



## 2024-2025 ANNUAL REVIEW

# The Nature School of Central Indiana

### **Evaluated By:**

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## TABLE OF CONTENTS

<b><u>Part I: Academic Performance</u></b>	<b>3</b>
<i>Is the school's educational program successful?</i>	
<b><u>Part II: Financial Performance</u></b>	<b>23</b>
<i>Is the school in sound fiscal health?</i>	
<b><u>Part III: Organizational Performance</u></b>	<b>27</b>
<i>Is the school effective and well run?</i>	
<b><u>Part IV: School Climate</u></b>	<b>38</b>
<i>Is the school providing appropriate conditions for student, family, and staff success?</i>	
<b><u>Part V: Next Steps</u></b>	<b>40</b>
<i>Does the school or organization require interventions moving forward?</i>	

## 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](http://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
	2021-22	2022-23	2023-24	2024-25	2025-26
	Approaching Standard	Approaching Standard	Approaching Standard	Approaching Standard	

### Is the school's educational program successful?

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

### What does the Overall Rating for Academic Performance mean?

Year 1	The school received an overall rating of Approaching Standard, indicating that the school presented some concerns in the indicator measures but had a credible plan to address those issues. As a new school, there were only four measures in which the school received a rating. Ratings of Does Not Meet Standard were given to growth measures for the school overall and by subgroups for both reading and math on the local benchmark assessment. The school needs to create and implement intentional instructional pacing and standards mapping, specifically in math, to support students in either maintaining grade level proficiency or growing towards proficiency. At the time of the report, the school has a plan in place to implement such structures and the personnel capacity to do so from the leadership team and teaching staff.
Year 2	The school received an overall rating of Approaching Standard, indicating that the school presented some concerns in the indicator measures but had a credible plan to address those issues. During its second year, the school received ratings for 12 measures. The majority of those measures were rated as either Exceeding, Meeting, or Approaching Standard. Ratings of Does Not Meet Standard were given to the achievement measures on the local math benchmark assessment. The school still needs to implement intentional instructional pacing and standards mapping in math, to support students in either maintaining grade level proficiency or growing towards proficiency. Similarly, due to the Montessori and Nature Based Model, it is important that the school work to identify alternative assessments to more appropriately student success and mission implementation. At the time of the report, the school has a plan in place to implement such structures and the personnel capacity to do so from the leadership team and teaching staff.
Year 3	The school received an overall rating of Approaching Standard, indicating that the school presented some concerns in the indicator measures but had a credible plan to address those issues. During its third year, the school received ratings for 20 measures. 15 of those measures were rated as either Exceeding, Meeting, or Approaching Standard. Four of the five measures with a Does Not Meet Standard rating involved math, specifically from the results of the 2022-23 ILEARN assessment. Chronic absenteeism also received a rating of Does Not Meet Standard. The school also exhibited a decrease in overall rating in Instruction. While the school evidenced implementation of next steps from the 2022-23 school year, plans were ineffective in showing progress towards meeting standard. With fidelity, the school is required to implement more frequent formative assessments to guide differentiation instruction throughout the school year. Specifically in math, intervention for students who are not performing on grade level needs to begin after beginning of year local assessments are completed. The school is evidencing that students are outperforming their peers in math when they have finished the last grade in their multi-age classroom. The school needs to complete its assessment of how the curriculum supports the newly revised Indiana Academic Standards and ensure students are being exposed to math content based on those expectations.

Year 4	The school received an overall rating of Approaching Standard, indicating that the school presented some concerns in the indicator measures but had a credible plan to address those issues. During its third year, the school received ratings for 26 measures. 20 of those measures were rated as either Exceeding, Meeting, or Approaching Standard. Three of the six measures with a Does Not Meet Standard rating involved math, specifically from the results of the 2023-24 ILEARN assessment. Chronic Absenteeism continues to be a concern. This was the first year the school was compared to local schools and did not outperform in any area. Leadership did focus more efforts in math instruction, curriculum implementation, and differentiation, which was evidenced on increase in student performance on local math assessments. As the school enters its next phase of growth, the focus needs to shift toward strengthening instructional rigor and ensuring that curriculum implementation is both aligned with Montessori principles and grade-level academic expectations. With families drawn to the school's unique nature-based Montessori model, it is essential that all staff are adequately trained to deliver instruction that meets the dual goals of developmental appropriateness and academic challenge.
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	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	<a href="#">Federal Accountability Rating</a>	N/A	AS	AS	DNMS	
	<a href="#">Proficiency on State Summative Assessment:</a> E/LA	N/A	N/A	N/A	AS	
	<a href="#">Proficiency on State Summative Assessment by Subgroup:</a> E/LA	N/A	N/A	N/A	AS	
	<a href="#">Proficiency on State Summative Assessment:</a> Math	N/A	N/A	N/A	DNMS	
	<a href="#">Proficiency on State Summative Assessment by Subgroup:</a> Math	N/A	N/A	N/A	AS	
	<a href="#">Growth on State Summative Assessment:</a> E/LA	N/A	N/A	MS	AS	
	<a href="#">Growth on State Summative Assessment by Subgroup:</a> E/LA	N/A	N/A	MS	AS	
	<a href="#">Growth on State Summative Assessment:</a> Math	N/A	N/A	DNMS	AS	
	<a href="#">Growth on State Summative Assessment by Subgroup:</a> Math	N/A	N/A	DNMS	AS	
	<a href="#">Pass or Pass+ Status Growth:</a> E/LA	N/A	N/A	MS	AS	
	<a href="#">Did Not Pass Status Growth:</a> E/LA	N/A	N/A	MS	AS	
	<a href="#">Pass or Pass+ Status Growth:</a> Math	N/A	N/A	DNMS	DNMS	
	<a href="#">Did Not Pass Status Growth:</a> Math	N/A	N/A	MS	AS	
	<a href="#">Comparison to Local Schools</a>	N/A	N/A	N/A	DNMS	
	<a href="#">3rd Grade Literacy</a>	N/A	N/A	MS	ES	
	<a href="#">6th Grade Math</a>	N/A	N/A	AS	ES	
	<a href="#">Chronic Absenteeism</a>	N/A	AS	DNMS	DNMS	
	<a href="#">Special Education Compliance</a>	MS	MS	AS	AS	

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	<a href="#">Instruction</a>	MS	MS	AS	MS	
	<a href="#">Attendance</a>	MS	AS	AS	AS	
	<a href="#">Progress Towards Proficiency:</a> E/LA	N/A	N/A	MS	MS	
	<a href="#">Progress Towards Proficiency by Subgroup:</a> E/LA	N/A	N/A	AS	MS	
	<a href="#">Progress Towards Proficiency:</a> Math	N/A	N/A	AS	AS	
	<a href="#">Progress Towards Proficiency by Subgroup:</a> Math	N/A	N/A	DNMS	AS	
	<a href="#">Historical Proficiency:</a> E/LA	N/A	N/A	MS	ES	
	<a href="#">Historical Proficiency:</a> Math	N/A	N/A	ES	DNMS	

## 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. <b>OR</b> 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, The Nature School of Central Indiana (TNS) receives a rating of **Does Not Meet Standard** based on the school's Accountability Plan Performance Framework.

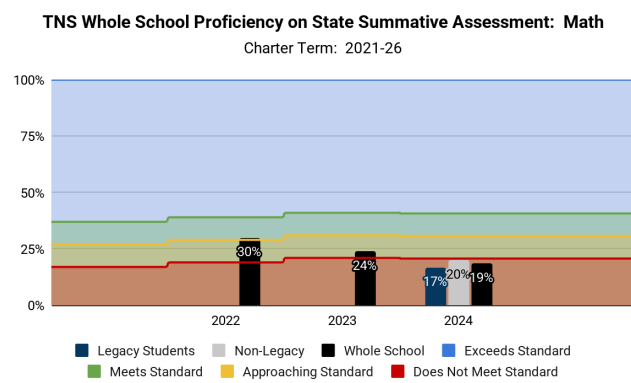
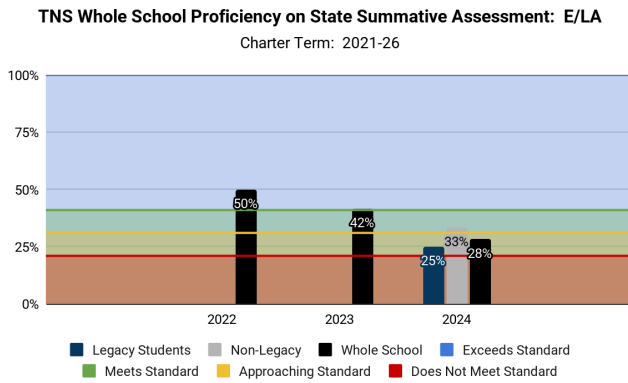
### Proficiency on State Summative Assessment

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 in grades three through eight at TNS, participated in Indiana's state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three through eight. All data utilized in this measure's review is from the 2023-24 school year.

