



Renewal Application

Phalen Virtual Leadership Academy

Executive Director of Charter Schools:

Lindsay Omlor

Director of Accountability:

Emily Gaskill

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Part I: Academic Performance

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

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

Is the school's educational program successful?

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

What does the Overall Rating for Academic Performance mean?

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

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

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

N/A: Indicates that data was not applicable for the school year.

U/A: Indicates that data was unavailable at the time of this report.

STATE AND FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating

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

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

A school receives one overall, summative rating based on the weighted points earned for each applicable federal measure. The table below represents Phalen Virtual Leadership Academy's (PVLA) designations for each measure throughout its current charter, as well as the school's overall designation. The rating reflects a school's achievement concerning performance goals for the state of Indiana. **It is important to note that all goals created by the state were established during the 2018-19 school year, before the COVID-19 pandemic. Achievement and individual growth goals created for students have yet to be adjusted to take into account the impact the pandemic had on student performance on state summative assessments.**

Federal Indicator	2020-21 School Year	2021-22 School Year	2022-23 School Year	2023-24 School Year	2024-25 School Year
Overall Designation	N/A due to COVID	Does Not Meet Expectations Weighted Points: 13.44	Does Not Meet Expectations Weighted Points: 36.74	U/A	U/A
Achievement: E/LA		Does Not Meet Expectations Weighted Points: 26.20	Does Not Meet Expectations Weighted Points: 17.55		
Achievement: Math		Does Not Meet Expectations Weighted Points: 5.40	Does Not Meet Expectations Weighted Points: 7.56		
Growth: E/LA		Does Not Meet Expectations Weighted Points: 30.88	Does Not Meet Expectations Weighted Points: 22.97		
Growth: Math		Does Not Meet Expectations Weighted Points: 6.68	Does Not Meet Expectations Weighted Points: 5.08		
Closing the Gaps: E/LA		Does Not Meet Expectations Weighted Points: 1.14	Does Not Meet Expectations Weighted Points: 3.34		
Closing the Gaps: Math		Does Not Meet Expectations Weighted Points: 0.26	Does Not Meet Expectations Weighted Points: 0.85		
Student Attendance		Does Not Meet Expectations Weighted Points: 19.84/53.97	Exceeds Expectations Weighted Points: 121/112		
Graduation Rate		No Rating	Approaches Expectations Weighted Points: 239.68		
Strength of Diploma		No Rating	Does Not Meet Expectations Weighted Points: 30.24		

Federal Accountability data is released in the fall of the following academic year. For this reason, the school was held accountable starting with 2020-21 results during its current charter. The school received an overall rating of **Not Applicable** during Year 1 (2020-21) and Year 2 (2021-22) of their charter due to a lack of data and/or COVID-19 state and federal legislation that held schools harmless for state assessment results. In Year 3 (2022-23), the school was held accountable to the results of the 2021-22 school year. The school received an overall rating of **Does Not Meet Standard**. The school maintained the rating of **Does Not Meet Standard** in Year 4 (2023-24) based on 2022-23 school year results. However, PVLA increased either points received or overall ratings in 63% of the federal indicators from 2021-22 to 2022-23. At the time of this report, Federal Accountability results were not released to the public for the 2023-24 school year and results from this current school year will not be released until Fall of 2025.

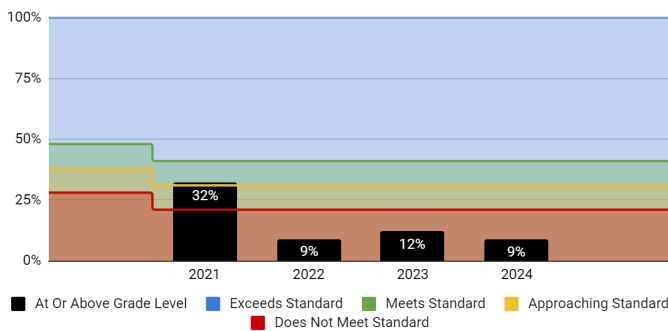
Proficiency on State Summative Assessment

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

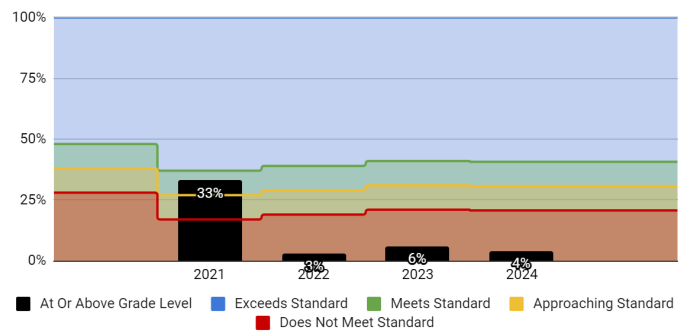
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of legacy students at or above grade level proficiency exceeds the state's percentage of students at or above proficiency.	The percentage of legacy students at or above grade level proficiency is within 0-10.0%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

Students in grades three through eight at PVLA participated in Indiana's state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three through eight. Students in grade 11 participated in the Scholastic Aptitude Test (SAT). This assessment, administered in late winter, is considered a Graduation Qualifying Exam (GQE) in the state of Indiana and can be used as a graduation requirement. The following graphs illustrate the historical trends of the school and state passing rates throughout the school's current charter term defined within this review. All students, regardless of legacy status, are included. The top of the 'Meets Standard' bar is the state's overall passing percentage.

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



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



English/Language Arts: The school received a rating of **Not Applicable** for this measure during the first year of its charter due to state and federal data being released the following school year the assessments were given. In Year 2 (2021-22), the school would have been held accountable to the results from the 2020-21 school year. However, schools do not receive overall ratings until the third year of their first charter and receive a rating of **Not Applicable**. In Year 3 (2022-23), PVLA would have been held accountable to the results of the 2021-22 school year. Hold harmless legislation remained intact for all schools in Indiana and PVLA continued to receive an overall rating of **Not Applicable**. While the school saw a significant decrease in overall proficiency, it is worth noting that between the 2021 and 2022 ILEARN assessments, the school saw a dramatic increase in overall enrollment, testing only 41 students in 2021 to 234 students in 2022. With this shift, Education One viewed PVLA's year 2 of its charter as its true first year.

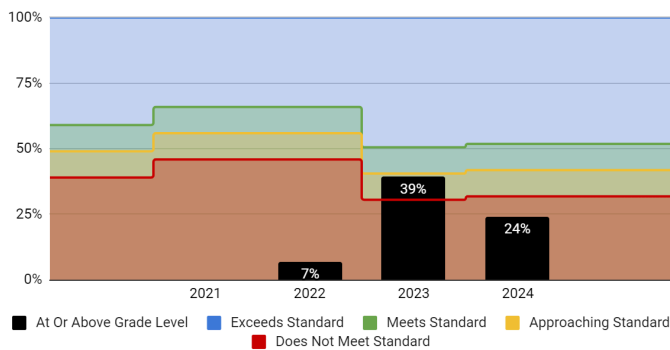
Year 4 (2023-24) of the current charter used the results from the 2022-23 school year to assign an overall rating. The school increased its overall proficiency by three points but received an overall rating of **Does Not Meet Standard**. As its current charter concludes, Year 5 (2024-25) will use the results from the 2023-24 school year. The school observed a three-point decrease from the previous school year and continues to receive an overall rating of **Does Not Meet Standard**. During the 2023-24 school year, legacy students only accounted for 20% of the tested population of students. Legacy students observed a higher proficiency rate in English/Language Arts than their legacy peers and the whole school average. 11% of legacy

students passed the assessment, compared to 9% of non-legacy students. The school observed the same overall decrease of 3.6 points in legacy student proficiency from 2023 to 2024 as the whole school proficiency.

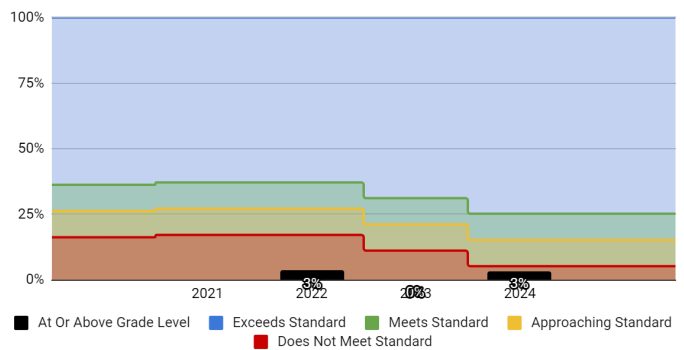
Math: The school received a rating of **Not Applicable** for this measure during the first year of its charter due to state and federal data being released the following school year the assessments were given. In Year 2 (2021-22), the school would have been held accountable to the results from the 2020-21 school year. However, schools do not receive overall ratings until the third year of their first charter and receive a rating of **Not Applicable**. In Year 3 (2022-23), PVLA would have been held accountable to the results of the 2021-22 school year. Hold harmless legislation remained intact for all schools in Indiana and PVLA continued to receive an overall rating of **Not Applicable**. While the school saw a significant decrease in overall proficiency, it is worth noting that between the 2021 and 2022 ILEARN assessments, the school saw a dramatic increase in overall enrollment, testing only 41 students in 2021 to 234 students in 2022. With this shift, Education One viewed PVLA's year 2 of its charter as its true first year.

