



EDUCATION ONE
AT TRINE UNIVERSITY

2025-26 ANNUAL REVIEW

DYNAMIC MINDS ACADEMY

Evaluated By:

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Education One, L.L.C.

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REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

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

Is the school's educational program successful?		
Performance Rubric	Meets Standard	The school receives a weighted score of 3.0-4.0, complying with and presenting minimal to no concerns in the indicator measures.
	Approaching Standard	The school receives a weighted score of 2.0-2.9, presenting some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues OR the school receives a weighted score of 2.0-2.9, with no credible plan to address the issues.

What does the Overall Rating for Academic Performance mean?	
Year 1	The school received a rating of Approaching Standard by presenting some concerns in the indicator measures, including math growth and comparison school data and student engagement during instruction. It is important to note that these areas are being evaluated within the context of a newly implemented performance framework. As such, several of the measures identified as areas of concern were introduced for the first time this year, and there is currently limited or no historical baseline data to assess long-term trends. The initial findings should be viewed as a starting point for deeper analysis and ongoing improvement, rather than definitive conclusions about school performance. As the framework is further embedded and data collection becomes more consistent over time, a clearer picture of school strengths and challenges will emerge to better inform instructional and operational decision-making.
Year 2	The school received an overall rating of Approaching Standard, with a weighted score of 2.2. This score reflects that Dynamic Minds Academy continues to effectively implement a specialized educational model that provides meaningful support and high-quality instruction for students with autism and other significant learning needs. The school demonstrated notable strengths in instructional quality, Special Education compliance, individualized programming, and performance relative to comparable local Special Education populations. At the same time, continued opportunities exist to strengthen academic growth, increase proficiency and IEP goal attainment, and ensure that the benefits of the school's instructional and therapeutic model are consistently reflected in student outcome measures. Unlike Year 1, the second year of the school's current charter provides a more meaningful opportunity to examine emerging trends and evaluate the effectiveness of the school's improvement efforts. While several areas identified for growth in the previous year, including academic growth, student engagement, and student outcome measures, remain ongoing priorities, the additional year of implementation offers greater confidence in identifying patterns rather than isolated data points. As the school continues to build longitudinal data under the revised accountability framework and Indiana's new assessment system, future results will provide an increasingly reliable picture of the school's impact on student achievement and long-term outcomes, particularly for students enrolled in the program over multiple years.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	Federal Accountability Rating	DNMS	DNMS			
	Proficiency on State Summative Assessment: E/LA	ES	AS			
	Proficiency on State Summative Assessment: Math	AS	AS			
	Growth on State Summative Assessment: E/LA	AS	DNMS			
	Growth on State Summative Assessment: Math	DNMS	DNMS			
	Comparison to Local Schools: E/LA	DNMS	ES			
	Comparison to Local Schools: Math		ES			
	Average Student Attendance	AS	AS			
	Special Education: Compliance	MS	MS			

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	MS	MS			
	Historical Proficiency: E/LA	ES	DNMS			
	Historical Proficiency: Math	ES	DNMS			
	Student Engagement	DNMS	DNMS			
	Bigs Classroom: Progress Towards Proficiency E/LA	ES	N/A			
	Bigs Classroom: Progress Towards Proficiency Math	MS	N/A			
	Bigs Classroom: Students on Diploma Track - Graduation on Track	N/A	AS			
	Bigs Classroom: Students on Certification Track	N/A	DNMS			
	Middles Classroom: Students on Diploma Track E/LA	N/A	N/A			
	Middles Classroom: Students on Diploma Track Math	N/A	N/A			
	Middles Classroom: Students on Certificate Track	N/A	DNMS			
	Littles Classroom: Students on Diploma Track E/LA	N/A	N/A			
	Littles Classroom: Students on Diploma Track Math	N/A	N/A			
	Littles Classroom: Students on Certificate Track	N/A	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. OR The school receives a rating of Approaches Expectations three or more consecutive years.

A school receives one overall, summative rating based on the weighted points earned for each applicable federal measure. The rating reflects a school's achievement with respect to performance goals for the State. Data utilized for the ratings is from the 2024-25 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.

The school's federal accountability designation of Does Not Meet Expectations reflects low performance across multiple ESSA indicators, including academic achievement, academic growth, and chronic absenteeism. These results warrant careful review; however, they should be interpreted within the context of the school's specialized mission of serving students with autism, many of whom enter below grade level and face substantial cognitive, communication, and other challenges that may impact performance on statewide assessments. While low proficiency rates may be expected for this population, the limited evidence of academic growth suggests a need to further examine instructional effectiveness, intervention strategies, assessment participation, and student progress monitoring. Additional evidence, including IEP goal attainment, diagnostic growth measures, functional skill development, and individualized student outcomes, should be considered alongside ESSA results to provide a comprehensive evaluation of school performance.

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

Proficiency on State Summative Assessment

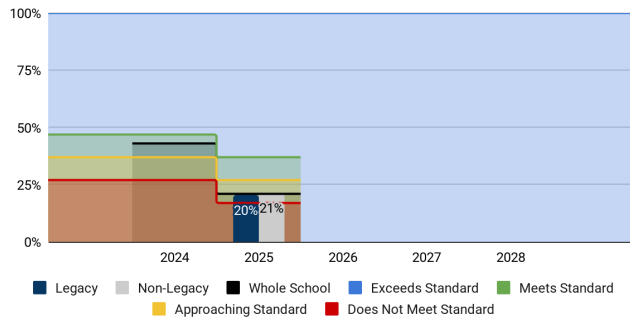
Education One measures the success of the school's educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana's summative assessment. Students included in the percentage used for comparison are legacy students. A legacy student is defined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

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

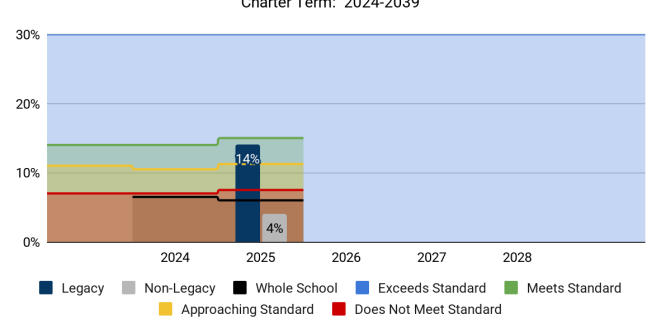
Students at DMA participate in all of Indiana's state summative assessments, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN), I AM Alternative Assessment (IAM), and the Scholastic Assessment Test (SAT). All assessments are administered each spring to measure grade-level standard proficiency and/or annual growth for

students in grades three through eight and/or high school. All data utilized in this measure's review is from the 2024-25 school year. Due to DMA's school model, they are compared to the state's Special Education subgroup outcomes.

DMA Whole School Proficiency on State Summative Assessment: E/LA IAM
Charter Term: 2024-2039



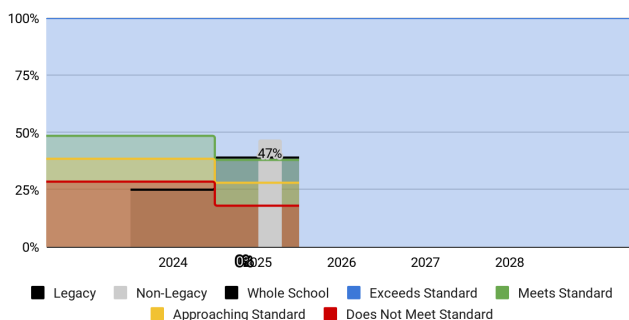
DMA Whole School Proficiency on State Summative Assessment: E/LA ILEARN
Charter Term: 2024-2039



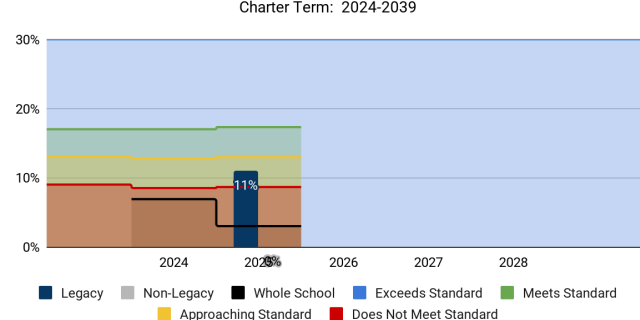
English/Language Arts: In Indiana, Special Education students achieved proficiency rates of 15% on ILEARN, 47% on IAM, and 19% on the SAT. DMA's legacy students demonstrated proficiency rates of 14% on ILEARN and 20% on IAM. With fewer than 10 students participating in the SAT, DMA does not have a cohort large enough for results to be publicly reported.

Given DMA's specialized mission of serving students with autism and other significant learning needs, these results provide important context. Legacy students performed comparably to non-legacy students on the Indiana Alternate Measure (IAM), suggesting that students with the most significant cognitive disabilities are making similar levels of academic progress regardless of length of enrollment. In contrast, legacy students significantly outperformed non-legacy students on the ILEARN assessment, indicating that students who have received DMA's instructional program and individualized supports over a longer period demonstrate stronger achievement on the general assessment. This pattern suggests the school's educational model may have a cumulative positive impact over time, particularly for students participating in ILEARN. While continued efforts to strengthen literacy outcomes across all assessment pathways remain important, the performance differences between legacy and non-legacy students provide encouraging evidence that sustained enrollment at DMA contributes to improved English/Language Arts achievement. The school receives an overall rating of **Approaching Standard** when combining the performance on IAM and ILEARN.

DMA Whole School Proficiency on State Summative Assessment: Math IAM
Charter Term: 2024-2039



DMA Whole School Proficiency on State Summative Assessment: Math ILEARN
Charter Term: 2024-2039



Math: In Indiana, Special Education students achieved proficiency rates of 17% on ILEARN, 48% on IAM, and 5% on the SAT. DMA's legacy students demonstrated proficiency rates of 11% on ILEARN and did not have any students reach proficiency on the IAM. With fewer than 10 students participating in the SAT, DMA does not have a cohort large enough for results to be publicly reported.

While DMA serves a highly specialized population of students with autism and complex learning needs, the mathematics results present a more complex picture than English/Language Arts. Legacy students outperformed non-legacy students on the ILEARN assessment (11% compared to 0%), suggesting that students participating in the general assessment may

experience positive academic gains from sustained enrollment and continued access to DMA's instructional model. Conversely, non-legacy students substantially outperformed legacy students on the Indiana Alternate Measure (47% compared to 0%), indicating that outcomes for students participating in the alternate assessment were not consistent across enrollment groups. Given the relatively small number of students participating in each assessment, these differences should be interpreted cautiously but warrant further analysis to better understand cohort characteristics, instructional practices, and student needs. Overall, while mathematics remains an area requiring continued improvement, the differing patterns across assessment pathways suggest that a more targeted review of instructional programming and student performance is needed to identify strategies that can improve outcomes for both general and alternate assessment populations. The school receives an overall rating of **Approaching Standard** when combining the performance on IAM and ILEARN.

Growth on State Summative Assessment

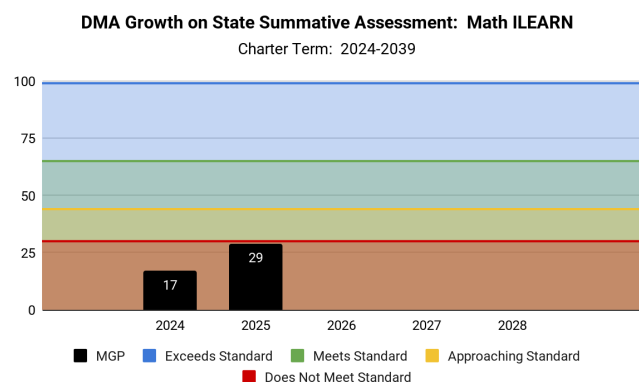
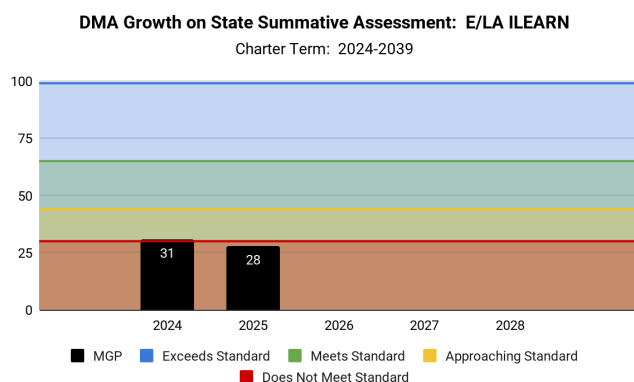
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates 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.

