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Education One Annual Performance Report

2021-22

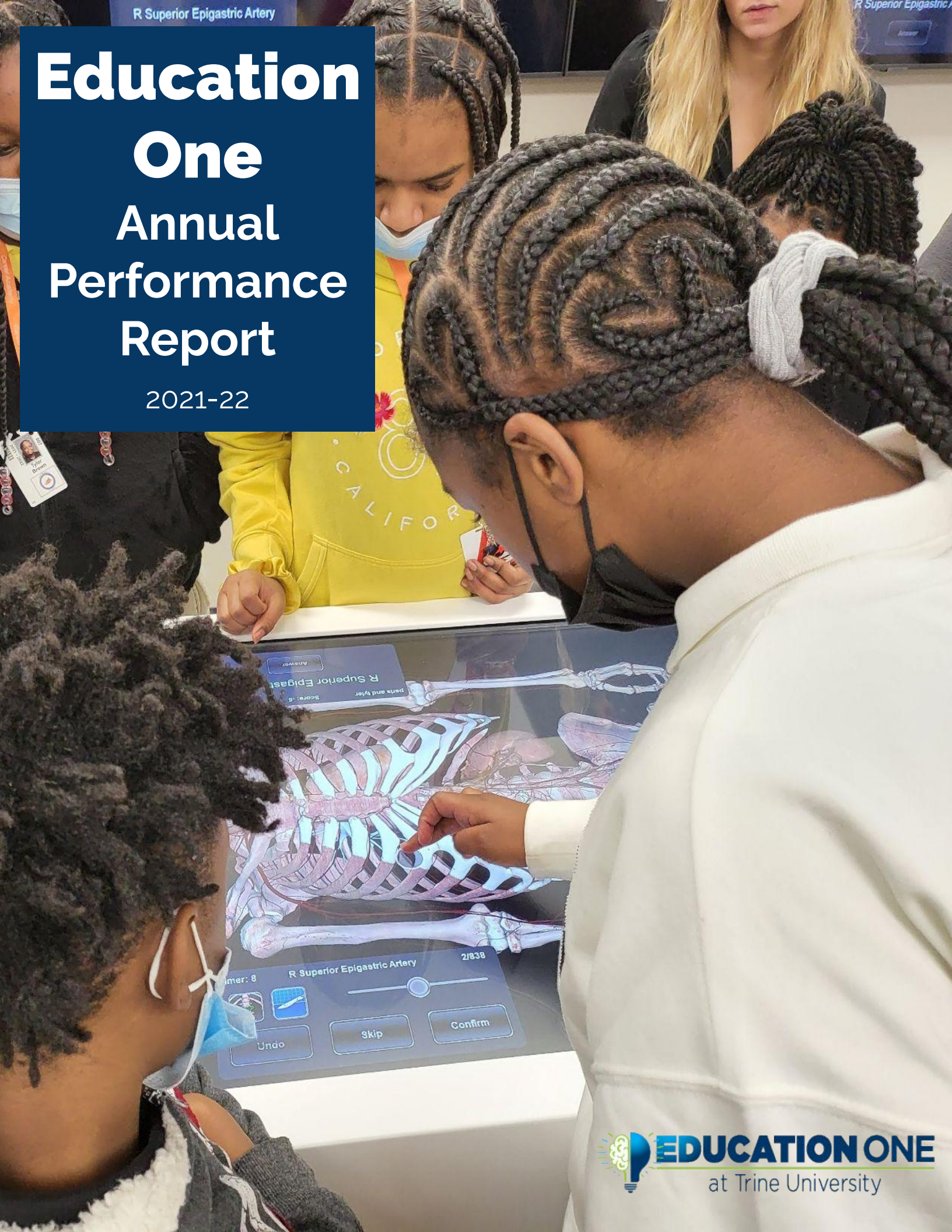


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Dear Friends:

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 eleven schools and more than 4,000 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.”

8,446
Students

99.3%
Employment
Rate

16:1
Student
Faculty Ratio

70+
Areas of
Study



ABOUT EDUCATION ONE

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.

It’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.

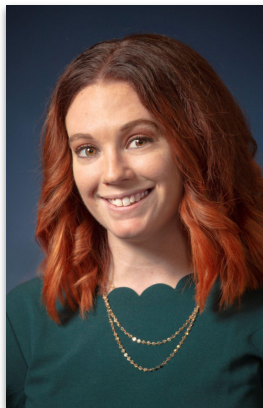
To achieve its vision and mission, Education One sets annual goals in the following areas:

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

Education One Team



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



Emily Gaskill, M. Ed.
Assistant Director of
Accountability



Amanda Webb, M. Ed.
Assistant Director of
Community Connections

Education One Board of Directors



Lynn Brooks
Board Chair



Chuck Nedele
Vice Chair/Secretary



Gretchen Miller
Treasurer

EDUCATION ONE PORTFOLIO

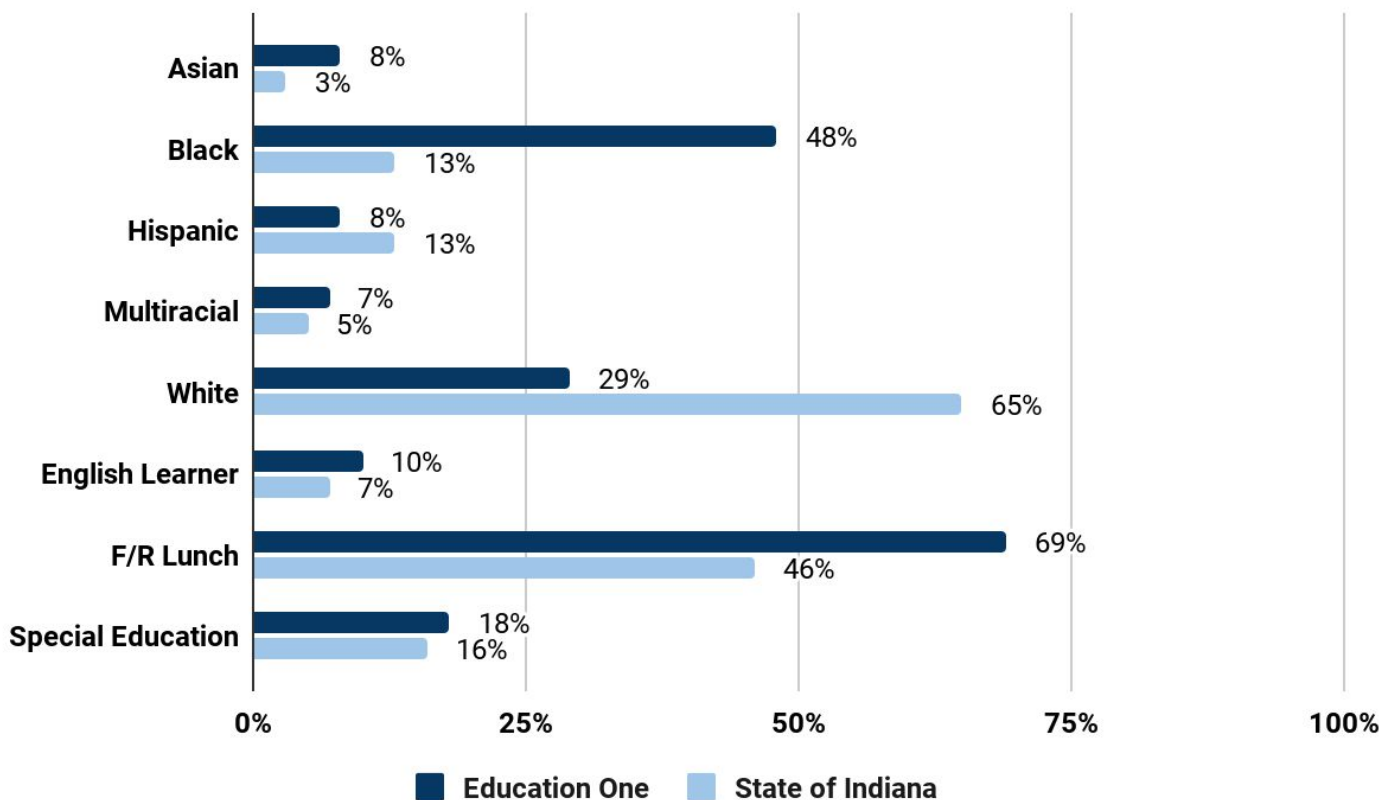
In accordance with its mission and vision, Education One authorizes public charter schools with a variety of innovative models serving special populations of students. The following pages highlight the diversity of Education One's portfolio and the students served.

**4,094
Students
Enrolled
2021-22**

During the 2021-22 school year, Education One sponsored schools enrolled 4,000+ students throughout the state of Indiana, an increase of over 1,200 students as three new schools opened in the Fall of 2021.

Enrollment by Subgroup

Education One schools serve a very diverse population of students in all parts of the state of Indiana. The following graph illustrates the unique composition of our schools in comparison to the state of Indiana's overall student population.



Historical Portfolio Information

The following table illustrates the history of Education One’s portfolio since it began authorizing in 2012. Currently, the portfolio consists of eleven operating schools and five slated to begin their charter in the fall of 2023 or 2024. Education One has closed three schools for financial management and poor academic performance.

School	Status	Opening Year
Career Academy High School	Open	2015
Career Academy Middle School	Open	2015
Dynamic Minds Academy	Open	2019
Inspire Academy	Approved, Not Open Yet	2023
Lawrence County Independent Schools	Open	2021
Matchbook College, Career, and Technical Institute	Approved, Not Open Yet	2024
The Nature School of Central Indiana	Open	2021
Paramount Online Academy	Open	2021
Paramount Schools of Excellence South Bend	Approved, Not Open Yet	2023
Phalen Leadership Academies K-6	Approved, Not Open Yet	2024
Phalen Leadership Academies 7-8	Approved, Not Open Yet	2024
Phalen Virtual Leadership Academy	Open	2020
Purdue Polytechnic High School West	Approved, Not Open Yet	2023
Success Academy Primary School	Open	2015
Success Academy at Boys and Girls Club	Approved, Not Open Yet	2023
Thea Bowman Leadership Academy	Open	2003 (Authorized by Education One in 2016)
Timothy L. Johnson Academy	Open	2002 (Authorized by Education One in 2014)
Timothy L. Johnson Academy Middle School	Open	2018
Indiana Achievement Academy	Closed 2015 (Financial Management)	2013
Indiana Cyber Charter School	Closed 2015 (Financial Management)	2012
Indiana Life Sciences Academy West	Closed 2016 (Academic Performance)	2009 (Authorized by Education One in 2013)

Enrollment by Region

During the 2021-22 school year, nine Education One schools served students and families in the five communities of Bedford, Fort Wayne, Gary, Indianapolis, and South Bend. Additionally, two virtual schools served students statewide.

