



EDUCATION ONE
AT TRINE UNIVERSITY

2024-25 ANNUAL REVIEW

DYNAMIC MINDS ACADEMY

Evaluated By:

Emily Gaskill, Interim Director of Charter Schools
Amanda Webb, Deputy Director Academics
Caitlin Hicks, Director of Compliance + Engagement

Education One, L.L.C.

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REPORT OVERVIEW

To ensure its schools operate at the highest level possible, Education One produces an Annual Review for each school, specifically assessing performance in each indicator found in its Accountability Plan Performance Framework (APPF). Indicators measure the school's Academic, Financial, and Organizational capabilities. Quantitative and qualitative data from document submissions, routine site visits, assessment results, and survey conclusions are gathered throughout the year.

Evidence of each indicator's ratings is reported to the school's Board of Directors during regularly scheduled board meetings throughout the school year when data is available. Through continuous monitoring, Education One can identify trends in data over time, address key areas of concern, and highlight successes more frequently. While the process involves significant time commitments, Education One believes that this high level of accountability, coupled with strong collaboration and partnerships, supports its schools to best meet the needs of the student populations served.

Annual Review reports are presented to key stakeholders, including, but not limited to: School Board Chair, School Leader, and EMO/Superintendent, if applicable. A final copy of each school's Annual Review is posted on Education One's website, www.education1.org, for public viewing.

Part I: Academic Performance

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

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
	Approaching Standard						

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

What does the Overall Rating for Academic Performance mean?	
Year 1	The school received a rating of Approaching Standard by presenting some concerns in the indicator measures, including math growth and comparison school data and student engagement during instruction. It is important to note that these areas are being evaluated within the context of a newly implemented performance framework. As such, several of the measures identified as areas of concern were introduced for the first time this year, and there is currently limited or no historical baseline data to assess long-term trends. The initial findings should be viewed as a starting point for deeper analysis and ongoing improvement, rather than definitive conclusions about school performance. As the framework is further embedded and data collection becomes more consistent over time, a clearer picture of school strengths and challenges will emerge to better inform instructional and operational decision-making.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
State and Federal Academic Performance	Federal Accountability Rating	DNMS						
	Proficiency on State Summative Assessment: E/LA	ES						
	Proficiency on State Summative Assessment: Math	AS						
	Growth on State Summative Assessment: E/LA	AS						
	Growth on State Summative Assessment: Math	DNMS						
	Comparison to Local Schools	DNMS						
	3rd Grade Literacy	N/A						
	Special Education	MS						

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Local Academic Performance	Instruction	MS						
	Attendance	AS						
	Historical Proficiency: E/LA	ES						
	Historical Proficiency: Math	ES						
	Student Engagement	DNMS						
	Biggs Classroom: Progress Towards Proficiency Reading	ES						
	Biggs Classroom: Progress Towards Proficiency Math	MS						

STATE AND FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating

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

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

A school receives one overall, summative rating based on the weighted points earned for each applicable federal measure. The rating reflects a school's achievement with respect to performance goals for the State. Data utilized for the ratings is from the 2023-24 school year. The measures included within the Federal Accountability system are also further defined and rated throughout the State and Federal Academic Performance section of this review.

Based on the information released by the Federal Department of Education, Dynamic Minds Academy (DMA) receives a rating of **Does Not Meet Standard** based on the school's Accountability Plan Performance Framework.

Proficiency on State Summative Assessment

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

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

Students at DMA participate in all of Indiana's state summative assessments, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN), I AM Alternative Assessment, and the Scholastic Assessment Test (SAT). All assessments are administered each spring to measure grade-level standard proficiency and/or annual growth for students in grades three through eight and/or high school. All data utilized in this measure's review is from the 2023-24 school year. Due to DMA's school model, they are compared to the state's Special Education subgroup outcomes.

English/Language Arts: In Indiana, Special Education students had a proficiency rate of 14% on ILEARN, 47% on IAM, and 17% on the SAT. Students at DMA observed proficiency percentages of 7% on ILEARN, 43% on IAM, and 67% on the SAT. When combining assessments, the state's tested Special Education population had an overall passing percentage of 16%. DMA, however, had an overall passing percentage of 17%. Therefore, the school **Exceeds Standard**.

Math: In Indiana, Special Education students had a proficiency rate of 17% on ILEARN, 49% on IAM, and 5% on the SAT. Students at DMA observed proficiency percentages of 7% on ILEARN, 25% on IAM, and 33% on the SAT. When combining assessments, the state's tested Special Education population had an overall passing percentage of 18%.

DMA, however, had an overall passing percentage of 13%. Therefore, the school receives a rating of **Approaching Standard**.

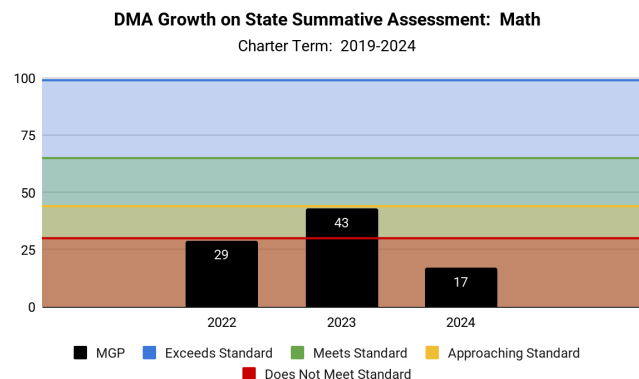
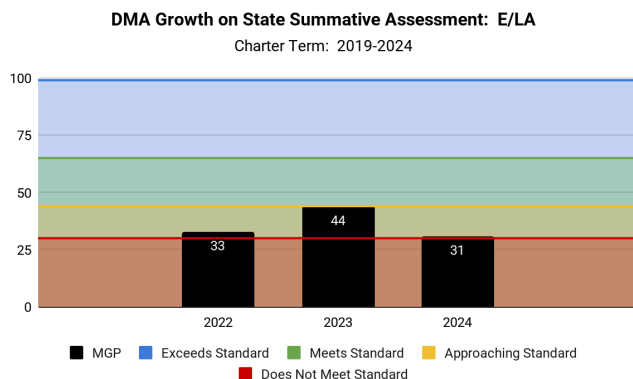
Growth on State Summative Assessment

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

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

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

The MGP indicates how the school grew its students as well as or better than other schools that serve similar achieving students. The following graphs illustrate the MGP trends throughout the school's current charter term defined within this review.



English/Language Arts: DMA had an MGP of 31 based on the 2024 ILEARN assessment results. Therefore, the school is **Approaching Standard**.

Math: DMA had an MGP of 17 based on the 2024 ILEARN assessment results. Therefore, the school **Does Not Meet Standard**.

