



Education One Annual Performance Report

2020-2021

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LETTER FROM LEADERSHIP

Dear Friends:

Nearly ten years ago, Trine University chose to act on an idea - that a private university can have a transformative effect on K-12 education by chartering new public schools. And so began Education One at Trine University. Born out of a commitment to excellence, innovation, and active engagement, the schools we partner with are an extension of our university, our values, and our duty to serve.

Education One at Trine University is one of approximately 45 Higher Education Institutions in the nation that serves as an authorizer of public charter schools. In the state of Indiana, we are one of four colleges or universities to fill this role.

With eight schools and nearly 3,000 students statewide in the 2020-21 school year, Education One's mission is to provide students in the state of Indiana with high-quality and innovative options in education. Through our intentional Anti-Bias Approach to Authorizing, we are working to cultivate a holistic learning environment, where all of our schools add value to the scholars and communities in which they serve.

This Portfolio Performance Report shows the successes of our K-12 community. It shines light on our schools that have become beacons in their neighborhoods - as well as those that need some additional guidance and support. In short, it shows how Education One at Trine University is helping support our schools in order for scholars to develop the skills they need to reach their full potential in life.



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



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

It's a Trine Thing!

“It's a Trine Thing sheds light on the Trine way, a level of quality and a standard of excellence that goes above and beyond. Trine Things are our values, traits and points of distinction, our qualities and characteristics that set us apart. With so much to be proud of, we believe it's time to express the things that truly make us Trine University. When it comes to our commitment to excellence and the Trine way, there's no question...It's a Trine Thing.”

5,467
Students

99.3%
Employment
Rate

17:1
Student
Faculty Ratio

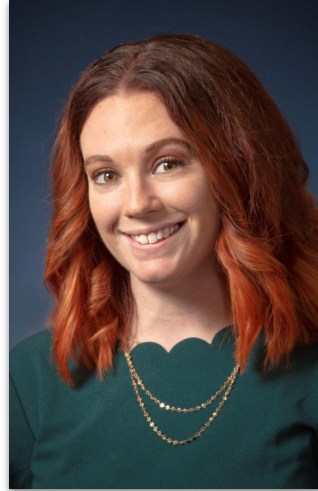
70+
Areas of
Study



Education One Team



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



Emily Gaskill, M. Ed.
Assistant Director of
Accountability



Brenda Mescher, M. Ed.
Assistant Director of
Community Connections
and Compliance

Education One Board of Directors



Lynn Brooks
Board Chair



Chuck Nedele
Vice Chair/Secretary



Gretchen Miller
Treasurer

[Evidence of Compliance with 20-24-2.2-1.5](#)

VISION

Education One's vision is to provide high quality educational opportunities for students in the state of Indiana through the authorization of schools with an innovative approach to education.

MISSION

Education One's mission is to provide high quality public school options for Indiana students, families, and communities through:

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

GOALS

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

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

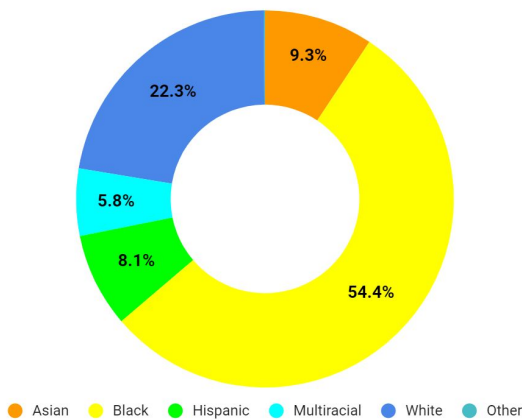
Education One Portfolio

In accordance with its mission and vision, Education One authorizes public charter schools with a variety of innovative models serving special populations of students. The following pages illustrate the diversity of Education One's portfolio, the students served, and the professionals that work in its schools.

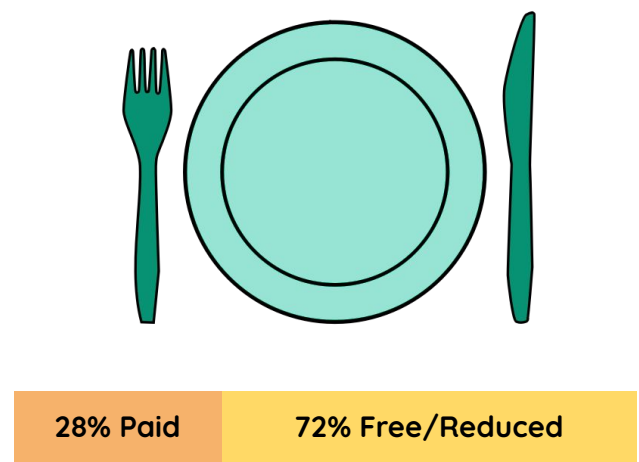
During the 2020-21 school year, Education One sponsored schools enrolled 2,800+ students throughout Indiana. Three new schools opened in the Fall of 2021 and existing schools saw stable or increased enrollment of students choosing those schools.



Enrollment by Race



Enrollment by Economic Status



Enrollment by Special Education



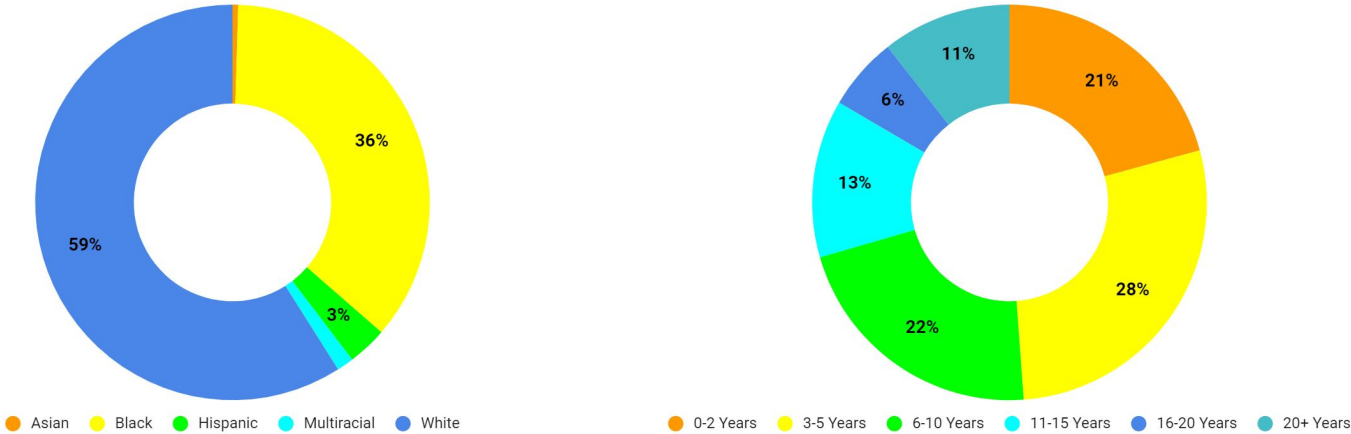
Enrollment by English Learner



Teachers and Staff Members

Teacher Breakdown by Race and Experience

Data Source: 2019-2020 School Year



190+ Teachers

140+ Staff and Support Staff



Historical Portfolio Information

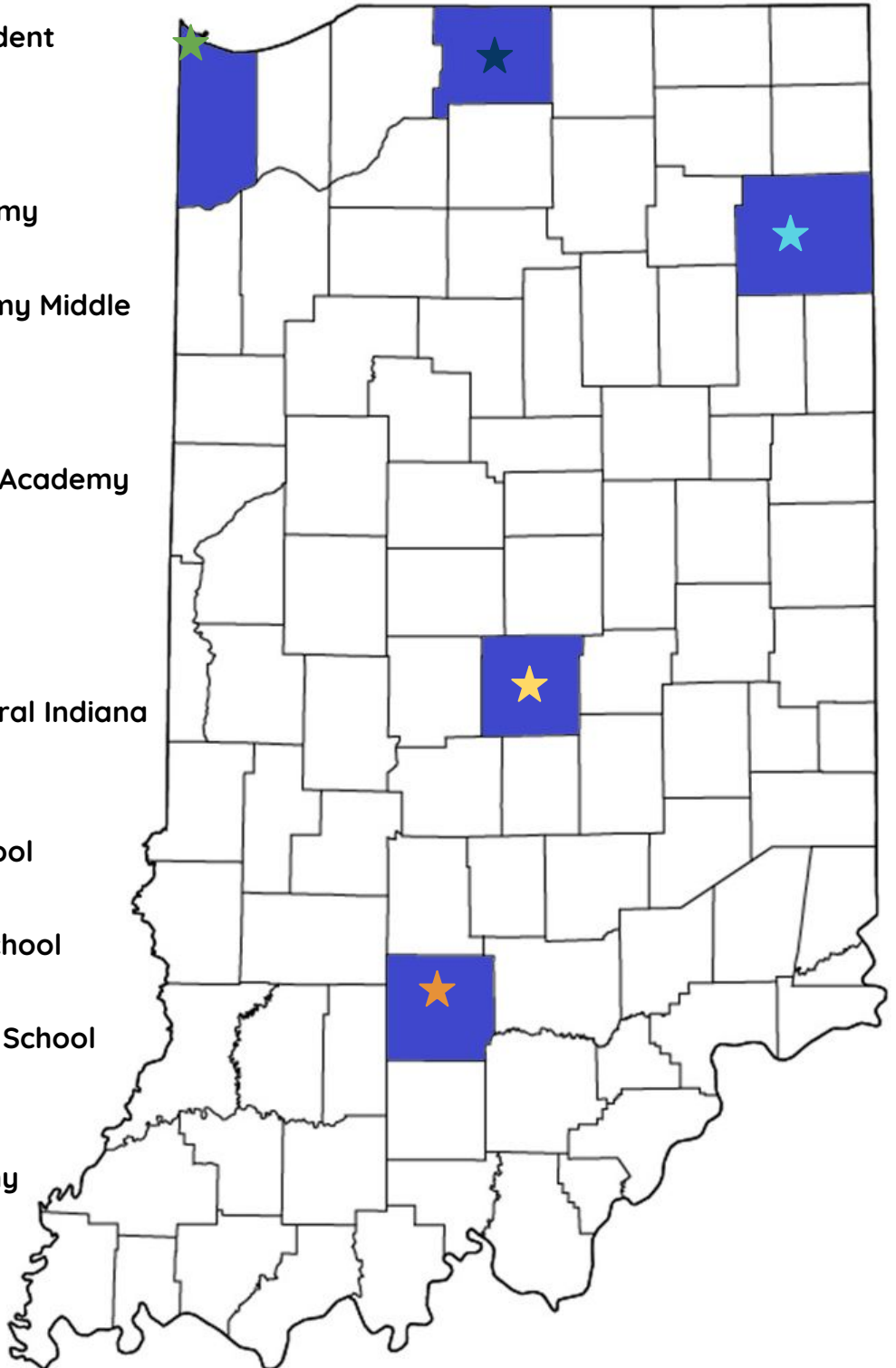
School	Status	Opening Year	Year and Reason(s) for Revocation or Non-Renewal
Career Academy High School	Open	2015	N/A
Career Academy Middle School	Open	2015	N/A
Dynamic Minds Academy	Open	2019	N/A
Lawrence County Independent Schools	Open	2021	N/A
Matchbook College, Career, and Technical Institute	Approved, Not Open Yet	2023	N/A
The Nature School of Central Indiana	Open	2021	N/A
Paramount Online Academy	Open	2021	N/A
Phalen Virtual Leadership Academy	Open	2020	N/A
Success Academy Primary School	Open	2015	N/A
Thea Bowman Leadership Academy	Open	2003 (Authorized by Education One in 2016)	N/A
Timothy L. Johnson Academy	Open	2002 (Authorized by Education One in 2014)	N/A
Timothy L. Johnson Academy Middle School	Open	2018	N/A
Indiana Achievement Academy	Closed	2013	Financial Management
Indiana Cyber Charter School	Closed	2012	Financial Management
Indiana Life Sciences Academy West	Closed	2009 (Authorized by Education One in 2013)	Academic Performance