Year 4 (2023-24) of the current charter used the results from the 2022-23 school year to assign an overall rating. The school increased its overall proficiency by three points but received an overall rating of **Does Not Meet Standard**. As its current charter concludes, Year 5 (2024-25) will use the results from the 2023-24 school year. The school observed a two-point decrease from the previous school year and continues to receive an overall rating of **Does Not Meet Standard**. During the 2023-24 school year, legacy students only accounted for 20% of the tested population of students. Legacy students observed a higher proficiency rate in math than their legacy peers and the whole school average. 7% of legacy students passed the assessment, compared to 5% of non-legacy students. The school observed the same overall decrease of 0.8 points in legacy student proficiency from 2023 to 2024 as the whole school proficiency.

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



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



Evidence Based Reading and Writing: Similar to ILEARN, the school received a rating of **Not Applicable** for its first year due to lack of data. In Year 2 (2021-22), the school would have been held accountable to 2021 assessment results. The school did not have a student cohort size large enough for data to be released publicly and the school maintained their rating of **Not Applicable**. In Year 3 (2022-23), PVLA was held accountable to the results of the 2021-22 school year. The school received an overall rating of **Does Not Meet Standard** with a passing percentage of 7%.

Year 4 (2023-24) of the current charter used the results from the 2022-23 school year to assign an overall rating. The school increased the overall proficiency in one year by 32 points. The school was 2 points from meeting standard for that year and received an overall rating of **Approaching Standard**. As its current charter concludes, Year 5 (2024-25) will use the results from the 2023-24 school year. The school decreased its overall proficiency by 15 points from the previous school year. The school will receive an overall rating, however, of **Does Not Meet Standard**. Despite an decrease from 2023 to 2024, the school has seen an increase of 17 points from the start of its current charter.

Math: As previously stated, the school received a rating of **Not Applicable** for its first year due to lack of data. In Year 2 (2021-22), the school would have been held accountable to 2021 assessment results. The school did not have a student cohort size large enough for data to be released publicly and the school maintained their rating of **Not Applicable**. In Year 3 (2022-23), PVLA was held accountable to the results of the 2021-22 school year. The school received an overall rating of **Does Not Meet Standard** with a passing percentage of 3%.

Year 4 (2023-24) of the current charter used the results from the 2022-23 school year to assign an overall rating. The school decreased the overall proficiency with no students passing the assessment, and maintained the rating of **Does Not Meet Standard**. Year 5 (2024-25) will use the results from the 2023-24 school year. The school increased its overall proficiency by 3 points from the previous school year but will still receive a rating of **Does Not Meet Standard**.

Subgroup Proficiency on State Summative Assessment

Successful implementation of the educational model is also monitored by comparing the results of the school's represented subgroups to state's results of the same subgroups on Indiana's summative assessment. The school receives annual ratings in English/Language Arts and Math for each of the following subgroups with 10 or more students:

- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).

The rubric used for this measure is as follows:

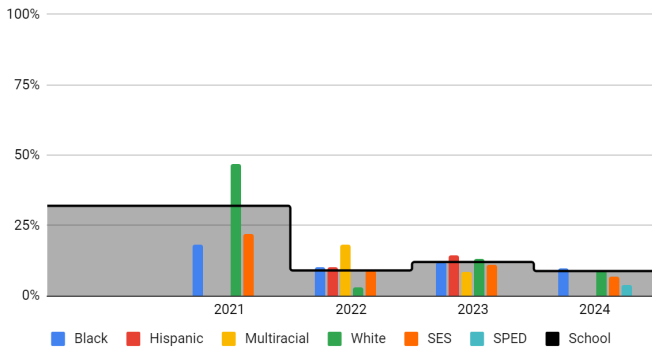
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students within the identified subgroup at or above grade level proficiency exceeds the state's percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified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

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

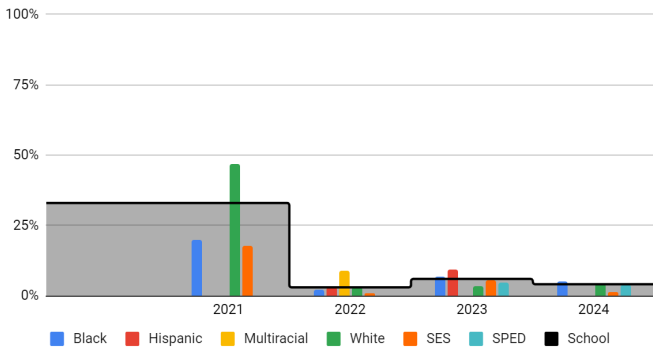
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students within the identified subgroup at or above grade level proficiency exceeds the state's percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified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

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

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



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



The following tables highlight the overall rating for each subgroup based on ILEARN state comparisons, as well as the overall proficiency trends throughout the school's current charter.

Table Key			
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard

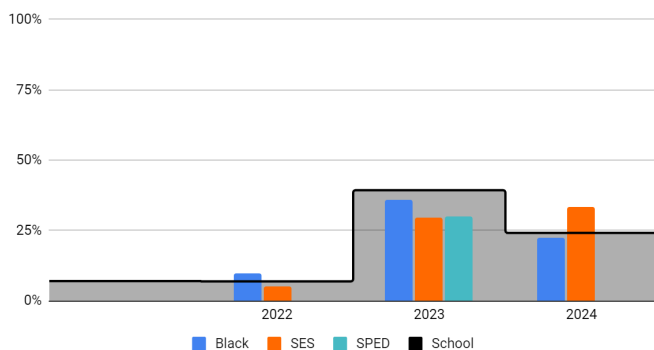
English/Language Arts				
	2021	2022	2023	2024
Black	18%	10%	12%	10%
Hispanic	N/A	10%	14%	0%
Multiracial	N/A	18%	8%	N/A
White	47%	3%	13%	9%
Free/Reduced Lunch	22%	9%	11%	7%
Special Education	N/A	0%	0%	4%

Math				
	2021	2022	2023	2024
Black	20%	2%	7%	5%
Hispanic	N/A	3%	10%	0%
Multiracial	N/A	9%	0%	N/A
White	47%	3%	3%	4%
Free/Reduced Lunch	18%	1%	6%	1%
Special Education	N/A	0%	5%	4%

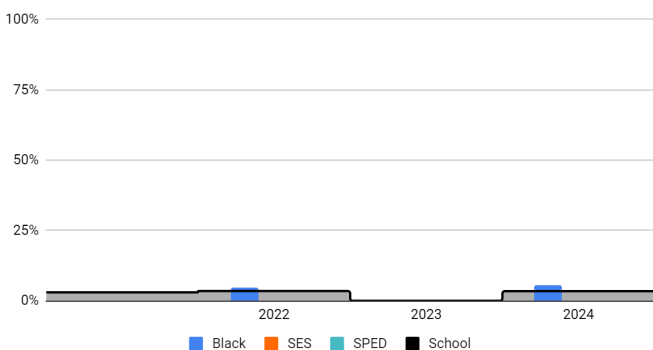
English/Language Arts: Similar to proficiency of the school as a whole, PVLA received a rating **Not Applicable** for Years 1-3 of its current charter due to lack of assessment data or hold harmless legislation due to the COVID-19 pandemic. Starting in Year 4, the school received an overall rating of **Approaching Standard** with Multiracial, White, and Special Education students performing far below their peers across the state. However, the school made progress in closing achievement gaps amongst student subgroups at the school level. In Year 5, the school will receive an overall rating of **Does Not Meet Standard** with almost all subgroups not meeting standard.

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

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



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



The following tables highlight the overall rating for each subgroup based on SAT state comparisons, as well as the overall proficiency trends throughout the school's current charter.

Table Key			
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard

English/Language Arts				
	2021	2022	2023	2024
Black	N/A	10%	0%	6%
Free/Reduced Lunch		5%	29%	33%
Special Education		N/A	30%	N/A

Math				
	2021	2022	2023	2024
Black	N/A	5%	0%	6%
Free/Reduced Lunch		0%	0%	0%
Special Education		N/A	0%	N/A

Evidence Based Reading and Writing: Similar to ILEARN, the school received a rating of **Not Applicable** for its first year due to lack of data. In Year 2 (2021-22), the school would have been held accountable to 2021 assessment results. The school did not have a student cohort size large enough for data to be released publicly and the school maintained their rating of **Not Applicable**. In Year 3 (2022-23), PVLA was held accountable to the results of the 2021-22 school year. The school received an overall rating of **Does Not Meet Standard** with no subgroups meeting standard. The school increased its overall rating in Year 4 (2023-24) to **Meets Standard** when the results from the 2023 assessment indicated that two of the three subgroups were meeting or exceeding standard. The school will maintain its rating of **Meets Standard** for Year 5 with applicable subgroups meeting standard in comparison to state subgroup peers.

Math: The school received a rating of **Not Applicable** for Year 1 and 2 of its current charter. The school received an overall rating of **Does Not Meet Standard** for both Years 3 and 4 with the majority of subgroups passing percentages being far below state passing percentages. In Year 5, the school will receive an overall rating of **Approaching Standard**, with one subgroup meeting and one subgroup not meeting standard.

