | MS | MS | MS | MS | AS | MS | MS |

Financial Performance, cont.

Authorizer Fee FY 2024

Education One collects a 3% administrative fee from all authorized schools. Administrative fees for FY 2024 were spent on:

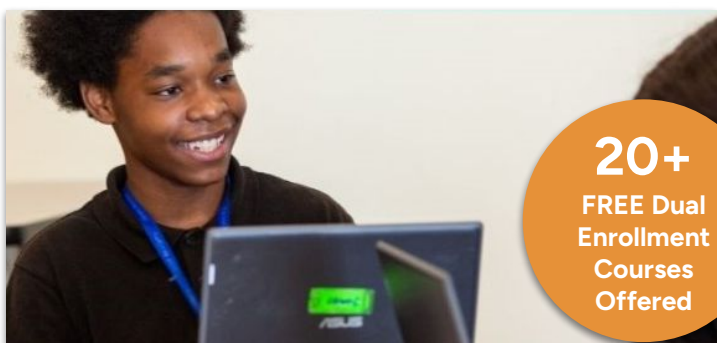
- Salaries and benefits;
- NACSA membership dues;
- Directors and officers insurance;
- Legal fees;
- Travel expenses for meetings + school site visits;
- Conference attendance;
- Professional fees;
- Education One school promotions; and
- Trine University direct and indirect expenses.

| Administrative Fees Collected | Additional Fees Collected |
|-------------------------------|---------------------------|
| \$963,883.39 | Not Applicable |

Trine Day

Trine University's 20,000+ alumni are a powerful force for innovation, change, and good. The Trine Alumni Association, staff, and volunteers provide Trine's community with a variety of ways to connect with each other, current students, faculty, and the university. This includes providing avenues for monetary donations to support Trine programming and students.

Trine Day is a fundraising effort to support scholarships, academics, student organizations, and athletic teams at Trine University. As an extension of the university, Trine Day donations can be set aside by donors to support the ongoing work taking place in Education One sponsored charter schools. This includes funding field trips, dual enrollment courses, etc.



School Promotions

Education One strives to add value to the schools it authorizes and the students and families served. This is done through the creation of intentional partnerships between each school and our campus community. A few examples of promotions provided to schools throughout the 2023-24 school year, include, but are not limited to:

- Funding field trips and school board trainings;
- Donations for extra curricular clubs and sports teams;
- Supporting school drives that benefit organizations in the local school communities;
- Providing transportation for students and families to attend campus visits and tours; and
- Offering Trine University Dual Enrollment and Transition to Teaching programs to schools.

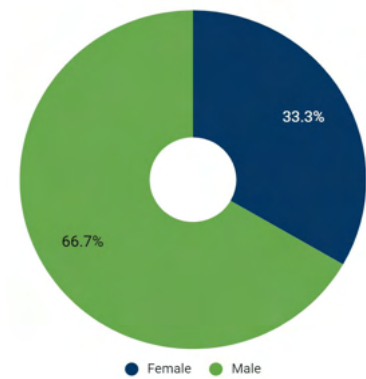
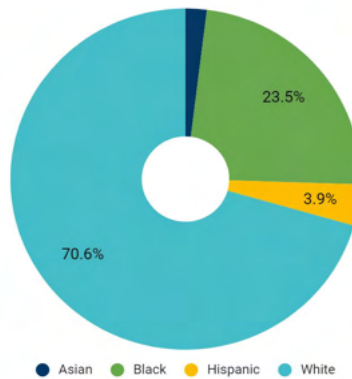
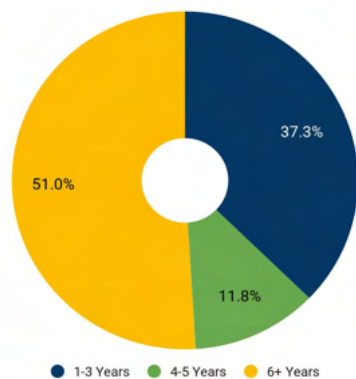
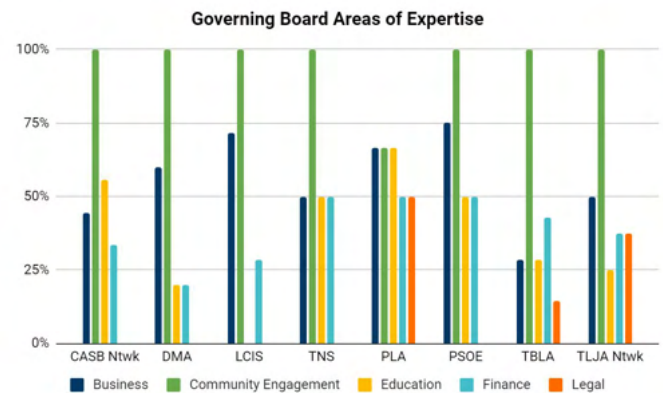
Organizational Performance

Education One measures the organizational performance indicators designed to assess how well school administration and the school's Board of Directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

Board Governance

Education One believes that a well rounded board includes members that demonstrate expertise in the areas of Business, Community Engagement, Education, Finance, and Legal. The corresponding graph illustrates the skill sets represented by each governing board with an Education One authorized school.