Enrollment by Region

Student Enrollment

September 2021

-  Bedford
Lawrence County Independent Schools
302 students
-  Fort Wayne
Timothy L. Johnson Academy
385 students
Timothy L Johnson Academy Middle School
148 students
-  Gary
Thea Bowman Leadership Academy
826 students
-  Indianapolis
Dynamic Minds Academy
104 students
The Nature School of Central Indiana
121 students
-  South Bend
Career Academy High School
416 students
Career Academy Middle School
402 students
Success Academy Primary School
618 students
- Statewide
Paramount Online Academy
275 students
Phalen Virtual Leadership Academy
492 students



New Education One Schools

Education One opened three new schools in the Fall of 2021, serving various communities across the state of Indiana

Lawrence County Independent Schools

Lawrence County Independent Schools (LCIS) currently serves 302 students in grades K-8 in Bedford, Indiana. LCIS inspires each student to reach his or her greatest potential personally and academically in a peaceful rural school learning environment by providing challenging and application based/life-focused curriculum. The school was founded by parents, community members, and teachers to bring school choice to their community.



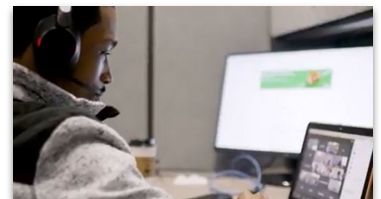
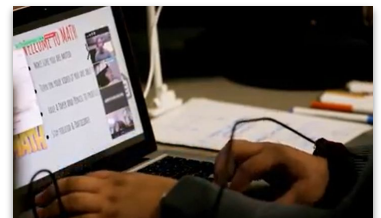
The Nature School of Central Indiana



The Nature School of Central Indiana (TNS) currently serves 121 students in grades K-8 in Indianapolis, Indiana. TNS was founded to build a space for all students to grow, learn, and create with each passing day through a unique approach of working within the principles of Waldorf Education and Maria Montessori, focusing on nature and experiential learning.

Paramount Online Academy

Paramount Online Academy (POA) currently serves 275 students virtually in grades K-8. The academy is a part of the Paramount Schools of Excellence network, located in Indianapolis, Indiana. POA achieves excellence in an innovative, online environment with high expectations. POA has innovated the online school model through both synchronous instruction but also by having all teachers located within one of the network schools to increase collaboration and professional development opportunities. POA is an Innovation Network School with Indianapolis Public Schools.



Timothy L. Johnson Academy

Serving Students in Grades K-5 in Fort Wayne, Indiana

2020-21 Enrollment and Attendance		
Enrollment	Attendance	Expulsions
375	N/A	0

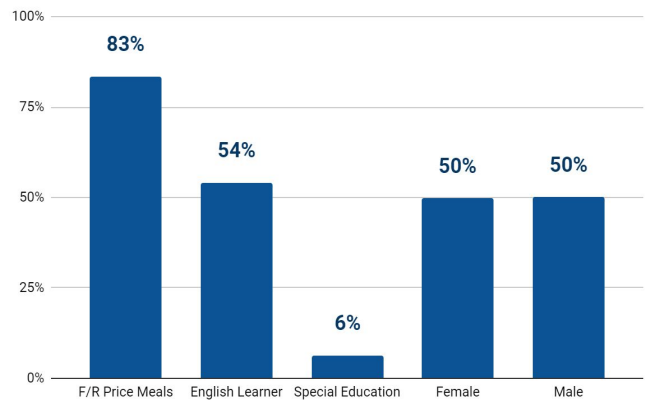
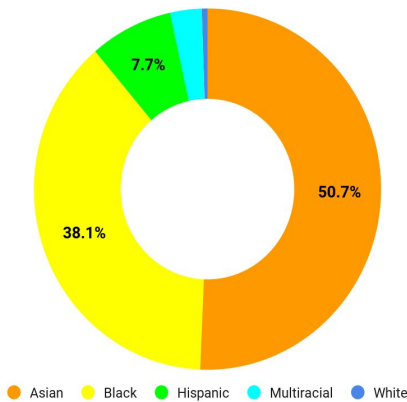


Board Members

Larry Rowland, Board Chair

Alan Grinsfelder, Joe Jordan, Robert Sevier,
Fred Eckart, Thomas A. Herr, Alan Hofer,
Verlisa Hollis, Michelle Chambers and Lena
Yarian

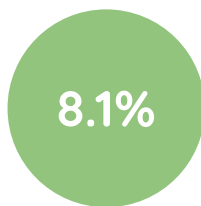
2020-21 Enrollment by Subgroups



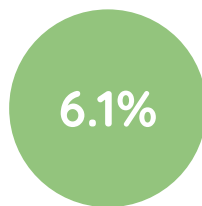
School Mission

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

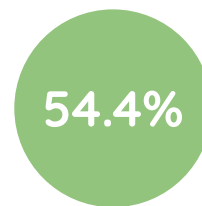
2021 Academic Results



ILEARN E/LA
Achievement



ILEARN Math
Achievement



IREAD-3
Achievement

Timothy L. Johnson Academy Middle School

Serving Students in Grades 6-8 in Fort Wayne, Indiana

2020-21 Enrollment and Attendance		
Enrollment	Attendance	Expulsions
119	N/A	0

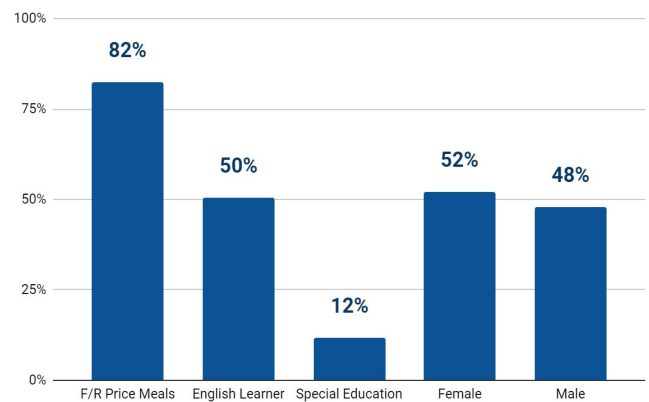
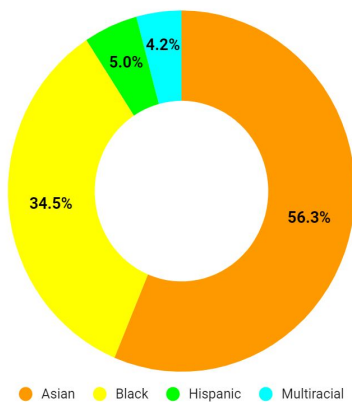


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Alan Grinsfelder, Joe Jordan, Robert Sevier,
Fred Eckart, Thomas A. Herr, Alan Hofer,
Verlisa Hollis, Michelle Chambers and Lena
Yarian

2020-21 Enrollment by Subgroups



School Mission

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

2021 Academic Results

8.4%

ILEARN E/LA
Achievement

2.5%

ILEARN Math
Achievement

Thea Bowman Leadership Academy

Serving Students in Grades K-12 in Gary, Indiana

2020-21 Enrollment and Attendance

Enrollment	Attendance	Expulsions
866	N/A	0

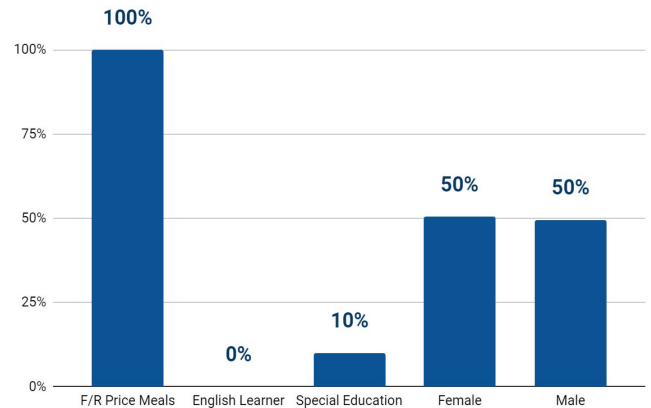
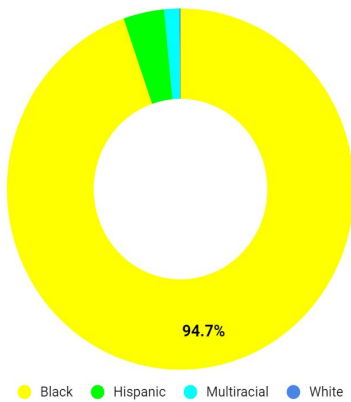
Board Members

Michael Suggs, Board Chair

Tony Walker, Eve Gomez, Richard Leverett,
Jason Beres, Michelle Dickerson, and Cliff
Gooden