Growth on State Summative Assessment

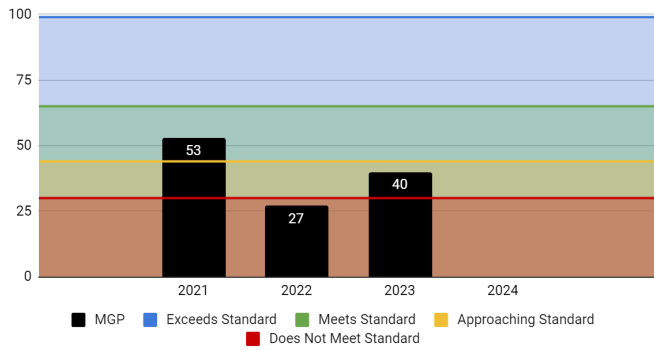
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates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

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

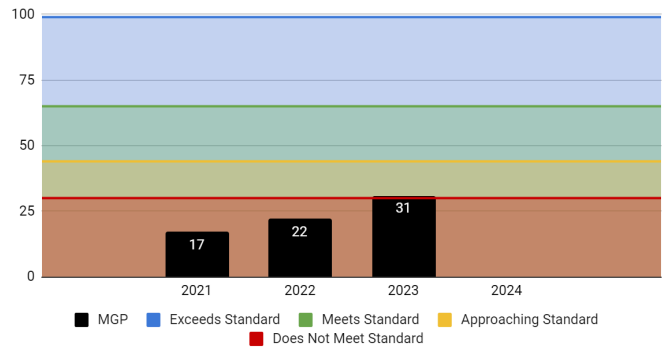
The Median Growth Percentile (MGP) is calculated utilizing individual Student Growth Percentiles (SGP) and finding the median, or midpoint, of those numbers. An SGP describes the relationship between the student's previous scores and their current year's score and compares that difference to the same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

The following graphs illustrate the MGP trends throughout the school's current charter term defined within this review.

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



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



English/Language Arts: Similar to proficiency outcomes, PVLA was held harmless for outcomes in Years 1-3 of the current charter and received a rating of **Not Applicable**. However, during those years, the school saw a decrease of 26 in the MGP from 2021 to 2022. In Year 4, the school was held accountable to the growth that occurred on 2023 ILEARN English/Language Arts assessment results. The school received an overall rating of **Approaching Standard** with an MGP of 40. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

Math: PVLA was held harmless of outcomes for Years 1-3 of the current charter and received a rating of **Not Applicable**. However, during those years the MGP increased from 17 to 22. The school received a rating in Year 4 of the current charter of **Approaching Standard** with an MGP of 31. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

Subgroup Growth on State Summative Assessment

Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress subgroups make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language Arts and Math utilizing data from the state summative assessment.

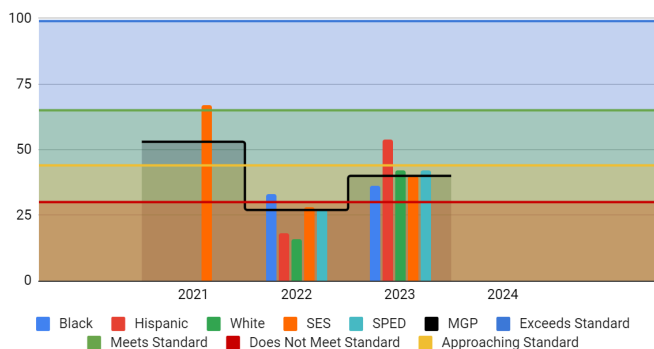
- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).

The rubric used for this measure is as follows:

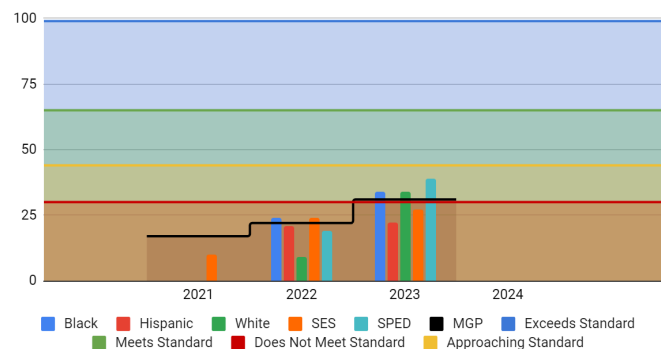
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The subgroup's Median Growth Percentile is greater than 65.	The subgroup's Median Growth Percentile is between 45 and 65.	The subgroup's Median Growth Percentile is between 30 and 45.	The subgroup's Median Growth Percentile is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

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

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



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



The following tables highlight the overall rating for each subgroup based on state comparisons, as well as the overall proficiency trends throughout the school's current charter.

Table Key			
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard

English/Language Arts				
	2021	2022	2023	2024
Black	N/A	33	36	U/A
Hispanic	N/A	18	54	
White	N/A	16	42	
Free/Reduced Lunch	67	28	40	
Special Education	N/A	27	42	

Math				
	2021	2022	2023	2024
Black	N/A	24	34	U/A
Hispanic	N/A	21	22	
White	N/A	9	34	
Free/Reduced Lunch	10	24	27	
Special Education	N/A	19	39	

English/Language Arts: Similar to proficiency outcomes, PVLA was held harmless of outcomes for the in Year 1-3 of the current charter and received a rating of **Not Applicable**. In Year 4, the school was held accountable to the growth that occurred on the 2023 ILEARN assessment. Hispanic students had an MGP of 54, giving that student subgroup a meet standard rating. The remaining subgroups all had MGPs that fell in the approaching standard range. Overall, the school received a rating of **Approaching Standard**. The average increase in MGP for each subgroup was 94.2%. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

Math: Similar to proficiency outcomes, PVLA was held harmless of outcomes for the in Year 1-3 of the current charter and received a rating of **Not Applicable**. In Year 4, the school was held accountable to the growth that occurred on the 2023 ILEARN assessment. 60% of subgroups had an approaching standard MGP. Hispanic students and F/R Lunch students, however, exhibited MGPs that fell well below the standard. Overall, the school received a rating of **Does Not Meet Standard**. The average increase in MGP for each subgroup was 119.9%. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

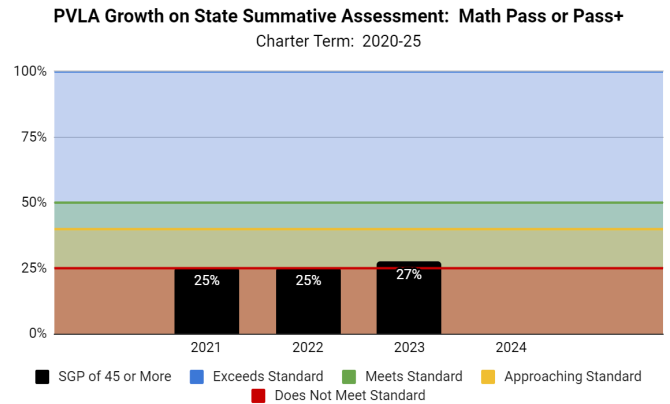
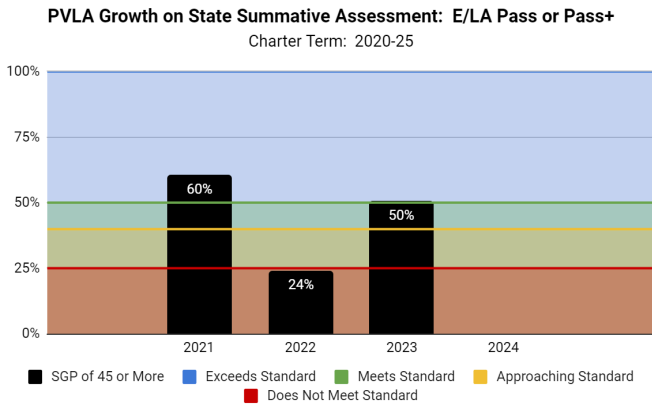
Passing Status Growth on State Summative Assessment

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

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

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

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



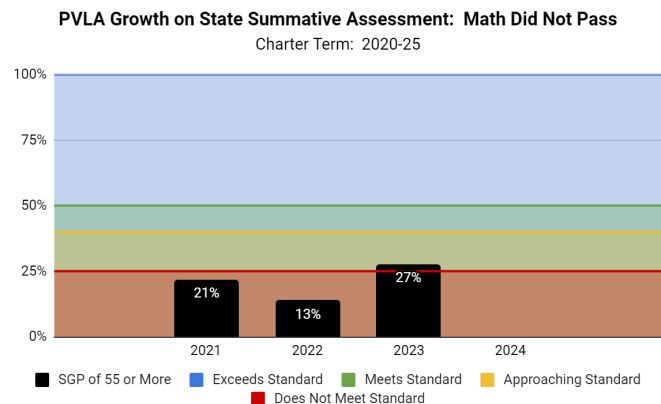
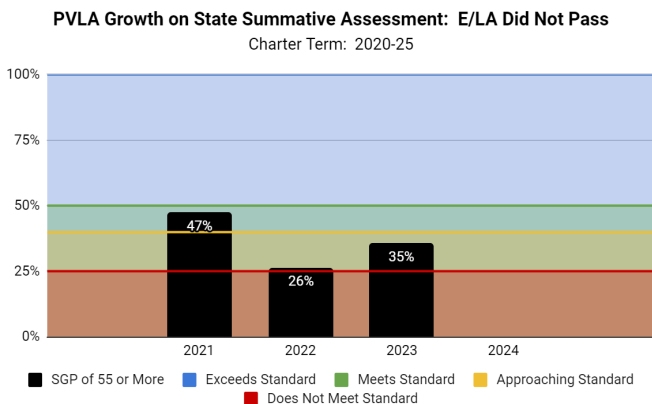
English/Language Arts: This measure was added to the school's Accountability Plan Performance Framework during Year 4 of its charter term. Data from the previous years were collected, but the school received no ratings for those results. In Year 4, the school was held accountable to growth results for the 2023 ILEARN assessment. The school received an overall rating of **Meets Standard**, with 50% of students observing a growth percentile of at least 45. The percentage of pass or pass plus students making adequate growth to maintain proficiency increased by 26 points from 2022. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

Math: In Year 4, the school was held accountable to growth results for the 2023 ILEARN assessment. The school received an overall rating of **Approaching Standard**, with 27% of students observing a growth percentile of at least 45. The percentage of pass or pass plus students making adequate growth to maintain proficiency increased by only 2 points from 2022. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

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

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

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



English/Language Arts: This measure was added to the school's Accountability Plan Performance Framework during Year 4 of its charter term. Data from the previous years were collected, but the school received no ratings for those results. In Year 4, the school was held accountable to growth results for the 2023 ILEARN assessment. The school received an overall rating of **Approaching Standard**, with 35% of students observing growth of at least 55. The percentage of non-passing students making adequate growth to obtain or progress towards proficiency increased by 9 points from 2022. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

Math: In Year 4, the school was held accountable to growth results for the 2023 ILEARN assessment. The school received an overall rating of **Approaching Standard**, with 27% of students observing a growth percentile of at least 55. The percentage of non-passing students making adequate growth to obtain or progress towards proficiency increased by 14 points from 2022. At the time of this report, growth data for Year 5 (2023-24 school year results) was unavailable.