These outcomes reflect the unique learning profiles of the student population and underscore the importance of implementing appropriately differentiated, evidence-based interventions, particularly in mathematics, to better support academic growth. Continued investment in specialized instructional strategies, staff development, and individualized learning pathways will be critical to ensuring all students have the opportunity to make meaningful progress.

Comparison to Local Schools

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

The rubric is as follows:

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

The following tables illustrate the performance measures that DMA outperformed Special Education students from comparison schools and/or districts , which are highlighted in green, on ILEARN.

School Name	E/LA Proficiency	Math Proficiency	E/LA Growth	Math Growth
DMA	7%	7%	31	17
Options Charter School	9%	3%	45	32
Damar Academy	3%	3%	40	28
Indianapolis Public Schools	6%	7%	30	38
MSD Lawrence Township	8%	9%	35	39
Carmel Clay Schools	33%	37%	54	47

Overall, DMA outperformed comparison schools 30% of the time when looking at proficiency and growth. Therefore, the school receives a rating of **Does Not Meet Standard**.

Notably, DMA exceeded proficiency outcomes for Damar Academy, a school with the most similar model and population. Given that DMA fell below standard, continued refinement of instructional strategies and strengthened support systems remain essential to accelerating student growth.

3rd Grade Literacy

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

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

The school will receive a rating of **Not Applicable**, due to a cohort size less than ten students tested.

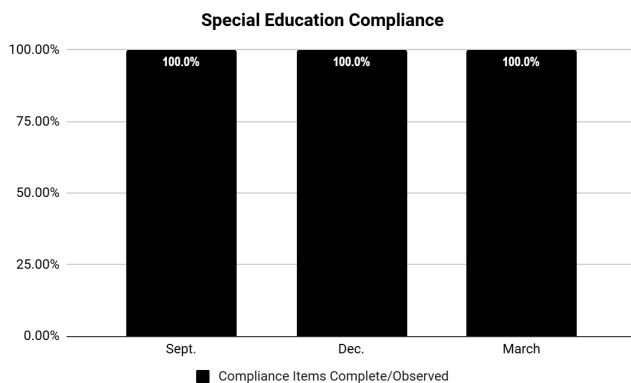
Special Education

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

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

The rubric for this sub-indicator is as follows:

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



Case conference meetings at the school were conducted with fidelity, in full alignment with state and federal requirements. Individualized Education Programs (IEPs) were thoughtfully developed with high-quality interventions and clearly communicated to classroom teachers to ensure consistent implementation. Staff members engaged in ongoing professional development focused on legal compliance, current legislation, and best practices in special education. Based on evidence collected throughout the school year, DMA receives a rating of **Meets Standard**.

LOCAL ACADEMIC PERFORMANCE

Instruction

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

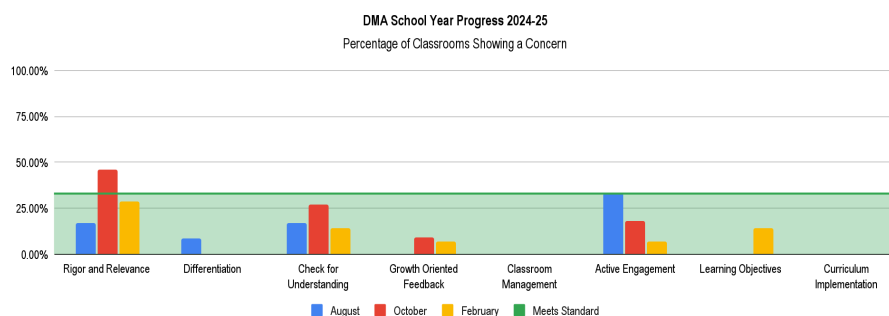
- **Rigor and Relevance:** Instruction is based on student IEPs and goals that reflect high expectations, effectively using and fading prompts to support students to promote independence
- **Differentiated Instruction:** Instruction is differentiated to meet students' needs
- **Checks for Understanding:** Assessment strategies and instruments are varied, valid, and appropriate for the content and individual student
- **Growth Feedback:** Constructive and frequent feedback is given to students on their learning
- **Classroom Management:** A student centered climate is established that promotes dignity and respect
- **Active Engagement:** Students are engaged in active learning
- **Learning Objectives:** Instructional plans are aligned to Indiana Academic Standards and the school's curriculum
- **Curriculum Implementation:** Appropriate curriculum standards are effectively addressed based on students' individual needs

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

Points Received Key	
0-9.9% of Classrooms Showed Concern	4 points
10-33.2% of Classrooms Showed Concern	3 points
33.3-49.9% of Classrooms Showed Concern	2 points
50-100% of Classrooms Showed Concern	1 point

The rubric for this measure is as follows:

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



The corresponding graph illustrates the percentage of classrooms showing a concern in each observable best practice throughout the 2024-25 school year. The goal is for a bar to be within the green 'Meets Standard' shaded area of the graph.

Any area that had 50% or more classrooms exhibiting misalignment to the best practice were recommended as

areas of focus and improvement with the school leadership team at the site visit and to the Board of Directors during regularly scheduled board meetings.

To coincide with the graph, the following table indicates the actual percentage of classrooms where there was an observable concern.

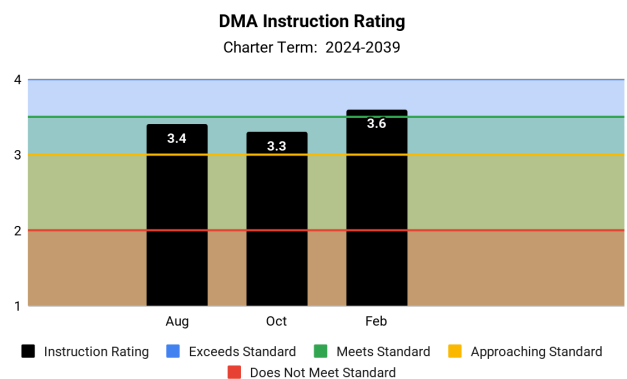
	August	October	February
Rigor + Relevance	16.7%	46.0%	28.6%
Differentiation	8.3%	0.0%	0.0%
Checks for Understanding	16.7%	27.0%	14.3%
Growth Oriented Feedback	0.0%	9.0%	7.1%
Classroom Management	0.0%	0.0%	0.0%
Active Engagement	33.3%	18.0%	7.1%
Learning Objectives	0.0%	0.0%	14.3%
Curriculum Implementation	0.0%	0.0%	0.0%

Classroom observations demonstrated a deliberate and thoughtful emphasis on differentiated instruction. Teachers consistently utilized a range of instructional strategies to meet the diverse learning styles of students, while also adapting assignments and materials to provide varying levels of challenge aligned to students' individual needs and interests. The school has established a student-centered learning environment characterized by dignity, respect, and active engagement.