Student Enrollment

2021-22 School Year

 Bedford
Lawrence County Independent Schools
301 students

 Fort Wayne
Timothy L. Johnson Academy
384 students

Timothy L Johnson Academy Middle School
147 students

 Gary
Thea Bowman Leadership Academy
825 students

 Indianapolis
Dynamic Minds Academy
105 students

The Nature School of Central Indiana
121 students

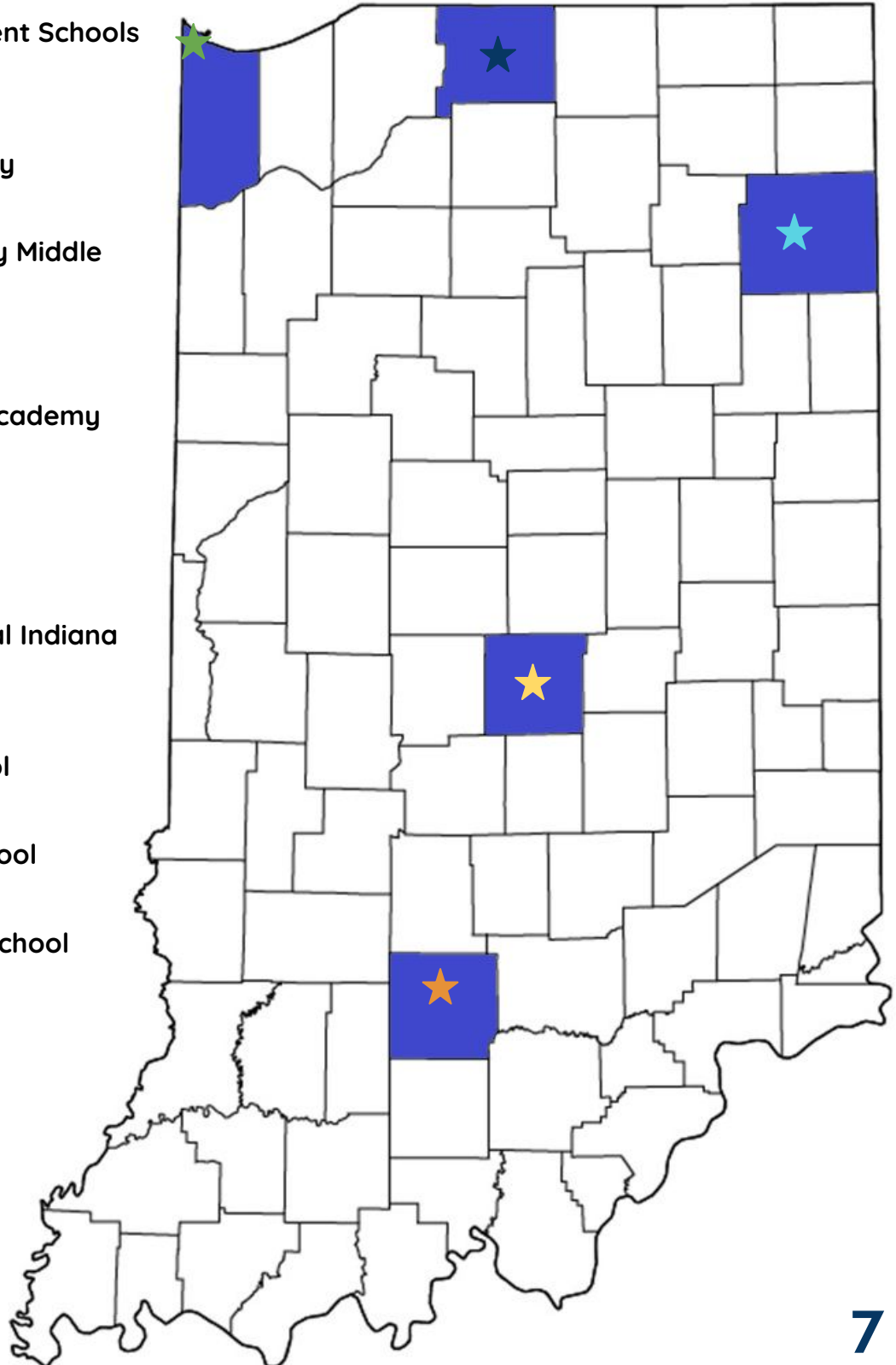
 South Bend
Career Academy High School
411 students

Career Academy Middle School
393 students

Success Academy Primary School
609 students

Statewide
Paramount Online Academy
282 students

Phalen Virtual Leadership Academy
516 students



Lawrence County Independent Schools

Bedford, Indiana



School Mission

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



2021-22 Enrollment and Attendance

Enrollment	Attendance	Expulsions
301	92%	0

2021-22 Enrollment by Subgroup

Subgroup	LCIS	Local District	Indiana
Asian	2%	1%	3%
Black	1%	1%	13%
Hispanic	1%	3%	13%
Multiracial	2%	3%	5%
White	94%	92%	65%
English Learner	0%	0%	7%
F/R Lunch	56%	47%	46%
Special Education	21%	21%	16%

Board Members

2021-22 School Year

Chad Shock, Board Chair

Jennifer Armstrong, Brian Grissom, Corey Hudson, Eric Johnson, Jason Lyons, and Ryan Turner

2022 Academic Results

19%

ILEARN E/LA Achievement

18%

ILEARN Math Achievement

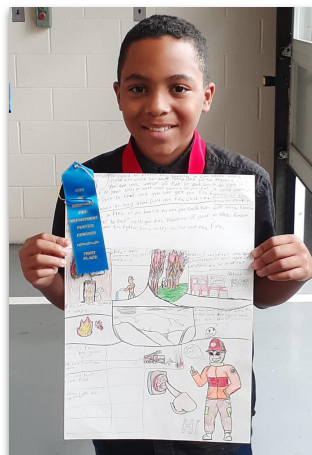
88%

IREAD-3 Achievement

The school received commendations for the following:

- Implementing and living out the school's mission and vision;
- Intentional programming decisions for special population groups;
- Board member engagement in ensuring students and families had a quality choice option; and
- Engaging with the community to bring school clubs, athletics, and function to enhance student experiences.

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Timothy L. Johnson Academy

Fort Wayne, Indiana



School Mission

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

K-5th
Grade

2021-22 Enrollment and Attendance

Enrollment	Attendance	Expulsions
384	89%	0

Board Members

2021-22 School Year

Larry Rowland, Board Chair

Alan Grinsfelder, Joe Jordan, Fred Eckert,
Tom Herr, Lena Yarian, Robert Sevier,
Verlisa Griggs, Al Hofer, and Michael
Lindvall

2021-22 Enrollment by Subgroup

Subgroup	TLJA	Local District	Indiana
Asian	59%	7%	3%
Black	39%	25%	13%
Hispanic	2%	20%	13%
Multiracial	8%	10%	5%
White	1%	38%	65%
English Learner	63%	12%	7%
F/R Lunch	85%	65%	46%
Special Education	7%	16%	16%

2022 Academic Results

6%

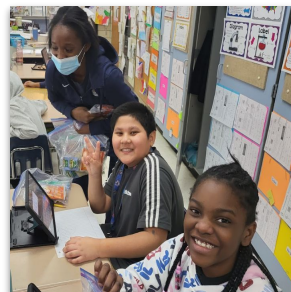
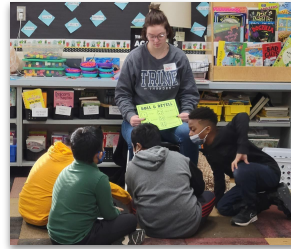
ILEARN E/LA
Achievement

8%

ILEARN Math
Achievement

57%

IREAD-3
Achievement



The school received commendations for the following:

- Meeting subgroup achievement targets and growth indicators in mathematics;
- Collaborating with various stakeholders and establishing statewide partnerships to identify best ways to serve the school's specific English Learner population;
- Meeting enrollment targets; and
- Retaining and maintaining quality staff throughout the school year.

Timothy L. Johnson Academy Middle School

Fort Wayne, Indiana



School Mission

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



2021-22 Enrollment and Attendance

Enrollment	Attendance	Expulsions
147	93%	0

2021-22 Enrollment by Subgroup

Subgroup	TLJA MS	Local District	Indiana
Asian	67%	7%	3%
Black	23%	25%	13%
Hispanic	3%	20%	13%
Multiracial	7%	10%	5%
White	0%	38%	65%
English Learner	67%	12%	7%
F/R Lunch	82%	65%	46%
Special Education	9%	16%	16%

Board Members

2021-22 School Year

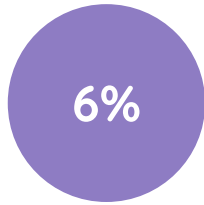
Larry Rowland, Board Chair

Alan Grinsfelder, Joe Jordan, Fred Eckert, Tom Herr, Lena Yarian, Robert Sevier, Verlisa Griggs, Al Hofer, and Michael Lindvall

2022 Academic Results



ILEARN E/LA Achievement



ILEARN Math Achievement



The school received commendations for the following:

- More than doubling the percentage of students passing ILEARN from 2021;
- Closing achievement gaps between identified subgroup populations by meeting various subgroup achievement and growth indicators in mathematics;
- Collaborating with various stakeholders and establishing statewide partnerships to identify best ways to serve the school's specific English Learner population; and Meeting enrollment targets.