While the Median Growth Percentile provides an important measure of academic progress and is a key indicator of school performance, it should be interpreted within the context of DMA's highly specialized student population. Although the growth model compares students to statewide academic peers with similar prior achievement, it does not account for differences in disability type, the complexity of student needs, or specialized educational placements. As a result, the findings should be considered alongside additional evidence of student progress, including individualized growth, IEP goal attainment, functional skill development, and other measures of student success, to provide a more comprehensive understanding of the school's overall effectiveness.



English/Language Arts: DMA achieved a Median Growth Percentile (MGP) of 28 on the 2025 ILEARN English/Language Arts assessment, resulting in a rating of **Does Not Meet Standard**. An MGP below 30 indicates that, on average, students demonstrated less academic growth than their statewide academic peers who entered the year with similar achievement levels. For a school serving students with autism and diverse learning needs, growth measures are particularly important because they evaluate student progress regardless of whether students have reached grade-level proficiency.

While DMA's specialized supports are designed to meet students where they are academically, the current growth data suggests that students are not yet making sufficient progress to close achievement gaps over time. These results indicate a need for continued refinement of literacy instruction, intervention practices, and progress-monitoring systems to accelerate student growth and improve long-term academic outcomes.

Math: DMA achieved a Median Growth Percentile (MGP) of 29 on the 2025 ILEARN mathematics assessment, resulting in a rating of **Does Not Meet Standard**. Although the school's math MGP increased substantially from 17 in 2024 to 29 in 2025, student growth remains below the level expected to demonstrate comparable progress to academic peers statewide. The year-over-year improvement is an encouraging sign that instructional adjustments may be beginning to positively impact student learning; however, the overall growth rate remains below the threshold necessary to meet accountability expectations.

Given the school's mission of serving students with autism and other complex learning needs, continued emphasis on individualized mathematics instruction, targeted interventions, and frequent monitoring of student progress will be critical to sustaining this upward trajectory and translating growth gains into stronger academic outcomes in future years.

Comparison to Local Schools

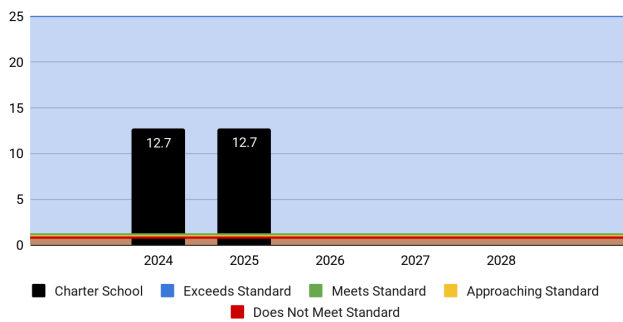
Education One compares its public charter schools to surrounding traditional and/or charter public schools that serve students with similar demographics and are within 10 miles of the school's location to ensure a quality choice is being provided to the community. Proficiency and/or growth results from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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school is outperforming comparison schools with a WCI of 1.15 or above.	The school is performing on par with comparison schools with a WCI of 0.95-1.149.	The school is performing slightly below comparison schools with a WCI of 0.80-0.949.	The school is performing noticeably below comparison schools with a WCI of less than 0.80.

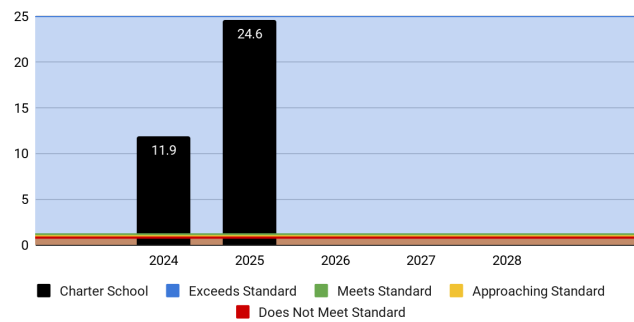
The following table illustrates when DMA outperformed Special Education students from comparison schools and/or districts, which are highlighted in green, on ILEARN.

School Name	E/LA WPI	Math WPI
Average	12.73	24.56
Indianapolis Public Schools	0.92	0.83
MSD Lawrence Township	0.70	0.61
Carmel Clay Schools	0.16	0.15
Damar Charter Academy	60.6	60.61
Options Charter Schools	1.29	60.61

DMA Comparison to Local Schools: E/LA
Charter Term: 2024-2039



DMA Comparison to Local Schools: Math
Charter Term: 2024-2039



English/Language Arts: DMA achieved a Weighted Performance Index (WPI) of 12.7 in English/Language Arts, resulting in a rating of **Exceeds Standard**. DMA substantially outperformed several local comparison groups, demonstrating that students are achieving stronger outcomes than many peers with similar learning needs in traditional and non-traditional educational settings. Given the school's specialized mission of serving students with autism, these results suggest that its instructional model, individualized supports, and specialized programming are helping students access rigorous academic content and achieve at levels that exceed many local benchmarks. The findings provide evidence that the school's educational approach is producing positive outcomes relative to other systems serving Special Education students.

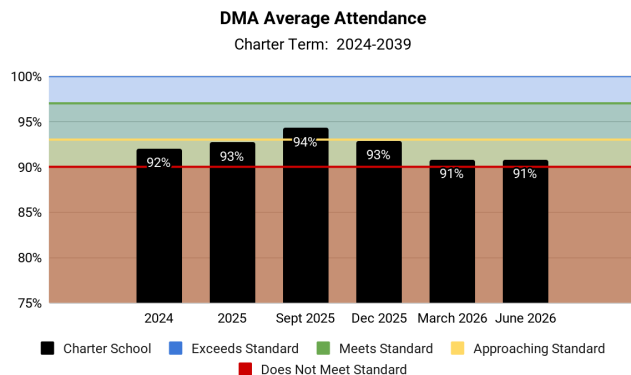
Math: DMA achieved a Weighted Performance Index (WPI) of 24.6 in mathematics, resulting in a rating of **Exceeds Standard**. The school's Special Education students significantly outperformed the Special Education populations of several surrounding districts and comparison schools. While absolute proficiency rates remain an area for continued growth, the comparison data demonstrates that DMA's students are achieving mathematics outcomes at levels substantially above many local Special Education peer groups. For a school specifically designed to support students with autism and complex learning needs, these results highlight the effectiveness of its specialized instructional practices and individualized supports when compared to more traditional educational environments. The strong WPI indicates that DMA is creating meaningful academic opportunities for students and producing outcomes that compare favorably with other schools serving similar populations.

Average Student Attendance

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

The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's calculated attendance is greater than 95.0%.	The school's calculated attendance is between 93.0-95.0%.	The school's calculated attendance is between 90.0-92.9%.	The school's calculated attendance is less than 90.0%



The school concluded the 2025–2026 school year with an average attendance rate of 90.8%. Attendance remained stable throughout the second half of the school year, demonstrating consistent student participation. The school's attendance rate represents a slight decline compared to the previous two years, when attendance averaged 92% and 93%. Although this decrease does not currently present a significant concern, the school should continue to monitor attendance trends to ensure the decline does not continue. Maintaining high attendance rates will be important to maximizing students' access to instruction, supporting engagement, and sustaining strong academic outcomes. The school will receive a rating of **Approaching Standard**.

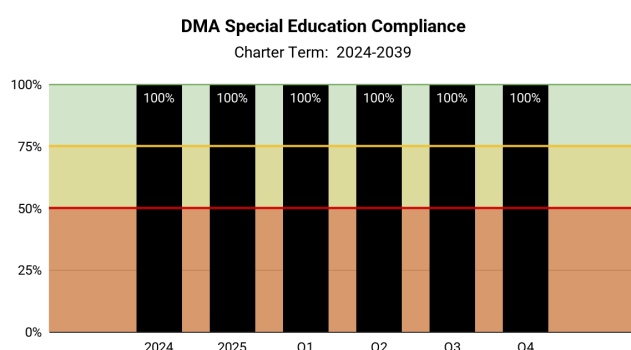
Special Education

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

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

The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
75.0% or more of compliance characteristics are rated as Meets Standard.	50.0-74.9% of compliance characteristics are rated as Meets Standard.	Less than 50.0% of compliance characteristics are rated as Meets Standard OR Two or more compliance characteristics are rated as Does Not Meet Standard.



The school ensures that every student with an Individualized Education Plan (IEP) receives tailored support and services. Indiana's online system shows that IEP goals are meticulously established, current, and up-to-date, reflecting a commitment to individualized student success. Disciplinary actions are managed with fairness and legality, reflecting equity in their

application, and the percentage of disciplinary actions among special education students is aligned with their overall population percentage, demonstrating a balanced approach to behavior management. Based on evidence collected throughout the school year, DMA receives a rating of **Meets Standard**.

LOCAL ACADEMIC PERFORMANCE

Instruction

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

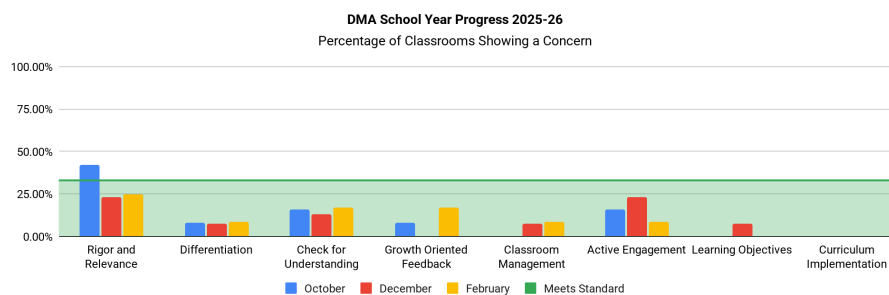
- **Rigor and Relevance:** Instruction is based on student IEPs and goals that reflect high expectations, effectively using and fading prompts to support students to promote independence
- **Differentiated Instruction:** Instruction is differentiated to meet students' needs
- **Checks for Understanding:**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

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

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

The rubric for this measure is as follows:

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



The corresponding graph illustrates the percentage of classrooms showing a concern in each observable best practice throughout the 2025-26 school year. The goal is for a bar to be within the green 'Meets Standard' shaded area of the graph.

Any area that had 50% or more classrooms exhibiting misalignment to

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

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

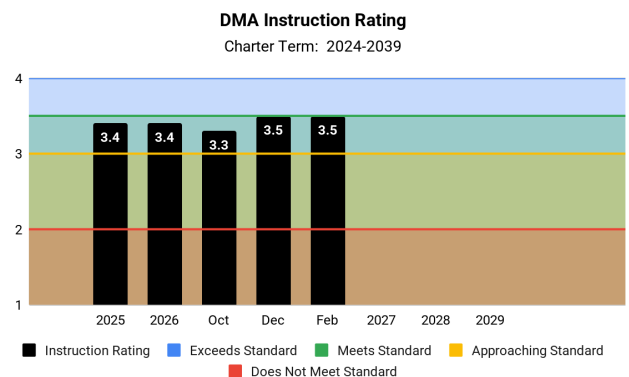
	August	October	February
Rigor + Relevance	42%	23.1%	25.0%
Differentiation	8%	7.7%	8.3%
Checks for Understanding	16%	13.0%	16.7%
Growth Oriented Feedback	8%	0.0%	16.7%
Classroom Management	0%	7.6%	8.3%
Active Engagement	16%	23.1%	8.3%
Learning Objectives	0%	7.6%	0.0%
Curriculum Implementation	0%	0%	0.0%

The school demonstrates a number of consistent instructional strengths observed across site visits, particularly in the establishment of structured, student-centered learning environments. Classrooms are characterized by positive and respectful relationships, with clear expectations for behavior, academic performance, and routines contributing to an environment conducive to learning. Teachers intentionally adapt curriculum, materials, and instructional approaches to meet diverse student needs. A variety of teaching methods and resources are utilized effectively, and teachers actively monitor student engagement and understanding through observation of behaviors and responses during instruction. Students are frequently engaged in classroom discussions, contributing ideas and responding to peers, reflecting an emerging culture of participation and collaboration.

As the school continues to refine its instructional practices, a key area of focus should be strengthening the depth and consistency of student thinking and discourse. While opportunities for participation are evident, there is a need to more consistently prompt students to fully explain and justify their thinking, particularly in response to questions requiring higher levels of cognitive demand. Increasing the level of structured student discourse will help ensure that all students are actively engaged and accountable for their learning, reducing opportunities for disengagement or passive participation. The school is well-positioned to leverage internal expertise by engaging teachers in leading professional learning opportunities to model and scale effective practices.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier IIA school, receiving site visits on a quarterly basis during the 2025-26 school year. The corresponding graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).

Based on the qualitative and quantitative evidence collected throughout the 2025-26 school year, DMA receives a rating of **Meets Standard** with an average instruction rating of 3.4 points.