As the school looks ahead, the next phase of instructional development should focus on increasing academic rigor through the consistent use of checks for understanding. The implementation of structured supports, a gradual release model, and opportunities for students to articulate and justify their thinking will strengthen instructional practice and ensure that student readiness is accurately assessed and supported.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier II school, receiving site visits on a bi-monthly basis during the 2024-25 school year. The corresponding graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).

Based on the qualitative and quantitative evidence collected throughout the 2024-25 school year, DMA receives a rating of **Meets Standard** with an average instruction rating of 3.4 points.



Attendance

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

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

The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. DMA had an average attendance rate of 92.7% and, thus, **Approaching Standard**.

Attendance Breakdown					
Kindergarten	92.6%	✗	Seventh	92.6%	✗
First	92.6%	✗	Eighth	91.9%	✗
Second	92.8%	✗	Ninth	91.2%	✗
Third	94.4%	✗	Tenth	91.9%	✗
Fourth	92.9%	✗	Eleventh	92.3%	✗
Fifth	92.4%	✗	Twelfth	93.4%	✗
Sixth	92.2%	✗	Whole School	92.7%	✗
Key: ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard					

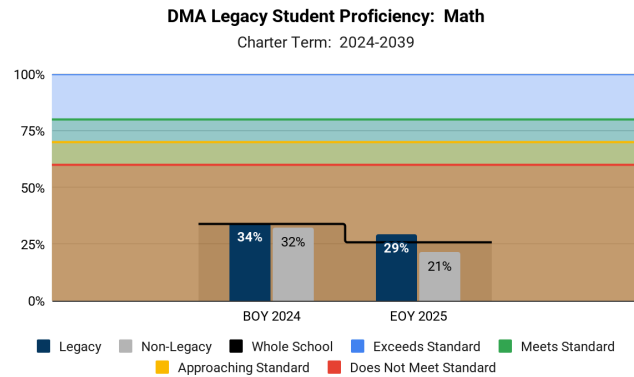
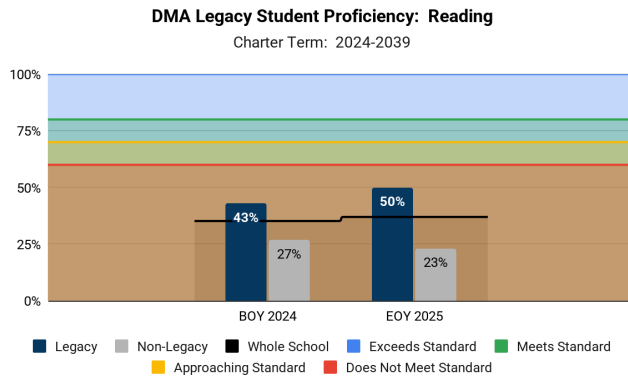
Historical Proficiency

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Legacy students outperform non-legacy students by more than 7.5% Or The percentage of legacy students meeting grade level proficiency standards is at least 40.0%	Legacy students outperform non-legacy students by 5.0-7.5%. Or The percentage of legacy students meeting grade level proficiency standards is between 30.0-39.9%.	Legacy students outperform non-legacy students by 2.5-4.9%. Or The percentage of legacy students meeting grade level proficiency standards is between 20.0-29.9%.	Legacy students outperform non-legacy students by less than 2.5%. Or The percentage of legacy students meeting grade level proficiency standards is less than 20.0%

During the 2024-25 school year, DMA utilized Exact Path. This computer adaptive assessment assesses students in reading and math and is aligned to grade level standards. The following table and graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the school's current charter term. The ratings columns in the table below are indicative of the end of year proficiency percentage, only, for context of overall expectations and to provide stakeholders with a level of urgency.

Historical Proficiency							
		Reading			Math		
	Population %	Baseline Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	End of Year Proficiency	Rating
Legacy	52%	42.9%	50.0%	✓	34.3%	29.4%	✗
Non-Legacy	48%	26.9%	23.1%	✗	32.1%	21.4%	✗
Whole School	100%	35.2%	37.0%	✓	33.9%	25.8%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							



Reading: At the end of the 2024-25 school year, 50.0% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 23.1% of non-legacy students. With a difference of 16.9 percentage points, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework.

Math: At the end of the 2024-25 school year, 29.4% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 21.4% of non-legacy students. With a difference of 8 percentage points, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

An analysis of historical proficiency data from the 2024–25 school year demonstrates that legacy students at DMA consistently outperformed non-legacy students in both reading and math. These outcomes highlight the value of sustained enrollment in the school's specialized model and affirm that students benefit from consistent exposure to the school's instructional strategies, support systems, and learning environment.

Student Engagement

Teachers and Instructional Assistants will collaborate with Dynamic Minds Academy's therapeutic partner, The Hope Source, to create a positive learning environment as measured by a reduction in behavior management goals to increase student engagement in the academic classroom. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
There will be more than a 70% decrease in maladaptive behaviors from September to May.	There will be a 60.0-69.9% decrease in maladaptive behaviors from September to May.	There will be a 50.0-59.9% decrease in maladaptive behaviors from September to May.	There will be less than a 50% decrease in maladaptive behaviors from September to May.

The following table illustrates the number of Active and Pass Refusals over the course of the school year.

Month	Active Refusals	Passive Refusals	Total Refusals
August	282	105	387
September	242	112	354
October	298	176	474
November	763	153	916
December	955	238	1193
January	644	132	776
February	892	108	1000
March	1273	117	1390
April	1213	113	1326

May	850	92	942
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Over the course of the school year, total refusal behaviors, both active and passive, showed a significant upward trend. In September, there were 354 documented refusals. By May, that number had increased to 942, representing a 166% increase. The data indicates a steady rise beginning in November, with the highest number of total refusals occurring in March (1,390) and April (1,326).

While May showed a slight decline, the overall pattern suggests that refusal behaviors escalated considerably as the year progressed, warranting further analysis of contributing factors and potential adjustments to behavioral supports and interventions. The following tables illustrate a breakdown in the percentage of the two types of refusals by classroom and by quarter.

Classroom Type	Active Refusals	Passive Refusals
Bigs Classrooms	37%	76%
Middles Classrooms	21%	20%
Littles Classrooms	42%	4%

Month	Active Refusals	Passive Refusals	Total Refusals
Quarter 1 (Aug-Sept)	7%	16%	8%
Quarter 2 (Oct-Dec)	27%	42%	29%
Quarter 3 (Jan-Mar)	38%	27%	36%
Quarter 4 (Apr-May)	28%	15%	26%

Overall, with an increase in behaviors, the school receives a rating of **Does Not Meet Standard**.