Thea Bowman Leadership Academy

Gary, Indiana



School Mission

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



2021-22 Enrollment and Attendance

Enrollment	Attendance	Expulsions
825	90%	0

2021-22 Enrollment by Subgroup

Subgroup	TBLA	Local District	Indiana
Asian	59%	7%	3%
Black	39%	25%	13%
Hispanic	2%	20%	13%
Multiracial	8%	10%	5%
White	1%	38%	65%
English Learner	63%	12%	7%
F/R Lunch	85%	65%	46%
Special Education	7%	16%	16%

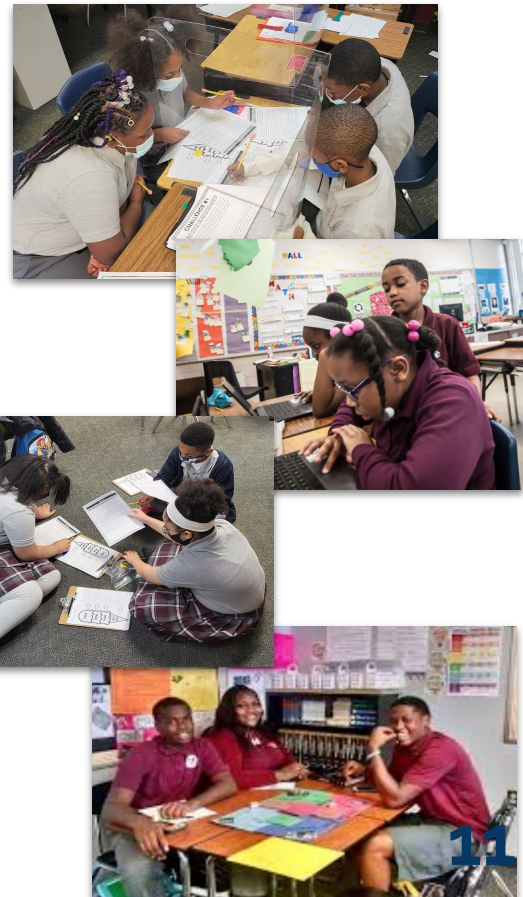
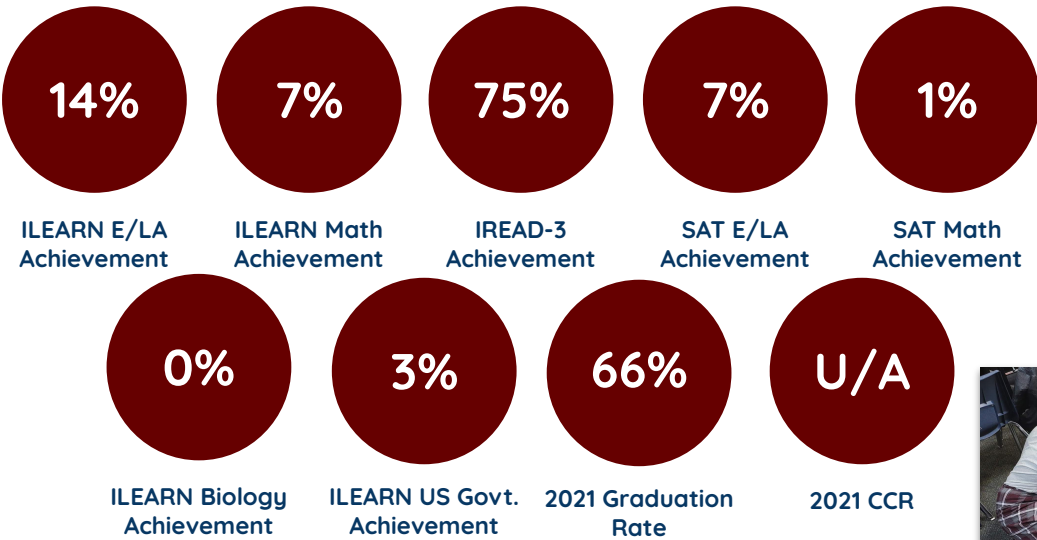
Board Members

2021-22 School Year

Michael Suggs, Board Chair

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

2022 Academic Results



The school received commendations for the following:

- Expanding opportunities for students to receive dual enrollment through various partnerships;
- Communication and collaboration between the school leadership team and teachers, students, and families; and
- Providing intentional support to teachers through professional development of programming expectations.

Dynamic Minds Academy

Indianapolis, Indiana



School Mission

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

K-12th
Grade

2021-22 Enrollment and Attendance

Enrollment	Attendance	Expulsions
105	94%	0

Board Members

2021-22 School Year

Joel Harris, Board Chair

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

2021-22 Enrollment by Subgroup

Subgroup	TBLA	Local District	Indiana
Asian	1%	16%	3%
Black	15%	4%	13%
Hispanic	10%	5%	13%
Multiracial	9%	5%	5%
White	65%	70%	65%
English Learner	4%	4%	7%
F/R Lunch	29%	10%	46%
Special Education	95%	12%	16%

2022 Academic Results

17%

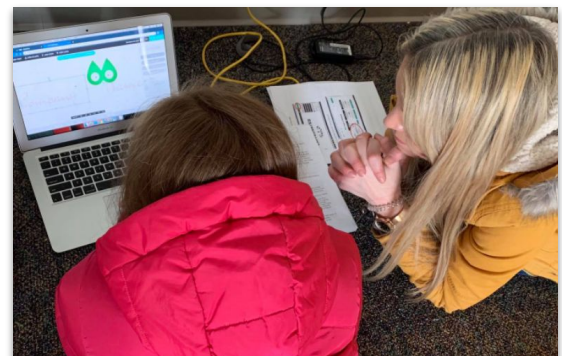
ILEARN E/LA
Achievement

0%

ILEARN Math
Achievement

U/A

IREAD-3
Achievement



The school received commendations for the following:

- Establishing strong academic coaching processes and supports for all teachers through a tiered approach;
- Maintaining strong Special Education systems to ensure IEPs were established, up to date, and included strong interventions that were implemented in each classroom;
- Differentiating course opportunities for students in high school; and
- Increasing the percentage of students considered on grade level for both reading and math on local assessments.

The Nature School of Central Indiana

Indianapolis, Indiana



School Mission

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



2021-22 Enrollment and Attendance

Enrollment	Attendance	Expulsions
121	96%	0

2021-22 Enrollment by Subgroup

Subgroup	TNS	Local District	Indiana
Asian	1%	1%	3%
Black	2%	45%	13%
Hispanic	3%	29%	13%
Multiracial	9%	7%	5%
White	83%	19%	65%
English Learner	0%	19%	7%
F/R Lunch	0%	68%	46%
Special Education	20%	13%	16%

Board Members

2021-22 School Year

Courtney Ke, Board Chair

Mary Driskell, Kelly Van Busum, and Mia Bennett

2022 Academic Results

50%

ILEARN E/LA
Achievement

30%

ILEARN Math
Achievement

U/A

IREAD-3
Achievement

The school received commendations for the following:

- Implementation of school model and instructional best practices, emphasizing professional development to incorporate more intentional nature based learning into the school's daily schedule; and
- Organizing an increasing population of Special Education students to provide quality interventions and supports, leading to growth in achievement and meeting growth targets in reading.



Career Academy High School

South Bend, Indiana



School Mission

The mission of Career Academy High School (CAHS) is to prepare students to become productive and contributing members of society by combining core academic courses with vocationally oriented education.

9th-12th
Grade

2021-22 Enrollment and Attendance

Enrollment	Attendance	Expulsions
411	93%	0

Board Members

2021-22 School Year

Larry Garatoni, Board Chair

Kay Antonelli, John DeSalle, Mike Garatoni, Chad Hartzell, Marian Hodges, Nick Swisher

2021-22 Enrollment by Subgroup

Subgroup	CAHS	Local District	Indiana
Asian	1%	1%	3%
Black	25%	37%	13%
Hispanic	10%	24%	13%
Multiracial	10%	10%	5%
White	53%	27%	65%
English Learner	3%	10%	7%
F/R Lunch	57%	61%	46%
Special Education	25%	18%	16%

2022 Academic Results

42%

SAT E/LA
Achievement

24%

SAT Math
Achievement

10%

ILEARN Biology
Achievement

U/A

ILEARN US Govt.
Achievement

89%

2021 Graduation
Rate

U/A

2021 CCR



The school received commendations for the following:

- Receiving STEM certification from the state of Indiana; and
- Expanding pathways, certifications, and degree options through intentional partnerships within the community.



Career Academy Middle School

South Bend, Indiana



School Mission

The mission of Career Academy Middle School (CAMS) is to prepare students to become productive and contributing members of society by combining core academic courses with vocationally oriented education.

6th-8th
Grade

2021-22 Enrollment and Attendance

Enrollment	Attendance	Expulsions
393	86%	0

2021-22 Enrollment by Subgroup

Subgroup	CAMS	Local District	Indiana
Asian	1%	1%	3%
Black	38%	37%	13%
Hispanic	12%	24%	13%
Multiracial	9%	10%	5%
White	39%	27%	65%
English Learner	6%	10%	7%
F/R Lunch	69%	61%	46%
Special Education	24%	18%	16%

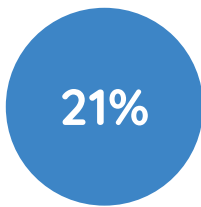
Board Members

2021-22 School Year

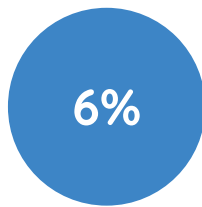
Larry Garatoni, Board Chair

Kay Antonelli, John DeSalle, Mike Garatoni, Chad Hartzell, Marian Hodges, Nick Swisher

2022 Academic Results



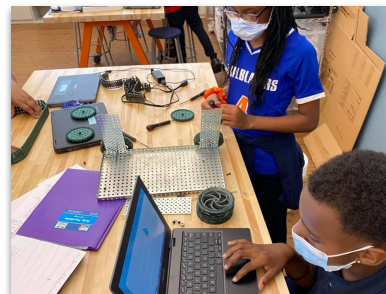
ILEARN E/LA
Achievement



ILEARN Math
Achievement

The school received commendations for the following:

- Receiving STEM certification from the state of Indiana; and
- Implementing PLCs, with a focus on intentional coaching support in math.



Success Academy Primary School

South Bend, Indiana



School Mission

The mission of Success Academy Primary School (SAPS) is to prepare students to become productive and contributing members of society by combining core academic courses with vocationally oriented education.