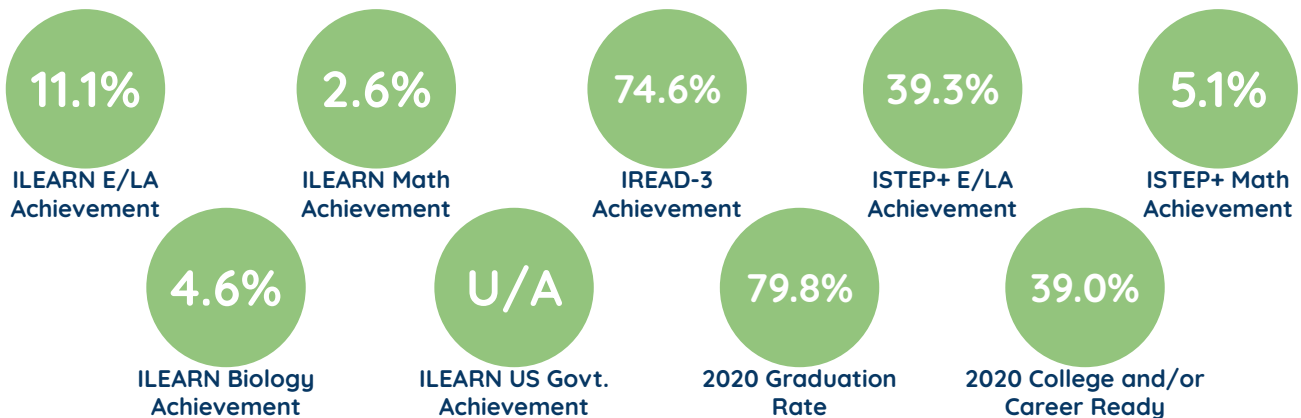
2020-21 Enrollment by Subgroups



School Mission

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

2021 Academic Results



Dynamic Minds Academy

Serving Students in Grades K-12 in Indianapolis, Indiana

2020-21 Enrollment and Attendance		
Enrollment	Attendance	Expulsions
108	93.1%	0

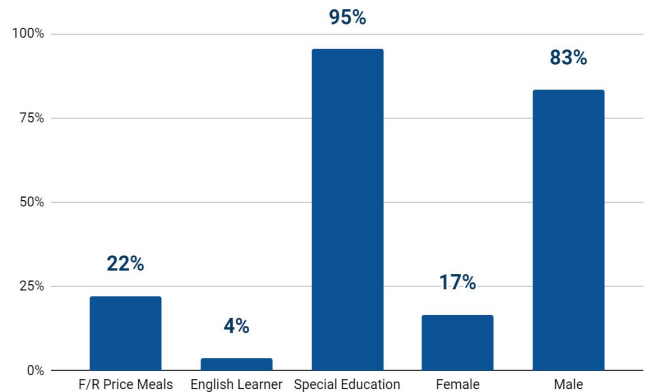
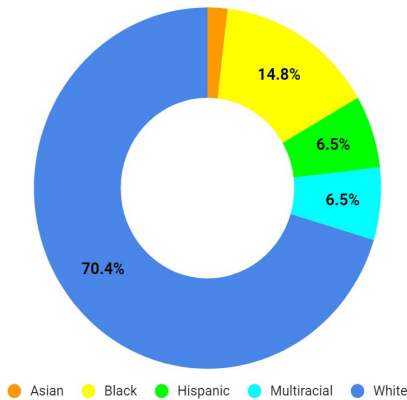


Board Members

Joel Harris, Board Chair

Michael Gilbert, Bruce Breeden, Rachel Deaton,
Mary Lou Hulseman, M.D.

2020-21 Enrollment by Subgroups



School Mission

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

2021 Academic Results



Career Academy High School

Serving Students in Grades 9-12 in South Bend, Indiana

2020-21 Enrollment and Attendance		
Enrollment	Attendance	Expulsions
360	94.5%	0

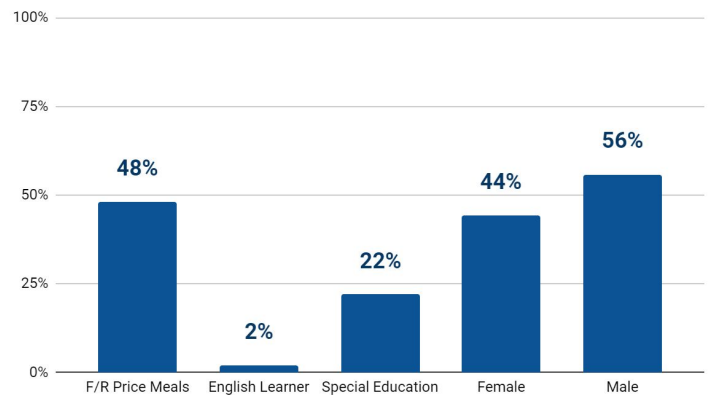
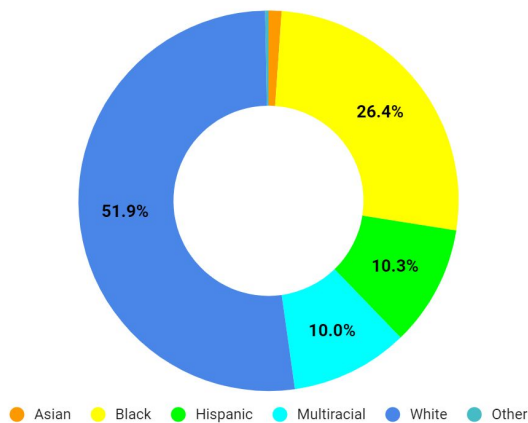


Board Members

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Kay Antonelli, David Balkin, John DeSalle, Mike Garatoni, Chad Hartzell, Marian Hodges, Mark Melnick, Nick Swisher

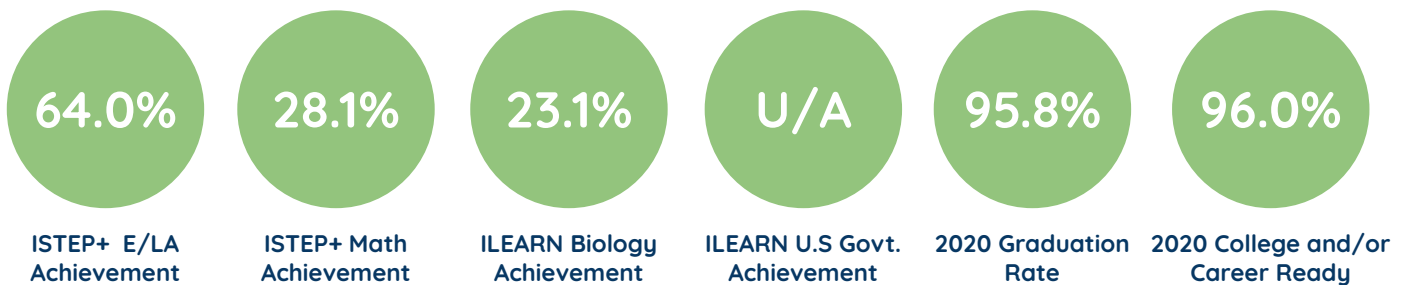
2020-21 Enrollment by Subgroups



School Mission

The Career Academy's mission is to prepare students to become productive and contributing members of society by combining core academic courses with vocationally oriented education.

2021 Academic Results



Career Academy Middle School

Serving Students in Grades 6-8 in South Bend, Indiana

2020-21 Enrollment and Attendance

Enrollment	Attendance	Expulsions
367	92.4%	0

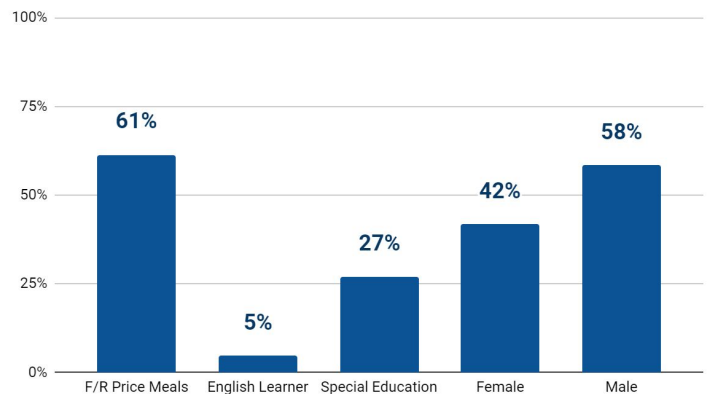
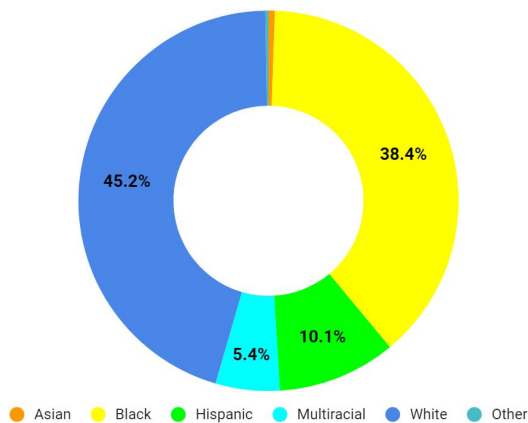


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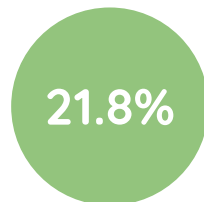
2020-21 Enrollment by Subgroups



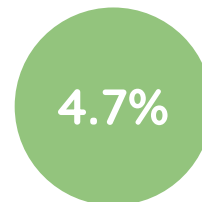
School Mission

The Career Academy's mission is to prepare students to become productive and contributing members of society by combining core academic courses with vocationally oriented education.

2021 Academic Results



ILEARN E/LA Achievement



ILEARN Math Achievement

Success Academy Primary School

Serving Students in Grades K-5 in South Bend, Indiana

2020-21 Enrollment and Attendance		
Enrollment	Attendance	Expulsions
611	88.5%	0

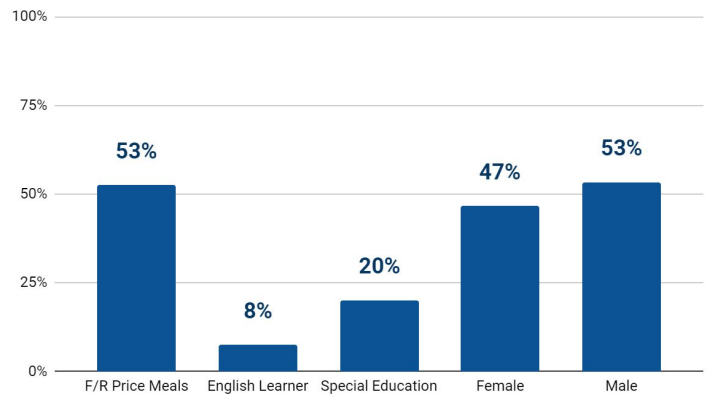
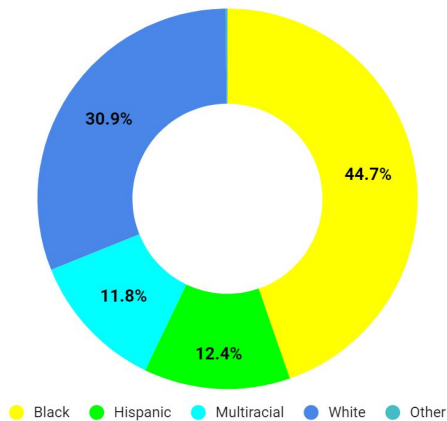


Board Members

Larry Garatoni, Board Chair

Kay Antonelli, David Balkin, John DeSalle, Mike Garatoni, Chad Hartzell, Marian Hodges, Mark Melnick, Nick Swisher

2020-21 Enrollment by Subgroups



School Mission

The Career Academy's mission is to prepare students to become productive and contributing members of society by combining core academic courses with vocationally oriented education.