The graphs on the following page illustrate the historical trends of the school and state passing rates throughout the school's current charter term defined within this review. The 2023-24 school year is the first year for the school to have legacy students.



**English/Language Arts:** In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2024 English/Language Arts assessment. At TNS, 25% of legacy students met or exceeded standards on the same assessment. With a difference of 16 points, the school is **Approaching Standard**.

**Math:** In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2024 math assessment. At TNS, 17% of legacy students met or exceeded standards on the same assessment. With a difference of 24 points, the school **Does Not Meet Standard**.

Since opening in 2021-22, enrollment has grown by 20%. Most subgroup percentages have remained stable, but the Special Education population has increased by 38%. While this group now makes up 23% of the student body, above the 17% state average, it should be seen as a factor in performance trends, not the reason for declines in passing rates.

Over the past three years, the school has experienced a concerning decline in academic performance. Additionally, legacy students, those who have been enrolled the longest, are underperforming compared to their non-legacy peers, signaling a need to closely examine instructional practices, supports, and overall student experience over time.

### Subgroup Proficiency on State Summative Assessment

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

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

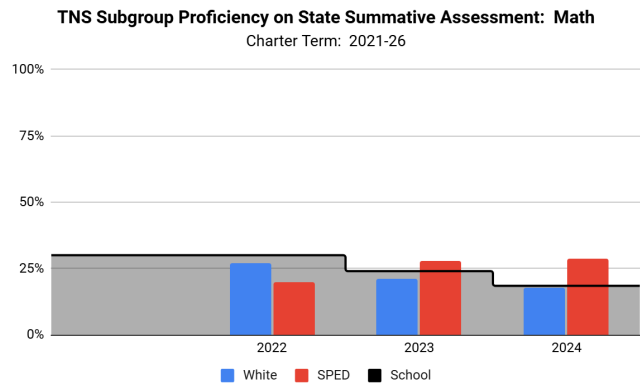
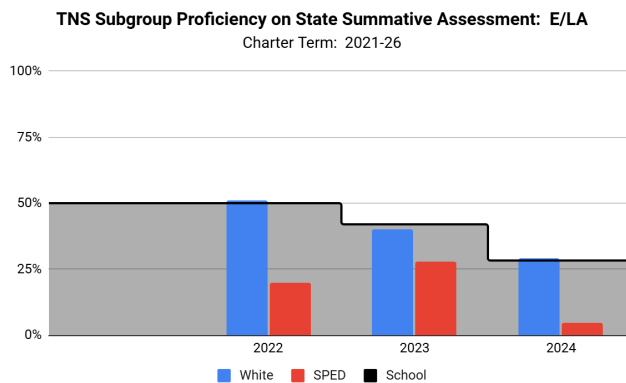
The rubric used for this measure is as follows:

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

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

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

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



The following table highlights 2023-2024 results and how they compare to the state.

Subgroup Information			English/Language Arts				Math			
Subgroup	School Population	State Population	School Passing %	State Passing %	Difference	Rating	School Passing %	State Passing %	Difference	Rating
White	86%	63%	29.1%	47.9%	-18.8%	AS	17.7%	48.7%	-31.0%	DNMS
SPED	25%	17%	4.8%	13.7%	-8.9%	DNMS	28.6%	16.9%	+11.7%	ES

**English/Language Arts:** TNS has two subgroups that meet the ten student requirement for data to be publicly released. The school's White student subgroup is underperforming compared to the state by 18.8 points, receiving a rating of Approaching Standard. Due to the state's passing percentage of Special Education students being less than 20%, TNS receives a Does Not Meet Standard rating for their Special Education subgroup as it is less than 50% of the state's passing percentage. Overall, the school is **Approaching Standard**.

**Math:** In math White students significantly underperformed compared to their peers, with a difference of 31.0 points from the state. The subgroup's performance falls short of established standards and raises concerns about the effectiveness of current strategies and the overall academic environment, seeing as the White student subgroup makes up 86% of the student population. Special Education students, however, outperformed the state's Special Education cohort by 11.7 points. This data point continues to draw upon the value of the programs and system in place at the school for these students within this content area. With a Does Not Meet Rating for TNS' White student subgroup and Exceeding Standard for Special Education subgroup, overall, the school is **Approaching Standard**.

### Growth on State Summative Assessment

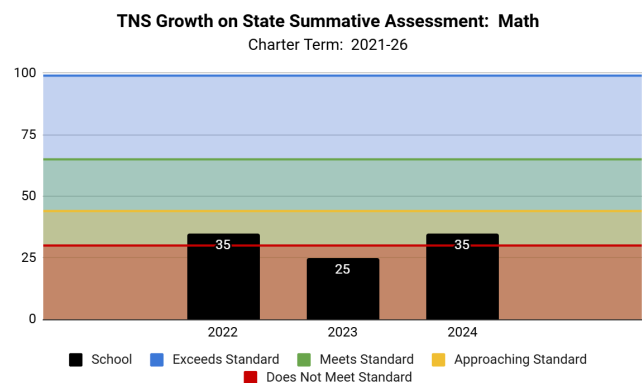
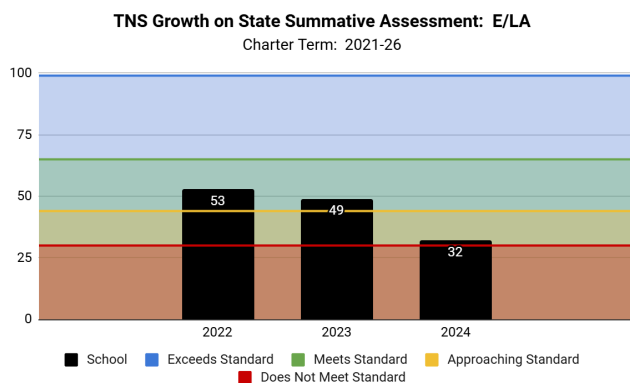
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates 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: TNS had an MGP of 32 based on 2023-24 ILEARN assessment results. Therefore, the school is **Approaching Standard**. The school's MGP has declined steadily over the past three years, indicating that students are making less academic progress each year compared to their academic peers statewide. This trend raises concerns about the effectiveness of instructional practices and interventions.

Math: TNS had an MGP of 35 based on 2023-24 ILEARN assessment results. Therefore, the school is **Approaching Standard**. Math growth has remained consistently low since the school has opened. The overall trend points to ongoing challenges in accelerating student learning in math. The school must identify and address barriers to sustained and meaningful growth in this area.

### Subgroup Growth on State Summative Assessment

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

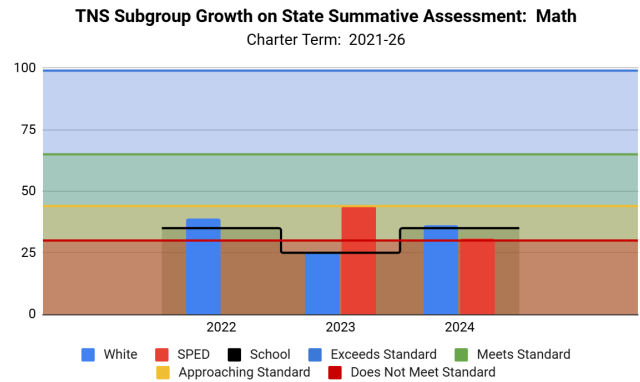
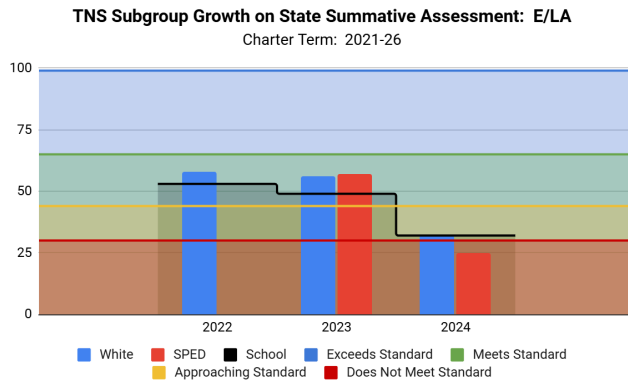
- Bottom 25%;
- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).