**K-5th
Grade**

2021-22 Enrollment and Attendance

Enrollment	Attendance	Expulsions
609	91%	0

2021-22 Enrollment by Subgroup

Subgroup	SAPS	Local District	Indiana
Asian	0%	1%	3%
Black	44%	37%	13%
Hispanic	10%	24%	13%
Multiracial	13%	10%	5%
White	32%	27%	65%
English Learner	6%	10%	7%
F/R Lunch	76%	61%	46%
Special Education	21%	18%	16%

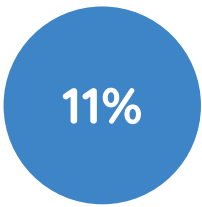
Board Members

2021-22 School Year

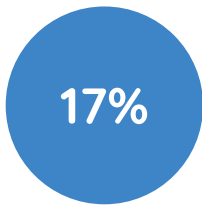
Larry Garatoni, Board Chair

Kay Antonelli, John DeSalle, Mike Garatoni, Chad Hartzell, Marian Hodges, Nick Swisher

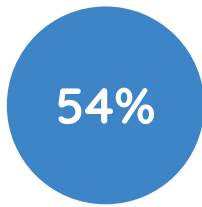
2022 Academic Results



ILEARN E/LA Achievement



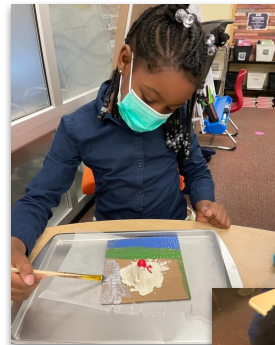
ILEARN Math Achievement



IREAD-3 Achievement

The school received commendations for the following:

- Increasing and maintaining strong instructional ratings during quarterly site visits with Education One, with no overarching areas of concern for the school overall;
- Exceeding growth on benchmark assessment targets in both reading and math in order to be on track to meet standard by the end of the current charter term; and
- Increasing the overall satisfaction rate of all stakeholders, specifically staff and families.



Paramount Online Academy

Statewide



School Mission

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



2021-22 Enrollment and Attendance

Enrollment	Attendance	Expulsions
282	91%	0

Board Members

2021-22 School Year

Tom Rude, Board Chair

Jude Amu, James Hazzard, Aster Bekele, Brittany Eldridge, Peggy Blackard, Mandy Bishop, and Elsa Mendez

2021-22 Enrollment by Subgroup

Subgroup	POA	Local District	Indiana
Asian	1%	1%	3%
Black	38%	37%	13%
Hispanic	34%	24%	13%
Multiracial	5%	10%	5%
White	21%	27%	65%
English Learner	3%	25%	7%
F/R Lunch	81%	64%	46%
Special Education	10%	17%	16%

2022 Academic Results

26%

ILEARN E/LA Achievement

19%

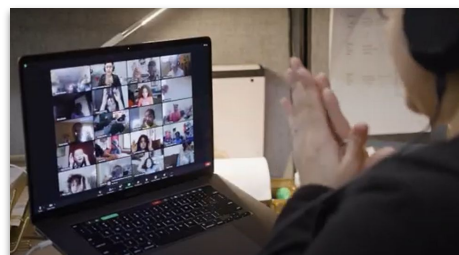
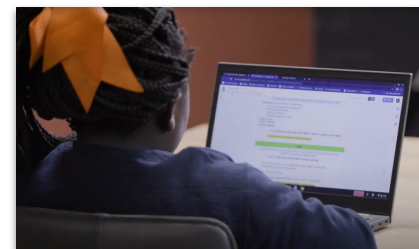
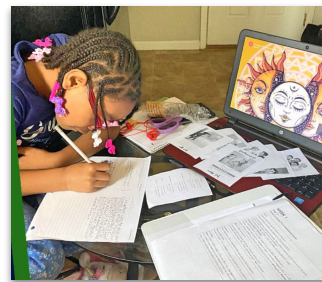
ILEARN Math Achievement

72%

IREAD-3 Achievement

The school received commendations for the following:

- Establishing clear and high expectations for the implementation of instructional best practices into a virtual setting;
- Creating processes and procedures based on quantitative and qualitative data analysis to support student achievement and growth;
- Differentiating, with intentionality, individualized learning plans to create equitable experiences in a virtual setting; and
- Recruiting and retaining quality staff with purposeful and ongoing professional development.



Phalen Virtual Leadership Academy

Statewide



School Mission

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



2021-22 Enrollment and Attendance

Enrollment	Attendance	Expulsions
516	82%	0

2021-22 Enrollment by Subgroup

Subgroup	POA	Local District	Indiana
Asian	0%	1%	3%
Black	61%	37%	13%
Hispanic	13%	24%	13%
Multiracial	7%	10%	5%
White	19%	27%	65%
English Learner	1%	25%	7%
F/R Lunch	75%	64%	46%
Special Education	16%	17%	16%

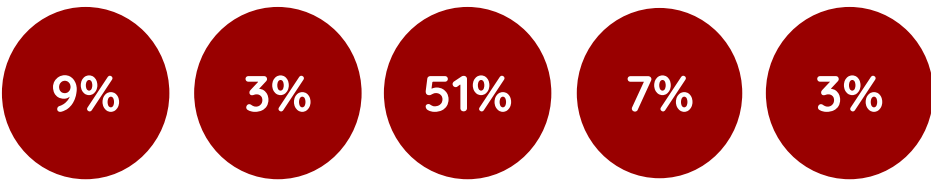
Board Members

2021-22 School Year

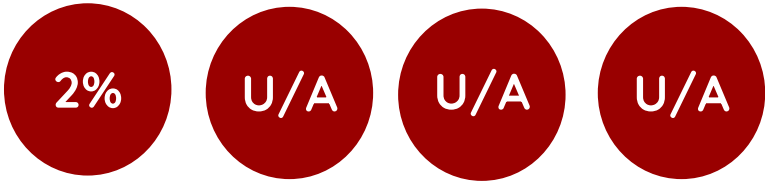
James Phalen, Board Chair

Earl Martin Phalen, Marlin Jackson, Kristopher Kingery, and Fernando Reimers

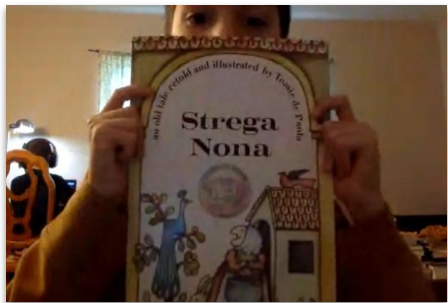
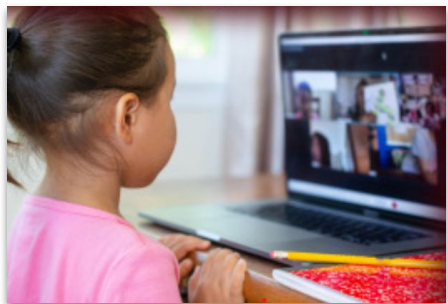
2022 Academic Results



ILEARN E/LA Achievement ILEARN Math Achievement IREAD-3 Achievement SAT E/LA Achievement SAT Math Achievement



ILEARN Biology Achievement ILEARN US Govt. Achievement 2021 Graduation Rate 2021 CCR



The school received commendations for the following:

- Increasing the school's instructional rating each visit by providing intentional coaching and professional development opportunities;
- Maintaining a level of high expectations and programming while exceeding enrollment targets and increasing staff;
- Implementing more rigorous post-secondary options for students in grades 9-12 through dual enrollment opportunities, staffing, and college/career visits; and
- Increasing the percentage of Special Education students with average or above achievement in reading.

GUIDING PRINCIPLES

Education One's Guiding Principles are the core values that define it as a charter school authorizer and direct decision making, processes for continuous improvement, and authorizing policies.



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

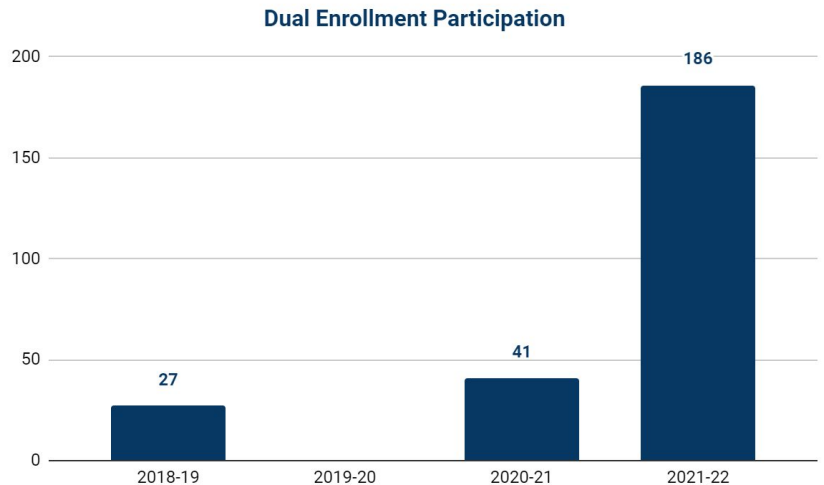
Education One values the professionalism of the staff and leaders at its charter schools and believes that they know how to best serve their students and families to ensure their success. As a partner, Education One works with schools to understand their specific needs and the direction they are working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

Students First

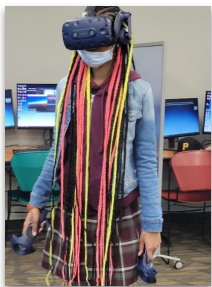
Education One always assesses whether its actions will prepare students for success in higher education, their careers, and life. We believe that by putting students and families first, schools and the communities in which they serve, will thrive!

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. Because Education One is a university authorizer, courses can be customizable to meet the needs of individual schools. In 2021-22, all four Education One high schools took advantage of dual enrollment opportunities with 186 total students participating in at least one course, over a 350% increase from the 2020-21 school year.



ADMISSIONS VISITS



Education One invited students back to Trine's campus after implementing virtual presentations due to COVID-19 during the 2020-21 school year. The team worked hand in hand with admissions to create unique experiences

and presentations to meet the specific needs of each school visiting. All of Education One's high schools participated in at least one in-person or virtual admissions event, totalling over 100 students.

Eleven students applied to Trine University from Career Academy High School and Thea Bowman Leadership Academy. Five students from Thea Bowman were accepted to the university.



INNOVATION ONE AND HACKATHON CHALLENGES

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. Career Academy High School student, Starr Dust, was awarded \$1,000 for taking the first prize in the technology division for "Bent Be Gone," a phone accessory that attaches to the charge port of a cell phone and prevents the charging cord from being bent, which can damage the cord and the port.