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. A Legacy Performance Index (LPI) is used to quantify this relationship by comparing the proficiency rates of legacy students to non-legacy peers. This approach allows for consistent year-over-year comparisons and accounts for

differences in group size. In addition, absolute proficiency thresholds are included to highlight when legacy students demonstrate high achievement regardless of comparison. The rubric for this sub-indicator is as follows:

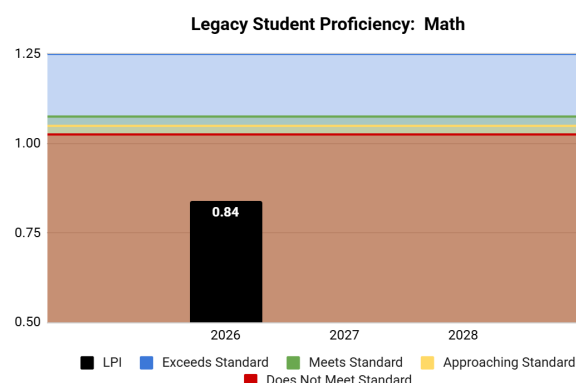
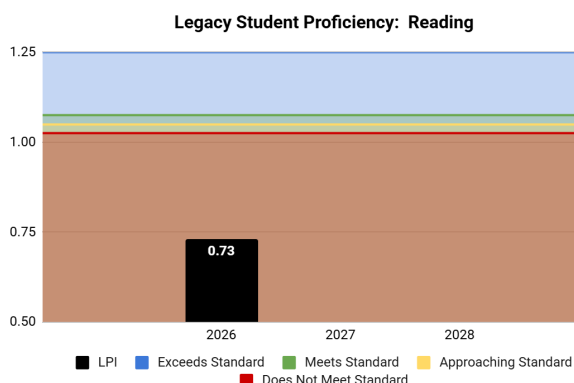
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
LPI >1.075 OR The percentage of legacy students approaching or meeting grade level proficiency standards is at least 40.0%.	LPI is between 1.050-1.075 OR The percentage of legacy students approaching or meeting grade level proficiency standards is between 30.0-39.9%.	LPI is between 1.025-1.049 OR The percentage of legacy students approaching or meeting grade level proficiency standards is between 20.0-29.9%.	LPI <1.025 OR The percentage of legacy students approaching or meeting grade level proficiency standards is less than 20.0%

During the 2025-26 school year, DMA utilized Indiana Checkpoints. When reviewing this measure, it is important to note that the school's 2025-26 results are not directly comparable to prior years. During the previous charter term, historical proficiency was measured using Exact Path benchmark data and a rubric that primarily evaluated whether legacy students outperformed non-legacy students or achieved specified proficiency thresholds. Beginning in 2025-26, the school transitioned to Indiana Checkpoints, a state-developed assessment aligned to Indiana Academic Standards, and Education One implemented a new Legacy Performance Index (LPI) methodology that compares the proficiency rates of legacy and non-legacy students.

Under the prior methodology, DMA's legacy students demonstrated substantially higher proficiency rates than non-legacy students, with legacy students reaching 50% proficiency in reading and 29% proficiency in math by the end of the year compared to 23% and 21%, respectively, for non-legacy students. As a result, the school earned an Exceeds Standard rating. The current year's lower rating should therefore be interpreted within the context of a more rigorous assessment system and revised accountability methodology rather than as a direct year-over-year decline in school effectiveness.

The following table and graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the school's current charter term.

Historical Proficiency: Checkpoints							
		Reading			Math		
	Population %	Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 1	Checkpoint 2	Checkpoint 3
Legacy	39%	0%	27%	13%	0%	13%	7%
Non-Legacy	61%	17%	18%	22%	13%	5%	9%
Whole School	100%	11%	22%	18%	8%	8%	8%



Reading: Historical proficiency data in reading indicates that non-legacy students outperformed legacy students on Indiana Checkpoints during the 2025-26 school year, resulting in an LPI of 0.73 and a rating of **Does Not Meet Standard**. Legacy student proficiency increased from 0% at Checkpoint One to 27% at Checkpoint Two before declining to 13% at

Checkpoint Three, while non-legacy students demonstrated more consistent performance and finished the year at 22% proficiency. While the results do not indicate stronger outcomes for students with longer enrollment histories, they represent the school's first year utilizing Indiana Checkpoints as the benchmark measure. Given DMA's small testing population and specialized student population consisting entirely of students with disabilities, caution should be exercised when interpreting year-over-year changes. Future trend data collected through the same assessment system will provide a clearer picture of whether students are realizing cumulative academic benefits from long-term enrollment.

Math: Historical proficiency data in mathematics produced an LPI of 0.84 and a rating of **Does Not Meet Standard**, as non-legacy students slightly outperformed legacy students by the end of the year. Legacy student proficiency increased from 0% at Checkpoint One to 13% at Checkpoint Two before ending at 7%, while non-legacy students finished the year at 9% proficiency. Although these results do not currently demonstrate stronger mathematics outcomes for students enrolled for three or more years, they should be considered within the context of a new state-aligned benchmark assessment and a revised accountability methodology. Prior historical proficiency analyses using Exact Path demonstrated stronger outcomes for legacy students relative to their non-legacy peers. As DMA continues building a longitudinal data set using Indiana Checkpoints, additional years of trend data will provide a more reliable indicator of the school's long-term impact on student achievement.

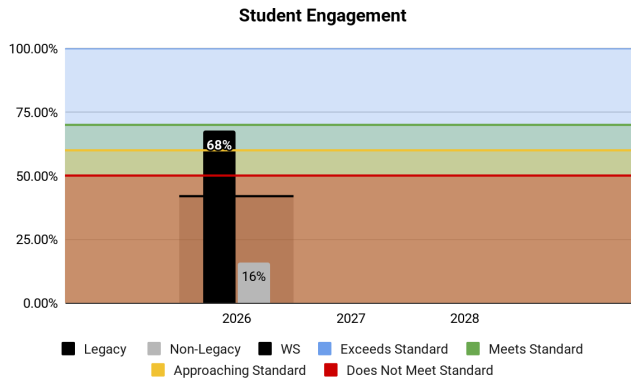
Student Engagement

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

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

The following table illustrates the Per Student Refusal Rate broken down by legacy and non-legacy students over the course of the school year.

Month	Legacy	Non-Legacy	All Student Average
August	6.7	7.8	7.2
September	10.3	5.0	7.8
October	6.1	5.3	5.7
November	4.6	5.1	4.8
December	3.5	4.1	3.8
January	3.7	4.9	4.3
February	6.4	6.8	6.6
March	5.8	3.5	4.7
April	3.9	6.8	5.4
May	3.3	5.8	4.5



Based on the all-student average refusal rate, DMA reduced maladaptive refusal behaviors from 7.8 incidents per student in September to 4.5 incidents per student in May, representing a 42% decrease. As a result, the school earned a rating of **Does Not Meet Standard**, as the reduction did not reach the 50% threshold established in the performance framework.

While the overall target was not met, the cohort analysis provides important context. Legacy students demonstrated a 68% reduction in refusal behaviors over the course of the school year, nearly meeting the Exceeda Standard threshold, whereas non-legacy students experienced a slight increase in refusal behaviors from September to May. This contrast

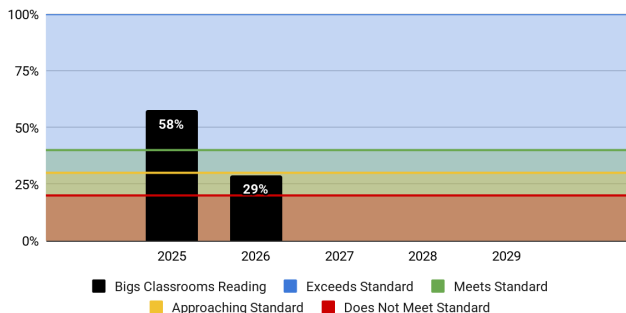
suggests that students who have been enrolled at DMA for a longer period may experience greater behavioral growth as they become familiar with the school's therapeutic and instructional model. At the same time, the results indicate an opportunity to strengthen onboarding, behavioral supports, and transition practices for newly enrolled students to accelerate engagement earlier in their enrollment. Continued monitoring of these cohort differences will help determine whether the observed pattern reflects the cumulative impact of DMA's programming or characteristics unique to each year's incoming student population.

Bigs Classrooms Success Measures

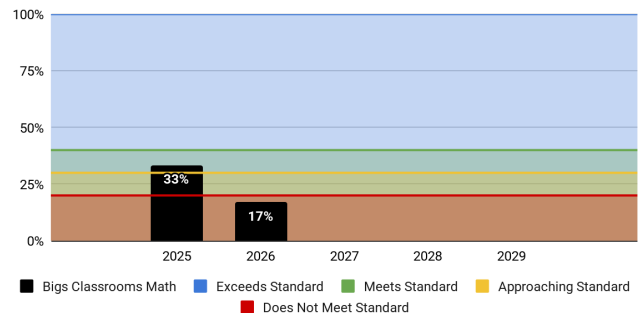
Progress Toward Proficiency: The success of the school's educational model is measured by analyzing the percentage of students who demonstrate grade-level proficiency or who are growing appropriately towards proficiency. Ratings for both reading and math are provided annually based on the results of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

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

DMA Progress Towards Proficiency: Bigs Classrooms Reading
Charter Term: 2024-2039



DMA Progress Towards Proficiency: Bigs Classrooms Math
Charter Term: 2024-2039



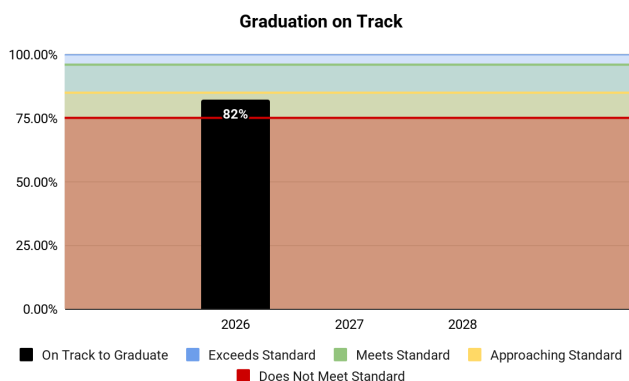
Reading: 29% of Bigs Classroom students were considered on grade level on the school's chosen benchmark assessment. On Indiana Checkpoints, proficiency rates fluctuated between 20% and 40% across the three testing windows, while 38% of students demonstrated proficiency on the SAT based measure. Data suggest that some students are making progress toward grade-level expectations despite the academic challenges often associated with the school's specialized student population. This finding is generally consistent with the school's state and federal

accountability results, where English/Language Arts performance tended to be stronger than mathematics outcomes. While proficiency rates remain below desired levels, the data indicates that a meaningful portion of students are demonstrating readiness in key literacy skills. The school receives a rating of **Not Applicable**, as this is the first year Indiana has implemented Checkpoints and there were not enough students to make up a cohort for the SAT.

Math: 17% of Bigs Classroom students were considered on grade level on the school's chosen benchmark assessment. Data in mathematics remains a significant area of concern. Indiana Checkpoints results showed no students reaching proficiency across any of the three testing windows, while 33% of students demonstrated proficiency on the SAT-based measure. These findings align with broader state and federal performance trends, which consistently identified mathematics as a weaker content area than English/Language Arts. Moving forward, the school will need to continue strengthening mathematics instruction and intervention support to ensure students develop the foundational skills necessary for long-term academic success. The school receives a rating of **Not Applicable**, as this is the first year Indiana has implemented Checkpoints and there were not enough students to make up a cohort for the SAT.

Students on Diploma Track: The school identifies when a student will graduate with a diploma on an individual basis, taking in the student's Individualized Education Plan and academic progress. Students may or may not graduate with their four-year cohort. The rubric for this measure is as follows.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 95.0% of students are on track to graduate by their predetermined date.	85.0-95.0% of students are on track to graduate by their predetermined date.	75.0-84.9% of students are on track to graduate by their predetermined date.	Less than 75.0% of students are on track to graduate by their predetermined date.

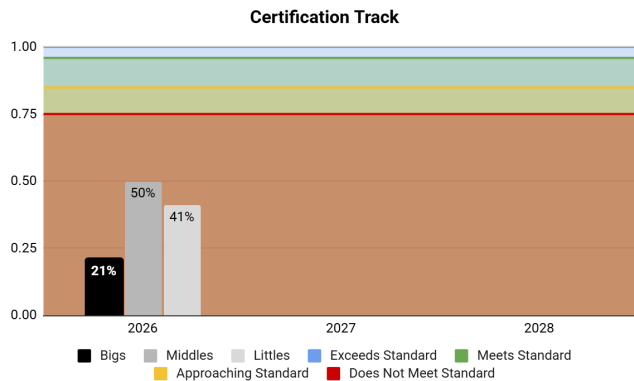


At the end of the 2025–26 school year, 82% of students were on track to graduate by their individualized, predetermined graduation date. Unlike traditional high schools, DMA determines each student's anticipated graduation timeline based on individualized factors, including the student's Individualized Education Program (IEP), academic progress, transition goals, and readiness for diploma completion. As a result, students may graduate before or after the traditional four-year cohort timeline to ensure they receive the services and support necessary to meet their individual educational goals.