The rubric used for this measure is as follows:

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

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



**English/Language Arts:** TNS has two subgroups that meet the ten student requirement for data to be publicly released. The school's White student subgroup had an MGP of 32, just two points into the Approaching Standard threshold, while the school's Special Education student subgroup fell just below into Does Not Meet Standard with an MGP of 25. Overall, the school is **Approaching Standard**. The school's performance continues to fall short of established standards, seeing a significant decline in growth from the previous school year.

**Math:** The school's White and Special Education student subgroups had an MGP of 36 and 31, respectively. Overall, the school is **Approaching Standard**. While the school has made progress in closing gaps amongst their White student subgroups in comparison to the previous year, evaluation of the concerted efforts and targeted interventions is necessary for the continuous improvement in academic growth outcomes.

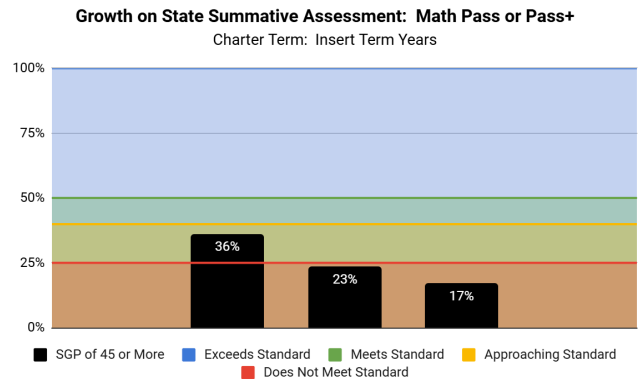
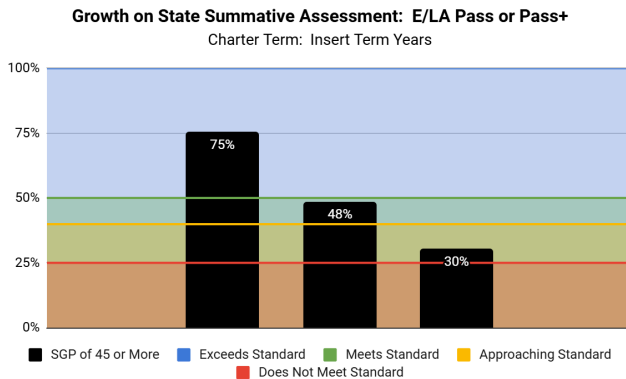
### Passing Status Growth on State Summative Assessment

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

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

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

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



English/Language Arts: 30% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023-24 English/Language Arts assessment. The school receives a rating of **Approaching Standard**.

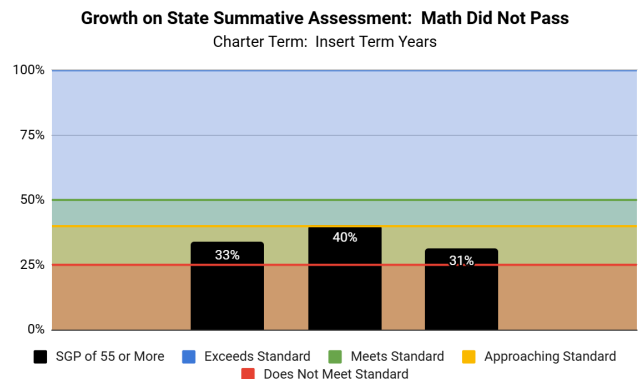
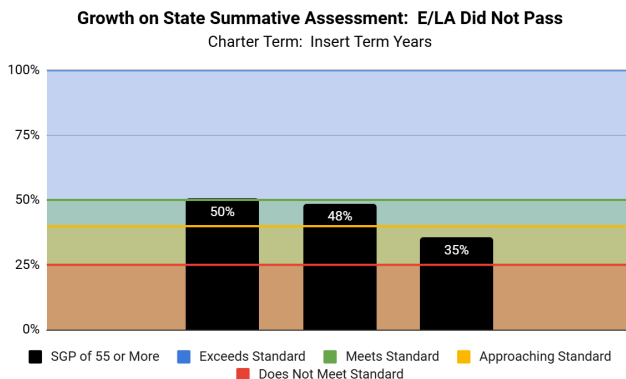
Math: 17% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023-24 math assessment. The school receives a rating of **Does Not Meet Standard**.

A growing concern is that even students who are performing at grade level are not making adequate academic growth. This trend is directly contributing to declining overall passing rates and may signal that Tier I instruction or the core curriculum is not effectively meeting the needs of all learners. When students who start strong are not growing, it raises important questions about the pacing, alignment, and delivery of daily instruction.

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

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

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



English/Language Arts: 35% of 'Did Not Pass' students had an SGP of at least 55 on the 2023-24 English/Language Arts assessment. The school receives a rating of **Approaching Standard**.

Math: 31% of 'Did Not Pass' students had an SGP of at least 55 on the 2023-24 math assessment. The school receives a rating of **Approaching Standard**.

The growth of non-passing students is critical to their academic success and future prospects. Without adequate progress towards proficiency, these students may struggle to close learning gaps, reach grade-level expectations, and achieve the necessary skills and knowledge to succeed academically and beyond.

### Comparison to Local Schools

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

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

The following table indicates the comparison schools for TNS, based on the location and subgroups served.

School Name	SPED Population	Distance from School
<b>TNS</b>	<b>25%</b>	
Geist Montessori Academy	20%	9 miles
Crestview Elementary School	15%	1.8 miles
Forest Glen Elementary School	8%	4 miles
Skiles Test Elementary School	7%	2.3 miles
Sunnyside Elementary School	11%	5.4 miles

The following tables illustrate the performance measures that TNS outperformed the aforementioned local schools, which are highlighted in green.

School Name	E/LA Proficiency	Math Proficiency	E/LA Growth	Math Growth
<b>TNS</b>	<b>28.3%</b>	<b>18.5%</b>	<b>31.4%</b>	<b>10.1%</b>
Geist Montessori Academy	44.0%	42.4%	51.7%	28.1%
Crestview Elementary School	30.3%	32.3%	45.5%	32.7%
Forest Glen Elementary School	57.5%	60.3%	64.9%	55.5%
Skiles Test Elementary School	15.7%	17.5%	32.2%	16.6%
Sunnyside Elementary School	21.8%	30.3%	42.7%	41.3%

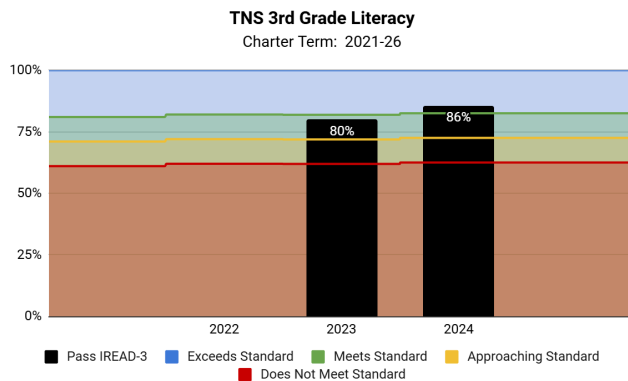
Overall, TNS outperformed comparison schools 15% of the time when looking at proficiency and growth for both English/Language Arts and math. Therefore, the school receives a rating of **Does Not Meet Standard**. As the school completes its third year, it's important to acknowledge the foundational work that comes with being a new school. However, current performance remains below that of comparison schools, signaling a need to accelerate progress.

While some growing pains are expected, the school must now transition from establishing systems to driving measurable academic outcomes.

### 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 corresponding graph illustrates the trends of third grade students passing this assessment throughout the school's current charter term defined within this review. The state of Indiana has created a statewide goal that the IREAD-3 passing rate be 95% by 2027.

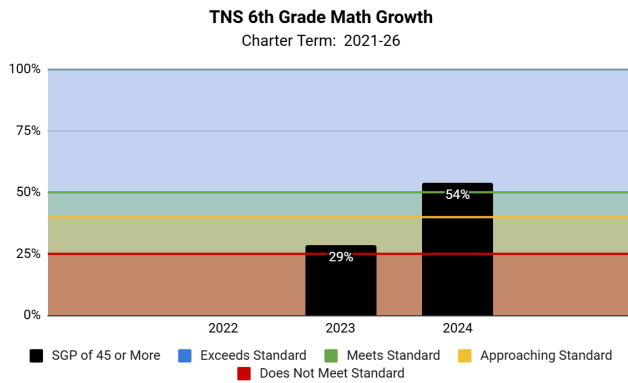
In 2023-24, TNS had a passing rate of 86% on the IREAD-3 assessment. The state of Indiana's passing percentage was 83%. With a difference of 3 points, the school receives a rating of **Exceeds Standard** according to their Accountability Plan Performance Framework.