In conjunction with the Innovation One Challenge, Education One partnered to create Trine University's first ever Hackathon geared specifically to middle school students. Forty middle school students from Lawrence County Independent Schools, The Nature School of Central Indiana, and Phalen Virtual Leadership Academy participated in his virtual challenge, which was judge by faculty and staff from Trine University.



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.

STATUS UPDATE DASHBOARDS

Education One Status Update Dashboard

Home



STATUS UPDATE DASHBOARD



Enrollment
Overview



Academic
Performance



Financial
Performance



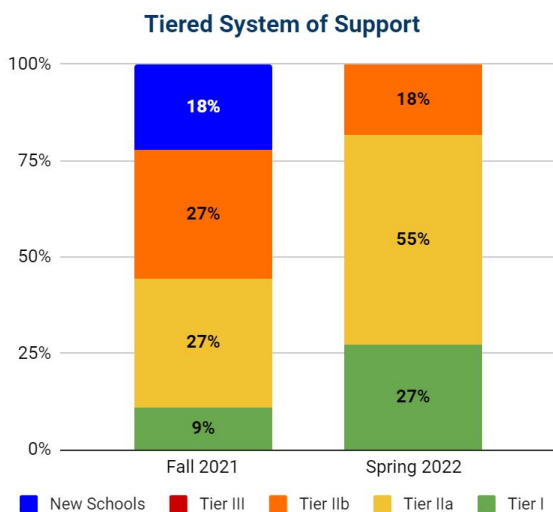
Organizational
Performance

To support governing boards and leadership teams in strategic planning, goal setting, and analyzing trends, Education One implemented school specific Status Update Dashboards during the 2021-22 school year. These dashboards provide quantitative historical data for each sub-indicator in the three performance areas monitored by the school's Accountability Plan Performance Framework as well as enrollment data. Dashboards are updates on a monthly, quarterly, and/or annual basis based on the sub-indicator.

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.

TIERED SYSTEM OF SUPPORT



All schools receive high-quality authorization practices to ensure that any areas of deficiency are not due to inadequate authorization. Education One couples oversight and support to ensure that each school remains autonomous in a structure of high expectations and continuous improvement.

The authorizer will utilize the Tiered System of Support Rubric to tier each of its schools on a bi-annual basis at the end of the 2nd and 4th quarter of the school year. Schools can be moved in and out of tiered levels based on need at any point throughout the school year. The rubric considers the following:

- Number of years a school has been in operation;
- Leadership and staffing capacity;
- Site visit results;
- Progress towards achievement and growth goals in reading and math; and
- Comparison to local schools.

The percentage of Tier I and IIa schools, needing less intensive supports, increased from fall to spring during the 2021-22 due to this differentiated approach to authorizing.

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.

Education One authorized three new schools that opened fall of the 2021-22 school year. These schools embody commitment to innovation through their academic models and approaches to serve the families who choose them.



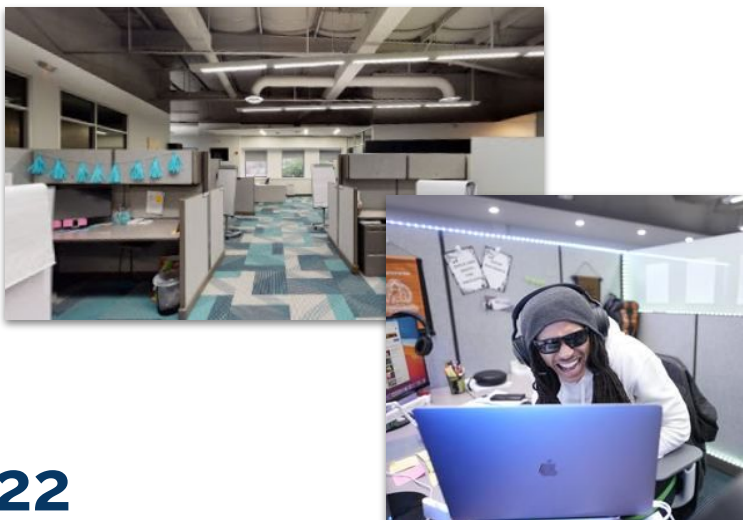
LAWRENCE COUNTY INDEPENDENT SCHOOLS

LCIS's approach to education focused on utilizing partnerships from its rural community to provide challenging and life-focused opportunities for students to practice content specific skills in relevant ways. During its first year of operation, the school implemented various clubs to fulfill this approach. The Garden Club was able to build, create, and grow various plants and vegetables that have been used to feed the school and community.



THE NATURE SCHOOL OF CENTRAL INDIANA

Students, teachers, and staff spend most of their instructional time in nature at TNS, allowing it to drive curiosity, questioning, and rigorous application of contents and skills. This method to education increases active engagement of students as they are the ones driving their academic focuses. Research has shown that schools that use forms of nature-based education support significant student gains.



PARAMOUNT ONLINE ACADEMY

When Paramount Schools of Excellence decided to open an online academy in 2021-22, they new they wanted to do virtual education different than others in the state of Indiana. Implementing a synchronous platform was innovative for the virtual landscape in Indiana, but having all teachers work from a brick and mortar space took this model in a very innovative direction. This approach lent itself to build culture and consistent implementation of the Paramount academic model to the online classroom.

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



Trine Pals was first implemented during the 2018-19 school year to provide opportunities for students majoring in education to mentor students at Education One authorized schools while providing students relevant opportunities to practice English/Language Arts content standards and skills. Since its first year, the program has grown outside of Franks School of Education with Trine students from various colleges participating as pen pals to students at Timothy L. Johnson Academy in Fort Wayne and Dynamic Minds Academy and The Nature School of Central Indiana in Indianapolis. Over 100 Trine students engaged in this program during the 2021-22 school year, encompassing 20+ majors outside of education.

Due to its proximity to Trine University's campus, students at Timothy L. Johnson Academy were able to meet their Trine Pals at their school in the fall and then take a field trip to Trine's campus for a full day of learning about what it looks like to go to college and spending time with their mentor.

GRANT SUPPORT

Education One implemented support to its schools in researching and applying for grants based on schools specific models, initiatives, and needs. In spring of 2022 the following schools were awarded:

- Lawrence County Independent Schools received grants to send two staff members to participate in professional development in Oklahoma for STEM agricultural and environmental education as well as money to be used towards teacher appreciation items.
- Dynamic Minds Academy and Paramount Online Academy were awarded money to be used towards teacher appreciation items.
- Thea Bowman Leadership Academy received the Good Sports Grant, which will allow the school to receive athletic equipment, footwear, and apparel until 2024.

TRINE STUDENT ENGAGEMENT

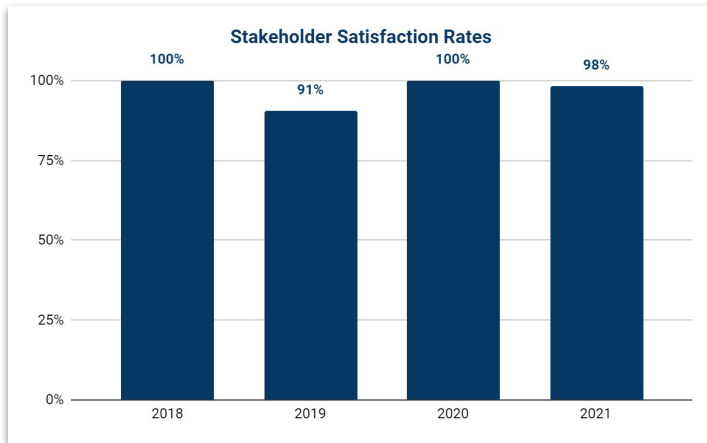
Trine University has a very active student body that Education One partners with consistently to support various initiatives that increase the student experience at its schools. Student volunteers help make bagged lunches for students to take home over long lunches, write notes of encouragement during state testing, and hold canned food and money drives to donate to schools to serve families and communities across the state of Indiana.



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.

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.

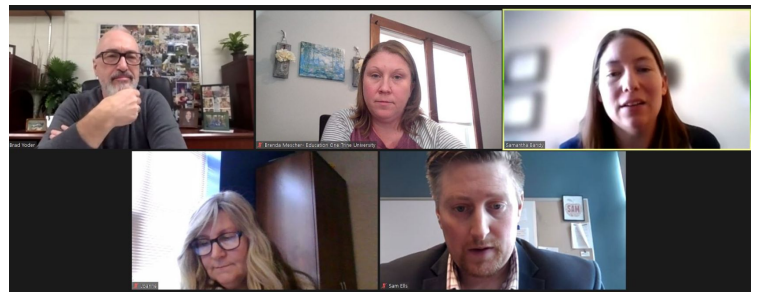
The Education One team takes the first week of the new year to strategically plan, create goals, and improve processes based on survey responses and feedback. Since 2018, Education One has seen an average satisfied or highly satisfied rating of 97.3%.

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.

VIRTUAL LEADERSHIP GATHERING

Leaders from all Education One portfolio schools participating in a virtual leadership gathering to participate in a Problems of Practice protocol to collaborate and support one another in providing ideas and solutions to relevant and real time events happening in their schools. Topics included grant supports, engaging parents, culture building, professional development, and use of support staff.



ACCOUNTABILITY

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

Accountability Plan Performance Framework

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

Academic Performance measures how well a school is serving its student population through:

- Achievement status or proficiency;
- Growth and adequate growth toward state standards;
- State and Federal accountability systems; and
- Postsecondary readiness.

Financial Performance contains a set of expectations to monitor and evaluate:

- Financial stability and viability based on short-term performance; and
- Long-term financial sustainability.

Organizational Performance gauges the effectiveness by measuring the capacity of the school's leadership team and Governing Board, as well as the organization's overall ability to comply with local, state, and federal laws and regulations.

Education One evaluates these three areas by collecting and analyzing qualitative and quantitative data, reviewing documents and reports submitted by the school, conducting routine site visits, and examining stakeholder satisfaction surveys. Evidence of meeting standards in each performance indicator and their sub-indicators is collected throughout the school year and reported to the school's Board of Directors and leadership team during routinely scheduled board meetings. Through continuous monitoring, Education One is able to identify trends in data overtime, address key areas of concern, and highlight success on a more frequent basis. While the process involves a significant time commitment, Education One believes that this high level of accountability, coupled with strong partnership, collaboration, and support, will allow the school to best meet the needs of the students and families served.