2021 Academic Results



ILEARN E/LA Achievement



ILEARN Math Achievement



IREAD-3 Achievement

Phalen Virtual Leadership Academy

Serving Students in Grades K-12 in Indiana

2020-21 Enrollment and Attendance		
Enrollment	Attendance	Expulsions
34	88.2%	0

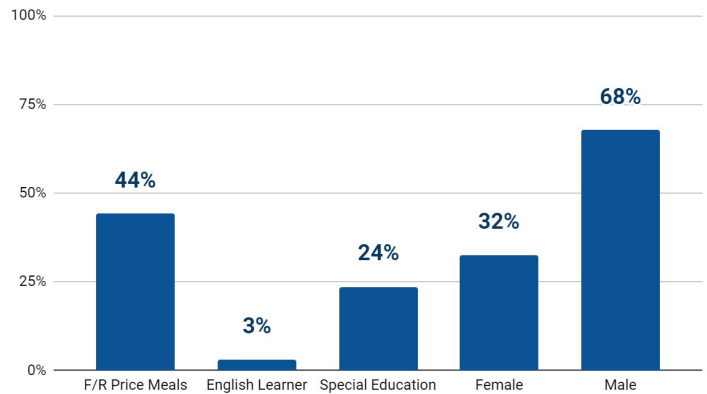
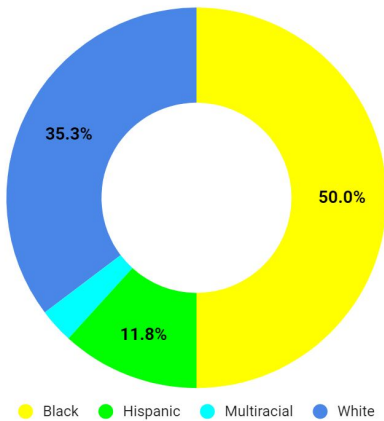


Board Members

James Phalen, Board Chair

Marlin Jackson, Kristopher Kingery, Fernando Reimers, Earl Martin Phalen (Clerk)

2020-21 Enrollment by Subgroups



School Mission

The mission of Phalen Virtual Leadership Academy is to ensure all scholars meet high academic and social standards, and thrive as leaders at home, in their communities and in the world

Attendance Methodology

Phalen Virtual Leadership Academy provides a synchronous virtual instruction model. Student attendance is submitted during each class a student is enrolled in.

2021 Academic Results



Guiding Principles

Education One follows a set of guiding principles that are the core values that define it as a charter school authorizer. These principles direct decision making, processes for continuous improvement, and authorizing policies for Education One.



Students First

Education One always assesses whether its actions will prepare students for success in higher education, their careers, and life. We believe that by putting students and families first, schools and the communities in which they serve, will thrive!



High Expectations

Education One expects the charter schools it authorizes to set high achievement expectations, develop ways to engage families and the community, and adhere to high ethical standards. Education One establishes high performance expectations, engagement plans, and ethical values for itself by adhering to the National Association of Charter School Authorizers (NACSA) principles and standards.



Educator's Lens

Education One is an authorizing office made up of only educators, with a variety of experiences working as teachers, instructional coaches, building principals, curriculum developers, and regional academic support leaders. It is through the lens of the educator that Education One establishes intentional and purposeful procedures and structures for its portfolio of charter schools.



Commitment to Innovation

Education One is particularly interested in operators that show strong potential to accelerate student success through the use of technology in the classroom, take home technology, year-round school calendars, virtual, STEAM, and blended learning models, as well as other innovative approaches to education.



Partnership and Collaboration

As a university authorizer, Education One recognizes the resources that being a part of a larger campus culture can provide to its schools in order to benefit students. Education One partners with university groups to contribute resources that align with the unique needs of each portfolio school. These can include clothing and school supply drives, campus field trips, extra-curricular fundraising, and internship opportunities.



Continuous Improvement

Education One is committed to continuous improvement in authorizing. Through reflection, Education One utilizes data and stakeholder feedback to adjust its processes in order to create policies that are purposeful, intentional, and support schools in fulfilling their missions.



Protecting School Autonomy

Education One values the professionalism of the staff and leaders at its charter schools and believes that they know how to best serve their students and families to ensure their success. As a partner, Education One works with schools to understand their specific needs and the direction they are working to move towards by providing support and/or resources to help schools reach their goals, whenever possible.

Students First

Education One always assesses whether its actions will prepare students for success in higher education, their careers, and life. We believe that by putting students and families first, schools and the communities in which they serve, will thrive!



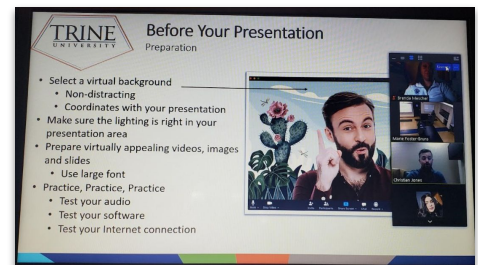
Virtual Admissions Visits

With many schools still enforcing strict COVID-19 protocols during the 2020-21 school year, traditional campus visits for Education One high schools to Trine University's campus were limited. Understanding the importance of continued exposure to various colleges and universities, information and assistance on how to apply to college and for financial aid, Education One helped organize and facilitate various virtual campus visits and Q&A sessions for students and families with the support of Trine's admissions office.

Innovation One Challenge

The Innovation Challenge is a competition, organized by Innovation One at Trine University, that provides middle and high school students the opportunity to win cash prizes for a new idea or improved concept in business or technology. The 2021 challenge was held virtually due to health and safety precautions. Nineteen Career Academy High School students entered in either the business or technology competitions. Students not only created an innovative idea but made pitch presentations of their concepts in front of business leaders within the community.

To support students in their innovation pitches, Trine University business students and alumni mentored Career Academy students to help them improve their marketing and presentation strategies.



Dual Enrollment



Education One works with the Trine University Dual Enrollment team to provide dual credit options for its high schools. Students receive credits that are universally transferable to any institution of their choice from a prestigious university. Because Education One is a university authorizer, courses can be customizable to meet the needs of individual schools. In 2020-21, forty students participated in dual credit courses through Trine University from Career Academy High School and Thea Bowman Leadership Academy.

High Expectations

Education One expects the charter schools it authorizes to set high achievement expectations, develop ways to engage families and the community, and adhere to high ethical standards. Education One establishes high performance expectations, engagement plans, and ethical values for itself by adhering to the National Association of Charter School Authorizers (NACSA) principles and standards.

Accountability Plan Performance Framework

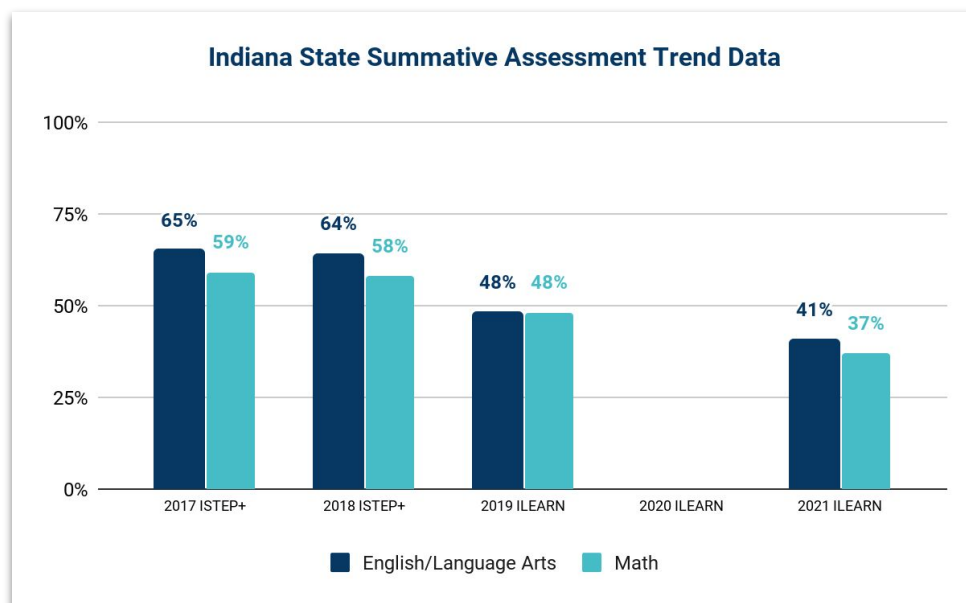
Education One’s Accountability Plan Performance Framework (APPF) is crafted for each school to include high performance expectations and to support schools in understanding what is required to meet standard in each of the areas in which they are being held accountable, including:

- Academic Performance;
- Financial Performance; and
- Organizational Performance

The standards and assessment landscape for the state of Indiana has seen huge shifts that have affected how Education One monitors true academic performance of its schools. Since the 2018-19 school year, the following has occurred:

2019	<ul style="list-style-type: none"> • New state summative assessment implemented; and • 100% computer-based testing, with minimal exceptions for students with IEPs and/or disabilities
2020	<ul style="list-style-type: none"> • Schools closed in March due to the COVID-19 pandemic and were charged to provide some form of continuous learning for the remainder of the school year; and • All assessments cancelled
2021	<ul style="list-style-type: none"> • Schools provided inconsistent modes of instruction due to the COVID-19 pandemic; • Assessments were conducted to collect data to identify the effects of the pandemic and set new baselines; and • Results could not be compared to 2019 due to pandemic factors and inconsistencies

In early 2020, Indiana legislation passed a multi-year holds harmless for all Indiana schools for the 2019 and 2020 ILEARN results due to the new assessment. Schools will also be held harmless for the 2021 and 2022 results due to the COVID-19 pandemic. For that reason, data points used for accountability measures continue to be collected but schools are being held harmless and monitored for areas of focus and improvement.



Educator's Lens

Education One is an authorizing office made up of only educators, with a variety of experiences working as teachers, instructional coaches, building principals, curriculum developers, and regional academic support leaders. It is through the lens of the educator that Education One establishes intentional and purposeful procedures and structures for its portfolio of charter schools.

<p>Synchronous Instruction</p> <ul style="list-style-type: none"> Ed One Team will be invited to live sessions to observe on the scheduled site visit date Leadership Team will join at the same time 10-15 minute observations Monitor Instructional Components outlined in the school's Academic Plan Performance Framework 	<p>Asynchronous Instruction</p> <ul style="list-style-type: none"> Ed One Team will receive links to recorded sessions and will observe by the scheduled site visit date Leadership Team will have observed same classrooms by the scheduled site visit date 10-15 minute observations Monitor Instructional Components outlined in the school's Academic Plan Performance Framework
<p>Leadership Team Debrief</p> <ul style="list-style-type: none"> Scheduled on same day classrooms will be observed or observed by Follow similar protocol as in-person debriefs Instruction and Attendance 	

Remote Site Visits

During the first semester of the 2020-21 school year, 100% of Education One schools were providing a hybrid or virtual only option to their students due to health and safety concerns from the COVID-19 pandemic.