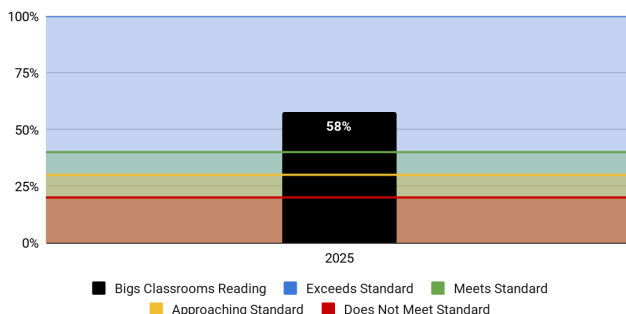
Success Measures: Bigs Classrooms

Progress Toward Proficiency: The success of the school's educational model is measured by analyzing the percentage of students who demonstrate grade-level proficiency or who are growing appropriately towards proficiency. Ratings for both reading and math are provided annually based on the results of the school's chosen benchmark assessment and standards. Students included in this measure are those on track to graduate with a diploma and/or participate in standardized testing based on their Individualized Education Plan. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
40.0% or more of students demonstrate grade-level proficiency standards or meet growth targets.	30.0-39.9% of students demonstrate grade-level proficiency standards or meet growth targets.	20.0-29.9% of students demonstrate grade-level proficiency standards or meet growth targets.	Less than 20.0% of students demonstrate grade-level proficiency standards or meet growth targets..

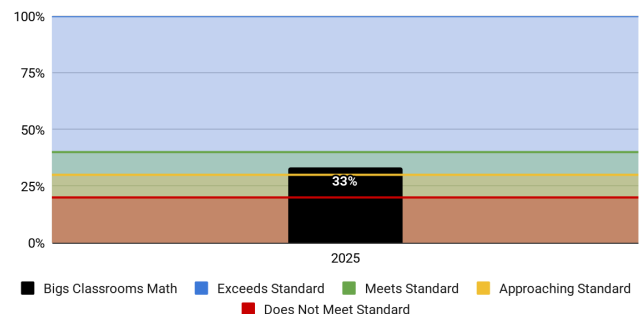
DMA Progress Towards Proficiency: Bigs Classrooms Reading

Charter Term: 2024-2039



DMA Progress Towards Proficiency: Bigs Classrooms Math

Charter Term: 2024-2039



Reading: At the end of the 2024-25 school year, 58% of Bigs Classroom students were considered on grade level and/or met growth targets on the school's chosen benchmark assessment. Therefore, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework.

Math: At the end of the 2024-25 school year, 33% of Bigs Classroom students were considered on grade level and/or met growth targets on the school's chosen benchmark assessment. Therefore, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework.

These results suggest that as students progress into the later grades, they may benefit from increased maturity, academic stability, and long-term exposure to the school's specialized instructional model. The performance of the Bigs Classrooms indicate that the school's approach becomes increasingly effective over time, particularly in supporting literacy development. Continued efforts to strengthen math instruction at the high school level could further enhance outcomes and prepare students for postsecondary success.

Part II: Financial Performance

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

Overall Rating for Financial Performance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
	Meets Standard						

Is the school in good financial standing?

Performance Rubric	Meets Standard	The school receives a weighted score of 2.7-3.2, complying with and presenting minimal to no concerns in the indicator measures.
	Approaching Standard	The school receives a weighted score of 2.0-2.6, presenting some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues OR the school receives a weighted score of 2.0-2.6, with no credible plan to address the issues.

What does the Overall Rating for Financial Performance mean?

Year 1	The school received an overall rating of Meets Standard, with a weighted score of 3.0. While the school has exceeded enrollment targets, contributing to a strong financial position, the decline in Days Cash throughout the 2024–25 school year warrants attention. As the school navigates increasingly stringent budgeting constraints, it will be important to establish systems that rebuild and sustain its financial reserves.
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	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Financial Performance	Financial Management	MS						
	Enrollment Variance	ES						
	Current Ratio	MS						
	Days Cash	AS						
	Debt/Default Delinquency	MS						
	Debt to Asset Ratio	MS						
	Debt Service Coverage	N/A						

Financial Management

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

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

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

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

The State Board of Accounts reviewed the annual audit for the period July 1, 2023 to June 30, 2024 on January 17, 2025. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts. The audit did indicate the following deficiencies:

- Vendor Disbursements

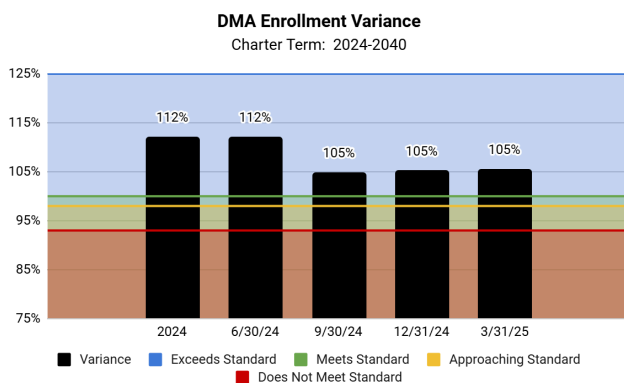
The contents of the report were discussed with appropriate school personnel on November 19, 2024 and the school provided an official response, already indicating action plans to remedy the findings.

Throughout the 2024-25 school year, DMA submitted quarterly financial statements on time that were used to assess the financial measures found in this report. For these reasons, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

Enrollment Variance

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

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



According to the Indiana Department of Education, DMA had an enrollment of 136 students as of October 2024. Similarly in February of 2025, the school observed an enrollment of 138 students. In August of 2024, DMA submitted its annual budget based on an enrollment of 130 students. With an enrollment variance of 105%, the school receives a rating of **Exceeds Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term.

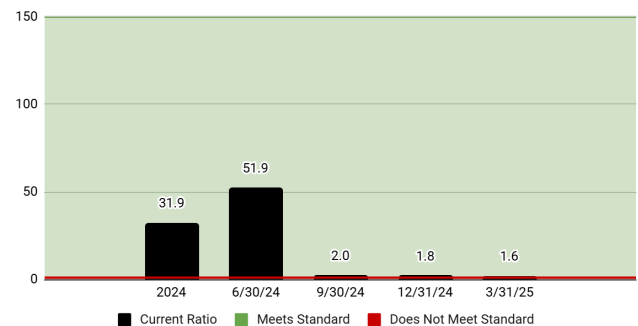
Current Ratio

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

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

At the time of this report, the school's assets exceed its current liabilities with a ratio of 1.6 and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

DMA Current Ratio
Charter Term: 2024-2040

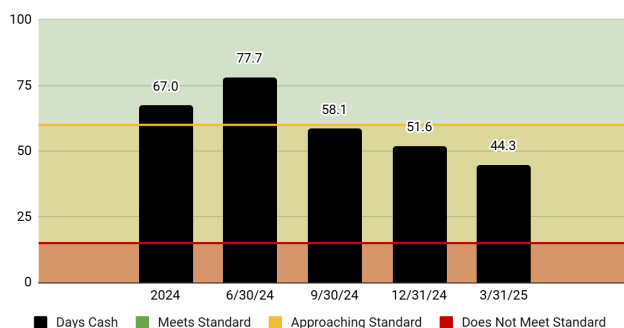


Days Cash

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

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

DMA Days Cash
Charter Term: 2024-2040



At the time of this report, DMA had 44.3 days cash. The school observed a decrease over the course of the school year. For this reason, DMA receives a rating of **Approaching Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.