With more than four out of five students progressing toward their personalized graduation timeline, the data suggest that the majority of students are successfully advancing through their individualized academic pathways. While there remains an opportunity to increase the percentage of students meeting their projected graduation milestones, the results demonstrate that DMA's individualized planning process is effectively supporting most students in making steady progress toward diploma completion in a manner aligned with their unique needs and educational plans. The school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework.

Students on Certification Track: The success of those students who are identified as on track to receive a certification after graduating from Dynamic Minds Academy is measured against the number of IEP goals and core skills the student exhibits by the time they graduate. Students may or may not graduate with their four-year cohort. The rubric for this measure is as follows.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 95.0% of certificate students will meet academic IEP Goals.	85.0-95.0% of certificate students will meet academic IEP Goals.	75.0-84.9% of certificate students will meet academic IEP Goals.	Less than 75.0% of certificate students will meet academic IEP Goals.



During the 2025–26 school year, there were 15 students on the certification track in the Bigs program. Based on each student's annual IEP review, 21% met their academic IEP goals, resulting in a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

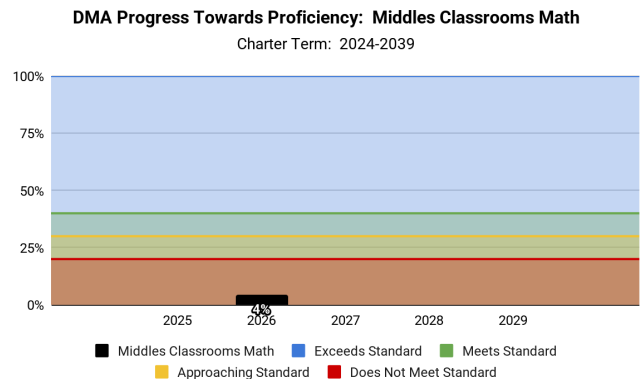
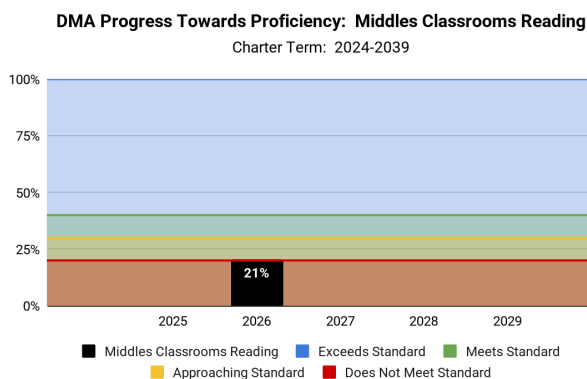
Students on the certification track represent those with the most significant cognitive and developmental disabilities whose educational programs are designed to maximize individualized academic, functional, communication, and transition outcomes rather than pursue a diploma. As students progress into the Bigs program, academic expectations increasingly emphasize functional academics, independent

living, employability, and postsecondary transition skills as outlined in each student's Individualized Education Program (IEP). While the percentage of students meeting their academic IEP goals fell below the established performance target, the results should be interpreted within the context of this highly specialized population, whose progress is often individualized and incremental. Nevertheless, the findings indicate an opportunity for the school to strengthen instructional practices, IEP implementation, and progress-monitoring systems to improve academic goal attainment for students on the certification track and ensure they are making meaningful progress toward their individualized postsecondary outcomes.

Middles Classrooms Success Measures

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

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

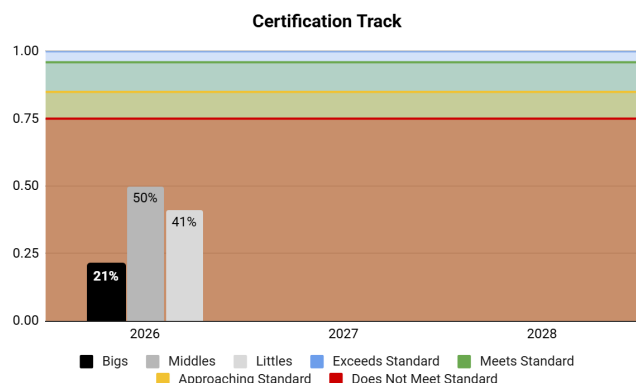


Reading: Data for DMA's Middles students showed modest improvement over the course of the year. Proficiency rates began at 14.3% on Checkpoint One, declined slightly to 10.0% at Checkpoint Two, and increased to 20.8% by Checkpoint Three. While overall performance remains below grade-level expectations, the end-of-year increase suggests that some students made meaningful progress toward proficiency as the year progressed. Given the school's specialized population of students with autism and other learning needs, growth toward proficiency is an encouraging indicator. However, continued emphasis on literacy instruction and targeted interventions will be necessary to accelerate student achievement and increase the percentage of students meeting grade-level standards. The school receives a rating of **Not Applicable**, as this is the first year Indiana has implemented Checkpoints and there are no identified growth measures.

Math: Data in mathematics remained low and largely stagnant throughout the year. Proficiency rates were 8.7% at Checkpoint One, increased slightly to 9.1% at Checkpoint Two, and declined to 4.3% by Checkpoint Three. Unlike English/Language Arts, the data does not demonstrate sustained improvement over time and reflects ongoing challenges in helping students progress toward grade-level mathematics standards. These results are consistent with broader school performance trends, which identified mathematics as an area requiring additional support and instructional focus. Moving forward, strengthening mathematics interventions and ensuring consistent implementation of individualized supports will be critical to improving student outcomes. The school receives a rating of **Not Applicable**, as this is the first year Indiana has implemented Checkpoints and there are no identified growth measures.

Students on Certification Track: The success of those students who are identified as on track to receive a certification after graduating from Dynamic Minds Academy is measured against the number of IEP goals and core skills the student exhibits by the time they move to the Bigs Classroom program. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 95.0% of certificate students will meet academic IEP Goals.	85.0-95.0% of certificate students will meet academic IEP Goals.	75.0-84.9% of certificate students will meet academic IEP Goals.	Less than 75.0% of certificate students will meet academic IEP Goals.



During the 2025–26 school year, 50% of students on the certification track in the Middles program met their academic IEP goals, resulting in a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

At the Middles level, academic IEP goals serve as important indicators of student progress and readiness for the increased academic and functional expectations of the Bigs program. While half of certification-track students met their academic IEP goals, the results fell below the school's established performance target, indicating an opportunity to strengthen

instructional strategies, targeted interventions, and progress-monitoring practices. Continued emphasis on ensuring students make meaningful progress toward their individualized academic goals will better position them for success as they transition into the Bigs program.

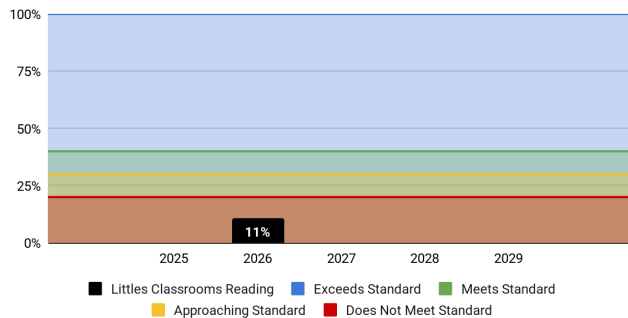
Littles Classrooms Success Measures

Students on Diploma Track: The success of students in the Littles Classroom environment is measured against the number of grade-level goals and core skills the student can meet by the time they move to the Middles Classroom program. The rubric for this measure is as follows:

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

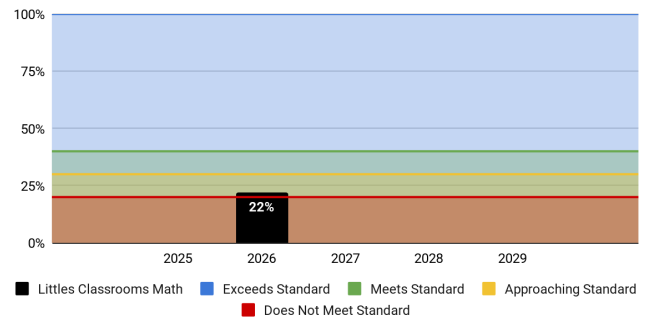
DMA Progress Towards Proficiency: Littles Classrooms Reading

Charter Term: 2024-2039



DMA Progress Towards Proficiency: Littles Classrooms Math

Charter Term: 2024-2039



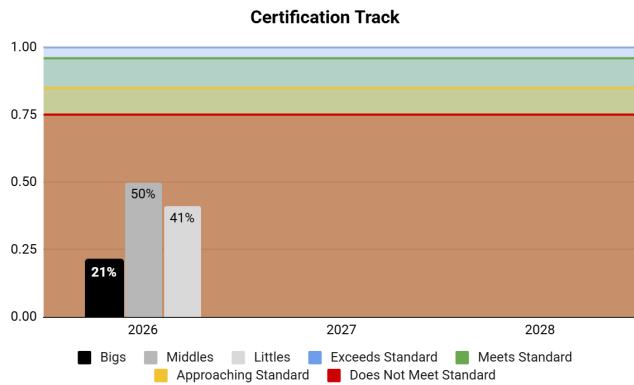
Reading: Data for DMA's Littles showed modest improvement throughout the year, although overall proficiency rates remained low. No students demonstrated proficiency at Checkpoint One, proficiency increased to 20% at Checkpoint Two, and concluded at 11% by Checkpoint Three. While the end-of-year decline indicates challenges in maintaining gains, the improvement from the beginning of the year suggests that some students made progress toward grade-level expectations. Given the school's specialized population, continued focus on foundational literacy skills and targeted interventions will be important to increase the number of students demonstrating proficiency.

Math: Data in mathematics showed the strongest growth among DMA's Littles. Proficiency rates remained stable at 10% during the first two checkpoints before increasing to 22% at Checkpoint Three. This upward trend suggests that students made meaningful progress in mathematics over the course of the school year and responded positively to instructional support and interventions. While overall proficiency remains below desired levels, the end-of-year improvement provides encouraging evidence that students are developing critical mathematical skills and moving closer to grade-level expectations.

The school receives a rating of **Not Applicable**, as this is the first year Indiana has implemented Checkpoints and there are no identified growth measures..

Students on Certification Track: The success of those students who are identified as on track to receive a certification after graduating from Dynamic Minds Academy is measured against the number of IEP goals and core skills the student exhibits by the time they move to the Middles Classroom program. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 95.0% of certificate students will meet academic IEP Goals.	85.0-95.0% of certificate students will meet academic IEP Goals.	75.0-84.9% of certificate students will meet academic IEP Goals.	Less than 75.0% of certificate students will meet academic IEP Goals.



During the 2025–26 school year, 41% of students on the certification track in the Littles program met their academic IEP goals, resulting in a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

In the Littles program, academic IEP goals establish the foundational skills necessary for future success as students progress into the Middles program. While 41% of certification-track students met their academic IEP goals, the results fell below the school's established performance target, indicating an opportunity to strengthen early academic interventions, instruction, and progress-monitoring practices.

Continued emphasis on building foundational skills and ensuring students make meaningful progress toward their individualized academic goals will help prepare them for continued growth and success as they advance through DMA's educational program.

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
	2024-25	2025-26	2026-27	2027-28	2028-29
	Meets Standard	Meets Standard			

Is the school in good financial standing?

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

What does the Overall Rating for Financial Performance mean?