In total, 52 individuals across the state of Indiana served on the school boards of an Education One school. Over 50% of those members have served on these boards for six or more years. The following graphs breakdown the demographics of board members serving on an Education One school board.



Education One measures the effectiveness of each school's board in developing the vision and mission, adherence to the charter agreement, and relentless focus on student outcomes through strategic planning and goal setting. Data utilized to rate these indicators is from the current academic school year and is collected throughout the year via attendance at regularly scheduled board meetings and through consistent interactions with key members of the school board. Boards also submit a self-assessment, which helps to inform ratings. The tables below identify the measures school boards are held accountable to and the overall outcomes from the 2022-23 school year.

| | Overall Rating | Focus on High Academic Achievement | Commitment to Exemplary Governance | Fiduciary Responsibilities | Strategic Planning and Oversight | Legal and Regulatory Compliance |
|-----------|----------------|------------------------------------|------------------------------------|----------------------------|----------------------------------|---------------------------------|
| CASB Ntwk | MS | MS | MS | MS | MS | MS |
| DMA | MS | AS | MS | MS | MS | MS |
| LCIS | AS | AS | AS | MS | DNMS | MS |
| TNS | MS | MS | MS | MS | MS | MS |
| PLA | MS | MS | MS | MS | MS | MS |
| PSOE | MS | MS | MS | MS | MS | MS |
| TBLA | DNMS | DNMS | DNMS | DNMS | DNMS | DNMS |
| TLJA Ntwk | MS | MS | MS | MS | AS | MS |

Virtual School Accountability

Remote Site Visit Protocol

Education One believes in the continuation of our process regarding monitoring and oversight of instructional practices, even for its virtual schools. Therefore, routine monitoring and oversight for virtual schools takes place through remote site visits. The protocol maintains brief observations of all classrooms to identify which instructional best practices are being implemented effectively for the school as a whole. Feedback is provided to the school leadership team during a debrief, immediately following the virtual site visit, to discuss commendations and recommendations.

Synchronous Instruction



- Ed One Team will be invited to live sessions to observe on the scheduled site visit date
- Leadership Team will join at the same time
- 10-15 minute observations
- Monitor Instructional Components outlined in the school's Academic Plan Performance Framework

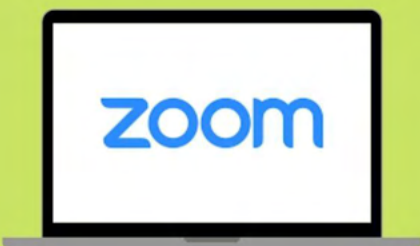


Asynchronous Instruction

- Ed One Team will receive links to recorded sessions and will observe by the scheduled site visit date.
- Leadership Team will have observed same classrooms by the scheduled site visit date
- 10-15 minute observations
- Monitor Instructional Components outlined in the school's Academic Plan Performance Framework



Leadership Team Debrief



- Scheduled on same day classrooms will be observed or observed by
- Follow similar protocol as in-person debriefs
- Instruction and Attendance

Virtual School Handbooks

[Paramount Online Academy](#)

[Phalen Virtual Leadership Academy](#)

COMING SOON

Application Process and Approved Charters



Phase 1
Application Review



Phase 2
Capacity Interview



Phase 3
Organizational Capacity +
Community Support



Letters of Intent

The following organizers submitted Letters of Intent to Education One for the 2023-24 application cycle:

- Innova Academy
- Invent Learning Hub
- Options Schools, Inc.

Charter Applications

The following organizers were invited to apply for the 2023-24 application cycle:

- Innova Academy
- Invent Learning Hub
- Options Schools, Inc.

Approved Charters

The following organizers were approved by the Education One Board of Directors:



Invent Learning Hub (January 2025): Invent Learning Hub focuses on personalized learning and design thinking to cultivate entrepreneurial, collaborative problem-solvers. Its curriculum emphasizes hands-on projects, career pathway exploration, and rigorous academic blocks in math, literacy, and design. By eighth grade, students develop individualized post-secondary success plans, preparing for diverse futures like college, trades, or other career options.

Options Schools, Inc. (January 2025): Options Charter Schools utilize a unique educational model focused on personalized learning, small class sizes, and flexible scheduling. They cater to students seeking an alternative to traditional schooling, offering programs that include on-campus, hybrid, and fully online options. Each student begins their journey with a customized academic plan created in collaboration with an advisor, ensuring their learning style, pace, and goals are supported.