Debt/Default Delinquency

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

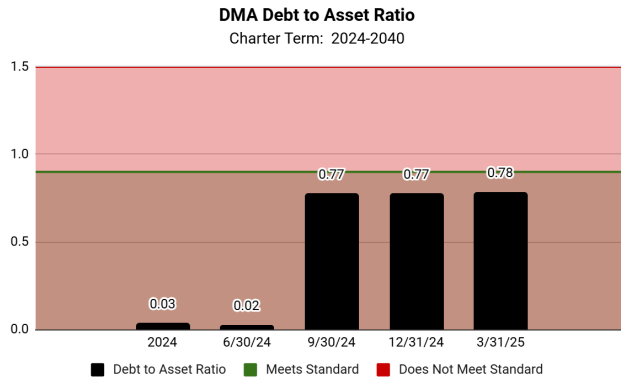
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

At the time of this report, neither the school's auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the school receives a rating of **Meets Standard**.

Debt to Asset Ratio

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

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



The school receives a rating of **Meets Standard** with a ratio of 0.78. The corresponding graph illustrates trends in debt to asset ratio throughout the school's current charter term.

Debt Service Coverage

Education One monitors the school's debt service coverage ratio, which is a measurement of the cash flow available to pay current debt obligations. This measure was not available for the school during this school year.

Part III: Organizational Performance

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

Overall Rating for Organizational Performance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
	Meets Standard						

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

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received a rating of Meets Standard, with minimal concerns in indicator measures around strategic planning. While initial conversations about the school's long-term direction have started, the board has not yet finalized a strategic plan that outlines its vision and priorities. Strengthening these systems will help ensure the school's long-term success.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Governing Board	Focus on High Academic Achievement	MS						
	Commitment to Exemplary Governance	MS						
	Fiduciary Responsibilities	MS						
	Strategic Planning and Oversight	AS						
	Legal and Regulatory Compliance	MS						
School Leader	Culture of High Expectations	MS						
	Staff Development	MS						
	Instructional Leadership	MS						
Compliance	Charter Compliance	MS						

GOVERNING BOARD

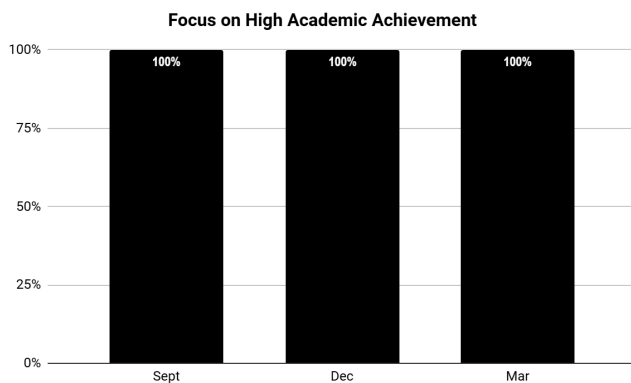
Focus on High Academic Achievement

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

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

Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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



The governing board of Dynamic Minds Academy (DMA) demonstrates a clear commitment to high academic achievement and the mission of the school using student performance data to guide strategic decisions and monitor progress toward established goals. Board members share a unified drive towards the mission and assume ultimate responsibility for ensuring both school and student success.

Through regular review of key indicators, the board remains actively informed and engaged in evaluating the school's performance. Their actions reflect a focused effort to align governance with outcomes, ensuring that all decisions support the academic success of every student. The following graph

illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, DMA governing board receives a rating of **Meets Standard**.

Commitment to Exemplary Governance

Education One measures the quality of a governing board through their commitment to exemplary governance, as evidenced by their ability to build and maintain a high-functioning and engaged board, and the implementation of best governance practices. More specifically, exemplary boards exhibit the following characteristics:

- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;

- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;
- Investment in the board's development, through orientation for new members and ongoing training for existing members;
- Clearly defined roles and responsibilities for officers, committees, and board members;
- Employment of a robust committee structure to accomplish board work strategically and efficiently;
- Engagement during meetings through questioning, commenting, etc. based on a comprehensive review of all board materials prior to the meeting;
- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One; and
- Timely distribution of board meeting materials to Education One prior to any publicly held meeting, that includes academic, financial, and organizational updates.

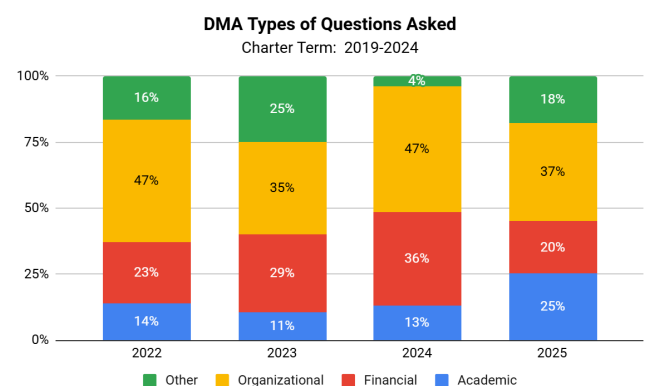
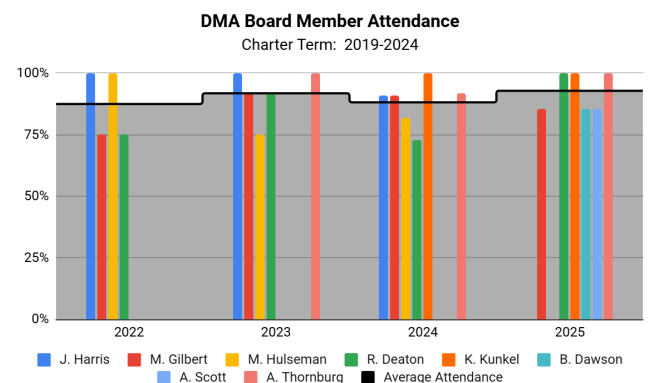
Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

The governing board demonstrates a strong commitment to exemplary governance through the implementation of effective structures and practices that support strategic oversight and organizational success. Following a recent transition in board leadership and the onboarding of several new members, the board has remained dedicated to the school's mission, as reflected in the thoughtful engagement, active questioning during meetings, and members' willingness to participate in professional development to strengthen areas of growth.