Passing IREAD-3 demonstrates that a student has mastered essential foundational reading skills, but ILEARN E/LA assesses more advanced, grade-level comprehension and writing expectations. The gap between passing IREAD-3 and not passing ILEARN may point to challenges in transitioning from learning to read to reading and writing for deeper understanding, highlighting the need for strong Tier I instruction and scaffolded support in upper elementary.

### 6th Grade Math

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

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



The corresponding graph illustrates the trends of sixth grade students with an SGP of at least 45 on the ILEARN math assessment throughout the school's current charter term defined within this review. In 2023-24, 54% of sixth grade students had an SGP of at least 45 on the ILEARN math assessment, therefore, the school receives a rating of **Exceeds Standard** according to their Accountability Plan Performance Framework.

The increase in the percentage of 6th grade students meeting growth targets likely reflects improvements in targeted interventions, instructional strategies, or curriculum alignment at this grade level. This positive trend demonstrates that

focused efforts can lead to meaningful student growth, and it provides a valuable model for other grade levels and subject areas to replicate in order to boost overall school performance.

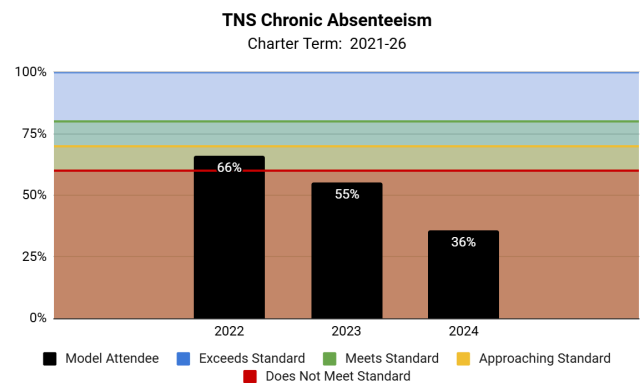
### Chronic Absenteeism

Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason. The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE and ESSA goals created by the state of Indiana. The rubric for this indicator is as follows.

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

The graph illustrates trends overtime for TNS throughout its current charter term. Based on the current model attendee rate of 36%, the school receives a rating of **Does Not Meet Standard**. Over the past three years, the percentage of model attendees, students maintaining at least 96% attendance or improving their attendance by 3 percentage points, has declined significantly from 66% to 36%.

This drop in consistent attendance is concerning, as regular attendance is strongly linked to academic success. Lower attendance rates can disrupt student learning continuity, reduce exposure to critical instruction, and ultimately contribute to declining academic outcomes.



### Special Education Compliance

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

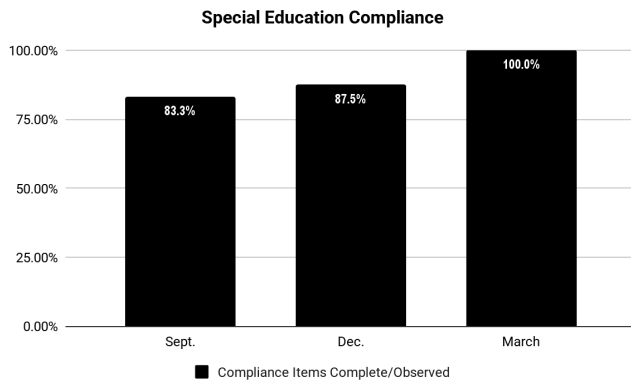
- Evidence that IEP goals are established, current, and up to date in Indiana's online system;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of high quality interventions and IEPs are appropriately communicated with the classroom teacher;
- Evidence of high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

and effective practices relating to services being provided;

- Evidence that disciplinary actions are appropriate, legal, equitable, and fair; and
- The percentage of disciplinary actions of SPED students does not exceed the percentage of students identified as SPED.

The rubric for this sub-indicator is as follows:

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



Over the 2024–25 school year, the school demonstrated growth in its special education compliance efforts, particularly in improving collaboration between general and special education staff and maintaining accurate IEP documentation. Commendable practices included the clear communication of high-quality interventions and legal adherence in case conference procedures, reflecting a strong commitment to supporting diverse learners. However, the school was consistently encouraged to address equity in discipline, specifically to analyze and respond to the disproportionate disciplinary actions involving special education students.

Although a SPED Behavior Plan had been shared previously, Education One requested updates and further action, including professional development and external collaboration, to ensure continued improvement in this area. Looking ahead, the school is advised to prioritize inclusive practices and prepare for structural adjustments related to shifting grade bands and deeper classroom integration, signaling the importance of ongoing planning and capacity-building to meet the evolving needs of its student population. Based on evidence collected throughout the school year, TNS 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:

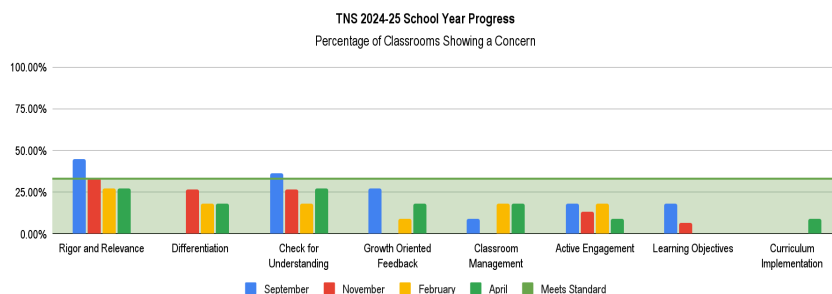
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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.



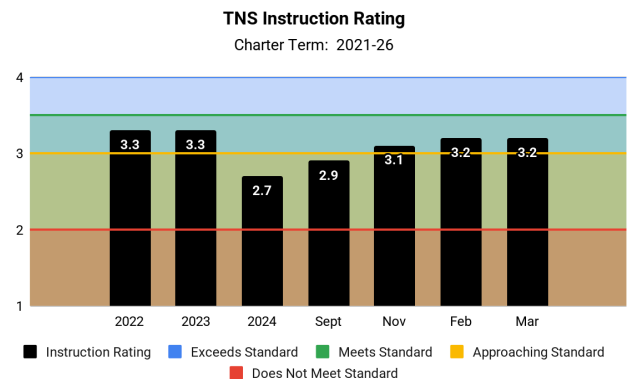
To coincide with the graph, the following table indicates the actual percentage of classrooms where there was an observable concern.

	September	November	February	April
Rigor + Relevance	45.0%	33.3%	27.3%	27.3%
Differentiation	0.0%	26.7%	18.2%	18.2%
Checks for Understanding	36.0%	26.7%	18.2%	27.3%
Growth Oriented Feedback	27.0%	0.0%	9.1%	18.2%
Classroom Management	9.0%	0.0%	18.2%	18.2%
Active Engagement	18.0%	13.3%	18.2%	9.1%
Learning Objectives	18.0%	6.7%	0.0%	0.0%
Curriculum Implementation	0.0%	0.0%	0.0%	9.1%

The school has made meaningful strides under the guidance of a new leadership team that has prioritized establishing foundational systems to support a stable learning environment. Classrooms are generally well-managed and organized, and students are engaged in learning through a variety of instructional approaches tailored to individual needs and preferences. The staff demonstrates a strong commitment to student-centered learning, and efforts to incorporate student autonomy and authentic feedback are evident. The leadership team has also shown intentionality in identifying areas for improvement and building structures for ongoing reflection and analysis.

As the school enters its next phase of growth, the focus should shift toward strengthening instructional rigor and ensuring that curriculum implementation is both aligned with Montessori principles and grade-level academic expectations. With families drawn to the school's unique nature-based Montessori model, it is essential that all staff are adequately trained to deliver instruction that meets the dual goals of developmental appropriateness and academic challenge. Continued investment in teacher development, particularly around curriculum fidelity, formative assessment, and rigorous questioning, will be critical to increasing instructional impact and ensuring that all students are appropriately supported and challenged in their learning.

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 following 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, TNS receives a rating of **Meets Standard** with an average instruction rating of 3.1 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. TNS had an average attendance rate of 92.7% and, thus, **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Attendance Breakdown					
Kindergarten	92.3%	X	Fifth	93.5%	X
First	92.4%	X	Sixth	92.6%	X
Second	92.9%	X	Seventh	92.4%	X
Third	93.9%	X	Eighth	91.9%	X
Fourth	92.3%	X	Whole School	92.7%	X
Key: ✓ = Meets Standard, X = Approaching Standard, ✗ = Does Not Meet Standard					

### Progress Towards Proficiency

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

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

During the 2024-25 school year, TNS utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP). This computer adaptive assessment assesses students in reading and math and is aligned to grade level standards. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of immediate improvement and celebration.