Education One values the data collected during school site visits and utilizes this information to better support schools in meeting their accountability goals, and making high stakes decisions regarding renewal or closure.

By September of 2020, Education One had established and implemented a Remote Site Visit protocol. These visits provided important insight for Education One to be able to support schools in providing an instructional model that they were not created for and to understand the ways in which the COVID-19 pandemic truly impacted scholars, teachers, and communities where resources, such as personnel, technology, and internet access, were not readily available.

Commitment to Innovation

Education One is particularly interested in operators that show strong potential to accelerate student success through the use of technology in the classroom, take home technology, year-round school calendars, virtual, STEAM, and blended learning models, as well as other innovative approaches to education.

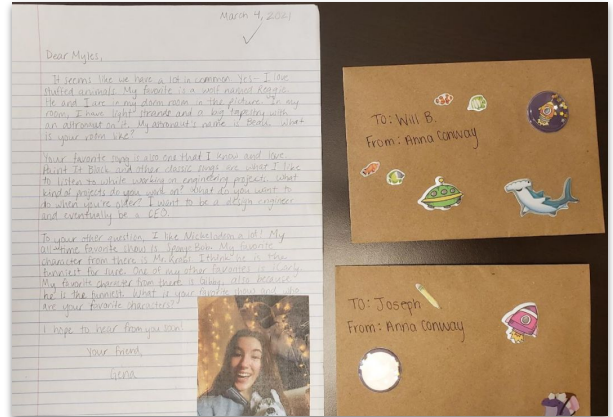
Timothy L. Johnson Academy Network	This network serves a very unique and diverse community of English Learners who benefit from in-person support and instruction. During the 2020-21 school year, TLJA crafted a unique approach to cohorting students and providing a hybrid model to increase the percentage of student who came to school in person and still maintained a safe environment throughout the year.
Thea Bowman Leadership Academy	This school is located in an area where remote access was limited and the pandemic caused the need for virtual instruction throughout most of the year. The school adapted quickly to provide students with at-home technology and WiFi hotspots. While access issues continued to impact instruction, teachers worked tirelessly to provide a synchronous virtual model for their students.
Dynamic Minds Academy	This school serves a population of students who have autism spectrum disorder, meaning close to 100% of its students have an IEP. The school was able to effectively schedule classes for students to meet virtually with their teachers and therapy guides, maintaining the small student to teacher ratios and implementation of IEP goals and strategies.
Career Academy Network	The mission and vision of this network centers on students engaging in hands on instruction. The schools were able to staff and schedule their schools to be able to offer both in-person and virtual options to students based on parent choice. Teachers were designated as such, allowing for intentional professional development and support.
Phalen Virtual Leadership Academy	Phalen Virtual Leadership Academy is the first synchronous virtual school model of its kind in Indiana. By following a traditional brick and mortar schedule, students and parent engagement were consistently high throughout the school year. The school's math ILEARN scores were better than all other virtual models throughout the state of Indiana.

Partnership and Collaboration

As a university authorizer, Education One recognizes the resources that being a part of a larger campus culture can provide to its schools in order to benefit students. Education One partners with university groups to contribute resources that align with the unique needs of each portfolio school. These can include clothing and school supply drives, campus field trips, extra-curricular fundraising, and internship opportunities.

Trine Pals

Education One implemented its third year of the Trine Pals program, a way in which Trine University students from any major can be a pen pal with students from an Education One school. This year, over sixty Trine University students were pen pals with first through twelfth grade students from Dynamic Minds Academy, trading letters throughout the year. Dynamic Minds Academy provides education to students who have autism spectrum disorder. These students were able to practice writing and communication skills with Trine University students majoring in education, exercise science, accounting, engineering, business, and science.

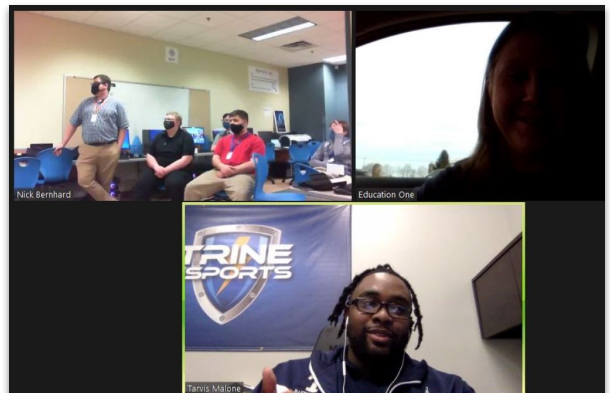


Internship and Job Placement Opportunities

Each semester, members from Education One speak directly to junior and senior education majors to present Education One schools, or the networks in which they are a part of, to increase interest and exposure for student teaching and job opportunities. In 2020-21, three Trine University education majors either student taught or accepted a job offer at three of Education One's schools in Fort Wayne, Gary, and Indianapolis. Historically, Education One has helped its schools increase the number of student teachers and teachers from Trine University without the use of traditional job fairs or employment sites.

A Day in the Life Of...

Education One has developed different types of field trip experiences to Trine University for its schools. One specific experience is "A Day in the Life of" where students come to campus to experience what A Day in the Life of a college athlete really looks like. Due to COVID-19 restrictions, these types of interactions were limited to virtual visits and discussions. Trine University's newly implemented eSports team and coach provided virtual mentorship sessions with the eSports team at Career Academy High School, creating a meaningful partnership as both programs continue to grow.

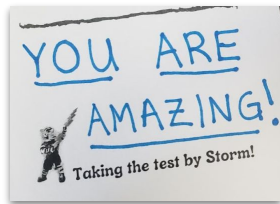
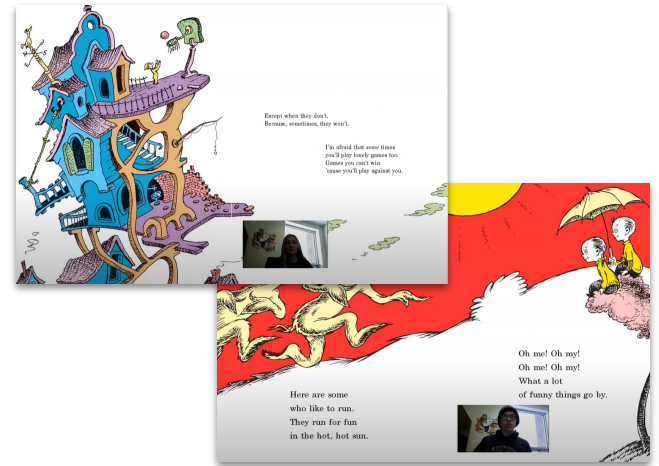


Partnership and Collaboration, cont.

As a university authorizer, Education One recognizes the resources that being a part of a larger campus culture can provide to its schools in order to benefit students. Education One partners with university groups to contribute resources that align with the unique needs of each portfolio school. These can include clothing and school supply drives, campus field trips, extra-curricular fundraising, and internship opportunities.

Guest Readers for March is Reading Month

Education One celebrates National Reading Month in March on an annual basis. This year looked different as visitors and guest readers were not permitted in most buildings due to the COVID-19 pandemic. Trine students from the Computer Science Society volunteered their time to share their favorite children's books by creating recorded read alouds that were made available to all Education One schools via a virtual library for teachers to use throughout the school year.



Trine Student Service Work

The Students Services department at Trine consistently collaborates with Education One and its schools to enrich the lives of students and families served. Trine students participated in a PB & J drive to create take-home meals for students over a long holiday weekend, wrote cards of encouragement to each third through eighth grade student in Education One's portfolio during ILEARN testing, and collected canned goods to be a part of food baskets that were delivered to families impacted the most by the pandemic.



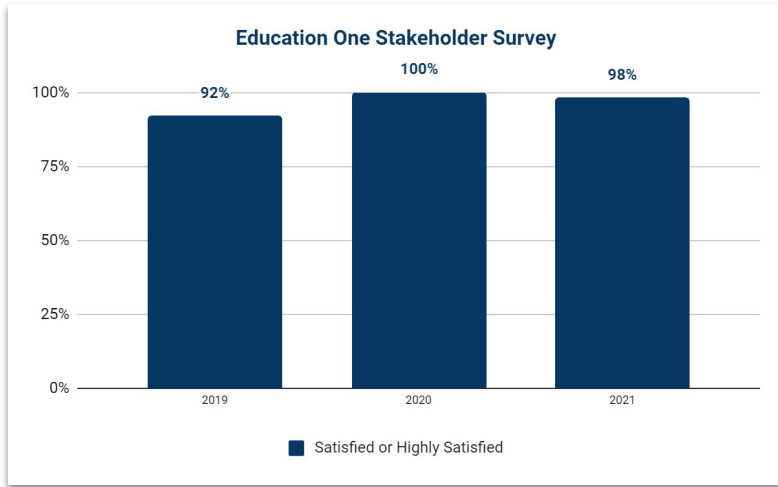
STEM with Storm

Education One and Innovation One teamed up to create virtual elementary STEM demonstrations centered on engineering. Each demonstration was aligned to Indiana Academic Standards for teachers to use with their science curriculum. Storm, Trine's mascot, with the help and support of faculty and students from the Engineering department, Franks School of Education, Athletics, Band, and Marketing departments, shared his love of science with students near and far!



Continuous Improvement

Education One is committed to continuous improvement in authorizing. Through reflection, Education One utilizes data and stakeholder feedback to adjust its processes in order to create policies that are purposeful, intentional, and support schools in fulfilling their missions.



Annual Stakeholder Survey

Education One surveys governing board members, school leadership teams, and school network support staff at each of its schools to gauge overall satisfaction and recommendations for Education One to further improve upon the implementation of its guiding principles.

The Education One team takes the first week of the new year to strategically plan, create goals, and improve processes based on survey responses and feedback. Over the last three years, Education One has seen an average satisfied or highly satisfied rating of 96.7%.

Protecting School Autonomy

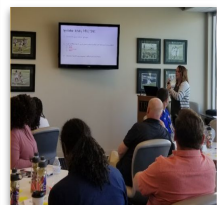
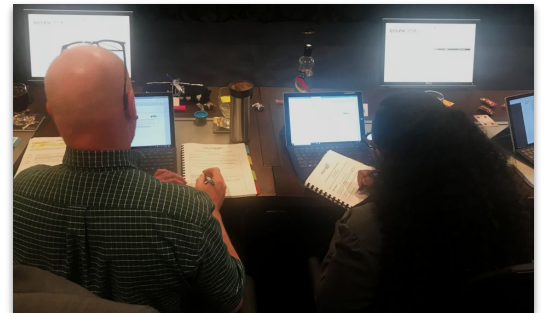
Education One values the professionalism of the staff and leaders at its charter schools and believes that they know how to best serve their students and families to ensure their success. As a partner, Education One works with schools to understand their specific needs and the direction they are working to move towards by providing support and/or resources to help schools reach their goals, whenever possible.