The board maintains a diverse and skilled membership, with clear roles and responsibilities that enable members to contribute meaningfully. While the new board chair is deeply invested in the school's success, continued coaching or targeted professional development will be critical to ensure he can confidently guide the board's work and maintain the high standards of governance the school requires.

The board as a whole remains committed to continuous improvement, utilizing a robust committee structure and maintaining open, timely communication with Education One to ensure transparency and accountability. Based on evidence



collected throughout the school year, the governing board receives a rating of **Meets Standard**.

Fiduciary Responsibilities

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

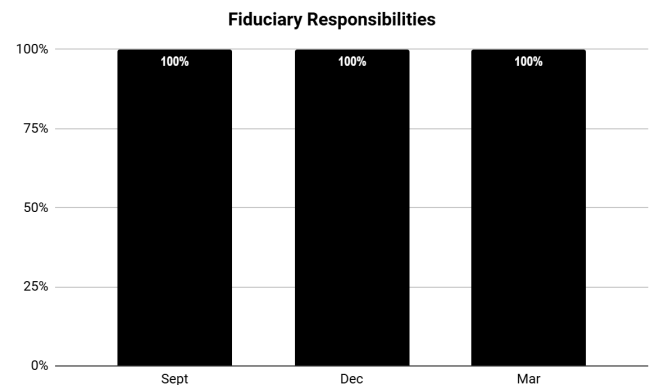
- Ensure that all members understand the school's finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically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

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

The governing board demonstrates a strong commitment to responsible resource management and long-term sustainability through careful financial oversight and strategic planning. Board members are well-informed about the school's financial position, regularly reviewing data to make sound decisions that align with the school's mission and academic goals.

The board ensures that annual budgets are thoughtfully developed to support student achievement, and members actively contribute their time, expertise, and resources to the school's success. Additionally, the board engages in efforts to expand program awareness and build community partnerships. Their understanding of the broader charter school landscape also enables them to advocate for policies that support and advance the charter movement. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, DMA governing board receives a rating of **Meets Standard**.



Strategic Planning and Oversight

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

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

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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



The governing board demonstrates a clear commitment to strategic planning and oversight and has made notable progress in orienting new members and strengthening its governance practices. Members are engaged and have taken proactive steps to deepen their understanding of effective board leadership through professional development and reflective dialogue.

While foundational conversations have begun around the school's long-term direction, the board has not yet finalized a strategic plan that clearly reflects its vision and priorities for the future. The establishment of formal annual goals for the board, its committees, and school leadership remains an area

of needed focus to ensure alignment and accountability across all levels. Continued development of these systems will help the board fulfill its governance responsibilities more effectively and ensure long-term success for the school. Based on evidence collected throughout the school year, DMA governing board receives a rating of **Approaching Standard**.

Legal and Regulatory Compliance

Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets all expectations set forth in the charter agreements and bylaws . More specifically, legally compliant boards exhibit the following characteristics:

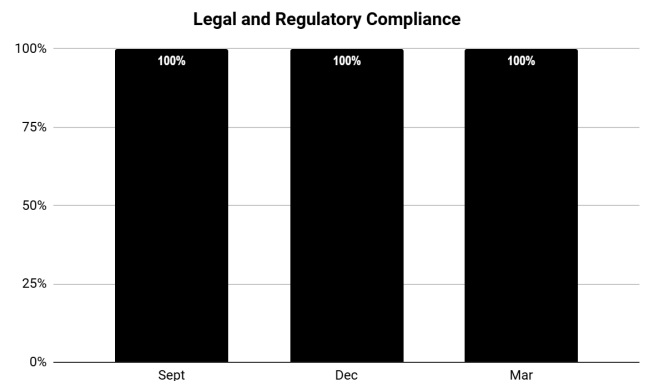
- Hold all meetings in compliance with Indiana’s Open Door Law;
- Maintain the highest standards of public transparency by accurately documenting meeting proceedings and board decisions;
- Adherence to all terms set forth in the charter agreement;
- Comply with established board policies and procedures, including those established in the by-laws;
- Conduct routine revisions of policies and procedures, as necessary;
- Adherence to all state and federal laws, including requirements set forth by the SBOA and/or IRS; and
- Apply sound business judgment by avoiding conflicts of interest, maintaining liability insurance, observing tax requirements, etc.

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

The governing board consistently demonstrates a strong commitment to legal and regulatory compliance, fulfilling its fiduciary responsibilities with diligence and integrity. Board meetings are conducted in alignment with Indiana’s Open Door Law, and proceedings are accurately documented to uphold transparency and public accountability. The board operates in accordance with the terms of the charter agreement and follows established policies and procedures as outlined in its bylaws.

Policies are reviewed and updated regularly to reflect evolving legal standards and best practices. The board ensures compliance with all applicable state and federal laws, including those governed by the State Board of Accounts and IRS requirements, and exercises sound business judgment in matters such as conflict of interest management, liability insurance, and financial reporting. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, DMA governing board receives a rating of **Meets Standard**.



SCHOOL LEADER

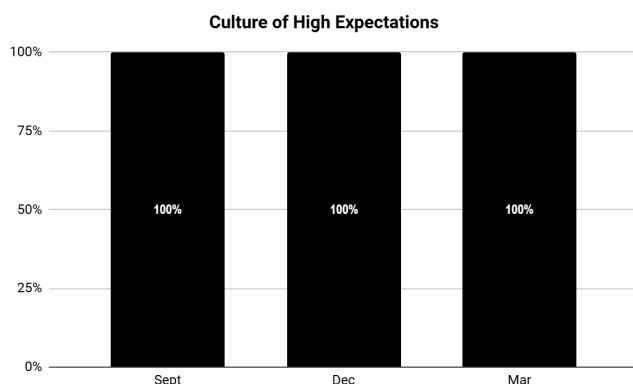
Culture of High Expectations

Education One measures the school leader and/or leadership team on the effectiveness of creating a school culture of high expectations. Leaders serve as models, mentors, and catalysts for positive change within the school community. The ability to create a culture of high expectations is fundamental to creating a thriving, dynamic learning community where all students can flourish. Leadership teams exhibit the following characteristics in creating a culture of high expectations:

- Evidence stability in key administrative positions;
- Maintain appropriately licensed and/or certified personnel in key administrative positions;
- Receive a rating of effectiveness in the role of a school leader;
- Provide clarity of roles and responsibilities among school staff;
- Execute goals created by the school's board of directors that align with the school's mission and/or vision;
- Engage in the continuous process of improvement and establishment of systems for addressing areas of deficiency on time;
- Communicate effectively with stakeholders (i.e., students, staff, families, and community) that support the implementation of the mission and vision of the school; and
- Provide consistent information to and consult with the school's board of directors and members of Education One.