Year 1	The school received an overall rating of Meets Standard, with a weighted score of 3.0. While the school has exceeded enrollment targets, contributing to a strong financial position, the decline in Days Cash throughout the 2024-25 school year warrants attention. As the school navigates increasingly stringent budgeting constraints, it will be important to establish systems that rebuild and sustain its financial reserves.
Year 2	The school received an overall rating of Meets standard, with a weighted score of 2.8. The current financial rating reflects consistent financial management, timely financial reporting, a clean annual audit, and stable financial performance throughout the review period. While the current ratio remained below Education One's standard, the school increased and maintained cash reserves, manageable debt levels, and demonstrated a predictable financial position.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Financial Performance	Financial Management	MS	MS					
	Enrollment Variance	ES	MS					
	Current Ratio	MS	DNMS					
	Days Cash	AS	MS					
	Debt/Default Delinquency	MS	MS					
	Debt to Asset Ratio	MS	MS					
	Debt Service Coverage	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:

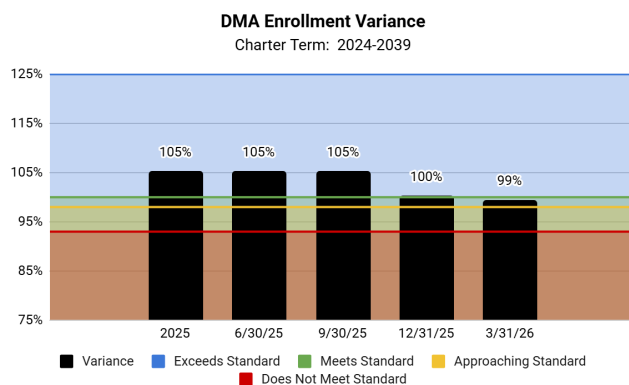
Meets Standard	Approaching Standard	Does Not Meet Standard
The school meets standard for both the financial audit and quarterly financial reporting requirements.	The school meets standard for either the financial audit or quarterly financial reporting requirements.	The school does not meet standard for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

The school submitted timely quarterly financial statements throughout the review period, allowing for ongoing monitoring of its financial position. The FY2025 independent audit was submitted in accordance with State Board of Accounts requirements and did not identify significant deficiencies or material weaknesses in internal controls. Overall, the school demonstrated sound financial management practices and continued to provide timely and reliable financial information to support oversight. For these reasons, the school receives a rating of **Meets Standard**.

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.



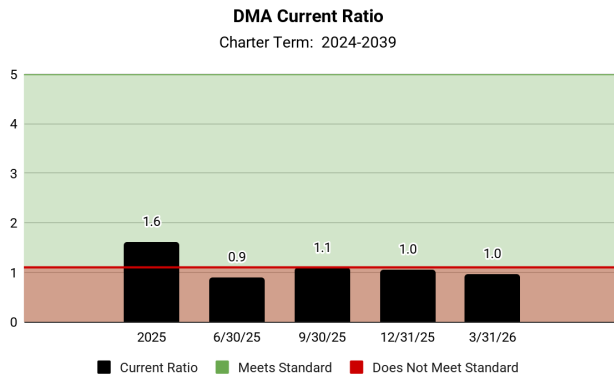
In August 2025, the school submitted its annual budget based on 135 students. The school had an enrollment of 135 students at the October 2025 count day and 134 students at the February 2026 count day. With an enrollment variance of 99.5%, the school receives a rating of **Meets Standard**. The corresponding 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.

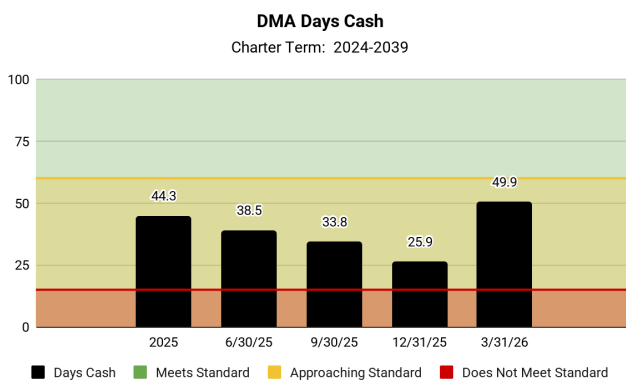


The school's current ratio fluctuated throughout the review period, beginning above the minimum standard before declining below the required threshold and ending the year at 0.95. Although the ratio remained relatively stable during the second half of the year, current assets were insufficient to fully cover current liabilities at year-end. Continued attention to working capital and short-term liquidity will help strengthen the school's financial flexibility. At the time of this report, the school's assets exceed its current liabilities and, therefore, receives a rating of **Does Not Meet 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. OR between 30 and 60 days cash and one-year trend is positive.	Days cash on hand is at least between 15-30 days. OR between 30 and 60 days cash and one-year trend is negative.	Days cash is less than 15 days.



The school maintained cash reserves between approximately 26 and 50 days throughout the review period. While days cash declined during the middle of the fiscal year, it improved to nearly 50 days by March 31, 2026. Because the school maintained between 30 and 60 days of cash for much of the year and the overall one-year trend remained positive, the school **Meets 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:

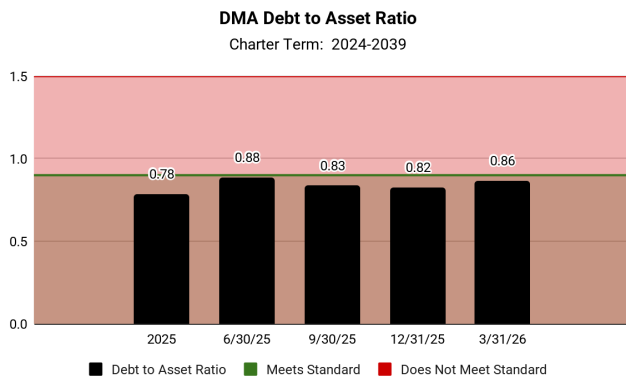
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

There was no evidence during the review period that the school was delinquent or in default on any outstanding debt obligations. Quarterly financial reporting and the annual audit identified no concerns related to debt repayment or creditor compliance. 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's debt-to-asset ratio remained below Education One's maximum threshold throughout the review period, ranging from 0.82 to 0.88 during the fiscal year. These results indicate that the school's debt levels remain manageable relative to its assets and demonstrate consistent long-term financial stability. The school receives a rating of **Meets Standard**. 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
	2024-25	2025-26	2026-27	2027-28	2028-29
	Meets Standard	Approaching Standard			

Is the school's organizational structure successful?		
Performance Rubric	Meets Standard	The school receives a weighted score of 3.0-4.0, complying with and presenting minimal to no concerns in the indicator measures.
	Approaching Standard	The school receives a weighted score of 2.0-2.9, presenting some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues OR the school receives a weighted score of 2.0-2.9, with no credible plan to address the issues.

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received a rating of Meets Standard, with minimal concerns in indicator measures around strategic planning. While initial conversations about the school's long-term direction have started, the board has not yet finalized a strategic plan that outlines its vision and priorities. Strengthening these systems will help ensure the school's long-term success.
Year 2	The school received a rating of Approaching Standard, with an overall weighted score of 2.7. This score reflects an organization with effective governance practices, a stable and committed leadership team, and strong operational compliance that support the school's specialized mission. While these organizational foundations position the school well for long-term success, continued attention is needed to strengthen strategic planning, align board reporting with the school's Accountability Plan Performance Framework, and ensure organizational systems consistently drive improved student achievement and individualized student outcomes. The overall rating was primarily influenced by opportunities within school leadership to strengthen instructional outcomes and staff capacity, particularly in increasing appropriately licensed instructional staff and translating strong instructional implementation into higher levels of student growth and meeting school specific goals.

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

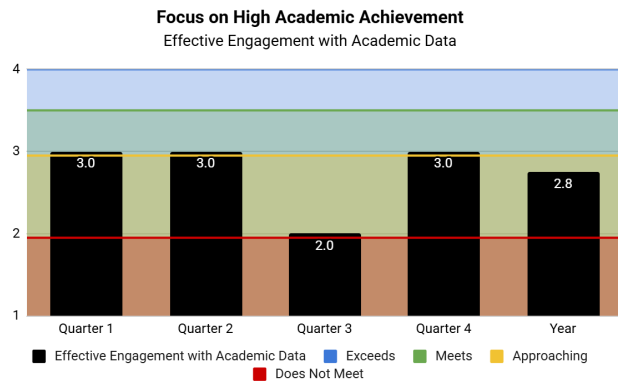
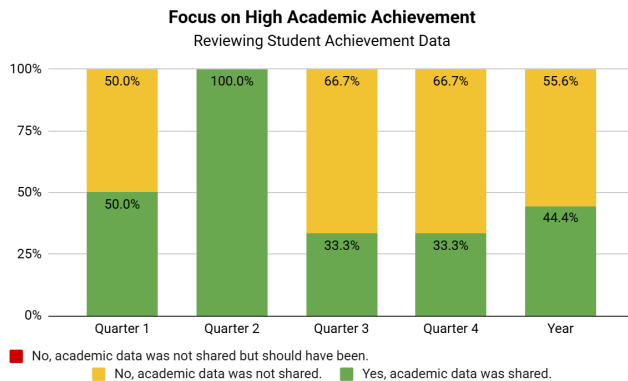
Compliance	Charter Compliance	MS	MS					
	Charter Implementation	N/A	ES					

GOVERNING BOARD

Focus on High Academic Achievement

Education One expects governing boards to actively support the school's mission and charter, ensuring students are on track for high-level academic achievement. This includes having a shared belief in the mission, a clear definition of academic excellence, understanding how achievement is measured, and using student data to inform decisions and progress toward goals. The rubrics for this measure are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board - reviews student achievement data at least quarterly - engages in strategic discussions tied to school goals - consistently uses data to inform key decisions. The leadership team leaves meetings with a clear understanding of next steps.	The board - reviews student achievement data at least once per semester - uses data to guide some decisions - discusses progress toward school goals. The leadership team has a clear understanding of next steps.	The board - inconsistently reviews student achievement data (less than once per semester) OR - only sometimes uses it to guide decisions. The leadership team's understanding of next steps is unclear or inconsistent.	The board - rarely or never reviews student achievement data OR - does not use it to guide decisions - discussions about school goals are limited or absent. The leadership team lacks clarity on next steps for improvement.



Student achievement data was presented during four of the nine board meetings observed during the 2025–26 school year, meeting the expectation that academic performance be reviewed at least once per semester. Throughout these discussions, board members demonstrated thoughtful engagement by asking relevant questions regarding assessment participation, curriculum alignment, behavioral data, instructional practices, and student outcomes. Discussions increasingly connected academic performance to instructional strategies and school priorities, particularly during the spring as end of year assessment results became available. The board also demonstrated an interest in understanding how the school's instructional model aligned with Indiana Checkpoints and other state accountability measures.

While the board demonstrated meaningful engagement with student performance data, opportunities exist to broaden its academic oversight beyond state assessment results. As a school serving a highly specialized population of students with autism, Dynamic Minds Academy's Accountability Plan Performance Framework includes several mission-specific indicators, such as student engagement, individualized student outcomes, IEP goal attainment, and certification and diploma pathway progress, that provide a more comprehensive picture of school performance. Continued emphasis on reviewing these measures alongside statewide accountability data will strengthen the board's ability to monitor progress toward the school's unique educational mission, evaluate organizational effectiveness, and ensure strategic decisions are informed by the full range of student outcome measures established in the charter. The board receives a rating of **Meets Standard**.

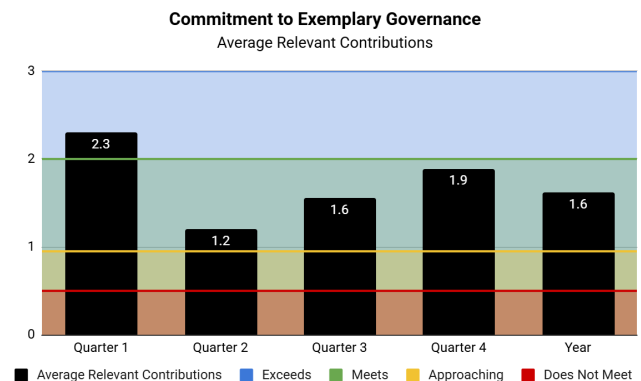
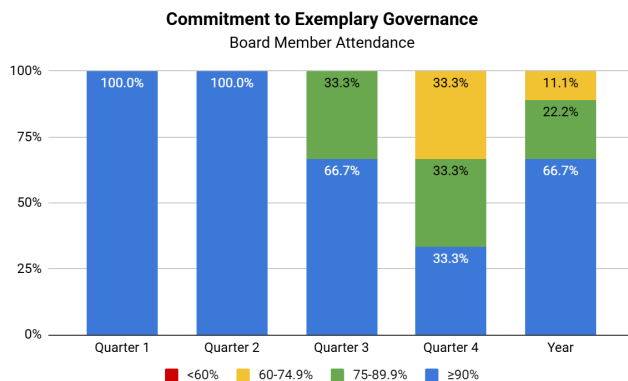
Commitment to Exemplary Governance

Education One measures governing boards based on their commitment to strong governance practices and the ability to maintain a high-functioning, engaged board. Exemplary boards demonstrate this by recruiting and retaining skilled members, completing board self-evaluations to support board development and training, and engaging meaningfully through active contributions both during and outside of meetings. The rubrics for this measure are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board completes a self-evaluation annually, with at least 90% participation. Results inform training needs.	The board completes a self-evaluation annually, with at least 80.0-89.9% participation. Results inform training needs.	The board completes a self-evaluation annually, with 60.0-79.9% participation. Results inform training needs. OR The board completes a self-evaluation annually, with at least 80.0% participation but results do not inform training needs.	The board completes a self-evaluation annually, with less than 60.0% participation. Results may or may not inform training needs. OR The board completes a self-evaluation annually, with 60.0-79.9% participation but results do not inform training needs. OR The board does not complete a self-evaluation.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The average meeting attendance is at least 90.0%	The average meeting attendance is 75.0-89.9%.	The average meeting attendance is 60.0%-74.9%.	The average meeting attendance is less than 60.0%.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The average board member makes 3 or more relevant contributions during each meeting that demonstrate preparation, insight, and help advance discussion or decision making.	The average board member makes 1-2 relevant contributions during each meeting that demonstrate preparation, insight, and help advance discussion or decision making.	The average board member contributes, however participation is inconsistent or lacks depth.	The average board member rarely contributes or contributions are off-topic, superficial, or not aligned with agenda discussions.