Comparison to Local Schools

Education One compares its public charter schools to surrounding traditional and/or charter public schools that serve students with similar demographics and are within 10 miles of the school's location to ensure a quality choice is being provided to the community. Proficiency and/o growth results from Indiana's summative assessment in English/Language Arts and Math are utilized to calculate this measure. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's overall performance in proficiency and growth outpaces comparison schools 100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 75.0-99.9% of the time. OR The school is meeting or exceeding standard in proficiency and median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time. OR The school is meeting or exceeding standard in proficiency or median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time.

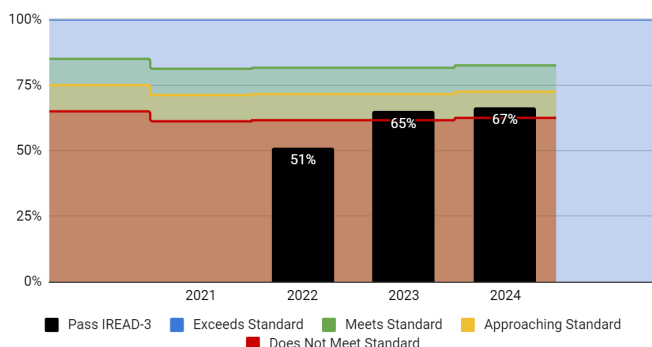
The school has received a rating of **Not Applicable** for Years 1-4 of its current charter term. While the school has been open since 2020-21, the school experienced significant growth in enrollment and change in overall demographics during its second year of operation by becoming an Innovation Network School with Indianapolis Public Schools. At the time of this report, not all data has been made public in order to provide a rating for Year 5.

3rd Grade Literacy

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

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

PVLA 3rd Grade Literacy
Charter Term: 2020-25



In Year 2 of the school's charter, PVLA would have been held accountable to the 2021 IREAD-3 results. The school did not have enough students to make a cohort of publicly released data. In Year 3, the school received a rating **Does Not Meet Standard**, with only 51% of students passing the assessment. The school saw an increase of 13 points in 2023, accounting for Year 4 of the charter, and received a rating of **Approaching Standard** with 65% of students passing the assessment. Finally, in Year 5, the school will maintain the rating of **Approaching Standard** with a passing percentage of 67%.

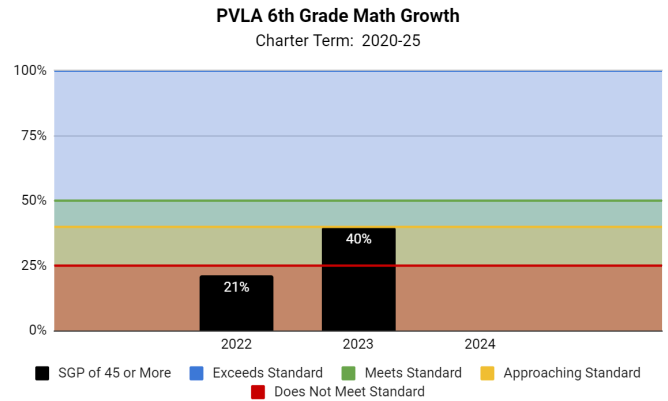
6th Grade Math

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

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

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

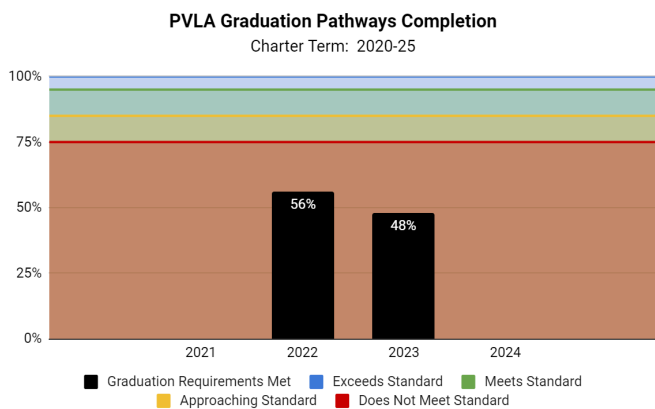
The school was held accountable to this measure starting in Year 3 of its current charter term, which would have been the results from the 2021-22 math ILEARN assessment. The school first received a rating of **Does Not Meet Standard** with 21% of sixth grade students meeting the SGP metric of at least 45. In Year 4 of the charter, based on the 2023 results, the school increased its rating to **Meets Standard**. The percentage of sixth grade students meeting the SGP of at least 45 increased by 19 points to 40%. At the time of this report growth data for ILEARN 2024 was not available.



Graduation Pathways Completion

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

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



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

Official graduation rates are released well into the next academic year in the state of Indiana. Throughout the school's current charter term, PVLA has received an rating of **Does Not Meet Standard**. During the school's second year, there was not a cohort size big enough to publicly release data. The overall graduation rate decreased from 2022 to 2023 by 8 points to 48% during the school's third year. 87% of the 2023 cohort of students at PVLA enrolled during their junior or senior year of high school and 31% of students were identified as Special Education students. Of the students that have been enrolled prior to grade nine, 100% of those students graduated. At the time of this report, data from the school's

fourth year was not available to the public but the school is on track to meet standard for this measure.

College and Career Credentials

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

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

The school has received a rating of **Not Applicable**, as data has not been provided by the state for PVLA in any year during its current charter.

College and Career Coursework

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

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

The school has received a rating of **Not Applicable**, as data has not been provided by the state for PVLA in any year during its current charter.

Diploma Strength

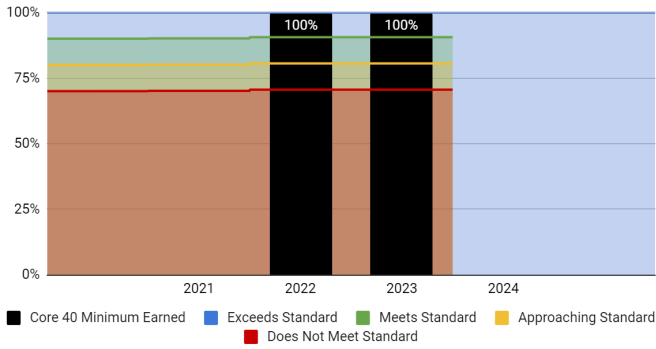
Education One measures its high schools effectiveness in providing rigorous and relevant experiences for students to be prepared for college and/or careers. The Diploma Strength measure calculates the percentage of students in the most recent grade 12 cohort who earned any of the following Indiana diploma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

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

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

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

PVLA Diploma Strength
Charter Term: 2020-25



In Year 1 of its charter, the school did not have a large enough cohort size for diploma strength data to be released publicly. For the remainder of its charter term, PVLA has had 100% of its grade 12 students earn at least a Core 40 Indiana Diploma for those who have graduated and received a rating of **Exceeds Standard** for performing above the state's percentages. While the overall percentage of students graduating within four years is far below meeting standard, a high diploma strength percentage indicates that the school holds high expectations of its students who do in fact receive their diploma within four years.

Chronic Absenteeism

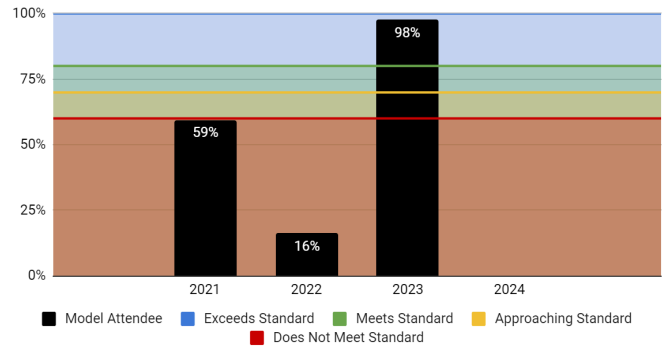
Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason. The school receives an overall rating for this measure at the end of the year based on

data submitted to the IDOE and ESSA goals created by the state of Indiana. The rubric for this indicator is as follows.