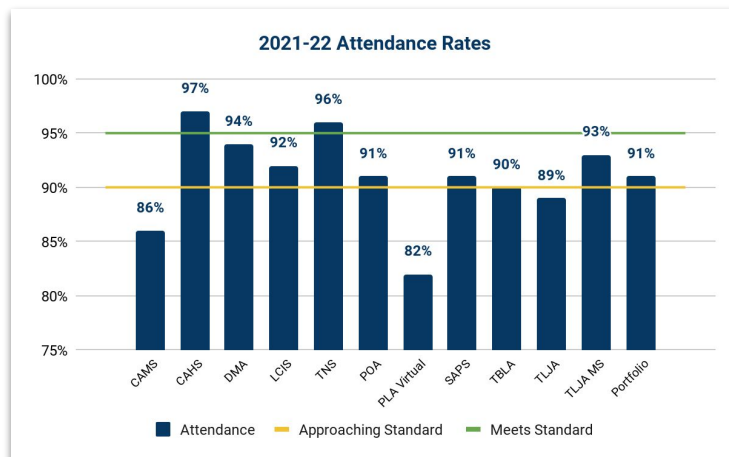
Schools authorized by Education One are encouraged to refer to the APPF on a continuous basis to inform school planning and as a means for self-assessment of the school itself. The APPF should drive the creation of both short and long-term goals within the three performance areas.

Academic Performance

Education One measures how well a school is serving students. Schools are held accountable for various academic indicators, including student attendance, classroom instructional practices, student achievement and growth on state summative assessments, and preparation for college and career.

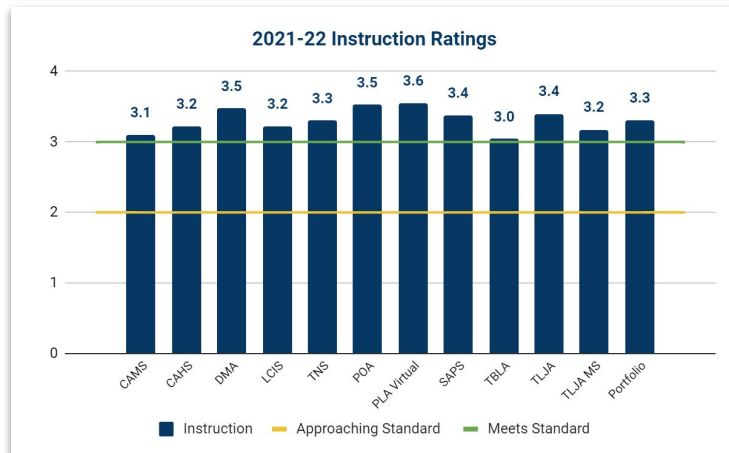
ATTENDANCE

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%. The corresponding graph indicates that the majority of schools fell within the **Approaching Standard** rating, with a portfolio average attendance of 91%.



INSTRUCTION

Education One conducts site visits on a regular basis to monitor instructional best practices to support school leadership in staff development, curriculum implementation, and closing student achievement gaps. Site visits include classroom observations and a debrief with the school leadership team to discuss overall school trends. A school meets standard when they receive a score of a 3.0 on the Instruction Rubric, created by Education One. The portfolio's instructional rating was **Meets Standard**, with an average score of 3.3.

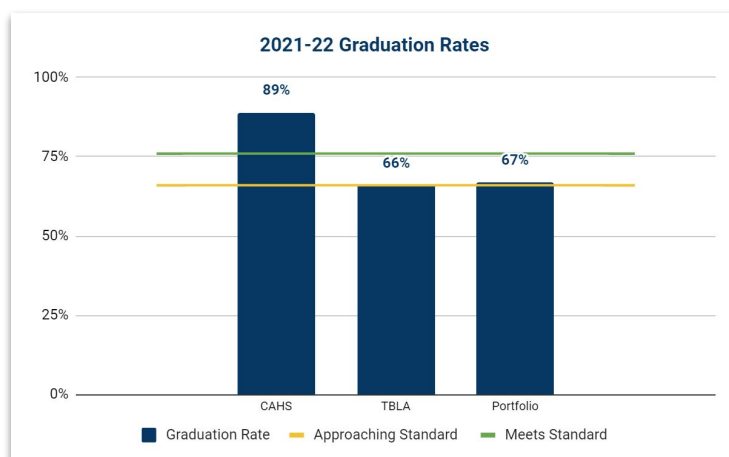


COLLEGE AND CAREER READINESS

This indicator measures whether students are prepared for postsecondary life by achieving college or career credentials while still in high school. To meet standard, a school must have a rate within 10% of the state's overall rate. At the time of this report, information on college and career readiness was not publicly released by the Indiana Department of Education.

GRADUATION RATE

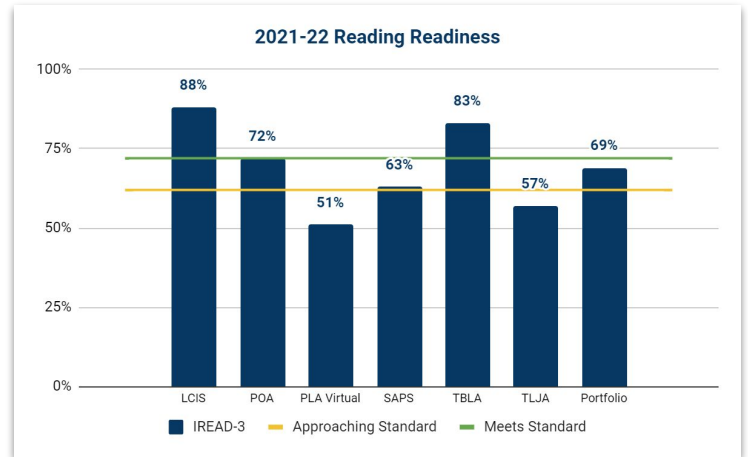
The graduation rate measures whether students successfully completed all requirements to move on from high school. Students in the most recently finalized cohort enrolled in the school are included when reporting graduation information, which was the 2020-21 cohort. To meet standard, a school must have a graduation rate within 10% of the state's overall graduation rate. The 2020-21 cohort for the entire state of Indiana had a graduation rate of 87%. Data was suppressed for Dynamic Minds Academy and Phalen Virtual Leadership Academy.



Academic Performance, cont.

READING READINESS

Students in third grade are evaluated on various skills to ensure they can read proficiently before moving to grade four. Indiana utilizes the Indiana Reading Evaluation and Determination (IREAD-3) to assess foundational reading standards through grade three. To meet standard, schools need to be within 10% of the states passing rate. In 2022, 82% of third grade students passed the IREAD-3. The portfolio's passing percentage was 69%, an **Approaching Standard** percentage. Data was suppressed for Dynamic Minds Academy and The Nature School of Central Indiana.

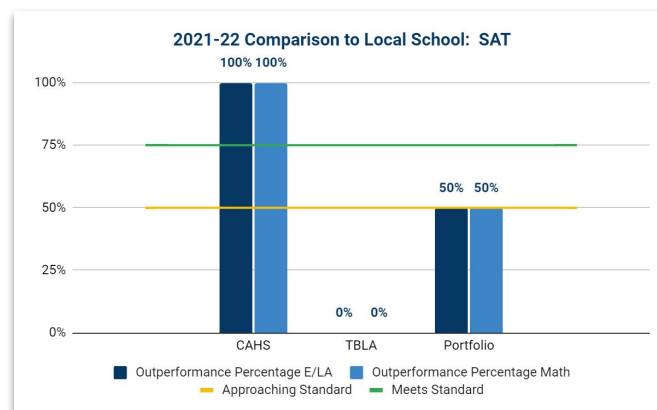
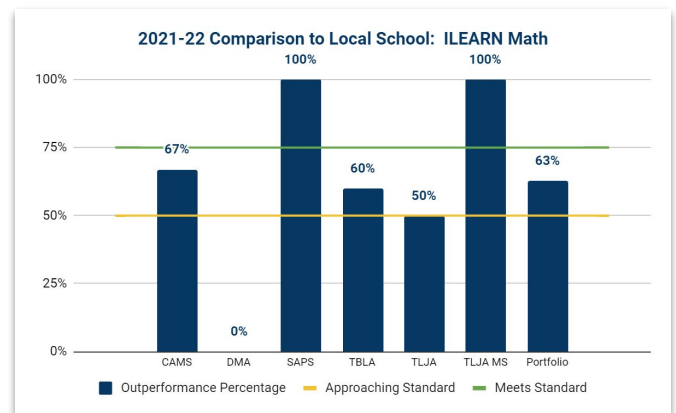
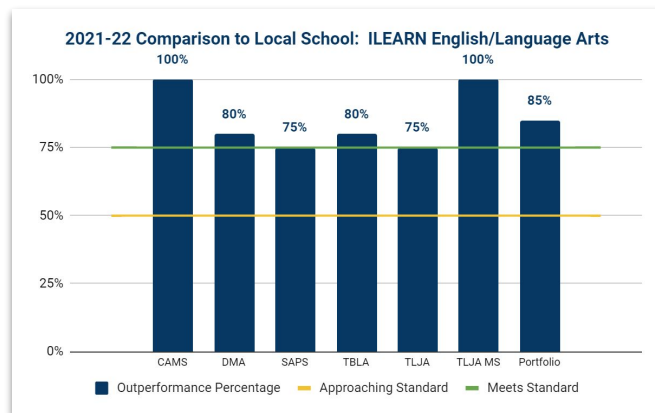


COMPARISON TO LOCAL SCHOOLS

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 local schools that students could attend. A comparison school is chosen based on similar student demographics and the proximity to the charter school. Schools with a special student population greater than 50% (i.e., Special Education or English Language Learners) are compared by those student populations only. The schools are:

- Dynamic Minds Academy: 95% Special Education Students
- Timothy L. Johnson Academy: 63% English Language Learners
- Timothy L. Johnson Academy Middle School: 67% English Language Learners

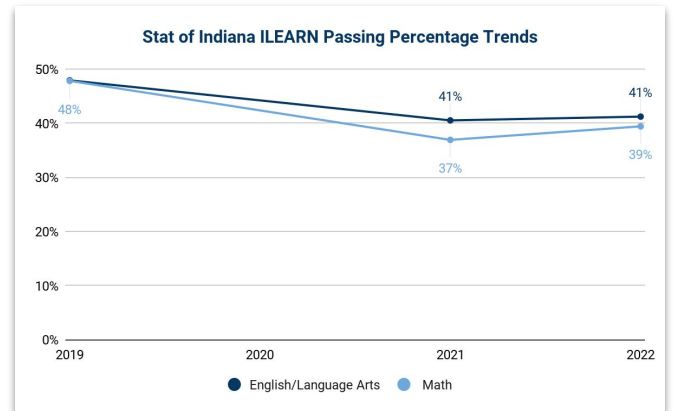
To meet standard, a school must outperform local schools in both achievement and growth in 75% of the measured areas. At the time of this report, statewide growth data was not publicly released. Schools that opened during the 2021-22 school year will not be held accountable for results until the 2022-23 school year. SAT data for Dynamic Minds Academy was suppressed due to student cohorts not meeting the required minimum amount. The portfolio had a **Meets Standard** percentage in English/Language Arts and **Approaching Standard** for Math for students in grades 3-8. The portfolio's rating for SAT comparison was **Approaching Standard**.