Throughout the year, board meeting attendance remained strong, with approximately two-thirds of meetings achieving attendance rates exceeding 90%, demonstrating a high level of member commitment. Board participation during meetings reflected a core group of engaged members who consistently advanced discussion through thoughtful questions and informed contributions, while participation among other members varied considerably throughout the year.

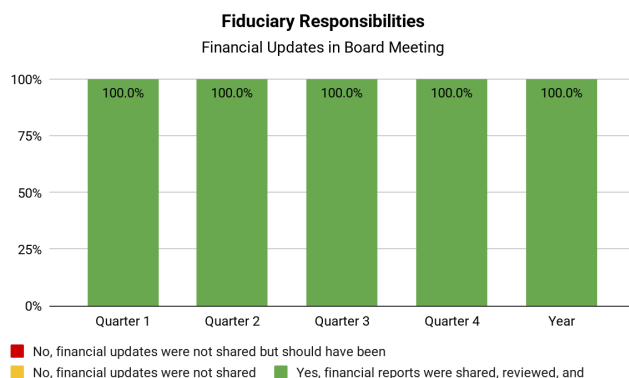
66.7% of the board completed the annual board self-assessment. The board also demonstrated a commitment to continuous improvement by scheduling a strategic planning retreat to review governance priorities, succession planning, and future board composition. Throughout the year, the board actively discussed recruitment of new members, upcoming term expirations, and leadership continuity as several long-serving members prepared to transition off the board. These discussions reflect a growing awareness of the importance of board sustainability and succession planning.

Although board engagement was generally positive, participation was not yet consistently distributed across all members. Meeting observations indicate that several members routinely led discussions while others contributed infrequently or primarily through clarifying questions. Continuing to build engagement across the full board, leveraging board self-assessment results to guide future governance training, and intentionally onboarding new members will strengthen collective governance capacity and further enhance board effectiveness. The board receives a rating of **Meets Standard**.

Fiduciary Responsibilities

Education One evaluates the quality of a governing board based on its commitment to overseeing the school's financial health, securing external funding, leveraging networks for partnerships, and assisting school leadership teams with strategic financial planning. Exemplary boards demonstrate this by approving a budget that aligns with student achievement goals, ensuring all members are financially literate, regularly reviewing financial data, and advocating for policies that support charter schools. The rubrics for this measure are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board demonstrates proactive and strategic financial oversight by regularly analyzing financial trends, monitoring long-term sustainability, and making data-informed decisions aligned to organizational goals and student outcomes. Financial discussions consistently connect resource allocation to school performance, sustainability, and strategic priorities.	The board demonstrates sound financial oversight by approving and monitoring a budget aligned to school needs and priorities. The board regularly reviews financial reports, monitors financial goals, and engages in discussions regarding sustainability, operational decision-making, and resource allocation.	The board demonstrates inconsistent financial oversight. Financial reports and budgets are reviewed periodically, but discussions regarding sustainability, strategic alignment, and financial decision-making lack consistency, depth, or follow-through.	The board demonstrates limited financial oversight. Financial reports and budgets are infrequently reviewed or lack meaningful discussion and alignment to school priorities, sustainability needs, or organizational goals.

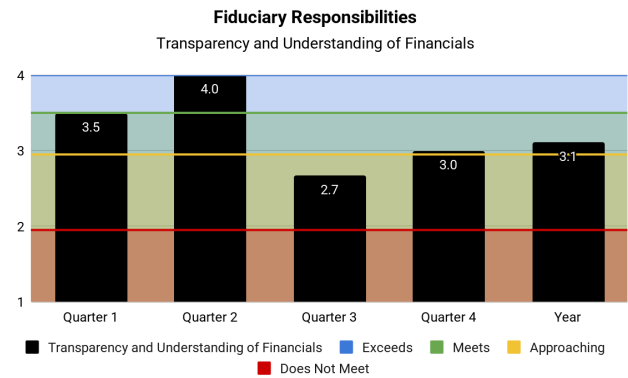
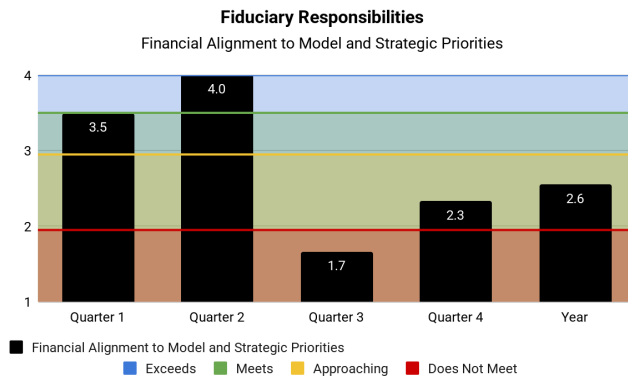


Financial reports were reviewed and approved during every board meeting, demonstrating consistent oversight of the school's financial position. Throughout the year, board members reviewed revenues, expenditures, cash balances, enrollment trends, financial projections, and budget assumptions while monitoring the financial implications of the school's planned expansion efforts.

Board discussions evolved over the course of the year from procedural financial reviews to increasingly strategic conversations regarding long-term financial sustainability. Members regularly sought clarification regarding cash flow, funding sources, grant utilization, debt capacity, Medicaid

reimbursement, and the financial implications of acquiring and renovating a new facility. As planning progressed, the board demonstrated growing sophistication by examining multi-year financial projections, contingency planning, lender expectations, and long-term operational sustainability rather than focusing solely on monthly financial reports.

Observations also reflected increased attention to aligning financial decisions with the school's specialized educational model and expansion priorities.



While the board consistently fulfilled its fiduciary responsibilities, opportunities remain to further strengthen strategic financial governance by more intentionally connecting financial decisions to measurable student outcomes and the school's long-term strategic priorities. Continuing to integrate financial forecasting with enrollment planning, academic priorities, and facility expansion efforts will further enhance the board's capacity to support the school's long-term sustainability. The 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. The rubrics for this measure are as follows:

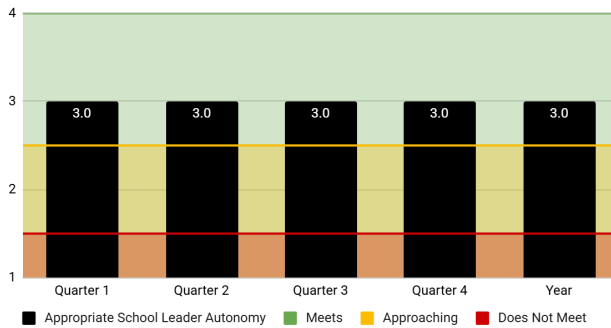
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board develops a comprehensive, clear, and measurable strategic plan that is aligned with the school's vision and long-term goals. The plan is reviewed and adjusted regularly based on progress toward goals, and clear milestones are established and met.	The board oversees the development of a clear strategic plan aligned with the school's vision. The plan is reviewed periodically, and some adjustments are made to keep it aligned with changing priorities or needs, though milestones may be more general.	The board develops a strategic plan but may lack clear goals, timelines, or regular reviews. The plan is not always fully aligned with the vision, and progress toward goals is monitored inconsistently.	The board does not oversee the development of a clear or measurable strategic plan. The plan may be vague or outdated, and there is no regular review of progress or alignment with the school's vision.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board consistently provides autonomy to the school leader to manage the day-to-day operations of the school, while maintaining oversight of outcomes.	The board mostly provides autonomy to the school leader to manage the day-to-day operations of the school, while maintaining oversight of outcomes.	The board provides autonomy to the school leader but maintains a level of micromanagement that may limit the leader's effectiveness. Oversight of outcomes may or may not be inconsistent.	The board micromanages the school leader's role and undermines the leader's authority in managing the school. There is little to no oversight of outcomes.

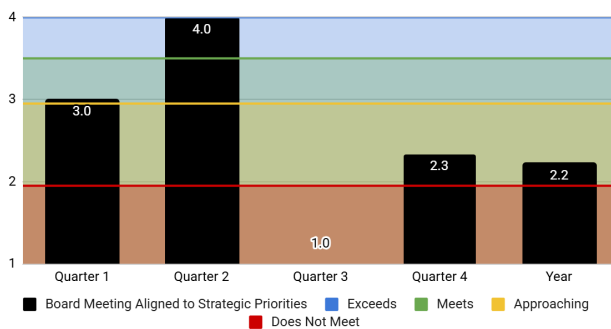
Throughout the year, the board consistently respected the appropriate governance-management relationship by providing the school leader with autonomy to manage day-to-day operations while maintaining oversight of major organizational decisions. The board appropriately focused its attention on organizational performance, facility expansion, enrollment growth, financial sustainability, and long-term planning rather than operational management.

Board agendas and school leader reports demonstrated increasing alignment with strategic priorities during the second half of the year as discussions became more focused on facility acquisition, financial sustainability, enrollment growth, staffing, and implementation planning. Observations indicate that board members increasingly asked forward-looking

Strategic Planning and Oversight
Appropriate School Leader Autonomy



Strategic Planning and Oversight
Board Meeting Aligned to Strategic Priorities



questions regarding long-term risks, funding strategies, contingency planning, and organizational capacity, reflecting continued growth in strategic thinking. The board also scheduled a dedicated strategic planning retreat and engaged external partners to support long-term planning efforts.

Despite these positive developments, strategic oversight remained somewhat inconsistent across the year. Several meetings focused primarily on responding to immediate operational issues associated with the facility acquisition rather than systematically monitoring progress toward measurable strategic goals. Similarly, while school leader reports increasingly referenced strategic initiatives, they did not consistently report progress against defined performance measures or strategic benchmarks. As the school transitions into its next phase of growth, establishing a comprehensive strategic plan with measurable goals, regular progress monitoring, and clearly defined performance indicators will strengthen the board's ability to provide sustained strategic oversight. The board receives a rating of **Approaching Standard**.

Legal and Regulatory Compliance

Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets

all expectations outlined in the charter agreements and bylaws. The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The board consistently complies with all applicable state and federal laws, with no material compliance issues noted. The board consistently complies with its policies and bylaws, which are reviewed and updated as needed.	The board has minor, non-systemic compliance issues that are addressed promptly when identified through oversight or audit. The board mostly complies with policies/bylaws, though some may be outdated or inconsistently applied.	The board has recurring or serious legal and/or compliance issues, with corrective actions delayed, inappropriate, or absent. The board fails to comply with and/or regularly update its policies and bylaws.

Throughout the review period, the board consistently complied with applicable legal, regulatory, and charter requirements. Meeting observations indicated that board meetings were conducted in accordance with governing procedures, required approvals were completed appropriately, and the board remained responsive to evolving legal and regulatory expectations.

The board also demonstrated attention to governance compliance by reviewing policy updates related to artificial intelligence, monitoring virtual meeting requirements, responding to legislative changes affecting charter schools, and ensuring required governance documents and agreements were completed in a timely manner. As the school prepared for facility expansion and continued organizational growth, the board remained attentive to legal considerations surrounding financing, contractual agreements, and organizational relationships with external partners.

Going forward, the board should continue its practice of periodically reviewing policies and bylaws to ensure they remain aligned with changes in state law, organizational growth, and evolving governance best practices while maintaining the strong compliance culture demonstrated throughout the year. The board receives a rating of **Meets Standard**.

SCHOOL LEADER

Culture of High Expectations

Education One measures the effectiveness of the school's leadership team in cultivating a culture of high expectations that drives student success and organizational excellence. There are specific, observable conditions that define what strong performance looks like:

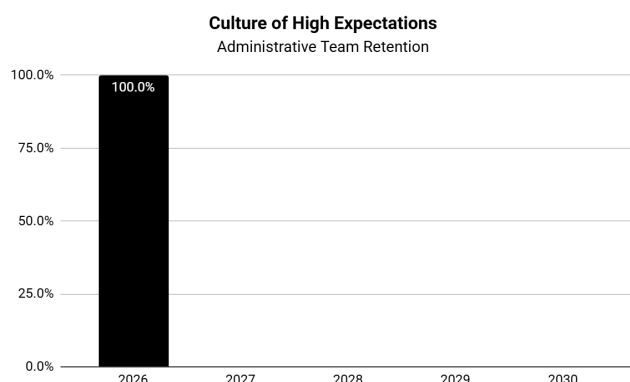
- Maintain stability in key administrative positions, with clear roles and responsibilities;
- Establish system for addressing areas of deficiency on time; and
- Execute goals established by the school's board of directors while providing consistent information and engaging in regular consultation to support decision making.