Education One 4th Annual Leadership Seminar

Network superintendents, school leaders, and instructional coaches from all schools in Education One's portfolio gathered together for a one and a half day seminar at Trine University in June of 2021 for collaboration and strategic planning for the 2021-22 school year. Education One is fortunate to host events on campus through the support and hard work of Trine University's Campus Operation team.

Based on school and state level data collected for each school, the focus of the seminar was to understand the urgency in not returning to the status quo for the next school year, but to engage in strategies that would support students in recovering the loss of learning that occurred because of the COVID-19 pandemic.

School teams were provided with time to conduct a root cause analysis of their 2021 data and create goals and strategies to improve student outcomes in 2022. These goals and strategies were then presented to the entire group of attendees to gather feedback. The goals then became a part of each school's Accountability Plan Performance Framework for the 2021-22 school year.

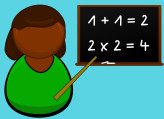


Accountability Metrics

Education One holds its schools accountable in the following areas according to the National Association of Charter School Authorizers (NACSA) principles and standards.

Academic Performance

Education One measures how well a school is serving students and closing achievement gaps.



Classroom Instruction



Assessment Performance and Growth



College and Career Readiness



Comparison to Local Schools

Financial Performance

Education One assesses short-term financial health and long-term sustainability of all schools quarterly.



Financial Management



Enrollment Variance



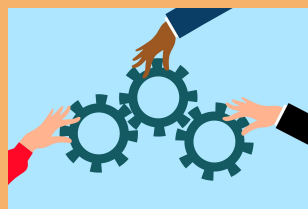
Days Cash

Organizational Performance

Education One gauges the effectiveness of the organization by measuring the capacity of the school board and school leader, as well as the organization's ability to comply with local, state, and federal laws and regulations.



School Board



School Leader



Compliance

Academic Performance

Education One measures how well a school is serving students and closing achievement gaps. Within its Accountability Plan Performance Framework, schools are held accountable for various academic indicators, including student attendance, classroom instructional practices, student achievement and growth on benchmark assessments as well as state summative assessments, and preparation for college and career.

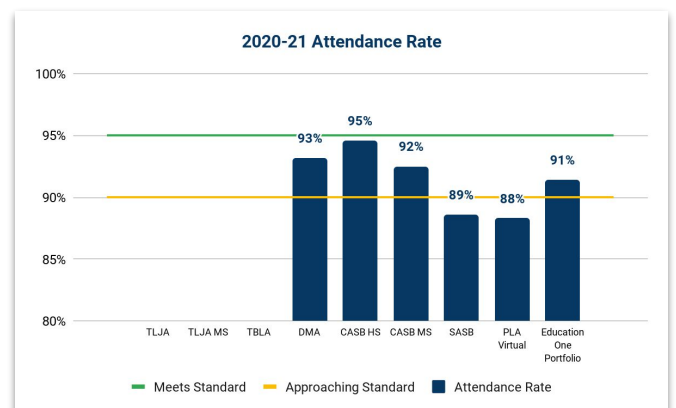
Instructional Impact of the COVID-19 Pandemic

Due to the COVID-19 pandemic, schools across the state were tasked with providing various instructional delivery methods for students based on the health and safety guidelines provided by their county's local health department. Delivery methods, such as virtual, in-person, or hybrid models, consistently changed for each school in Education One's portfolio throughout the 2020-21 school year. The table below identifies the percent of weeks during the school year in which each school provided the various instructional modalities.

School Name	Percent of Weeks Spent in Virtual Instruction	Percent of Weeks Spent in In-Person Instruction	Percent of Weeks Spent in Hybrid Instruction
Timothy L Johnson Academy	Data U/A	Data U/A	Data U/A
Timothy L. Johnson Academy MS	Data U/A	Data U/A	Data U/A
Thea Bowman Leadership Academy	Data U/A	Data U/A	Data U/A
Dynamic Minds Academy	40%-50%	50%-60%	0-10%
Career Academy HS	60%-70%	20%-30%	0-10%
Career Academy MS	30%-40%	20%-30%	0-10%
Success Academy Primary School	10%-20%	70%-80%	0-10%
Phalen Virtual Leadership Academy	100%	0-10%	0-10%

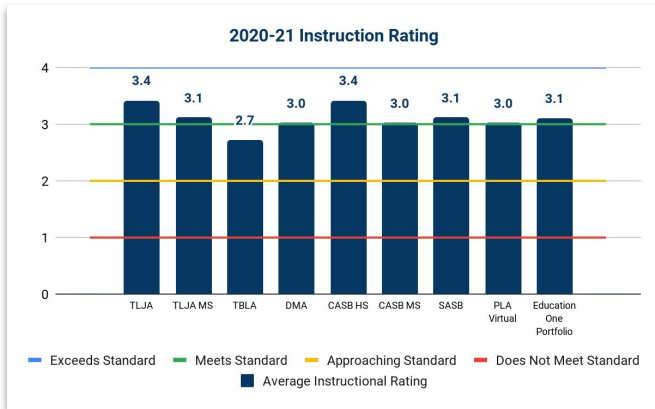
Attendance

The Indiana Department of Education (IDOE) defines habitual truancy as ten or more days absent from school. Therefore, to meet standard, a school needs to have an average attendance rate of at least 95%. Attendance rates were not available from state data sources for Timothy L Johnson Academy, Timothy L. Johnson Academy Middle School, or Thea Bowman Leadership Academy.



Academic Performance

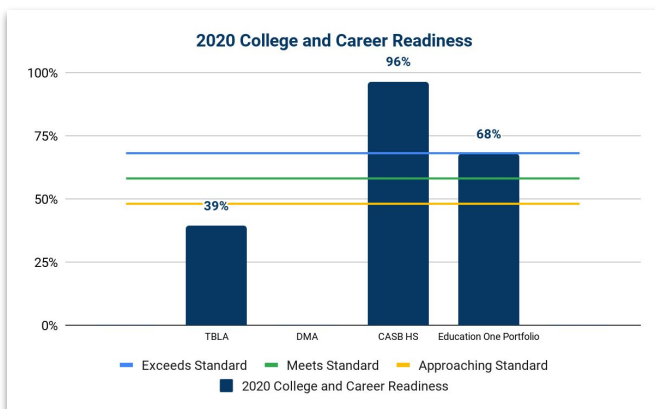
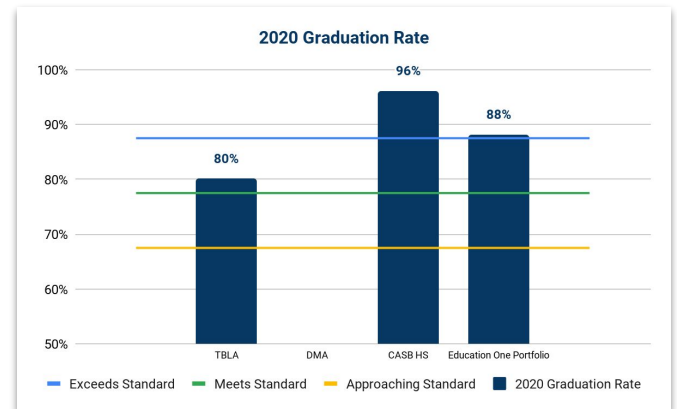
Instruction



Education One conducts site visits on a regular basis to monitor instructional best practices being implemented in classrooms in order to support school leadership in staff development, curriculum implementation, and closing student achievement gaps. Site visits include classroom observations and a debrief with the school leadership team to discuss school trends, both commendations and recommendations. A school meets standard when they receive a score of a 3.0 on an instruction rubric created by Education One.

Graduation Rate and Diploma Type

The graduation rate measures whether students successfully completed all requirements to move on from high school. Students in the most recently finalized cohort enrolled in the school are included when reporting graduation information, which was the 2019-20 cohort. To meet standard, a school must have a graduation rate within 10% of the state's overall graduation rate. The 2019-20 cohort for the entire state of Indiana had a graduation rate of 87.5%. Data was suppressed for Dynamic Minds Academy. At the time of this report, diploma type information was not publicly released by the Indiana Department of Education.



College and Career Readiness

College and career readiness measures whether students are prepared for post-secondary life by achieving college or career credentials while still in high school. College or career credentials include successful completion of an approved industry certification, three hours of college-level courses, or a passing score on an Advanced Placement or Baccalaureate exam. Graduates in the most recently finalized cohort enrolled in the school are included, which was the 2019-20 cohort. To meet standard, 58.1% of graduates need to have obtained at least one credential. Data was suppressed for Dynamic Minds Academy.

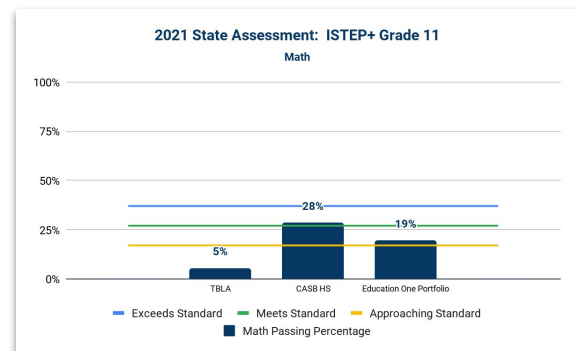
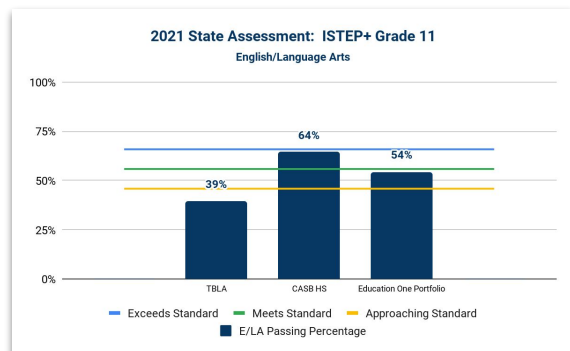
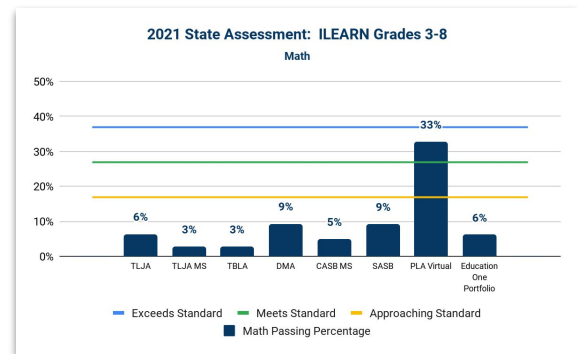
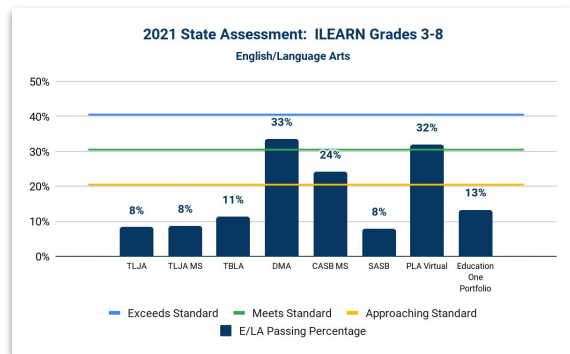
Academic Performance

Summative State Assessment: Student Achievement

The Indiana Department of Education (IDOE) conducted a learning loss study for the 2020-21 school year. Results of that study can be found [here](#). Indiana students experienced significant, widespread impacts across content areas. It is estimated that it may take at least one year to recover loss of learning for students to perform at pre-pandemic achievement levels.