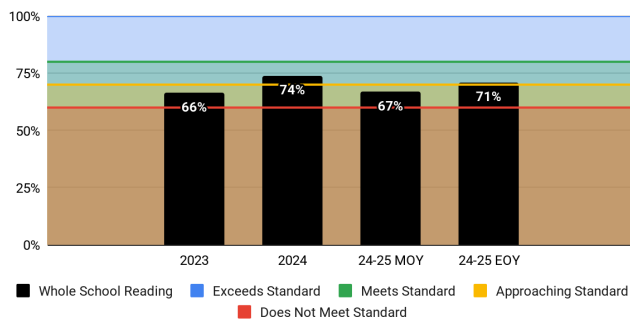
TNS implements multi-age classrooms as a part of their model. For this reason, data is collected and shared from this lens. Lower elementary includes first through third grade students, upper elementary is comprised of fourth through sixth grade students, and the middle school serves students in seventh and eighth grade.

The tables and graphs on the following page illustrate the overall proficiency and progress towards proficiency (whether or not a student maintained grade level proficiency or met growth targets) throughout the school year and current charter term.

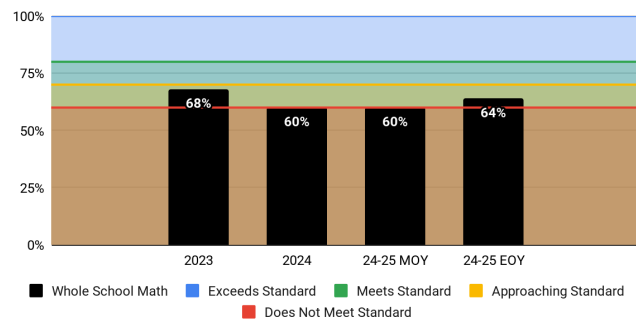
Progress Towards Proficiency: Reading							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
K-1	70.7%	38.6%	39%	✗	43.9%	49%	✗
Lower Elementary	46.5%	52.3%	73%	✓	65.1%	81%	✓
Upper Elementary	79.5%	78.3%	85%	✓	77.3%	77%	✓
Middle School	75.0%	76.0%	76%	✓	75.0%	53%	✗
Whole School	67.1%	59.7%	67%	✗	64.5%	71%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: Math							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
K-1	71.4%	47.7%	50%	✗	59.5%	55%	✗
Lower Elementary	46.5%	54.5%	68%	✗	55.8%	65%	✗
Upper Elementary	53.3%	40.0%	49%	✗	40.0%	44%	✗
Middle School	58.3%	72.0%	84%	✓	75.0%	79%	✓
Whole School	57.1%	51.3%	60%	✗	55.2%	64%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

TNS Progress Towards Proficiency: Whole School Reading  
Charter Term: 2021-26



TNS Progress Towards Proficiency: Whole School Math  
Charter Term: 2021-26



**Reading:** 71% of students were considered proficient and/or met growth targets on NWEA. Therefore, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework. The data indicates that the school is effectively supporting students in closing achievement gaps.

**Math:** 64% of students were considered proficient and/or met growth targets on NWEA. Therefore, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. The data indicates that the school is moving in the right direction in addressing achievement gaps of students and maintaining proficiency.

### Subgroup Progress Towards Proficiency

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

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

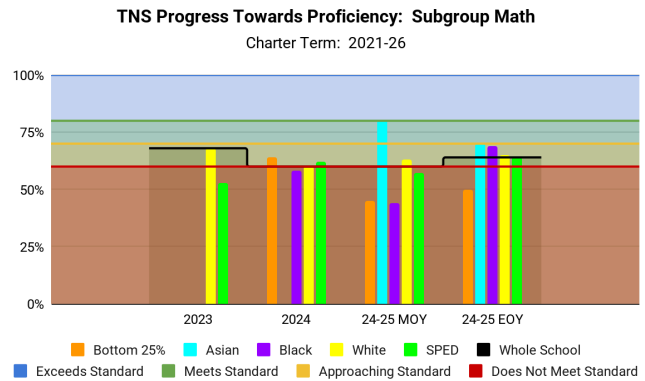
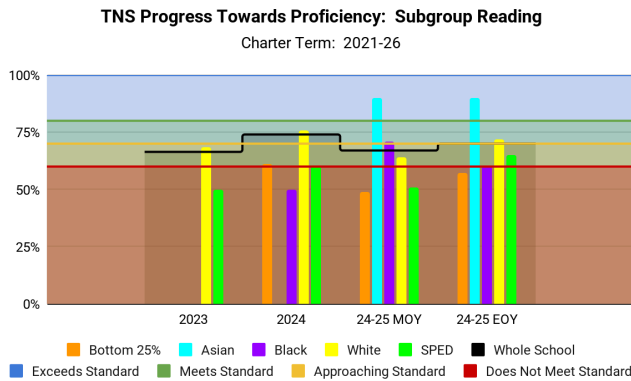
The rubric for this sub-indicator is as follows, for each subgroup:

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

The following tables and graphs illustrate proficiency and growth outcomes throughout the school year and current charter term.

Progress Towards Proficiency: Reading								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	23%	0.0%	16.2%	49%	✗	31.4%	57%	✗
Asian	7%	90.0%	80.0%	90%	✓	80.0%	90%	✓
Black	10%	73.3%	52.9%	71%	✓	60.0%	60%	✗
White	75%	63.2%	57.6%	64%	✗	64.9%	72%	✓
SPED	22%	52.9%	45.9%	51%	✗	52.9%	65%	✗
School	100%	66.9%	59.7%	67%	✗	64.5%	71%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								

Progress Towards Proficiency: Math								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	23%	0.0%	15.0%	45%	✗	18.4%	50%	✗
Asian	7%	70.0%	80.0%	80%	✓	70.0%	70%	✓
Black	10%	50.0%	37.5%	44%	✗	50.0%	69%	✗
White	75%	54.4%	51.7%	64%	✗	55.3%	65%	✗
SPED	22%	40.0%	37.1%	57%	✗	42.9%	64%	✗
School	100%	57.1%	51.3%	60%	✗	55.2%	64%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								



### Reading:

- **Bottom 25%:** Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework. This result highlights the need for a reassessment of current intervention strategies and increased focus on personalized support for the most academically vulnerable students.
- **Asian:** Overall, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework. With 90% meeting or exceeding expectations, this subgroup reflects the school's success in fostering academic excellence and maintaining high standards.
- **Black:** Overall, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. This outcome suggests that while some progress is being made, additional support and varying responsive strategies are needed to close achievement gaps and improve literacy outcomes for this subgroup.
- **White:** Overall, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework. The data indicates that the school is effectively supporting White students in reaching reading benchmarks, with 72% meeting proficiency or growth targets.
- **SPED:** Overall, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. While this is within the Approaching Standard range, the school has increased this metric by 15 percentage points since collecting progress towards proficiency outcomes, evidencing what has been put in place is working to support these students.

### Math:

- **Bottom 25%:** Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework. This result highlights the need for a reassessment of current intervention strategies and increased focus on personalized support for the most academically vulnerable students.
- **Asian:** Overall, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework. The data indicates that the school is effectively supporting Asian students in reaching reading benchmarks, with 70% meeting proficiency or growth targets.
- **Black:** Overall, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. However, this subgroup was one percentage point away from meeting standard and increased the percentage of student proficient and/or meeting growth targets by 56 percent.
- **White:** Overall, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. With 65% reaching targets, the findings suggest a need for strengthened core instruction and targeted remediation to ensure more students meet expectations.
- **SPED:** Overall, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. Despite targeted efforts, Special Education students continue to face challenges in math, with only 64% meeting proficiency or growth standards.

### Historical Proficiency

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

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

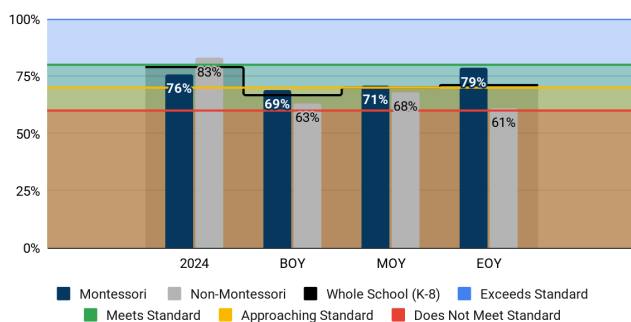
The following table and graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the school's current charter term. Due to the school's Montessori model and implementation of multi-age classrooms, Education One defines a legacy student at TNS as those who have attended the school for three years and who are in the final grade of the Lower Elementary, Upper Elementary, and Middle School classrooms, which would be third, sixth, and eighth grade. These students are compared to other similar grade level students who have not attended the school for the minimum of three years.