Characteristics of a culture of high expectations are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

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



The leadership team at DMA exemplifies what it means to build and sustain a culture of high expectations. Both leaders bring a depth of knowledge, passion, and stability to their roles that consistently centers the needs of their student population. Their commitment to clarity of roles, licensed personnel, and collaborative partnership with Hope Source has created a unified and student-first approach to service delivery.

They've navigated relationships with stakeholders with professionalism and integrity, always advocating for what is best for students. Their leadership is further reflected in their effective communication with stakeholders, thoughtful

implementation of the school's mission and vision, and responsive systems of continuous improvement which serve to elevate the school's culture and community. Based on evidence collected throughout the school year, DMA school leadership receives a rating of **Meets Standard**.

Staff Development

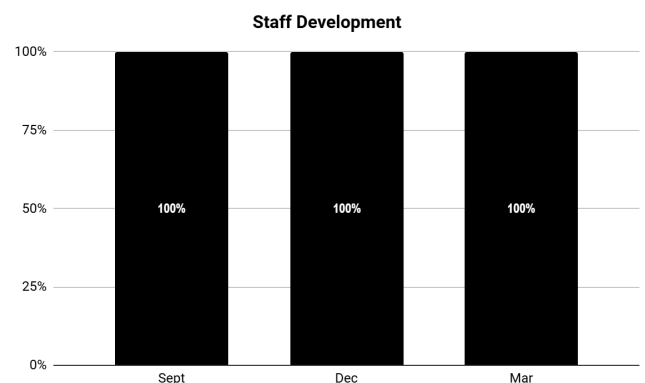
Education One expects school leaders and/or leadership teams to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous and fair definitions of teacher effectiveness, as evidenced by the following characteristics:

- At least 90% of teachers who teach full-time either:
 - Hold a license or permit to teach in a public school in Indiana described in code or rules adopted by the state board concerning the licensing of teachers; or
 - Are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program established by the Indiana code.
- Any individuals who provide a service for which a license is required under Indiana law must have the appropriate license;
- Establish an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) in which teachers believe that all students can succeed;
- Conduct regular teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses, that teachers are held accountable for;
- Provide sustained, systemic, and effective supervision, professional development, and coaching that improves teachers' instructional effectiveness; and
- Ensure professional development activities are interrelated with classroom practice.

Characteristics of teacher development are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

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

The school's leadership has also demonstrated excellence in fostering staff development and instructional capacity. They maintain a strong focus on hiring and retaining appropriately licensed educators, while also setting and reinforcing high expectations for teaching effectiveness. Teachers are held to rigorous standards of content and pedagogical knowledge, and the leadership team provides clear, timely, and actionable feedback to support professional growth. Their coaching and supervision are grounded in classroom practice and student needs, and professional development is intentionally designed to address the real-time instructional demands of their unique setting.



These efforts contribute to a strong instructional culture in which educators are empowered to grow and students are positioned to succeed. Based on evidence collected throughout the school year, DMA school leadership receives a rating of **Meets Standard**.

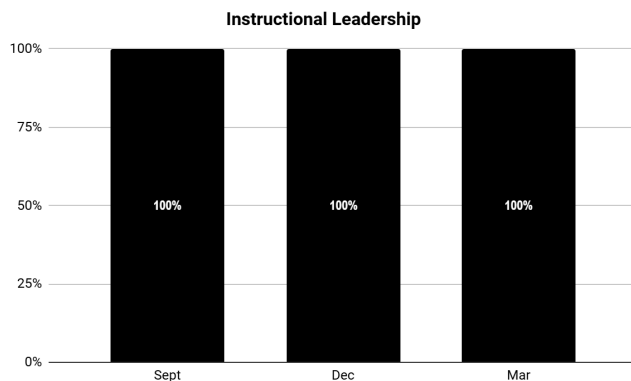
Instructional Leadership

Education One believes that the role of a school leader and/or leadership team extends far beyond administrative duties. A leader shapes the academic direction and fosters a culture of continuous learning. Instructional leadership is the ability to inspire, guide, and support teachers in delivering high-quality instruction that promotes student growth and achievement, as evidenced by the following characteristics:

- Define specific instructional and behavioral actions that are linked to the school's mission and/or vision;
- Use classroom observations to support student academic achievement by visiting all teachers frequently to observe instruction;
- Provide prompt and actionable feedback to teachers to support the improvement of student outcomes;
- Analyze assessment results frequently to adjust classroom instruction, grouping of students, and/or identifying students for special intervention; and
- Establish processes and procedures for collaboration between staff that center on student learning and achievement.

Characteristics of instructional leadership are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

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



As instructional leaders, these administrators model the highest level of intentionality and impact. They recently updated the school's performance framework to more accurately measure how student achievement is supported, showcasing their data literacy, attention to accountability, and deep understanding of their learners.

Classroom observations are routine and focused, with feedback loops that inform both teacher practice and student support strategies. The leadership team uses data analysis and academic monitoring not only to adjust instruction but also to ensure interventions are meaningful and personalized. Their systems for collaboration and

communication among staff are rooted in instructional outcomes, and they consistently align their actions to the school's mission of serving students with autism with dignity, care, and excellence. Based on evidence collected throughout the school year, DMA school leadership receives a rating of **Meets Standard**.

COMPLIANCE

Charter Compliance

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

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

The rubric for this sub-indicator is as follows:

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

Over the course of the year, the school demonstrated full compliance with the terms of its charter and maintained a consistent and collaborative relationship with Education One. All required compliance documentation, including board meeting minutes and schedules, board member updates, reports, and employee records, were submitted accurately and in a timely manner. The school remained aligned with the expectations outlined in its charter agreement and adhered to all applicable federal and state regulations. Additionally, the school engaged productively with both its governing board and Education One, actively participating in scheduled meetings and fulfilling governance responsibilities with transparency and professionalism. Based on evidence collected throughout the school year, DMA receives a rating of **Meets Standard**.

Part IV: School Wide Climate

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
	Meets Standard						

Is the school providing appropriate conditions for student, family, and staff success?