ILEARN is administered to third through eighth grade students. In 2021, 40.5% of Indiana students achieved grade level proficiency in E/LA. 36.9% achieved proficiency in Math. ISTEP+ is taken by tenth grade students. Due to canceled assessments in 2020, the same cohort of students made up this assessment as eleventh grade students in 2021. 65.9% of students passed the ISTEP+ E/LA assessment while only 37.1% passed Math.

Education One looks at summative state assessment achievement of each schools' legacy students. A school meets standard when its legacy student passing percentage is within 10% of the state's passing percentage.



Summative State Assessment: Subgroup Achievement

Education One also monitors how subgroups perform compared to their peers in order to close achievement gaps. The previously mentioned study completed by the IDOE also noted various subgroups that saw the most significant impact in both E/LA and Math. Those subgroups were:

- Asian, Black, and Hispanic Students
 - 75% of Education One schools have a student population where the majority of students are Asian, Black, and/or Hispanic.
- English Learner Students
 - 25% of Education One schools have an English Learner population of more than 50%.
- Free/Reduced Lunch Students
 - 63% of Education One schools have a greater population of students needing financial assistance than the state's percentage.

Academic Performance

Summative State Assessment: Subgroup Achievement, cont.

As previously mentioned, Education One also looks at summative state assessment achievement data through the lens of each schools' subgroups. A school meets standard when its subgroup student passing percentage is within 10% of the same state subgroup passing percentage. If a state's subgroup passing percentage is less than 20%, a percentage of that is more than half of the achievement rate meets standard. Schools are held accountable for subgroups that have a minimum of 20 students.

Boxes highlighted in green indicate an area where a school met standard. A U/A indicates unavailable data due to not having enough students within the subgroup. A N/A indicates no students within that subgroup.

2021 ILEARN Subgroup Achievement: English/Language Arts								
	Indiana	TLJA	TLJA MS	TBLA	DMA	CASB MS	SASB	PLA Virtual
Asian	57%	10%	10%	N/A	U/A	U/A	N/A	N/A
Black	18%	7%	3%	11%	U/A	13%	2%	18%
Hispanic	27%	7%	U/A	15%	N/A	29%	5%	U/A
Multiracial	36%	U/A	U/A	U/A	U/A	11%	18%	U/A
White	47%	U/A	N/A	U/A	33%	29%	11%	47%
F/R Lunch	26%	9%	7%	11%	U/A	17%	6%	22%
Special Education	13%	0%	0%	6%	24%	6%	3%	U/A
English Learner	12%	6%	5%	N/A	U/A	18%	8%	U/A
Female	45%	11%	15%	11%	U/A	29%	6%	42%
Male	36%	6%	2%	11%	U/A	17%	7%	23%

2021 ILEARN Subgroup Achievement: Math								
	Indiana	TLJA	TLJA MS	TBLA	DMA	CASB MS	SASB	PLA Virtual
Asian	57%	10%	3%	N/A	U/A	U/A	N/A	N/A
Black	12%	1%	0%	3%	U/A	3%	5%	20%
Hispanic	22%	7%	U/A	0%	N/A	9%	3%	U/A
Multiracial	31%	U/A	U/A	U/A	U/A	5%	9%	U/A
White	44%	U/A	N/A	U/A	8%	5%	17%	47%
F/R Lunch	22%	5%	1%	U/A	U/A	3%	8%	18%
Special Education	14%	0%	0%	0%	15%	0%	2%	U/A
English Learner	14%	5%	2%	N/A	U/A	0%	4%	U/A
Female	35%	4%	5%	3%	U/A	6%	8%	37%
Male	39%	8%	0%	3%	U/A	4%	10%	29%

Academic Performance

Summative State Assessment: Subgroup Achievement, cont.

2021 ISTEP+ Subgroup Achievement: English/Language Arts					
	Indiana	TBLA	DMA	CASB HS	PLA Virtual
Asian	77%	N/A	N/A	U/A	N/A
Black	44%	40%	N/A	58%	U/A
Hispanic	54%	U/A	U/A	U/A	N/A
Multiracial	63%	U/A	N/A	73%	N/A
White	71%	N/A	U/A	65%	U/A
F/R Lunch	51%	40%	U/A	60%	U/A
Special Education	22%	30%	U/A	37%	U/A
English Learner	14%	N/A	N/A	U/A	N/A

2021 ISTEP+ Subgroup Achievement: Math					
	Indiana	TBLA	DMA	CASB HS	PLA Virtual
Asian	61%	N/A	N/A	U/A	N/A
Black	14%	6%	N/A	25%	U/A
Hispanic	23%	U/A	U/A	U/A	N/A
Multiracial	31%	U/A	N/A	27%	N/A
White	43%	N/A	U/A	28%	U/A
F/R Lunch	20%	5%	U/A	18%	U/A
Special Education	8%	0%	U/A	11%	U/A
English Learner	5%	N/A	N/A	U/A	N/A

Summative State Assessment: Student and Subgroup Growth

At the time of this report growth data for 2021 ILEARN and ISTEP+ was not publicly released by the Indiana Department of Education.

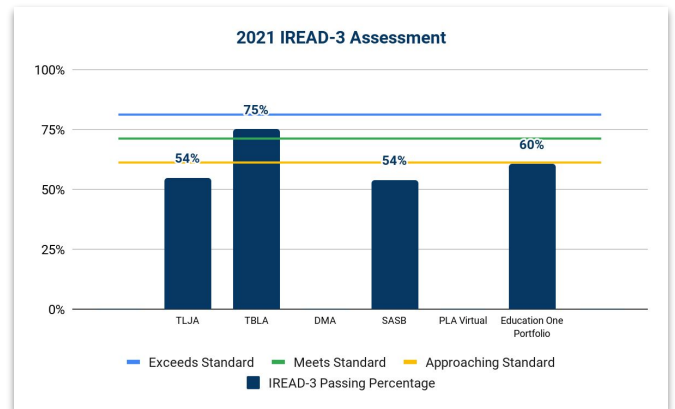
Academic Performance

IREAD-3 Assessment

The Indiana Reading Evaluation and Determination (IREAD-3) assessment measures foundational reading skills of third grade students each spring. To meet standard, the school's passing percentage has to be within 10% of the state's passing percentage.

Data for Dynamic Minds Academy and Phalen Virtual Leadership Academy was suppressed due to low number of students tested.

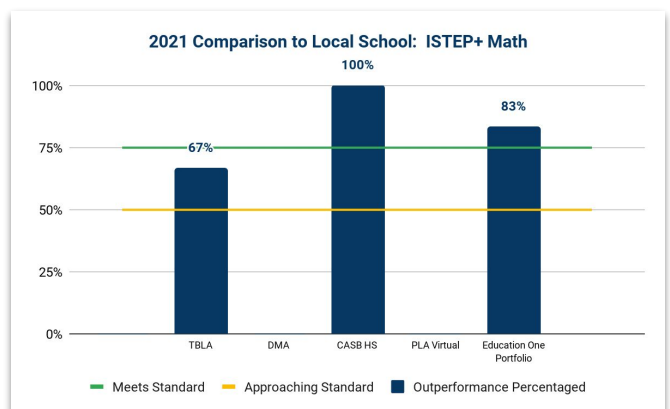
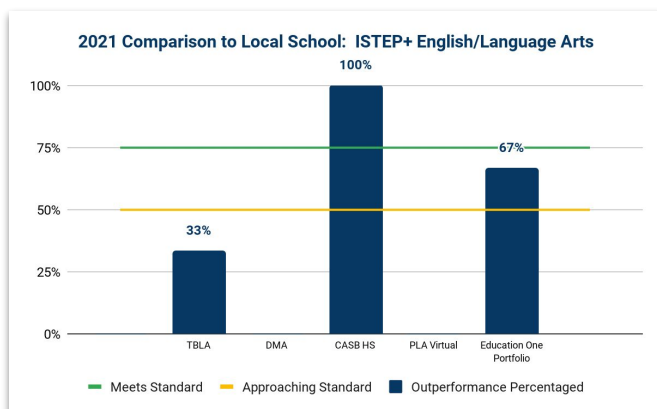
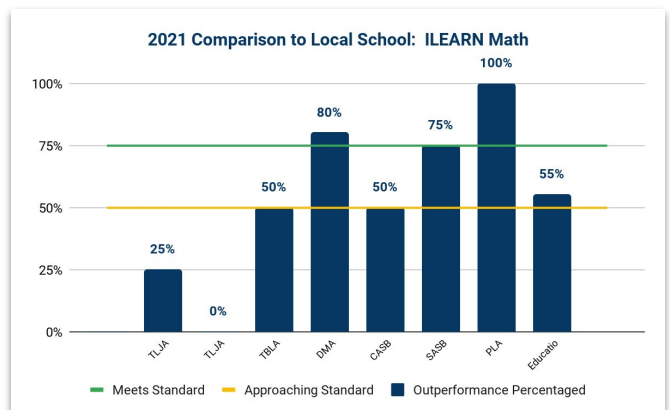
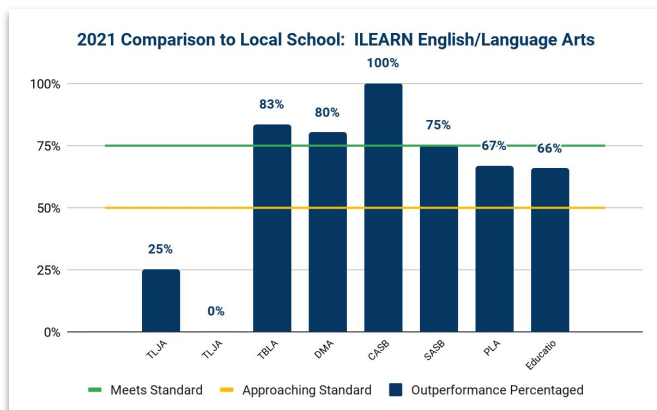
Passing percentages do not exclude students who would be considered exempt due to being an English Language Learner or in Special Education.