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

The corresponding graph illustrates trends over time for PVLA throughout its current charter term. In Years 2 and 3, the school received an overall rating **Does Not Meet Standard**, with the percentage model attendees decreasing by over 43 points from 2021 to 2022. In Year 4, however, the school received a rating of **Exceeds Standard**, with a model attendee rate of 98%, an increase of 82 points. Schools with low chronic absenteeism often have a positive school culture characterized by strong relationships between students, teachers, and staff. A supportive and inclusive school environment fosters a sense of belonging and encourages students to participate. Data for the 2023-24 school year was not available at the time of this report.

PVLA Chronic Absenteeism
Charter Term: 2020-25



LOCAL ACADEMIC PERFORMANCE

Instruction

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

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

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

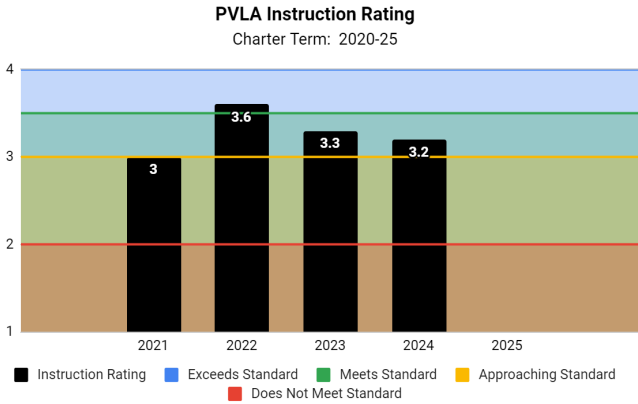
Instruction Rating Key	
0-9.9%	4 points
10.0-33.2%	3 points
33.3-49.9%	2 points
50-100%	1 point

The rubric for this measure is as follows:

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

The following table indicates the actual percentage of classrooms where there was an observable concern for each year of the school's current charter term.

Table Key					
	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard	
	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Rigor + Relevance	34.3%	25.4%	32.0%	38.1%	U/A
Differentiation	12.9%	0.0%	6.0%	7.1%	
Checks for Understanding	27.2%	12.9%	23.8%	24.7%	
Growth Oriented Feedback	11.9%	9.7%	10.0%	14.1%	
Classroom Management	0.0%	0.0%	1.5%	2.3%	
Active Engagement	19.5%	12.1%	31.8%	31.7%	
Learning Objectives	0.0%	0.0%	8.5%	10.8%	
Curriculum Implementation	0.0%	0.0%	1.5%	0.0%	
Overall Rating (Points)	3.0	3.6	3.3	3.2	



In Year 1 of PVLA's current charter the school received an overall rating of **Meets Standard** with 3.0 points. Rigorous and relevant instruction was an area that was approaching standard.

The school maintained its rating of **Meets Standard** in Year 2 and Year 3 with no areas showing concern. Rigorous and relevant instruction remained the area in which there was need for the most improvement and was close to approaching standard in Year 3.

While the school stayed at **Meets Standard** in Year 4 with 3.2 points, the school saw an increase in the percentage of classrooms showing an area of concern in rigorous and relevant instruction. At the time of this report, the school has not received any instructional site visits for the 2024-25 school year.

Attendance

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

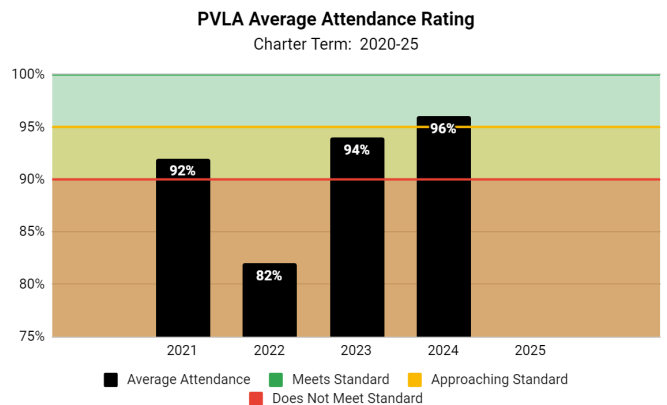
$$\frac{\text{Sum of Days Attended by Students}}{\text{Total Possible Days of All Students}}$$

The rubric for this measure is as follows:

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

The corresponding chart identifies the school's overall average attendance rate throughout its current charter term. In the first year of its charter, the school received an overall rating of **Approaching Standard** with an average attendance rate of 92%. Seventh, ninth, and eleventh grade had attendance rates far below the meets standard attendance rate. Kindergarten, second through fifth, and tenth grade met attendance standards.

During its second year, PVLA average attendance rate decreased to 82% and received an overall rating of **Does Not Meet Standard**. There were no grade levels that met standard. Fourth, sixth, and eighth through tenth had rates far below the school's average. This was the school year in which the school saw a large influx in enrollment from Indianapolis Public Schools when they became an Innovation Network School.



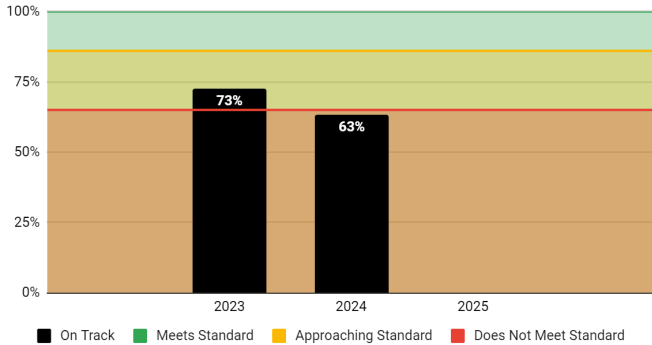
During the 2022-23 school year, the third year of the current charter term, the school's average attendance rate increased to 94%. Kindergarten through sixth grade students had attendance rates of 95% or greater. Tenth and eleventh grade students were far below the school's overall attendance rate. The school increased its rating to **Approaching Standard**. In Year 4 of its current charter, PVLA saw an increase in its average attendance to 96% and received a rating of **Meets Standard**. All grade levels met standard, with the exception of twelfth grade, indicating strong attendance supports and policies to ensure students are present in class. At the time of this report, attendance data has been unavailable for the 2024-25 school year.

High School Graduation on Track

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

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

PVLA High School Graduation On Track Rating
Charter Term: 2020-25



This measure was first introduced to the schools Accountability Plan Performance Framework in Year 3 of the school’s current charter term. The corresponding graph illustrates the percentage of students, by grade level, that are on track to graduate on time through earning the expected number and type of credits for that grade level.

The school received an overall rating of **Approaching Standard** in Year 3 with 73% of 9-12 students on track to graduate within four years. When looking at disaggregated data, students in grades eleven and twelve are meeting standard and on track to graduate. Eleventh and twelfth grade students were close to meeting standard by the end of the school year, with 83.3% of students on track to graduate on time.

At the end of the Year 4, only 63% of students were on track to graduate.

The current twelfth grade cohort, however, did meet standard, with 95% on track to graduate. The school's current tenth and eleventh grade cohorts had percentages that did not meet standard. Overall, the school received a rating of **Does Not Meet Standard**. At the time of this report, there was no new data regarding the percentage of students on track to graduate for the 2024-25 school year.

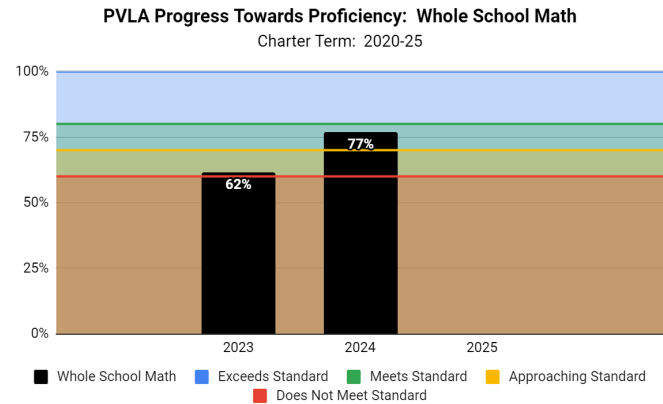
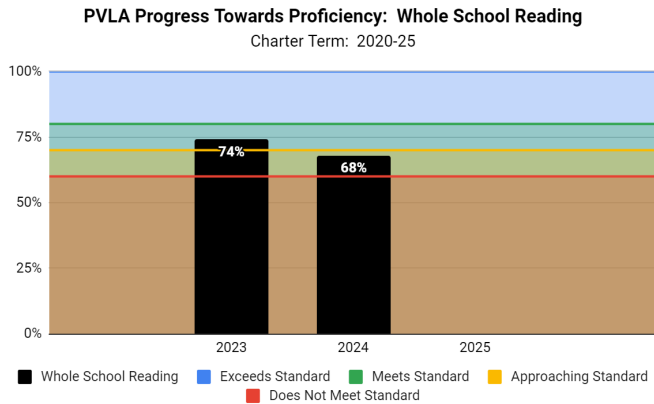
Progress Towards Proficiency

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

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

This measure was first introduced to all Education One schools’ Accountability Plan Performance Frameworks during the 2023-24 school year, which was PVLA’s fourth year under its current charter term. PVLA utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP). This computer adaptive assessment evaluates students in reading and math and is aligned to grade level standards.

The following tables and graphs illustrate the overall proficiency and progress towards proficiency (whether or not a student maintained grade level proficiency or met growth targets) throughout the school's current charter term. Data from the 2020-21 through 2022-23 school years (Year 1-3) of the PVLA's charter was backfilled to identify overall progress towards meeting standards for this new measure.