Historical Proficiency									
		Reading				Math			
	Population %	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
Legacy	61%	71.4%	71.4%	78.6%	✓	50.0%	50.0%	50.0%	✗
Non-Legacy	39%	61.1%	68.4%	61.1%	✗	44.4%	63.2%	61.1%	✗
Whole School	100%	67.4%	70.2%	71.7%	✓	47.8%	55.3%	54.3%	✗

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

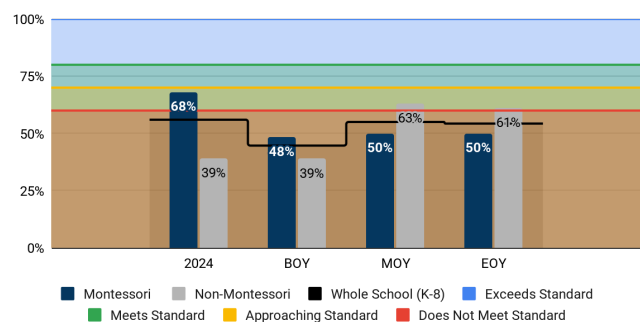
TNS Legacy Student Proficiency: Reading

Charter Term: 2021-26



TNS Legacy Student Proficiency: Math

Charter Term: 2021-26



**Reading:** At the end of the 2024-25 school year, 79% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 61% of non-legacy students. With a difference of 18 percentage points, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework. The success of legacy students at the school serves as a testament to the academic standards and supportive learning environment that distinguish it as a quality educational option in the community.

**Math:** At the end of the 2024-25 school year, 50% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 61% of non-legacy students. With a negative difference of 11 percentage points, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan

Performance Framework. The gap in academic performance between legacy and non-legacy students continues to raise questions about the effectiveness of the school's model and instructional practices.

## 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
	2021-22	2022-23	2023-24	2024-25	2025-26
	Approaching Standard	Meets Standard	Meets Standard	Meets Standard	

Is the school in good financial standing?		
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 <b>OR</b> the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

What does the Overall Rating for Financial Performance mean?	
Year 1	The school received a rating of Approaching Standard by presenting concerns in indicator measures with a credible plan to address the issues. Overall, the school needs to ensure it is budgeting based on an attainable enrollment projection and increase its days cash.
Year 2	The school received a rating of Meets Standard by presenting minimal concerns in the indicator measures. The school appropriately budgeted based on an attainable enrollment and increased its days cash to meet standard. There were deficiencies noted in the school's first audit, which reflected the school's overall financial management. However, the school quickly addressed the concern within the school year, leaving minimal concern at the time of the annual review.
Year 3	The school received a rating of Meets Standard, with no concerns in the indicator measures. The school continues to improve upon financial management practices during its third year in operation, meeting or exceeding enrollment targets, and increasing days cash over time.
Year 4	The school received a rating of Meets Standard, with minimal concerns in the indicator measures. The school continues to improve upon financial management by exceeding enrollment targets. Days Cash did decrease throughout the school year.

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

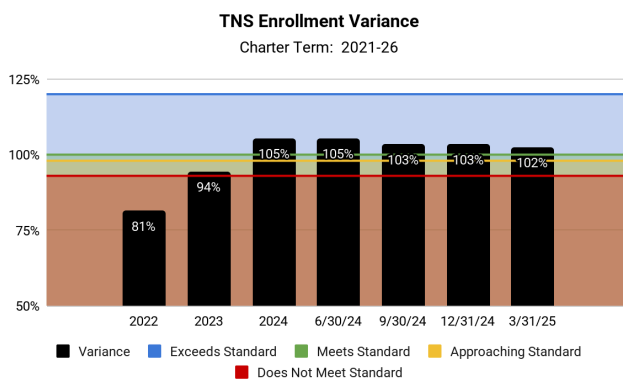
At the time of this report, the school had completed the annual audit for the period July 1, 2023 to June 30, 2023. However, the State Board of Accounts has not yet reviewed the audit.

Throughout the 2023-24 school year, The Nature School of Central Indiana (TNS) 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, TNS had an enrollment of 181 students as of October 2024. Similarly in February of 2025, the school observed an enrollment of 175 students. In August of 2024, TNS submitted its annual budget based on an enrollment of 175 students. With an enrollment variance of 107%, 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.

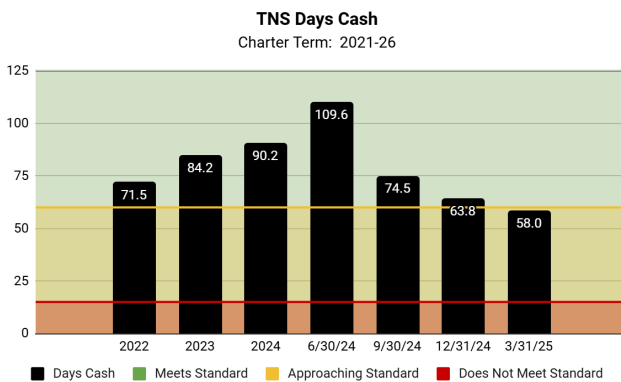


At the time of this report, the school's assets exceed its current liabilities with a ratio of 13.9 and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

### 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. <b>OR</b> between 30 and 60 days cash and one-year trend is positive.	Days cash on hand is at least between 15-30 days. <b>OR</b> between 30 and 60 days cash and one-year trend is negative.	Days cash is less than 15 days.



At the time of this report, TNS had 58.0 days cash. The school 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.

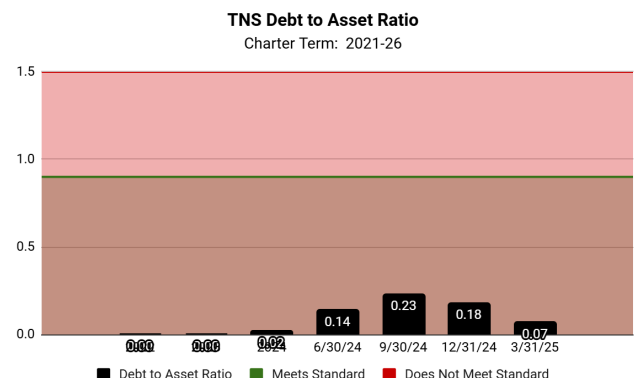
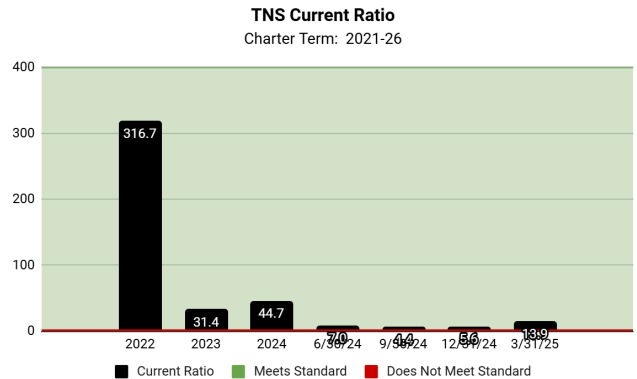
At the time of this report, neither the school's auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the school receives a rating of **Meets Standard**.

### 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 0.07. 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
	2021-22	2022-23	2023-24	2024-25	2025-26
	Approaching Standard	Approaching Standard	Meets Standard	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 <b>OR</b> 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	Overall, the school received a rating of Approaching Standard, indicating that there were some concerns with the indicator measures but the school presented credible plans to address those issues. The school was held accountable to seven measures and received ratings of approaching standard in five of them. Moving into the 2022-23 school year, there needs to be an increase in overall engagement at the board level during board meetings, more representation of various skill sets, and an increase in discussions about academic outcomes and programming. Clear roles and responsibilities of the board and leadership team need to be established within the shared leadership structure.
Year 2	Overall, the school received a rating of Approaching Standard, indicating that there were some concerns with the indicator measures but the school presented credible plans to address those issues or were showing improvement towards meeting standard. The school was held accountable to seven measures and received a rating of approaching standard in two of them. Moving forward, committee structures should be employed and organized in a way that allows the board to accomplish its work strategically and efficiently. Board meeting materials also need to be distributed in a timely manner to Education One prior to scheduled meetings.
Year 3	Overall, the school received a rating of Meets Standard, indicating that there were minimal concerns with the indicator measures. The school established a plan to address the issue involving Special Education Compliance. It has proven to be effective. The school needs more time to evidence that the issue has been fully remedied.
Year 4	Overall, the school received a rating of Meets Standard, indicating that there were minimal concerns with the indicator measures. As the school transitions out of its foundational years, focused on establishing policies and procedures, it is now entering a critical phase of implementation with fidelity. This shift requires both the governing board and school leadership team to align their efforts toward practices that directly impact student outcomes, enrollment stability, and teacher retention. Moving from system-building to system-execution will be key to initiating progress and drive measurable improvement across all areas of the school.