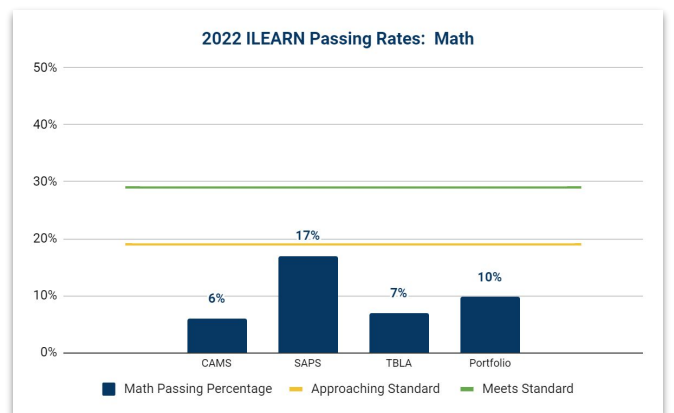
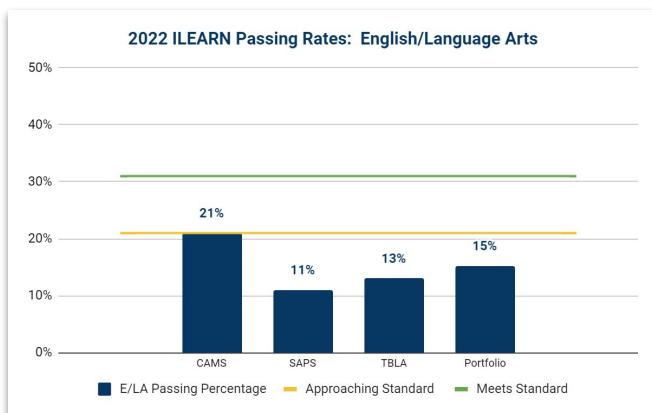
Academic Performance, cont.

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. The report estimated that it may take at least one year to recover loss of learning for students to perform at pre-pandemic achievement levels. Based on the 2022 ILEARN results, English/Language Arts passing percentage saw no change from 2021 and math only improved by 2%. The state still has 7% to recoup in English/Language Arts and 9% in math to get to pre-pandemic performance. The chart below compares the learning loss that took place for each.

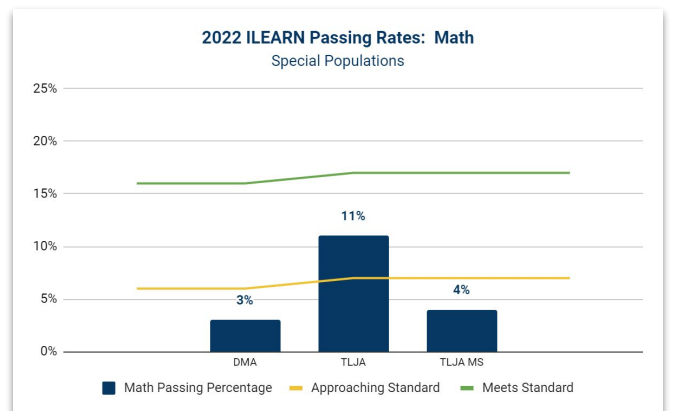
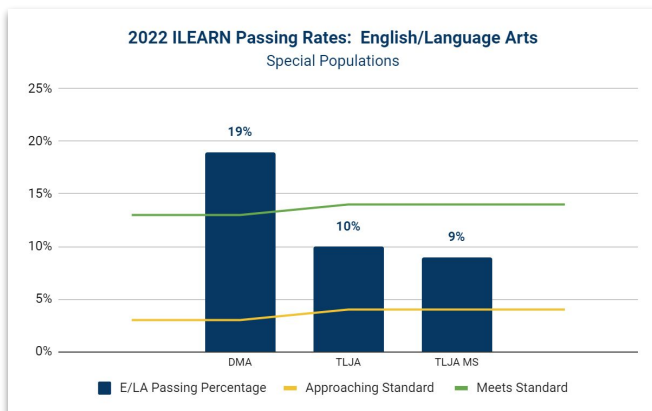


ILEARN is administered to third through eighth grade students. Education One looks at summative state assessment achievement of each school's legacy students, those who have attended the school for at least two years. A school meets standard when its legacy student passing percentage is within 10% of the state's passing percentage. All Indiana schools were held harmless for 2021 and 2022 ILEARN results and did not receive accountability ratings.



Schools with a special student population greater than 50% (i.e., Special Education or English Language Learners) are compared by those student populations only. The schools are:

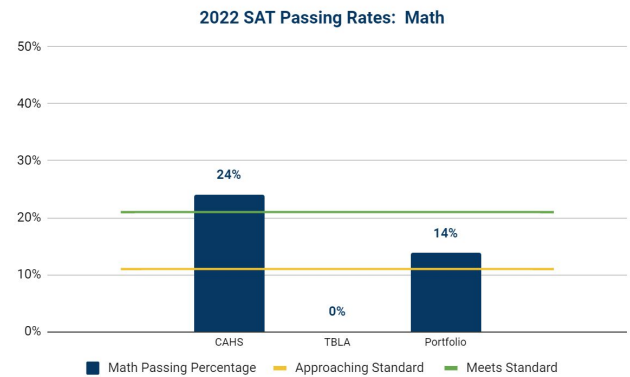
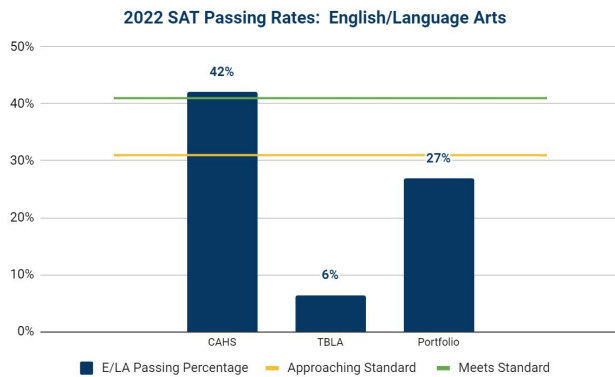
- Dynamic Minds Academy: 95% Special Education Students
- Timothy L. Johnson Academy: 63% English Language Learners
- Timothy L. Johnson Academy Middle School: 67% English Language Learners



Academic Performance, cont.

SUMMATIVE STATE ASSESSMENT: STUDENT ACHIEVEMENT, CONT.

Indiana transitioned from ISTEP+ 10 to College Board's SAT to fulfill requirements for high school accountability during the 2021-22 school year. Students in eleventh grade participated in this assessment. Data was suppressed for Dynamic Minds Academy. Similar to the ILEARN assessment, Education One looks at achievement of each school's legacy students, those who have attended the school for at least two years. A school meets standard when its legacy student passing percentage is within 10% of the state's passing percentage. Overall, the portfolio had a rating of **Does Not Meet Standard** for English/Language Arts and **Approaching Standard** for math.



SUMMATIVE STATE ASSESSMENT: SUBGROUP ACHIEVEMENT

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.

2022 ILEARN Subgroup Achievement: English/Language Arts							
	Indiana	CAMS	DMA	SAPS	TBLA	TLJA	TLJA MS
Asian	37%	U/A	U/A	U/A	N/A	10%	12%
Black	19%	14%	U/A	3%	13%	0%	24%
Hispanic	28%	23%	U/A	13%	U/A	8%	15%
Multiracial	37%	18%	U/A	13%	U/A	U/A	U/A
White	48%	28%	21%	19%	U/A	U/A	U/A
F/R Lunch	27%	20%	U/A	8%	12%	8%	14%
Special Education	13%	6%	19%	0%	3%	0%	0%
English Learner	14%	0%	U/A	15%	U/A	10%	11%
Female	45%	29%	U/A	14%	14%	9%	22%
Male	37%	15%	U/A	7%	13%	4%	8%

Academic Performance, cont.

SUMMATIVE STATE ASSESSMENT: SUBGROUP ACHIEVEMENT, CONT.