Comparison to Local Schools

Education One strives to offer quality choices to the parents and students in the communities they serve. To ensure that its schools are offering a quality option, Education One compares its schools to those locally in which students could attend. A comparison school is chosen based on the proximity to the charter school and similar student demographics. To meet standard, a school must outperform local schools in achievement and growth in 75% of the measured areas.

At the time of this report, statewide growth data was not publicly released. ISTEP+ data for Dynamic Minds Academy and Phalen Virtual Leadership Academy was suppressed due to not enough students being tested.



Financial Performance

Education One measures the short-term financial health as well as long term financial stability of each of its schools. Within its Accountability Plan Performance Framework, schools are held accountable for various financial indicators, including financial management, enrollment variance, and days cash.

Financial Management

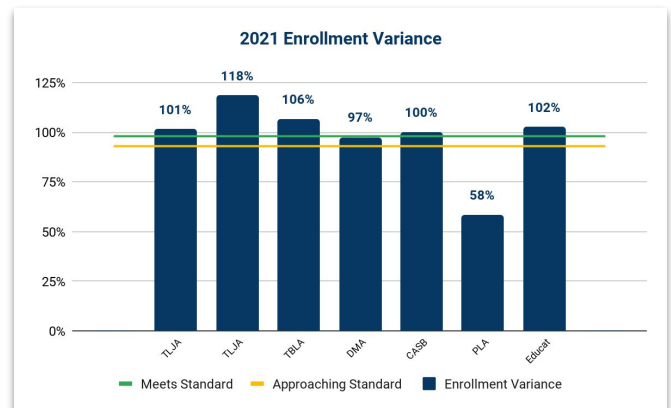
Education One measures the capacity of the school's financial management through the submission of an annual audit to identify if there are significant deficiencies or weaknesses. We also monitor quarterly financial statements to assess a school's financial health throughout the year. The most recent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

Fiscal Year 2020

- [Timothy L. Johnson Academy](#)
- [Timothy L. Johnson Academy Middle School](#)
- [Thea Bowman Leadership Academy](#)
- [Dynamic Minds Academy](#)
- [Career Academy South Bend High School](#)
- [Career Academy South Bend Middle School](#)
- [Success Academy Primary School](#)
- Phalen Virtual Leadership Academy *Not Applicable, Opened in 2020*

Enrollment Variance

Indiana calculates its state tuition support for schools at various times throughout the school year. The enrollment variance sub-indicator measures each school's ability to set realistic enrollment targets that directly affect their budget and staffing needs. To meet standard, enrollment needs to be 98% of the budgeted enrollment.



Days Cash

Education One calculates days cash on hand as an important measure of a charter school's fiscal health. This metric indicates how many more days after June 30, 2021 the school would be able to operate. To meet standard, schools must have at least 90 days cash reserved.

Timothy L. Johnson Academy	Timothy L. Johnson Academy Middle School	Thea Bowman Leadership Academy	Dynamic Minds Academy	Career Academy Network	Phalen Virtual Leadership Academy
Approaching Standard	Meets Standard	Meets Standard	Approaching Standard	Approaching Standard	Meets Standard

Financial Performance

Education One collects a 3% administrative fee from all authorized schools. Administrative fees for FY 2021 were spent on:

- Salaries and Benefits
- NACSA Membership Dues
- Directors and Officers Insurance
- Legal Fees
- Travel Expenses for Meetings + School Site Visits
- Conference Attendance
- Professional Fees
- Education One School Promotions
- Trine University Direct and Indirect Expenses

Authorizer Fee FY 2021

School Name	Administrative Fees Collected	Additional Fees Collected
Total	\$601,857.68	N/A

Trine Day

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

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



School Promotions

Education One strives to add value to the schools it authorizes and the students and families served. This is done through the creation of intentional partnerships between each school and our campus community. A few examples of promotions provided to schools throughout the 2020-21 school year, include, but are not limited to:

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

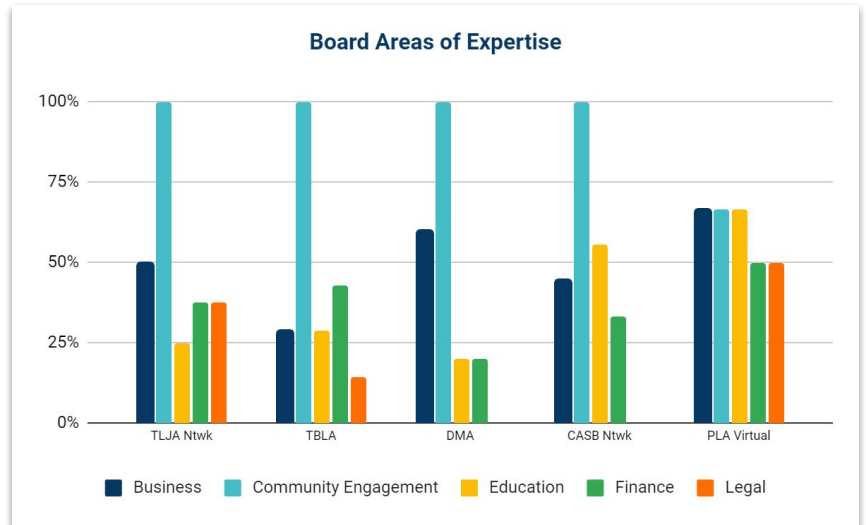
Organizational Performance

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

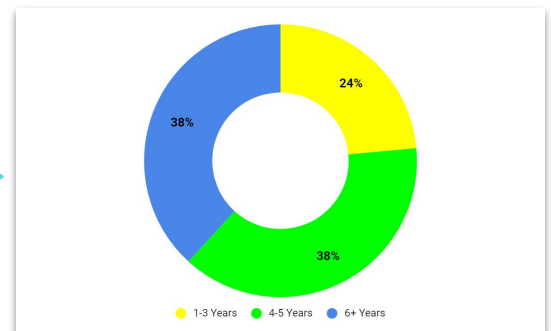
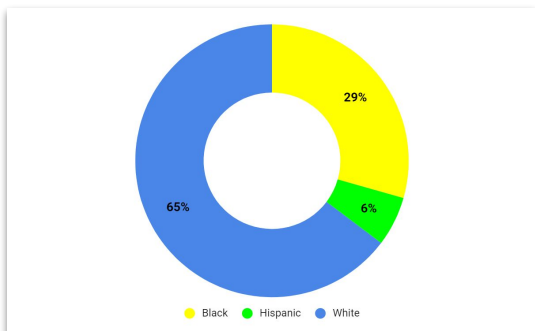
Board Governance

Education One believes that a well rounded board includes members that represent expertise in the following areas:

- Business;
- Community Engagement;
- Education;
- Finance; and
- Legal



Board Demographics



Education One measures the quality of a governing board by looking at multiple characteristics, including the following:

- Timely communication with Education One;
- A clear understanding of the mission and vision of the school;
- Adherence to board policies and procedures;
- Recruitment and selection of knowledgeable members who represent diverse skill sets;
- Effective and transparent management of conflicts of interest;
- Collaboration with school leadership;
- Adherence to the charter agreement;
- Quarterly board training for all members; and
- Holding all meetings in accordance with Indiana Open Door Law.

These characteristics are observed during attendance of regularly scheduled board meetings and routine communication and documentation from the Board Chair. During 2020-21, 60% of governing boards were meeting standard while 40% were approaching standard.

Organizational Performance

School Leadership

Education One measures the quality of the school's leadership team by looking at various characteristics, including:

- Experience, leadership stability, communication with stakeholders;
- Clarity of roles and responsibilities;
- Engagement in continuous improvement and addressing areas of concerns; and
- Consistently providing information to and consulting with the school's Board of Directors.

These characteristics are observed during regularly scheduled site visits, communication with school leadership, and school leader reviews conducted by the school's governing board. 100% of school leaders met standard in this indicator.

School Leader Demographics



English Learner and Special Education Compliance

Education One conducts quarterly compliance checks to ensure laws and requirements are being upheld for English Language and Special Education students. Schools meet standard when all of the following evidence is observed:

- Established Individualized Learning Plan (ILPs) or Individualized Education Program (IEPs) goals that are current, appropriately communicated with classroom teachers and/or staff, and implemented; and
- The percentage of disciplinary actions does not exceed the percentage of identified students and actions are appropriate, equitable, and legal.

	Timothy L. Johnson Academy	Timothy L. Johnson Academy Middle School	Thea Bowman Leadership Academy	Dynamic Minds Academy	Career Academy Network	Phalen Virtual Leadership Academy
English Learner Compliance	Meets Standard	Meets Standard	Not Applicable	Not Applicable	Meets Standard	Not Applicable
Special Education Compliance	Meets Standard	Meets Standard	Approaching Standard	Meets Standard	Meets Standard	Meets Standard

Virtual School Accountability

Remote Site Visit Protocol

Education One maintains its ability to monitor instructional practices for its virtual schools through remote site visits. The protocol maintains brief observations of all classrooms to identify which instructional best practices are being implemented effectively for the school as a whole. Feedback is provided to the school leadership team during a debrief to discuss commendations and recommendations.

Synchronous Instruction



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



Asynchronous Instruction

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



Leadership Team Debrief



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

2020-21 Virtual School Handbooks

[Phalen Virtual Leadership Academy](#)



Coming Soon

Education One Application Process



Applicants submit a Letter of Intent to apply for a charter.



Applicants submit an Initial Proposal that outlines the overall educational and organizational structure of the proposed school. Applicant will or will not be invited to submit a full application.



An Application Review Team reviews the application, utilizing a thorough rubric and scoring system, conducts a capacity interview with the applicant team, attends a board meeting of the proposed school, and holds a public hearing in order to provide a recommendation to the Education One Board of Directors.



Letters of Intent

The following organizers submitted Letters of Intent to Education One for the 2020-21 application cycle, prior to June 30, 2021.

- Matchbook College, Career, and Technical Institute
- Paramount Tarkington
- Career Academy Tarkington

Charter Applications

The following organizers were invited to apply for the 2020-21 application cycle, prior to June 30, 2021.

- Matchbook College, Career, and Technical Institute
- Paramount Tarkington (Postponing Application Submission to 2022)
- Career Academy Tarkington (Withdraw)

Approved Charters

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

- Matchbook College, Career, and Technical Institute (Fall 2023)

Matchbook CCTI is a blended model school that will serve students in grade 9-12, focusing on expeditionary learning, project based learning, personalized learning, apprenticeships, and online learning.