Reading: 68% of students were considered proficient and/or met growth targets on the reading NWEA assessment. Therefore, the school receives a rating of **Approaching Standard**. There was a decrease of 6 points in the percentage of students meeting proficiency and/or growth targets. At the time of this report, data has been unavailable for the 2024-25 school year.

Math: 77% of students were considered proficient and/or met growth targets on math NWEA assessment. Therefore, the school receives a rating of **Meets Standard**. Growth observed in math supported an overall increase in the percentage of students showing proficiency by 15 points. At the time of this report, data has been unavailable for the 2024-25 school year.

PLA Virtual saw high growth on NWEA MAP for Math in 23-24, as can be found [here](#). On average students made 176% of their projected growth in Math from Fall to Spring. If a student was expected to grow 10 points from the beginning of the school year to the end on average they grew 17.6 points. On NWEA MAP for ELA in 23-24 PLA Virtual students made 93% of their projected growth overall. Growing more than projected is how the achievement gap gets closed year over year.

Subgroup Progress Towards Proficiency

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

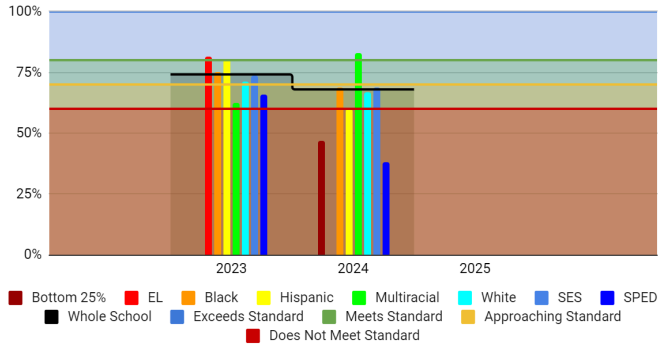
- Bottom 25%;
- English Learner;
- Race;
- Socioeconomic Status; and
- Special Education.

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

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

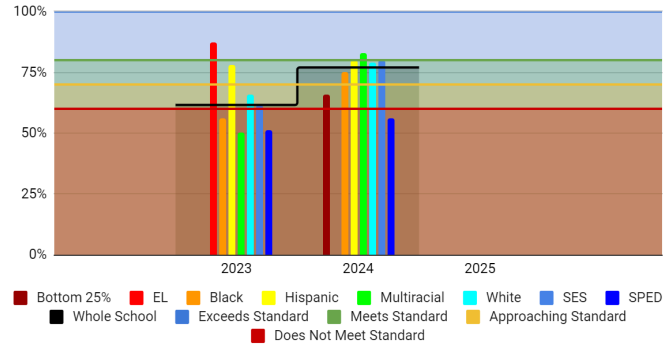
PVLA Progress Towards Proficiency: Subgroup Reading

Charter Term: 2020-25



PVLA Progress Towards Proficiency: Subgroup Math

Charter Term: 2020-25



As previously mentioned, this measure was first introduced to all Education One schools' Accountability Plan Performance Frameworks during the 2023-24 school year, which was PVLA's fourth year under its current charter term.

The following tables illustrate proficiency and growth outcomes throughout the 2023-24 school year.

Table Key			
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard

	Reading			Math		
	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Bottom 25%	U/A	47%	U/A	U/A	66%	U/A
English Learner	81%	N/A		88%	N/A	
Black	75%	69%		56%	75%	
Hispanic	81%	60%		78%	80%	
Multiracial	63%	83%		50%	83%	
White	71%	67%		66%	79%	
Free/Reduced Lunch	74%	69%		61%	80%	
Special Education	66%	38%		51%	56%	

Reading: Upon review of disaggregated data, it's clear that certain subgroups, such as students in the bottom 25% for performance, students with disabilities, and students of certain racial groups, consistently underperform compared to their peers. The data indicates a trend of students who are already behind their peers showing limited growth in their academic performance. Overall the school receives a rating of **Approaching Standard**. At the time of this report, data has been unavailable for the 2024-25 school year.

Math: Through interventions, the school has achieved commendable results in ensuring that students meet proficiency standards and experience academic growth. There are still observable gaps between Special Education students and their peers, highlighting the need for comprehensive strategies to address this issue. Overall the school receives a rating of **Meets Standard**. At the time of this report, data has been unavailable for the 2024-25 school year.

Historical Proficiency

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

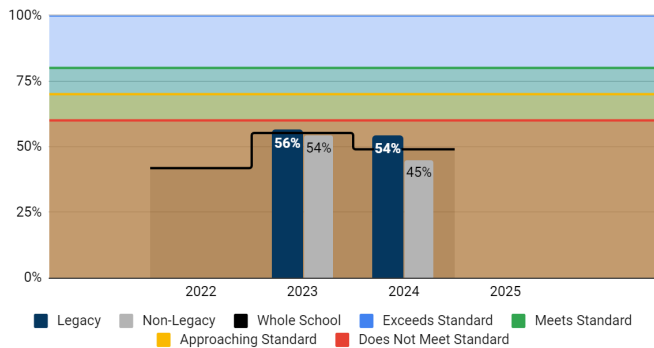
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Legacy students outperform non-legacy students by more than 7.5% Or The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	Legacy students outperform non-legacy students by 5.0-7.5%. Or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

The following graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term. This measure was first introduced to all Education One schools' Accountability Plan Performance Frameworks during the 2023-24 school year, which was PVLA's fourth year under its current charter term. Education One also redefined 'legacy student' from having attended the school for two years. The way in which legacy student data was analyzed also shifted. In order to compare like data, legacy and non-legacy students for the 2023-24 school year only included those grade levels who would have possible legacy students. In the case of PVLA, that would include students in grades two through eleven. Kindergarten and first grade students were only included in overall proficiency percentages. In previous years, kindergarten and first grade students were included in legacy outcomes based on their enrollment.

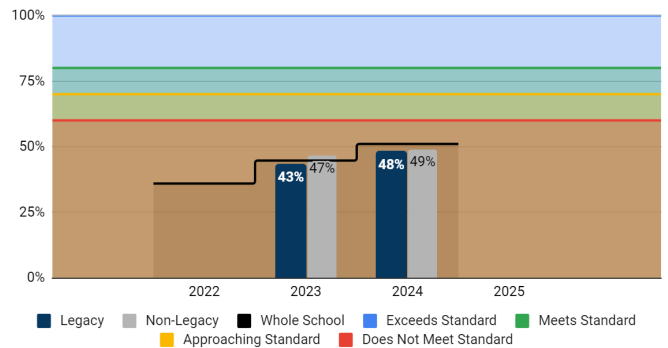
Historical Proficiency									
		Reading				Math			
	Population %	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
Legacy	35%	52%	46%	54%	✗	36%	41%	48%	✗
Non-Legacy	59%	46%	42%	45%	✗	39%	41%	49%	✗
Whole School	100%	50%	45%	49%	✗	40%	42%	51%	✗

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

PVLA Historical Proficiency: Reading
Charter Term: 2020-25



PVLA Historical Proficiency: Math
Charter Term: 2020-25



Reading: At the end of the 2023-24, 54% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 45% of non-legacy students. With a difference of 9 percentage points, the school received a rating of **Exceeds Standard**. Since 2022, the school's overall passing percentage has increased by 7 points, despite the changes in enrollment and low percentage of legacy students. Legacy students accounted for only 35% of students tested at the end of the 2023-24 school year. At the time of this report, data has been unavailable for the 2024-25 school year.

Math: At the end of the 2023-24, 48% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 49% of non-legacy students. With non-legacy students outperforming legacy students by 1 point, the school receives a rating of **Does Not Meet Standard**. The school has, however, increased overall proficiency by 15 points since 2022. At the time of this report, data has been unavailable for the 2024-25 school year.

Part II: Financial Performance

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

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

Is the school in good financial standing?

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

What does the Overall Rating for Financial Performance mean?

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

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

N/A: Indicates that data was not applicable for the school year.

U/A: Indicates that data was unavailable at the time of this report.

Financial Management

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

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

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

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

Phalen Virtual Leadership Academy (PVLA), is a part of an established network of schools called Phalen Leadership Academy- Indiana Inc. (PLA). During Year 1 of its charter, PVLA did not have an annual audit due to 2020-21 being its first year in operation. However, all quarterly financial statements were submitted to Education One complete and on time for the entirety of the 2020-21 school year. For these reasons, the school received a rating of **Meets Standard**.

In Year 2, the school was included in the audit for PLA for the period July 1, 2020 to June 30, 2021 that was reviewed on August 4, 2022. PVLA as a stand alone school had a finding on average daily membership testing. The contents of the report were discussed with appropriate school personnel on April 11, 2023 and the school provided an official response. The school did regularly submit complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. For these reasons, the school maintained a rating of **Meets Standard**.

In Year 3, the school was included in the audit for PLA for the period July 1, 2021 to June 30, 2022 that was reviewed on August 1, 2023. PVLA as a stand alone school had two findings regarding average daily membership as it pertains to enrollment and attendance as well as reporting those numbers. The contents of the report were discussed with appropriate school personnel on April 11, 2023 and the school provided an official response indicating that the IDOE (Indiana Department of Education) transition to Data Exchange as their new reporting system caused a lot of reporting errors and conflicts with the school's Student Information System. 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 maintained a rating of **Meets Standard**.