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

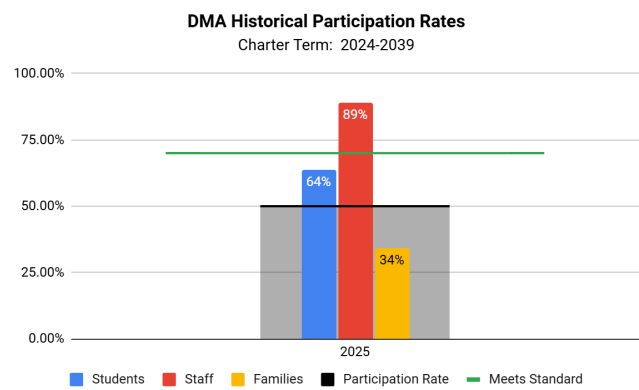
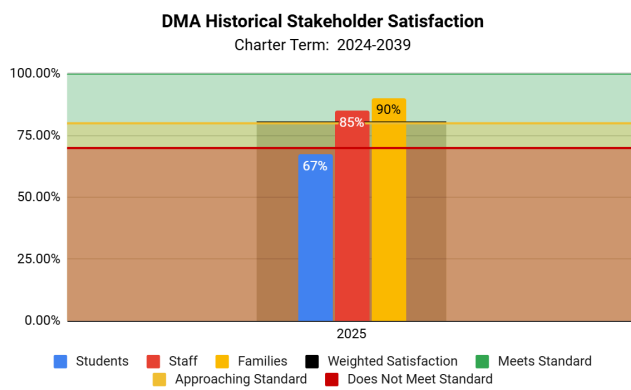
Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Stakeholder Satisfaction	MS						

Stakeholder Satisfaction

Education One requires its schools to conduct an annual third-party survey of staff, students, and families, to gauge the school's effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary. Education One's standard for survey reliability is a participation rate of at least 70.0%. The rubric for this measure is as follows:

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school of its current charter term. With an overall weighted satisfaction rate of 80.2%, the school receives a rating of **Meets Standard**.



While survey participation is not a measure found in the school's Accountability Plan Performance Framework, it is an important metric to understand the viability of the rating provided above. The following table indicates the total number of possible participants for each stakeholder group, the number of stakeholders that took the survey, and the participation rate of each stakeholder. Education One's standard for survey viability is a participation rate of at least 70.0%.

The school is encouraged to increase overall participation from both students and families to ensure that data collected accurately reflects the broader school community and that decisions and improvement efforts are informed by a more comprehensive understanding of stakeholder needs, priorities, and experiences. Strengthening these feedback mechanisms will support more targeted and responsive actions aligned to the school's mission and student outcomes.

DMA's Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	66	42	63.6%
Staff	27	24	88.9%
Families	123	42	34.1%

Part V: Next Steps

As a part of our routine process for authorization, and in accordance with our Guiding Principles, Education One takes a differentiated approach to monitoring and oversight, in order to ensure high expectations for ourselves and our schools. It is our belief that providing schools with individualized support coupled with high levels of accountability creates an environment where kids and communities thrive. This process emphasizes school autonomy, partnership and collaboration, and most importantly, continuous improvement.

Education One utilizes a tiered approach to providing schools with differentiated supports to best meet their unique needs, including schools who require more intensive interventions, based on quantitative and qualitative data points. A school's performance in regards to the indicators found in this annual review determines their assigned intervention and/or support tier each year. Education One's Intervention framework is composed of three tiers:

- **Tier I:** A school has minimal to no noted deficiencies and receives an overall rating of Exceeds or Meets Standard in regards to the performance indicators.
- **Tier II:** A school exhibits some noted deficiencies with a credible plan to address the deficiencies and receives an overall rating of Approaching Standard in regards to a performance indicator.
- **Tier III:** A school exhibits noted deficiencies in some or most of the performance measures with or without a credible plan to address the deficiencies and receives an overall rating of Does Not Meet Standard in regards to a performance indicator. **Schools who qualify for Tier III interventions are immediately placed on Probationary Status, which could lead to charter revocation and/or non-renewal of the charter, if not rectified.**

An overview of the tiered supports and/or interventions for each performance indicator are highlighted in the following table:

	Tier I	Tier II	Tier III
Academic Performance	<ul style="list-style-type: none"> • 2 Site Visits (Q1, Q3) • Major Assessment Data Dives 	Tier IIa <ul style="list-style-type: none"> • 3 Site Visits (Oct-Feb) • Targeted Support Checks based on School Initiatives Tier IIb <ul style="list-style-type: none"> • 4 Site Visits (Sept.-Mar.) • Targeted Support Checks based on Deficiencies 	<ul style="list-style-type: none"> • 6 Site Visits (Sept.-Mar.) • Targeted Support Checks based on SIP
Financial Performance	<ul style="list-style-type: none"> • Quarterly Review 	<ul style="list-style-type: none"> • Quarterly Review • Targeted Support Checks based on Deficiencies 	<ul style="list-style-type: none"> • Quarterly Review • Ongoing Finance Meetings based on SIP
Organizational Performance	<ul style="list-style-type: none"> • Quarterly Board Chair Check-ins • Board Meeting Attendance 	<ul style="list-style-type: none"> • Quarterly Board Chair Check-ins • Board Professional Development • Board Meeting Attendance 	<ul style="list-style-type: none"> • Frequent Board Chair Check-ins • Targeted Support Checks based on SIP • Board Professional Development • Board Meeting Attendance

Next Steps Overview

For 2025-26 School Year

Academic Performance		
Rating	Tier	Probationary Status?
Approaching Standard	Tier placements will be determined following the release of 2025 ILEARN results.	No

Commendations:

- Legacy students significantly outperforming non-legacy students in both reading and math, affirming the positive, long-term impact of the education model for students who experience consistency and continuity
- Demonstrating high percentages of students meeting proficiency and growth targets in Bigs Classrooms, suggesting instructional strategies become more effective as students mature and are exposed longer to the school's unique programming
- Evidencing strong legal compliance and high-quality IEP implementation, reflecting a strong foundation of procedural fidelity in serving the school's specialized population

Recommendations:

- Implement targeted, evidence-based math interventions and curriculum programming
- Review behavioral support systems, deepen partnerships with therapeutic staff, and develop more proactive strategies that promote consistent engagement and reduce refusal trends overtime

Financial Performance		
Rating	Tier	Probationary Status?
Meets Standard	Tier I	No

Commendations:

- Demonstrating strong demand for the school, as well as accurate enrollment forecasting that supports sustainable budgeting, staffing, and operational planning
- Proactively collaborating with partnership to navigate recent changes in funding policies, reflecting a strong commitment to sustaining critical funding streams and ensuring access to essential services for students

Recommendations:

- Prioritize rebuilding cash reserves to ensure resilience against unexpected expenses and future funding variability

Organizational Performance		
Rating	Tier	Probationary Status?
Meets Standard	Tier I	No

Commendations:

- Cultivating a collaborative, mission-driven culture that prioritizes student well-being and success, reflected in strong alignment between the school's leadership team and board with the collective use of data to drive decisions
- Engaging and actively participating in professional development, committees, and meetings
- Creating a system of continuous improvement that supports both teacher growth and student achievement, ensuring that strategies are responsive to the needs of the school's student population

Recommendations:

- Finalize and implement a comprehensive strategic plan that clearly outlines the board's long-term vision and measurable priorities, especially in light of new grant funding and leadership development opportunities
- Establish formal board and committee goals to align with long-term outcomes