The rubrics for this measure are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
There has been no turnover in key administrative positions in the last three years.	There has been minimal turnover, 0.0-10.0%, in key administrative positions in the last three years.	There has been moderate turnover, 10.1-25.0%, in key administrative positions in the last three years. OR There is minimal turnover, but roles and responsibilities are inconsistently defined or implemented.	There has been high turnover, more than 25.0% in key administrative positions in the last three years.

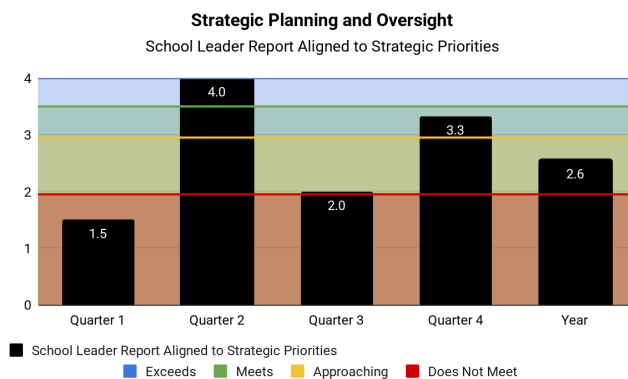
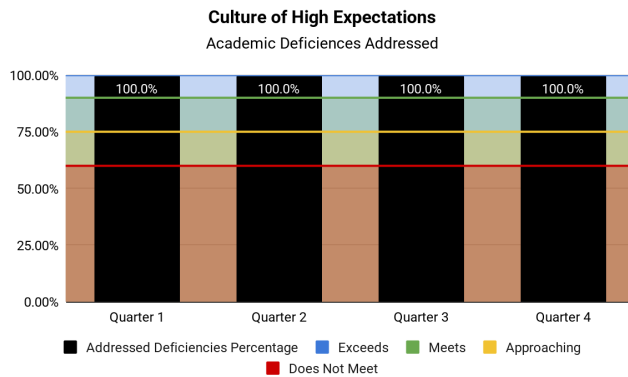
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
90.0% or more of identified academic performance deficiencies are addressed within established timelines.	75.0-89.9% of identified academic performance deficiencies are addressed within established timelines.	60.0-74.9% of identified academic performance deficiencies are addressed within established timelines.	Less than 60.0% of identified academic performance deficiencies are addressed within established timelines.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Provides comprehensive, data-driven updates aligned to school-specific goals/initiatives at every board meeting. Engages the board proactively to address challenges, shares trend data, and includes actionable recommendations to support strategic decisions.	Provides regular updates to the board that include some data on school specific goals/initiatives, though not always fully integrated or forward looking. Consultation occurs consistently, but response to challenges may be more reactive than proactive.	Provides inconsistent updates to the board. Data is limited or not clearly tied to school-specific goals/initiatives. Consultation may be irregular, and responses to issues are often delayed or lacking depth.	Provides minimal or no updates, rarely uses data or goal-related progress in board discussions. The board is not meaningfully consulted on key issues; communication lacks transparency and strategic value.



The school leadership team demonstrates a strong foundation in cultivating a culture of high expectations. The absence of turnover in key leadership positions over the past three years has supported continuity in vision and execution, with clearly defined roles contributing to consistent implementation of school initiatives.

In addressing areas of deficiency, the school has demonstrated a targeted and research-informed approach, including a focused implementation of the Math-U-See curriculum with an emphasis on manipulatives and differentiated instruction, alongside continued prioritization of



Universal Design for Learning (UDL) within PLCs to support lesson design responsive to diverse student needs. Collectively, these efforts reflect a leadership team that is largely meeting expectations in establishing systems and practices that promote a culture of high expectations.

The leadership team provides consistent, data-informed updates to the board that are aligned to key school priorities, including efforts to contextualize important academic indicators such as Indiana Checkpoints data. Opportunities remain to strengthen board reporting by more intentionally connecting current initiatives to the school's long-term strategic goals and regularly reporting progress across the broader Accountability Plan Performance Framework (APPF), including school-specific performance measures that reflect the school's specialized mission.

Based on evidence collected throughout the school year, DMA school leadership receives a rating of **Meets Standard**.

Staff Development

Education One evaluates school leadership on the effectiveness of systems that promote continuous teacher development and instructional improvement, that credibly differentiates the performance of teachers based on rigorous

and fair definitions of teacher effectiveness. There are specific, observable conditions that define what strong performance looks like:

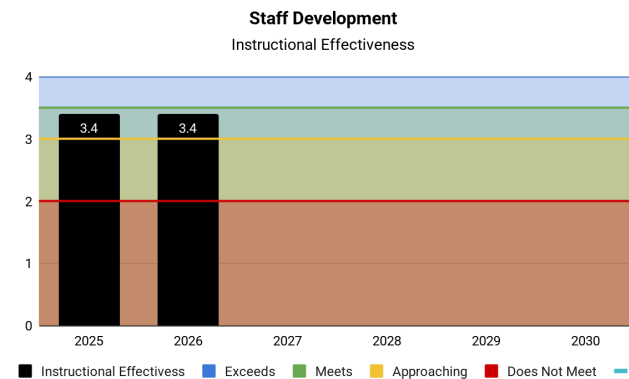
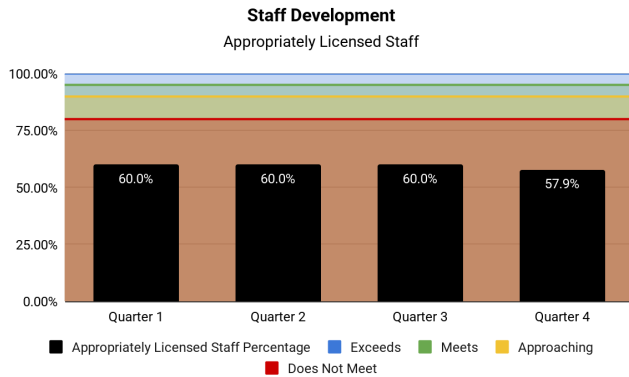
- At least 90.0% of full-time teachers hold or are actively pursuing appropriate Indiana licensure, and all individuals providing services requiring licensure under Indiana law possess the necessary credentials;
- Conduct regular, rigorous evaluations using clearing defined criteria that inform coaching and personnel decisions; and
- Provide sustained, high-quality professional development and coaching that is directly tied to classroom practice and aligns with school priorities to improve instructional effectiveness.

The rubrics for this measure are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
95.0% or more of teachers and staff are appropriately licensed or hold a permit to teach in the charter school under Indiana Law.	90.0-94.9% of teachers and staff are appropriately licensed or hold a permit to teach in the charter school under Indiana Law.	80-89.9% of teachers and staff are appropriately licensed or hold a permit to teach in the charter school under Indiana Law.	Less than 80.0% of teachers and staff are appropriately licensed or hold a permit to teach in the charter school under Indiana Law.

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

The school's leadership has demonstrated a commitment to strengthening instructional practice through intentional staff development structures; however, these efforts are tempered by ongoing challenges in staffing licensure. With only 57.9% of instructional staff appropriately licensed, falling short of state licensure requirements, the school continues to



face a significant barrier to building consistent instructional capacity across classrooms. This gap presents risks to the long-term sustainability and coherence of instructional delivery, despite stronger performance indicators in other areas.

Notably, the leadership team has established effective systems to support instructional improvement. Observation data indicates that instructional practice across classrooms is frequently meeting or exceeding established standards, reflecting the impact of focused coaching and clear expectations for teaching and learning.

While these systems are promising and have contributed to positive instructional trends, the inconsistency in staff licensure remains a critical area for improvement. Sustained progress will depend on the school's ability to recruit, develop, and retain appropriately licensed educators to ensure that strong instructional systems are implemented with fidelity across all classrooms. Based on evidence collected throughout the school year, DMA school leadership receives a rating of **Approaching Standard**.

Instructional Leadership

Education One expects school leadership teams to actively shape the academic vision of the school by driving instructional quality and student achievement. There are specific, observable conditions that define what strong performance looks like:

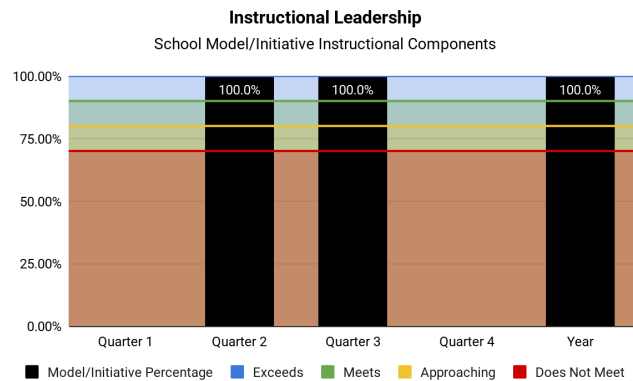
- Define specific instructional and behavioral actions that are linked to the school's mission and/or vision;
- Use classroom observations to provide prompt and actionable feedback to teachers to support the improvement of student outcomes; and
- Analyze assessment results frequently to adjust classroom instruction, grouping of students, and/or identifying students for special intervention.

The rubrics for this measure are as follows:

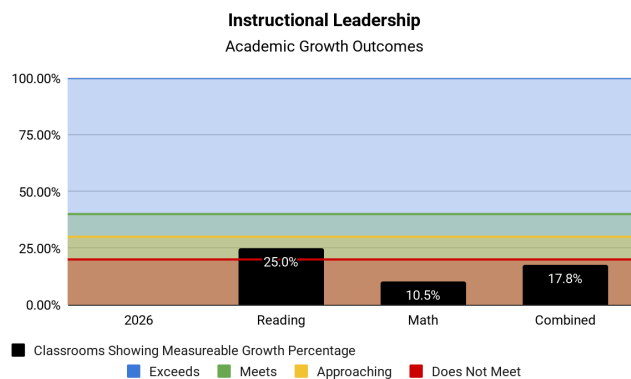
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school consistently and effectively implemented instructional strategies that reflect and reinforce the school's model and/or key initiatives across classrooms and grade levels.	The school generally implemented instructional strategies aligned with the school's model and/or initiatives, with occasional minor inconsistencies in practice.	The school implemented instructional strategies aligned with the model and/or initiatives inconsistently. Alignment was evident in some areas but lacked coherence or depth across the school.	The school rarely or did not implement instructional strategies aligned with the school's model and/or initiatives. Evidence of alignment was minimal or absent.

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

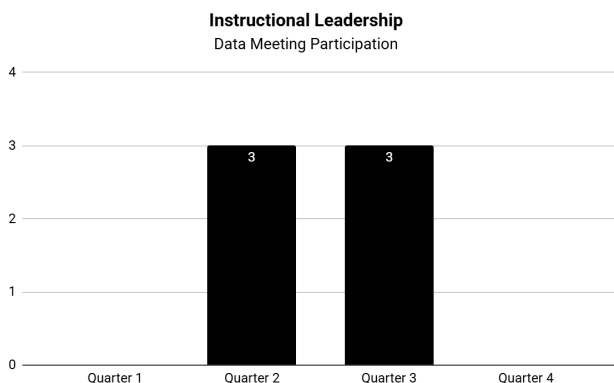
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
During data meetings, the leader articulates specific instructional shifts or student groupings tied directly to data trends and demonstrates proactive planning and reflection.	During data meetings, the leader identifies general strengths/needs and proposes instructional or grouping strategies with a logical connection to findings.	During data meetings, the leader provides minimal analysis and instructional or grouping decisions are vague or generic.	During the data meetings, the leader provides no meaningful analysis of the data and makes no instructional adjustments or grouping decisions.



Student performance data reflects a gap between strong instructional implementation and limited demonstrated student proficiency and growth. The school consistently and effectively implemented instructional strategies aligned to its model and key initiatives across all classrooms, with 100% fidelity observed in instructional practice throughout the year. Despite this high level of implementation consistency, overall student outcomes remain low, with 25% of students demonstrating grade-level proficiency or meeting growth targets in reading and 10.5% in mathematics, resulting in a combined rate of 17.8%.



During data meetings, leadership demonstrates the ability to identify general strengths and needs. The team proposed instructional or grouping strategies connected to student performance data, with a clear emphasis on using data to drive instructional decisions. The leadership team has prioritized targeted professional development focused on instructional rigor, behavioral supports, and the integration of data within PLC structures. Coaching support is active and responsive, including in-the-moment feedback to strengthen classroom practice and address instructional challenges as they arise.