In Year 4, the school was included in the audit for PLA for the period July 1, 2022 to June 2023 on March 28, 2024. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts. The audit did indicate the following deficiencies:

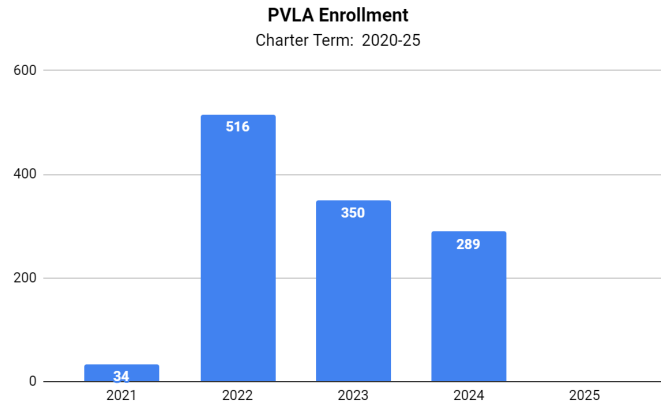
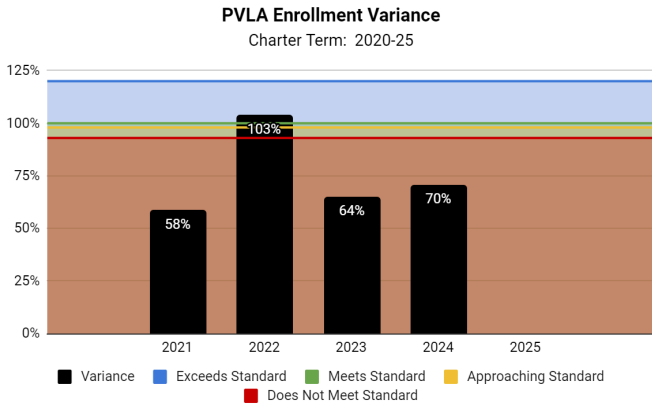
- Enrollment documents are required to be maintained by the Indiana Department of Education (IDOE). The process used did not result in maintaining consistent and complete enrollment records for fourteen (14) of the ninety (90) students tested. In addition, the process used to determine eligible pupil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

The contents of the report were discussed with appropriate school personnel on March 1, 2024 and the school provided an official response. The school did regularly submit complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. For these reasons, the school receives a rating of **Meets Standard** for the 2023-24 school year.

Enrollment Variance

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

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

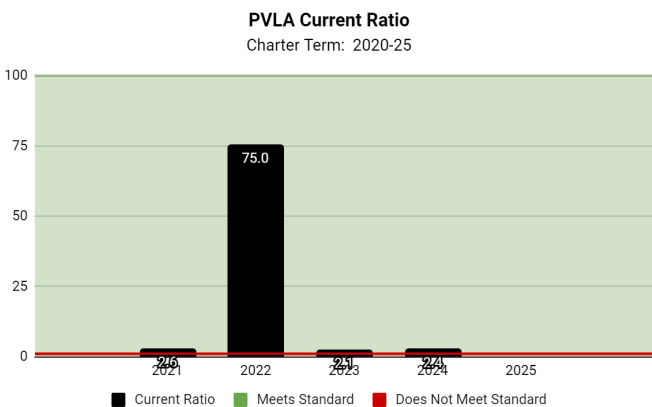


PVLA has had a consistent rating of **Does Not Meet Standard** throughout its charter for this measure, with the exception of its second year, 2021-22, when the school became an Innovation Network School for Indianapolis Public schools and was utilized to provide virtual instruction for those students who were still needing the model post-pandemic. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term as well as overall enrollment at the fall count days of each school year.

Current Ratio

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

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



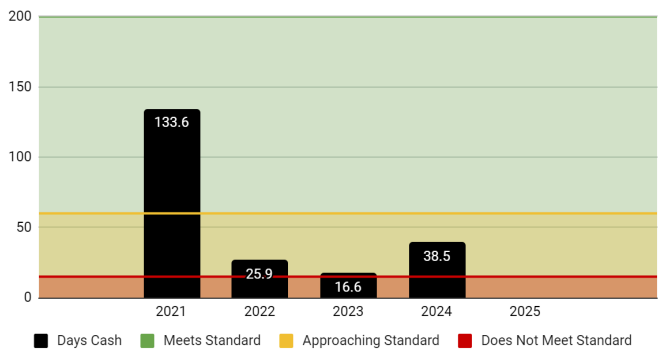
The corresponding graph illustrates trends of this measure. The school has consistently received a rating of **Meets Standard** throughout the current charter term. At the time of this report, the school's assets exceed its current liabilities with a ratio of 2.4, and, therefore, received a rating of **Meets Standard**. Due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year to assess this measure.

Days Cash

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

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

PVLA Days Cash
Charter Term: 2020-25



The corresponding graph illustrates trends in days cash for the PVLA. In Year 1, the school received a **Meets Standard** rating with days cash amounts well over the 60 days required. The school maintained, however, a rating of **Approaching Standard** in Years 2 and 3, with a significant decrease in overall days cash on hand.

At the end of the 2023-24 school year, PVLA had increased their days cash to 38.5. The network exhibited a one-year positive trend of 21.9 days. The network received a rating of **Meets Standard**. Due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year to assess this measure.

Debt/Default Delinquency

This sub-indicator is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors. The rubric for this sub-indicator is as follows:

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

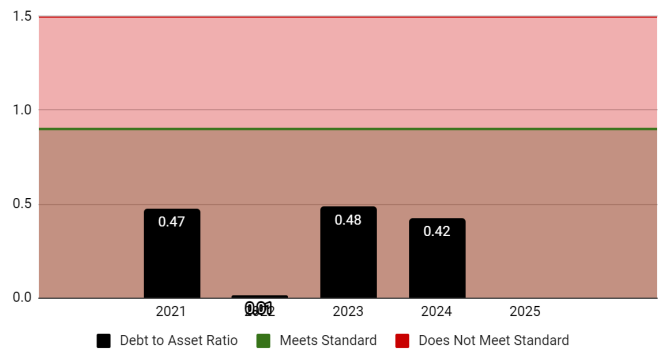
Throughout the school's current charter term, neither its auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, PVLA received a rating of **Meets Standard** for Years 1-4 of its charter. Due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year to assess this measure.

Debt to Asset Ratio

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

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

PVLA Debt to Asset Ratio
Charter Term: 2020-25



The corresponding graph illustrates trends in debt to asset ratio throughout the school's current charter term. Overtime, PVLA has consistently received a rating of **Meets Standard** throughout the first four years of its charter. Due to the timing of this report, there are no updated quarterly financials for the 2024-25 school year to assess this measure.

Debt Service Coverage

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

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

Part III: Organizational Performance

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

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

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

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

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

GOVERNING BOARD

Education One established new measures for its schools' governing boards during the 2021-22 school year to increase board capacity and expectations. Prior to, each board, including DMA's was held accountable to the following characteristics:

- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Managing Director of Education One;
- Clear understanding of the mission and vision of the school;
- Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary;
- Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school;
- Effective and transparent management of conflicts of interest;
- Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns;
- Adherence to its charter agreement as it pertains to governance structure;
- Collaboration with the school leader to establish clear objectives, priorities, and goals;
- Quarterly board training for all members;
- Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, engaging the school leader in school improvement plans; and
- Holding of all meetings in accordance with Indiana Open Door Law

Characteristics of quality board governance were observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the president and committees of the board. The findings were reported to the school's board of directors and leadership on a monthly basis. To receive a rating of 'Meets Standard,' a governing board would present no concerns in the characteristics of this sub-indicator.

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

The Phalen Leadership Academy (PLA) governing board presented no concerns during the 2020-21 school year and received an overall rating of **Meets Standard**.

These characteristics were expanded starting in Year 2 of the school's current charter term, the 2021-22 school year, to the following overarching measures:

- Focus on High Achievement;
- Commitment to Exemplary Governance;
- Fiduciary Responsibilities;
- Strategic Planning and Oversight; and
- Legal and Regulatory Compliance

Each measure has its own set of characteristics and is rated against the following rubric:

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

Focus on High Academic Achievement

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

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

Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees.

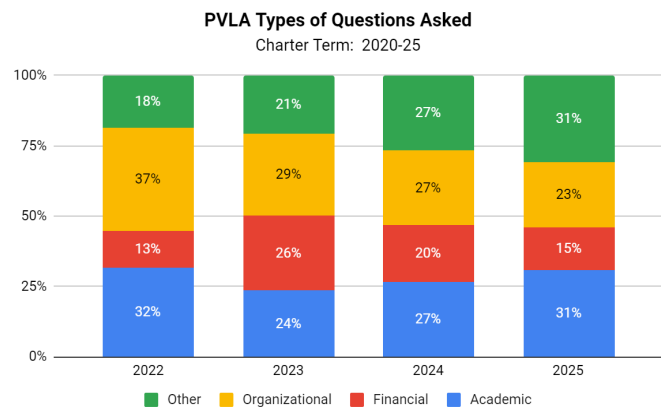
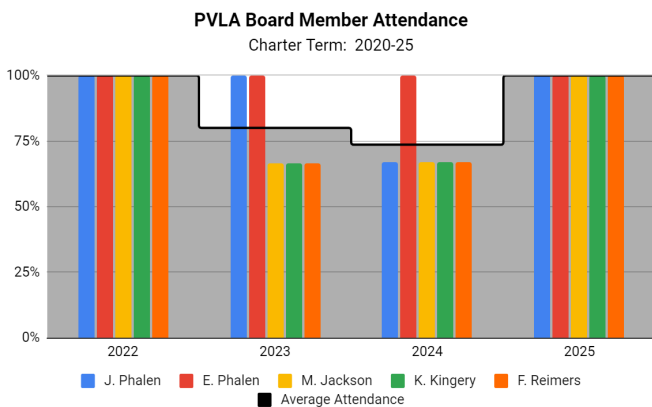
It is evident that the members of the Phalen Leadership Academy (PLA) board believe in the mission and vision of the school and assumed ultimate responsibility for the success of students and the school overall. The board agreed on the definition of academic excellence at PVLA throughout its charter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

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.