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

## GOVERNING BOARD

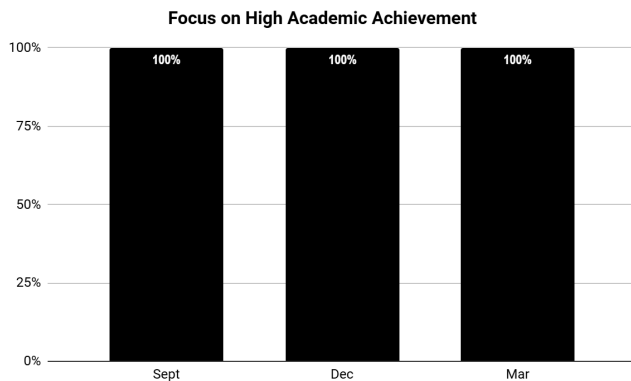
### Focus on High Academic Achievement

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. <b>OR</b> 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 The Nature School of Central Indiana (TNS) demonstrates a clear commitment to high academic achievement and the mission of the school by consistently using student performance data to guide strategic decisions and monitor progress toward established goals. Board members share a unified definition of academic excellence and assume ultimate responsibility for ensuring both school and student success.

Through regular review of key indicators, such as assessment outcomes and growth measures, 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, the TNS 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.

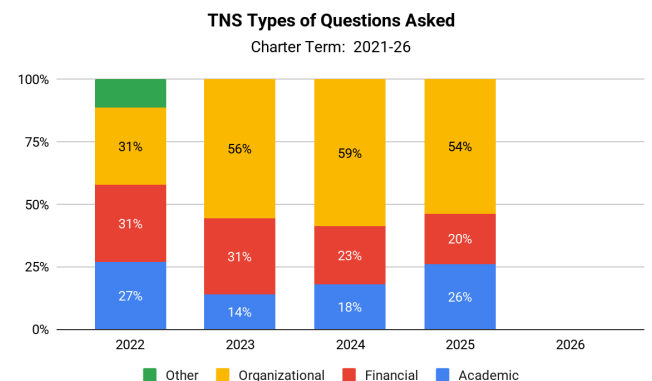
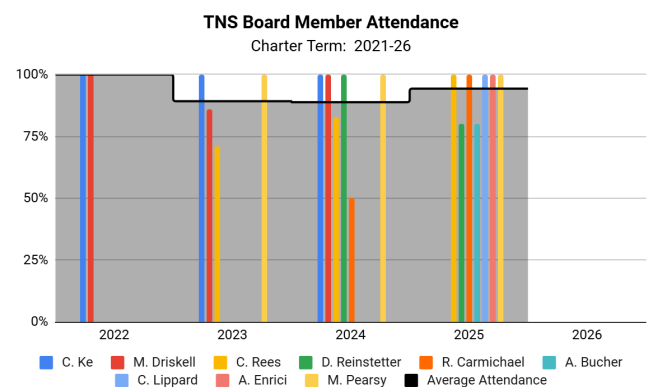
Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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. <b>OR</b> 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. The board maintains a diverse and skilled membership, with clear roles and responsibilities that enable members to contribute meaningfully to the school's mission.

Leadership is strong, with an engaged board chair guiding productive meetings where members are well-prepared and actively involved. The board invests in its own development through orientation and ongoing training, and utilizes a robust committee structure to ensure work is carried out efficiently. Additionally, the board maintains open and timely communication with Education One, providing comprehensive meeting materials and promptly addressing any organizational or academic concerns, thereby upholding high standards of accountability and transparency.

The following graphs illustrate the measure characteristics met throughout this current school year. Given that the board has spent its early years establishing foundational processes and procedures, it is appropriate that much of the discussion to date has centered on organizational aspects. The current



breakdown of board questions reflects this focus. However, as the school enters its fourth year and historical data show a trend of declining proficiency outcomes, it will be important for the board to adopt a more balanced approach. Moving forward, increasing attention to academic performance and instructional effectiveness will be critical to ensuring the long-term success of the school. 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:

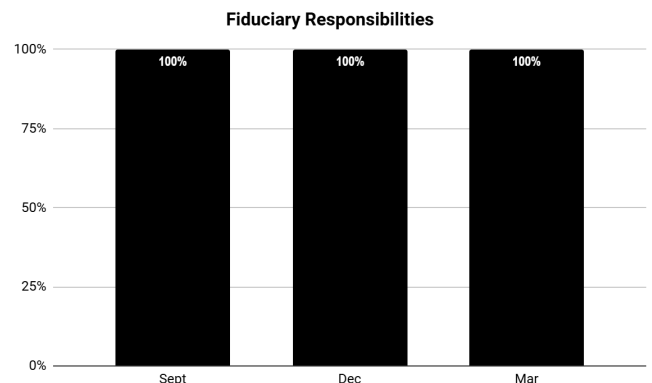
- Ensure that all members understand the school's finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically 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. <b>OR</b> 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. The corresponding graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, the TNS 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. <b>OR</b> The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



The governing board exhibits a strong commitment to strategic planning and oversight, ensuring that the school is well-positioned for long-term success. The board has guided the development of a clear strategic plan that aligns with its vision and sets the direction for school growth. Annual goals are established for the board, committees, and school leadership, with structures in place to ensure progress is regularly monitored.

Board members respect the leadership's autonomy while maintaining clear oversight through regular performance evaluations and data-informed discussions. They work collaboratively with school leadership, engaging in ongoing

communication and feedback loops to address challenges and drive continuous improvement. Succession planning for both the board and school leadership is thoughtfully considered, ensuring stability and sustained progress toward strategic priorities. Based on evidence collected throughout the school year, the TNS governing board receives a rating of **Meets 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:

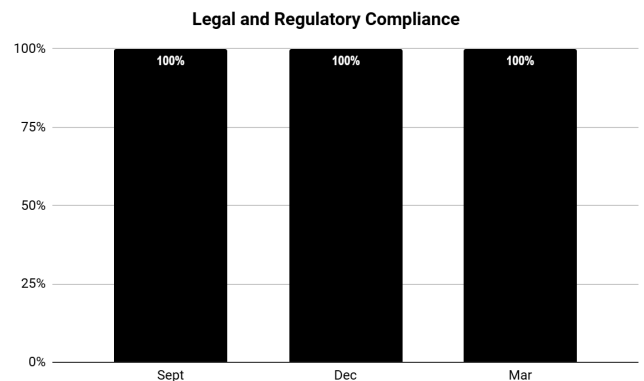
- Hold all meetings in compliance with Indiana’s Open Door Law;
- Maintain the highest standards of public transparency by accurately documenting meeting proceedings and board decisions;
- Adherence to all terms set forth in the charter agreement;
- Comply with established board policies and procedures, 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. <b>OR</b> 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, TNS governing board receives a rating of **Meets Standard**.



## SCHOOL LEADER

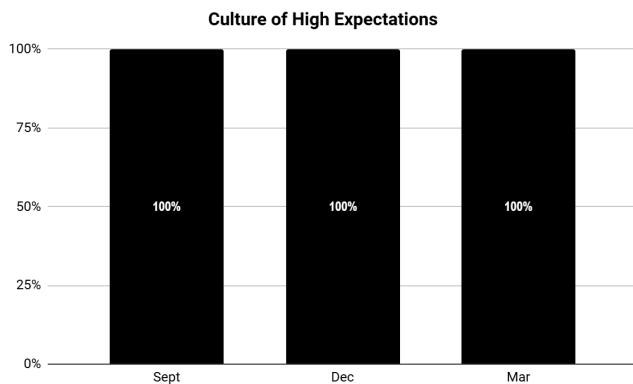
### Culture of High Expectations

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. <b>OR</b> 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 TNS has demonstrated perseverance and commitment through a critical phase of foundational system-building. The team has brought much-needed stability to key administrative roles and worked diligently to construct essential operational and academic structures. With greater clarity in roles and responsibilities, they are better positioned to execute board-aligned goals and move the school forward.