2022 ILEARN Subgroup Achievement: Math

	Indiana	CAMS	DMA	SAPS	TBLA	TLJA	TLJA MS
Asian	58%	U/A	U/A	U/A	N/A	10%	5%
Black	14%	1%	U/A	11%	8%	4%	0%
Hispanic	25%	8%	U/A	10%	U/A	8%	8%
Multiracial	33%	6%	U/A	17%	U/A	U/A	U/A
White	47%	11%	U/A	29%	U/A	U/A	U/A
F/R Lunch	25%	7%	U/A	13%	7%	6%	3%
Special Education	16%	0%	3%	6%	0%	0%	0%
English Learner	17%	0%	U/A	0%	U/A	9%	4%
Female	37%	6%	U/A	17%	7%	6%	4%
Male	42%	7%	U/A	17%	7%	9%	4%

Financial Performance

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

FINANCIAL MANAGEMENT

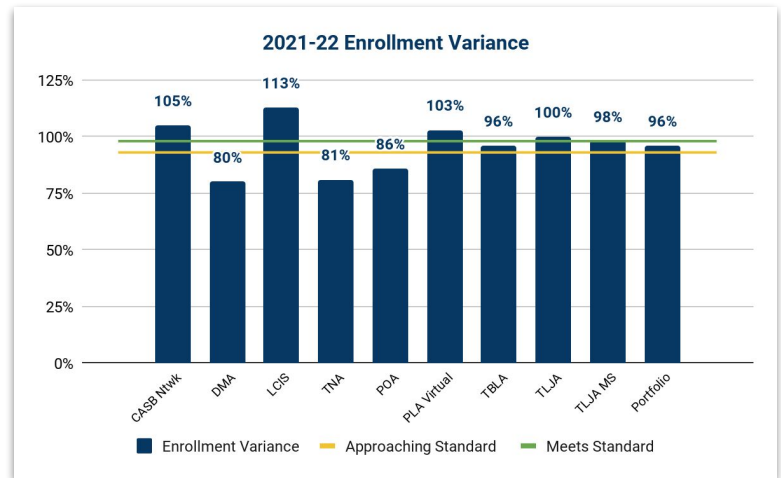
Education One measures the capacity of the school's financial management through the submission of an annual audit to identify if there are significant deficiencies or weaknesses. We also monitor quarterly financial statements to assess a school's financial health throughout the year. The most recent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

Fiscal Year 2021

- [Career Academy of South Bend Network](#) (CASB)
 - Career Academy High School
 - Career Academy Middle School
 - Success Academy Primary School
- [Dynamic Minds Academy](#) (DMA)
- **Lawrence County Independent Schools** (LCIS) *Not Applicable, Opened in 2021*
- **The Nature School of Central Indiana** (TNS) *Not Applicable, Opened in 2021*
- **Paramount Online Academy** (POA) *Not Applicable, Opened in 2021*
- [Phalen Virtual Leadership Academy](#) (PLA Virtual)
- [Thea Bowman Leadership Academy](#) (TBLA)
- [Timothy L. Johnson Academy](#) (TLJA)
- [Timothy L. Johnson Academy Middle School](#) (TLJA MS)

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, 2022 the school would be able to operate. To meet standard, schools must have at least 60 days cash reserved.

CASB	DMA	LCIS	TNS	POA	PLA Virtual	TBLA	TLJA	TLA MS
Approaching Standard	Approaching Standard	Approaching Standard	Meets Standard	Meets Standard	Approaching Standard	Meets Standard	Approaching Standard	Meets Standard

Financial Performance, cont.

Education One collects a 3% administrative fee from all authorized schools. Administrative fees for FY 2022 were spent on:

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

Authorizer Fee FY 2022

Administrative Fees Collected	Additional Fees Collected
\$768,006.38	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 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 2021-22 school year, include, but are not limited to:

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

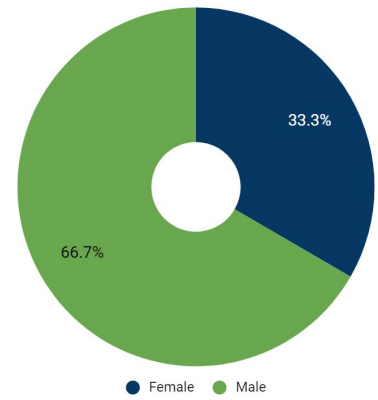
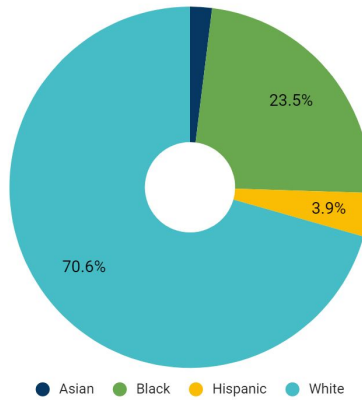
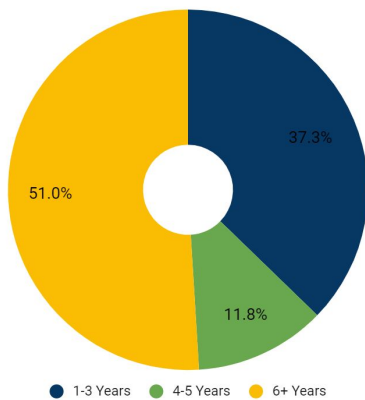
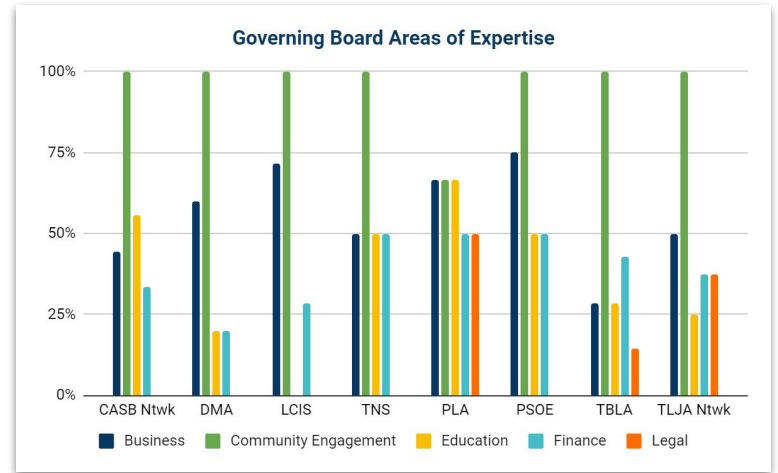
Organizational Performance

Education One measures the 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 demonstrate expertise in the areas of Business, Community Engagement, Education, Finance, and Legal. The corresponding graph illustrates the skill sets represented by each governing board with an Education One authorized school.

In total, 51 individuals across the state of Indiana served on the school boards of Education One schools. Over 50% of those members have served on these boards for six or more years. The following graphs breakdown the demographics of board members serving on Education One schools' boards.



Education One measures the effectiveness of each school's board in developing the vision and mission, adherence to the charter agreement, and relentless focus on student outcomes through strategic planning and goal setting. Data utilized to rate these indicators is from the current academic school year and is collected throughout the year via attendance at regularly scheduled board meetings and through consistent interactions with key members of the school board. The table below identifies the indicators school boards are held accountable to and the overall outcomes from the 2021-22 school year.

	Focus on High Academic Achievement	Commitment to Exemplary Governance	Fiduciary Responsibilities	Strategic Planning and Oversight	Legal and Regulatory Compliance
Meets Standard	37.5%	25.0%	37.5%	50.0%	87.5%
Approaching Standard	62.5%	62.5%	62.5%	37.5%	12.5%
Does Not Meet Standard	0%	12.5%	0%	12.5%	0%

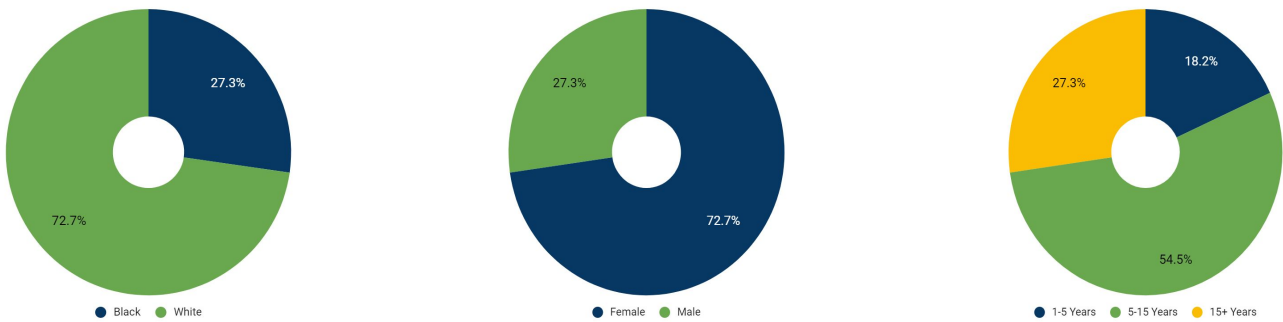
Organizational Performance, CONT.

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. Of the eleven school leaders serving Education One schools, 91% of school leaders met standard in this indicator. The following graphs breakdown the school leader demographics.



SPECIAL POPULATION 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.

	CASB Ntwk	DMA	LCIS	TNS	PLA Virtual	POA	TBLA	TLJA Ntwk
English Learner	Meets Standard	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Approaching Standard
Special Education	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets 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

VIRTUAL SCHOOL HANDBOOKS

[Paramount Online Academy](#)

[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 2021-22 application cycle:

- Akoben Academy of Indianapolis
- Colearn Academy of Indiana
- Great Lakes
- Inspire Academy
- Paramount Schools of Excellence South Bend
- Phalen Leadership Academies
- Purdue Polytechnic High School West
- Success Academy at Boys and Girls Club

Charter Applications

The following organizers were invited to apply for the 2021-22 application cycle:

- Akoben Academy of Indianapolis (Withdraw)
- Colearn Academy of Indiana (Withdraw)
- Great Lakes (Withdraw)
- Inspire Academy (In Process)
- Paramount Schools of Excellence South Bend
- Phalen Leadership Academies
- Purdue Polytechnic High School West (In Process)
- Success Academy at Boys and Girls Club

Approved Charters

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

Inspire Academy (Fall 2023): The mission of Inspire Academy (IA), as a School of Inquiry (IASI), is to empower a diverse body of students with an internationally competitive education by fostering students' natural inclination toward curiosity, discovery, and adventure. IA will serve students in grades K-8 in Muncie.



Paramount Schools of Excellence South Bend (Fall 2023): The mission of Paramount Schools of Excellence (PSOE) is to empower all students to persevere and achieve academic success in an environment of excitement, inclusion, and community collaboration. PSOE will open a campus in South Bend, serving students in grades K-8.



Purdue Polytechnic High School West (Fall 2023): The mission of Purdue Polytechnic High School West (PPHS W) is to empower students to create the world they envision by developing the minds of creative problem-solvers and skilled achievers through STEM-focused and real-world experiences. PPHS W will open a campus in Indianapolis, serving students in grade 9 and will add a grade level each consecutive year, up to grade 12.



Success Academy at Boys and Girls Club (Fall 2023): The mission of Career Academy Network is to create an environment that empowers every student to develop academic, career, and citizenship skills, leading to a successful future. We foster authentic project-based learning that is real world, connected, and engaging. The school will be located in South Bend, serving students in grades K-5 in partnership with the St. Joseph County Boys and Girls Club.