Moving forward, the school's continued focus should center on strengthening fidelity in data collection practices, refining clarity around behavioral expectations and instructional responses (including refusals and antecedent strategies), and deepening PLC level engagement with rigor and assessment expectations. Continued attention to the distinction between accommodations and modifications, increased administrative visibility in classrooms, and tighter alignment between instructional observations, PLC discussions, and instructional planning will be key next steps in strengthening the connection between implementation and measurable student outcomes.

Based on evidence collected throughout the school year, DMA school leadership team receives a rating of **Approaching Standard**.

COMPLIANCE

Charter Implementation

Education One will hold the charter school accountable to the mission, model, and/or goals outlined in the approved application, ensuring alignment with the Charter Agreement and applicable requirements. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school consistently and clearly demonstrates alignment to its mission, model, and/or stated goals as outlined in the approved application and Charter Agreement. Multiple, observable examples of intentional implementation are evident across systems, practices, and outcomes.	The school generally demonstrates alignment to its mission, model, and/or goals, with minor inconsistencies in implementation. Most key components are present, though depth, intentionality, or consistency may vary slightly across areas.	The school shows partial alignment to its mission, model, and/or goals, but implementation is inconsistent or limited in scope. Some components are present, but connections to the approved application or Charter Agreement are weak or unclear.	The school does not demonstrate clear alignment to its mission, model, and/or goals. Key elements outlined in the approved application or Charter Agreement are missing, inconsistently applied, or contradicted by current practices.

The school consistently demonstrated strong alignment to its mission, educational model, and stated goals throughout the review period. Evidence collected across the year reflected intentional implementation of the approved application and Charter Agreement across multiple systems, practices, and outcomes. School leadership maintained a clear vision for implementation and ensured that strategic priorities were evident in instructional programming, operational decision-making, and organizational culture. Observable practices across the school demonstrated a high level of coherence and fidelity to the school's approved design. Based on evidence collected throughout the school year, DMA receives a rating of **Exceeds Standard**.

Charter Compliance

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

- Submission of all required compliance documentation on time as set forth by Education One, including but not limited to meeting minutes and schedules, board member information, compliance reports, and employee documentation; and
- Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws.

The rubrics for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
90.0% or more of required compliance documentation was submitted on time.	80.0-89.9% of required compliance documentation was submitted on time.	70.0-79.9% of required compliance documentation was submitted on time.	Less than 70.0% of required compliance documentation was submitted on time.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school fully adheres to the terms of its charter, all amendments, and applicable federal/state laws and regulations.	The school complies with most terms of its charter, amendments, and applicable laws.	The school has a few instances of non-compliance with its charter amendments, or applicable laws.	The school fails to comply with significant aspects of its charter, amendments, or applicable laws.

The school consistently demonstrated strong organizational and operational compliance throughout the review period. Required compliance documentation was submitted on time at a rate exceeding 90%, reflecting well-established systems and clear internal accountability structures. The school complied with most terms of its charter, amendments,

and applicable federal and state laws, with only minor issues identified during the year. Leadership responded appropriately to compliance expectations and maintained operational practices that supported overall adherence to authorizer requirements. Based on evidence collected throughout the school year, DMA receives a rating of **Meets Standard**.

Part IV: School Wide Climate

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

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

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

What does the Overall Rating for School Wide Climate mean?

Year 1	With a satisfaction rate of 80.2%, the school receives a rating of Meets Standard. However, the school is encouraged to increase overall participation from both students and families to ensure that data collected accurately reflects the broader school community and that decisions and improvement efforts are informed by a more comprehensive understanding of stakeholder needs, priorities, and experiences.
Year 2	The school earns a rating of Meets Standard with an overall satisfaction rate of 83.1%. The school is encouraged to explore ways to increase participation from families in future surveys to ensure representation of family voices in decisions and improvement efforts.

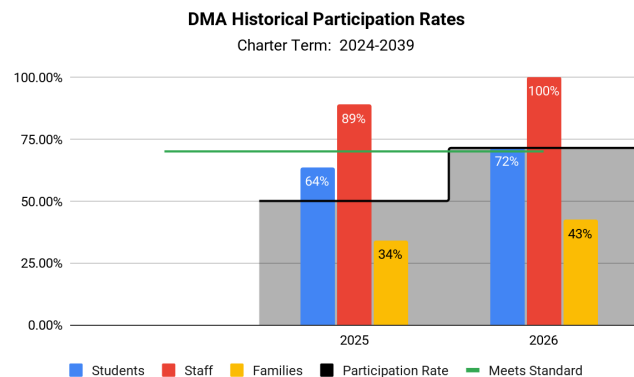
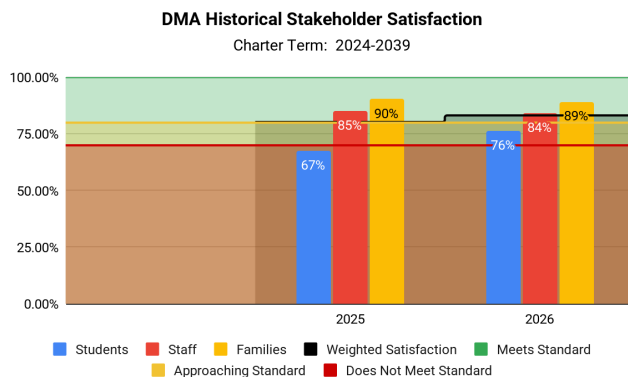
Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Stakeholder Satisfaction		MS	MS			

Stakeholder Satisfaction

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

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school of its current charter term. With an overall weighted satisfaction rate of 83.1%, the school receives a rating of **Meets Standard**.



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

Stakeholder survey results show that student satisfaction improved from the prior year, while staff and family satisfaction remained relatively consistent, indicating stable stakeholder perceptions overall. Participation rates for students and staff met or exceeded the 70% validity threshold, supporting confidence in the reliability of those results. Additionally, participation increased among both students and families compared to the previous year, reflecting improved stakeholder engagement in the survey process. While family participation (42.5%) remained below the validity threshold and limits the representativeness of family feedback, the increase in response rates is a positive trend. Overall, the data suggests the school is maintaining positive conditions for staff and engaged family respondents while showing improvement in student perceptions, though student satisfaction remains an area for continued attention and growth.

DMA's Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	95	68	71.6%
Staff	25	25	100.0%
Families	113	48	42.5%

Part V: Next Steps

As part of our routine authorization processes and in alignment with our Guiding Principles, Education One employs a differentiated approach to monitoring and oversight. This approach is rooted in our commitment to maintaining high expectations for both our schools and ourselves. We believe that combining individualized support with strong accountability creates the conditions necessary for students, educators, and communities to thrive.

Our process prioritizes school autonomy, meaningful partnership, and continuous improvement. To best meet the unique needs of each school, Education One implements tiered interventions and supports based on a comprehensive review of both quantitative and qualitative data. Each school's performance is evaluated across three key indicators outlined in the Accountability Plan Performance Framework (APPF):

- **Indicator I:** Academic Performance
- **Indicator II:** Financial Performance
- **Indicator III:** Organizational Performance

Annual Intervention + Support

Based on a school's performance across the APPF indicators in the previous year's Annual Review, Education One assigns an initial intervention and support tier at the beginning of each academic year. A mid-year reassessment is conducted to determine whether tier placement should be adjusted based on updated data and school performance. These are described below:

- **Tier I:** The school demonstrates minimal to no deficiencies and receives an overall rating of Meets or Exceeds Standard.
- **Tier II:** The school shows some areas for improvement but has a credible plan in place to address deficiencies. The school receives an overall rating of Approaching Standard.
- **Tier III:** The school exhibits significant deficiencies across one or more measures and may or may not have a credible plan to address them. The school receives an overall rating of Does Not Meet Standard and will be required to implement a School Improvement Plan (SIP).
- **New Schools:** All new schools joining the Education One portfolio begin their first three years receiving Tier III level support, with the exception of the SIP.

A summary of the supports and interventions aligned to each performance tier is provided in the table that follows.

	Tier I	Tier II	Tier III
Academic Performance	• 2 Site Visits (Sept-Mar.) • Quarterly Support Checks	• 4 Site Visits (Sept-Mar.) • Quarterly Support Checks	• 6 Site Visits (Sept.-Mar.) • Targeted Support Checks based on SIP
Financial Performance	• Quarterly Review	• Quarterly Review • Targeted Support Checks based on Deficiencies	• Quarterly Review • Ongoing Finance Meetings based on SIP
Organizational Performance	• Quarterly Board Chair Check-ins • Board Meeting Attendance	• Quarterly Board Chair Check-ins • Board Professional Development • Board Meeting Attendance	• Frequent Board Chair Check-ins • Targeted Support Checks based on SIP • Board Professional Development • Board Meeting Attendance

Next Steps Overview

For 2026-27 School Year

Academic Performance		
Rating	Tier	Probationary Status?
Approaching Standard	Tier placements will be determined following the release of 2026 state assessment results.	No

Commendations:

- Implementing specialized instructional and behavioral supports that enable students with autism and other learning needs to outperform comparable Special Education populations in both reading and mathematics.
- Creating structured, student-centered learning environments characterized by strong relationships, clear expectations, and differentiated instruction that promote student engagement and access to grade-level content.
- Demonstrating positive academic outcomes in English/Language Arts, where students perform at levels comparable to statewide Special Education peers and a meaningful portion of students demonstrate proficiency on college- and career-readiness measures.
- Establishing therapeutic and behavioral systems that appear to strengthen student engagement over time, as evidenced by a substantial reduction in refusal behaviors among legacy students.

Recommendations:

- Build upon the success of the school's therapeutic supports by establishing clearer pathways from behavioral engagement to measurable academic growth.
- Strengthen the long-term academic impact of the educational model by ensuring students who remain enrolled for multiple years demonstrate accelerated progress toward proficiency.
- Refine mathematics programming for students with autism and other complex learning needs through increased use of individualized, data-driven interventions and skill-based progress monitoring.
- Increase academic goal attainment by creating stronger alignment between IEP goals, classroom instruction, benchmark assessments, and graduation pathway expectations.

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

Commendations:

- Maintaining consistent financial stability through predictable financial performance and sound fiscal management.
- Demonstrating strong financial accountability through timely financial reporting and a clean annual audit.
- Maintaining manageable debt levels and adequate cash reserves, supporting long-term financial sustainability.

Recommendations:

- Strengthen short-term liquidity by increasing working capital and improving the current ratio above Education One's minimum standard.

Organizational Performance		
Rating	Tier	Probationary Status?
Approaching Standard	Tier II	No

Governing Board

Commendations:

- Maintaining high meeting attendance, active participation from core board members, and consistent compliance with legal, regulatory, and bylaw requirements throughout the year.
- Engaging thoughtfully when student data was presented through questions related to curriculum, assessment participation, and instructional practices.
- Reviewing financial reports at every meeting and increasingly engaging in strategic discussions regarding long-term financial sustainability, facility expansion, enrollment growth, and organizational risk.
- Engaging in board self-assessment, succession planning, recruitment of new members, and preparations for strategic planning to support the organization's continued growth.

Recommendations:

- Expand academic oversight beyond state assessment data by regularly reviewing the school's Accountability Plan Performance Framework (APPF), including mission-specific measures such as IEP goal attainment, student engagement, behavioral outcomes, certification and diploma pathway progress, and other indicators aligned with DMA's specialized educational model.
- Strengthen strategic governance by establishing a formal process for regularly monitoring progress toward measurable strategic plan goals and ensuring board agendas consistently prioritize long-term organizational outcomes over operational updates.
- Continue connecting financial oversight to strategic priorities by routinely linking financial decisions, resource allocation, and facility planning to student outcomes, enrollment sustainability, and the long-term success of the school's educational model.

Leadership Team

Commendations:

- Maintaining a stable leadership team that has provided consistency in vision, implementation, and support for students with autism and other specialized learning needs.
- Establishing strong instructional coaching and professional development systems that have resulted in consistent implementation of the school's instructional model across classrooms.
- Using data-informed decision-making to identify areas of need and implement targeted initiatives, including specialized mathematics instruction and Universal Design for Learning practices.
- Creating a structured and supportive learning environment that has contributed to improved student engagement and significant reductions in refusal behaviors among long-term students.

Recommendations:

- Strengthen educator recruitment and retention efforts to increase the percentage of appropriately licensed instructional staff and ensure long-term sustainability of the school's instructional model.
- Improve the translation of strong instructional implementation into measurable student growth and proficiency by increasing the precision of data analysis, intervention planning, and progress monitoring.
- Develop stronger systems for connecting behavioral, academic, and IEP goal data to instructional decision-making in order to accelerate outcomes for students with complex learning needs.
- Refine board reporting and strategic planning processes to more clearly demonstrate how school initiatives, differentiated APPF measures, and student outcome goals align to long-term organizational priorities.