While early efforts focused on reacting to gaps in procedures such as discipline and communication, the leadership team has made strides in defining the school's direction and expectations. As the foundation has now been laid, the next

chapter must be marked by decisive, mission-aligned leadership that consistently holds all stakeholders accountable to high standards and clear expectations. Based on evidence collected throughout the school year, TNS 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:

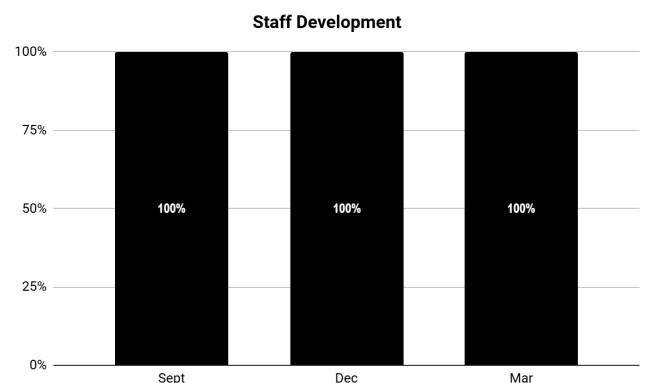
- At least 90% of teachers who teach full-time either:
  - Hold a license or permit to teach in a public school in Indiana described in code or rules adopted by the state board concerning the licensing of teachers; or
  - Are in the process of obtaining a license to teach in a public school in Indiana 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. <b>OR</b> The school leader and/or team present concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

Over the past year, the leadership team has also begun to shift from reactive management toward more intentional staff development. They are establishing clear systems for evaluation and have ensured that staff are appropriately licensed in alignment with state requirements. However, continued emphasis must be placed on fostering a culture of professional accountability.

While the leadership team has been sensitive to staff needs, decisions must now center on student outcomes and the school's broader mission. Effective professional development and coaching must directly impact classroom practice, with teacher performance differentiated based on fair and rigorous criteria. This is the moment to raise expectations, support staff with high-quality feedback, and begin driving measurable improvements in instructional quality across the board. Based on evidence collected throughout the school year, TNS school leadership receives a rating of **Meets Standard**.



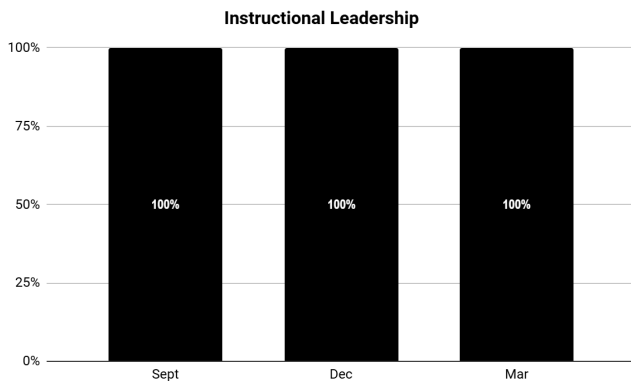
### Instructional Leadership

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. <b>OR</b> The school leader and/or team present concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



Instructionally, the school is poised for growth with a leadership team that has the tools and experience to deliver consistent academic direction. Leaders have developed stronger systems for observation, feedback, and the use of student data. These efforts must now be embedded into a regular cycle of instructional improvement.

In this next phase, leaders must confidently define what high-quality Montessori instruction looks like within their nature-infused model and ensure staff are aligned and supported in delivering it. Structures for collaboration should focus squarely on student learning, with clear, actionable goals tied to academic outcomes. The groundwork has been

laid; it is time to execute with urgency and purpose to realize the full potential of the school's vision. Based on evidence collected throughout the school year, TNS 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. <b>OR</b> 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, TNS 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
	2021-22	2022-23	2023-24	2024-25	2025-26
	Meets Standard	Meets Standard	Approaching Standard	<b>Approaching Standard</b>	

### 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 <b>OR</b> the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

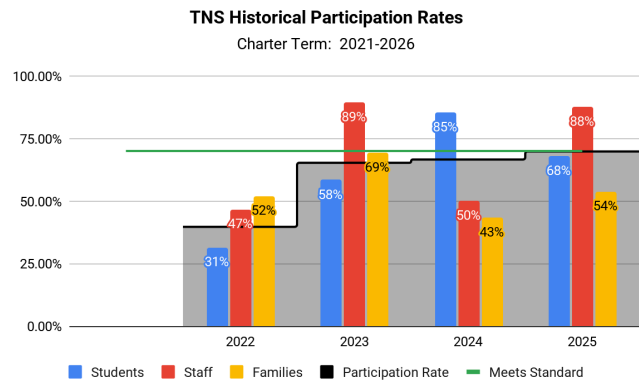
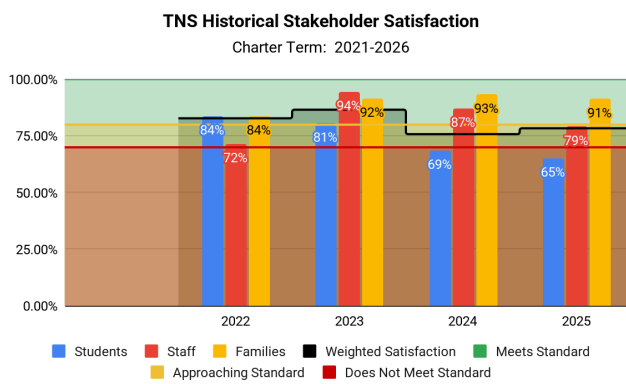
Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
<a href="#">Stakeholder Satisfaction</a>		MS	MS	AS	AS	

## 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. With an overall weighted satisfaction rate of 78.4%, the school receives a rating of **Approaching 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%. Inconsistent historical participation rates makes it difficult to analyze survey trends and viability. It is recommended TNS look into strategies to increase overall participation, especially among families.

TNS Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	172	117	68.0%
Staff	32	28	87.5%
Families	128	69	53.9%

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



## 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.	

### Commendations:

- Achieving an IREAD-3 passing rate of 86%, surpassing the state average
- Demonstrating improvement in sixth-grade student growth, reflecting the positive impact of targeted interventions and stronger math instruction
- Increasing performance on local math assessments, signaling successful curriculum implementation and instructional adjustments in response to prior gaps
- Maintaining alignment with the school's Montessori model while expanding efforts to meet academic standards through data-informed practices

### Recommendations:

- Strengthen Tier I instruction to support students in transitioning from foundational literacy to more complex reading and writing demands in upper elementary
- Examine instructional practices and supports for legacy students to ensure long-term academic growth and positive student experiences over time
- Enhance the rigor, pacing, and alignment of core instruction to ensure that all students, including those performing at grade level, continue to make adequate academic progress
- Ensure all instructional staff are well-trained in delivering Montessori-based instruction that meets both developmental needs and academic expectations

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

### Commendations:

- Increasing enrollment throughout the school year and exceeding enrollment targets

### Recommendations:

- Identify root cause for loss of Days Cash over this school year to mitigate further loss and build back to a consistent 60 days

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

#### GOVERNING BOARD

##### Commendations:

- Demonstrating data literacy and a deep understanding of how student achievement is measured
- Implementing a governance structure that maintains oversight, with clear roles and responsibilities and effective committees
- Investing in roles as a governing, engaging in regular training, orientation, and self-evaluation
- Requiring that each board member make the school a top personal priority each year through the investment of time, energy, and/or resources
- Engaging in board meetings with intentional questions that target school goals and/or initiatives

##### Recommendations:

- Develop and finalize a strategic plan that supports the school's growth in enrollment and community demand, with a focused emphasis on academic programming and long-term facility planning

#### LEADERSHIP

##### Commendations:

- Establishing stability in key leadership roles, allowing for sustained progress and continuity across operational and academic systems.
- Strengthening instructional oversight through improved observation and feedback structures that prioritize student data and classroom outcomes.
- Leading with perseverance through the school's transitional years and positioning the team to now focus on instructional quality and impact

##### Recommendations:

- Define clear, mission-aligned instructional and behavioral expectations to anchor staff accountability and daily practice
- Embed student assessment data into regular instructional decision-making cycles to drive grouping, intervention, and differentiation
- Provide sustained, targeted coaching and professional development that directly improves instructional effectiveness and student learning
- Center leadership decisions on student outcomes and building a high-performance culture where all staff are held to rigorous, equitable standards