The following graphs illustrated the trends in board member attendance and types of questions asked during the board meetings, starting in the 2021-22 school year.



The board has maintained a full slate of board members who brought diverse skills, experiences, and partnership opportunities within the community. Board members exhibited experience in business, community engagement, education, finance, and legal. The Board Chair has successfully led the board and engaged members. The board itself has clearly defined roles and responsibilities of its members and was engaged in the work through the 2023-24 school year. The board has had an average attendance rate of 89% throughout the charter term.

Board engagement was observed throughout each scheduled meeting. Overall, meetings were well rounded based on information that benefits the growth of the school. Throughout the charter, there was timely communication of any organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One. Materials were distributed prior to scheduled board meetings and included academic, financial, and organizational updates. Based on evidence collected throughout each school year, the governing board received a rating of **Meets Standard** each year of its charter.

Fiduciary Responsibilities

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

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

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The PLA governing board has met its fiduciary requirements consistently throughout the charter term. Members of the board had an understanding of the school's finances and resources to be able to support them with any questions. Financial data was regularly reviewed in order to make sound fiscal decisions and protect the school's short- and long-term sustainability. The network board ensured that each member makes the school a top personal priority. Based on evidence collected, PLA's governing board received a rating of **Meets Standard** throughout its charter.

Strategic Planning and Oversight

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

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

As a board that oversees a network of schools across the country, the PLA board clearly developed and carried out a strategic plan that prioritized the vision of Phalen Leadership Academies throughout PVLA's charter. As part of oversight, the governing board ensured that the network's academic team and school leader had the autonomy and authority to manage the school while maintaining strong and close oversight of outcomes. The board also collaborated with the network's leadership team in a way that was conducive to the success of the school, including requesting and disseminating information in a timely manner. Similarly, the school leadership team was formally evaluated twice each year. The board collaborated well with the school leader and Education One. PLA's governing board received a rating of **Meets Standard** each year of its charter.

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.

The PLA Network held all of its quarterly meetings in compliance with Indiana’s Open Door Law and maintained the highest standards of public transparency by accurately documenting meeting proceedings and board decisions. Terms set forth in the charter agreement were adhered to and the board complied with established board policies and procedures, as well as state and federal laws. Similar to the previous measures, the governing board received a rating of **Meets Standard** each school year.

SCHOOL LEADER

Leadership

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

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

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

The rubric for this sub-indicator is as follows:

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

Dr. Tora Townsend has served as PVLAs’ school leader since its inception in the 2020-21 school year. Throughout her tenure, Dr. Townsend demonstrated more than sufficient academic and leadership experience. This experience enabled her to communicate well with both internal and external stakeholders to drive a continuous process of improvement and establish systems for addressing areas of deficiency in a timely manner. As the school has grown, there has been stability and clarity in key leadership roles. The leadership team worked well with one another to continue to build a culture of high expectations both students and staff, as evidenced by the end of year stakeholder surveys and increase attendance rates. Another feature of Dr. Townsend’s leadership is the effectiveness and retention of the staff at PLA Virtual. Currently, 100% of positions are fully staffed with subject level certifications. Overall staff retention was 89% for all staff, 100% for effective and highly effective teachers in 23-24.

Dr. Townsend and her team consistently provided information and updates about the school to the board of directors as well as Education One throughout the charter term, working collaboratively to drive next steps and improve student outcomes. Based on evidence collected, PVLA's school leadership received a rating of **Meets Standard** throughout the charter term.

COMPLIANCE

Charter Compliance

Schools are held accountable to be in compliance with the terms of its charter and collaborate effectively with Education One. The following components are assessed on a monthly basis:

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

The rubric for this sub-indicator is as follows:

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

In Year 1, PVLA complied with all measure characteristics, including the submission of all required documentation in a timely manner, collaborating with Education One to meet various obligations, and participating in all scheduled meetings with the Education One team. Thus, the school received a rating of **Meets Standard**.

In Year 2, PLA Virtual complied with most measure 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 was not submitted in a timely or complete manner for some parts of the year. Therefore the school's overall rating decreased to **Approaching Standard**.

The school was able to improve upon its submission of required compliance documents and maintained collaboration and partnership with Education One to increase its overall rating to **Meets Standard** for the third year of its current charter.

In Year 4, 74% of items were submitted in compliance with reporting requirements processes and procedures. 25% of items were submitted late. The school has the following outstanding items:

- Annual Board Member Notice of Disclosure Form

Throughout the 2023-24 school year, the school was in compliance with the terms of its charter and proactive and productive in meeting governance obligations. Members of the PLA governing board and leadership team who interact with Education One collaboratively participated in scheduled meetings. PVLA received a rating of **Approaching Standard** with concerns in submission of all required compliance documentation in a timely manner as set forth by Education One. At the time of this report, no new evidence has been collected for the 2024-25 school year.

English Learner Compliance

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

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

The rubric for this sub-indicator is as follows:

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

The school did not have a cohort of English Learner students large enough to hold the school accountable. In Year 3 and 4 of the current charter term, however, the school received a rating of **Meets Standard**. The school was proactive with staffing and grouping of students in various push in and pull out settings. During quarterly checks, Education One was able to observe these push in and pull out interventions take place. Overall, the school has had an excellent organization system to ensure all ILPs and cases conferences were complete and done on time.

Special Education Compliance

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

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

The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with and presents no concerns in the measure characteristics.	The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	<p>The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues.</p> <p style="text-align: center;">OR</p> <p>The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.</p>

The school has received an overall rating of **Meets Standard** each year of its current charter. Similar to its EL services, the school has been proactive with staffing and grouping of students in various push in and pull out settings. During quarterly checks, Education One was able to observe these push in and pull out interventions take place as the population of students needing support has increased over the course of the charter. Overall, the school had an excellent organization system to ensure all IEPs and cases conferences were complete and done on time.

Part IV: School Wide Climate

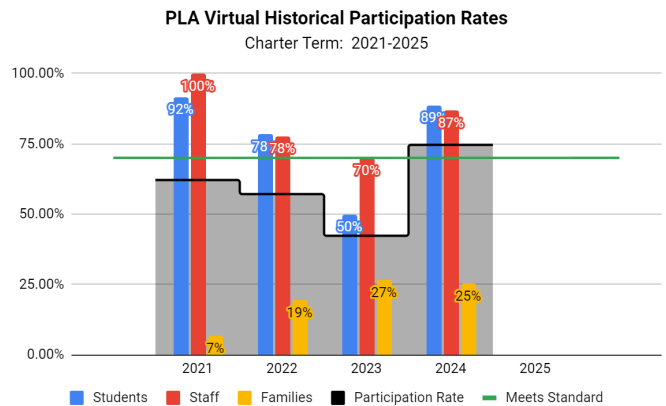
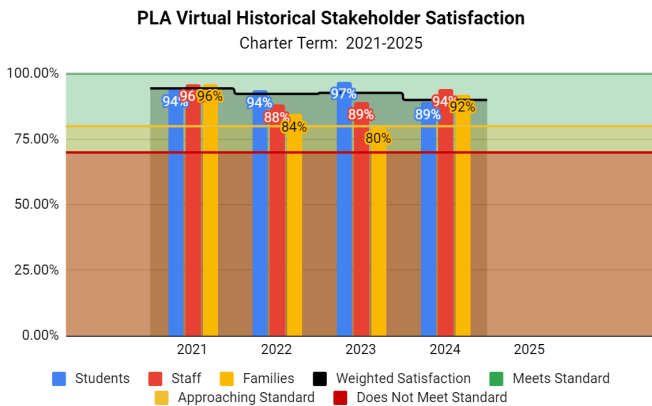
Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school's effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

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

The rubric for this indicator is as follows:

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school throughout its current charter term, as well as the participation rate of stakeholders.



The following table identifies the stakeholder satisfaction trends overtime and how they relate to the school's overall satisfaction rate.

Table Key					
Meets Standard		Approaching Standard		Does Not Meet Standard	
Satisfaction Rates					
	2021	2022	2023	2024	2025
Students	94%	94%	97%	89%	U/A
Staff	96%	88%	89%	94%	
Families	96%	84%	80%	92%	
Whole School	94%	92%	93%	90%	

Historically, the school has received high overall, weighted satisfaction rates that received a rating of Meets Standard throughout its charter term. Similarly, the school has had appropriate participation to validate the outcomes of students and staff. PLA Virtual intentionally cultivates a positive school culture through a blend of in-person and virtual events. Some of our strategies include an annual in-person back to school night and annual trunk or treat, as well as support as needed throughout the holiday season. PLA Virtual has well-attended online events such as the annual art show, science fair, and talent show. PLA Virtual also has enrichment opportunities that keep scholars and families engaged and work to create well rounded scholars, including PV TV, a scholar run weekly broadcast, and clubs such as Creative Writing, American Sign Language, and a Cooking Club. Our teachers also engage with families, but completing home visits, to work on building community, particularly with scholars who are at risk of having low attendance. These are a few ways that PLA Virtual makes efforts to ensure continued engagement and attendance at the school.