



EDUCATION ONE
AT TRINE UNIVERSITY

2025-26 ANNUAL REVIEW

THE MATCH HIGH SCHOOL AND CAREER CENTER

Evaluated By:

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

Education One, L.L.C.

TABLE OF CONTENTS

<u>Part I: Academic Performance</u>	3
<i>Is the school's educational program successful?</i>	
<u>Part II: Financial Performance</u>	18
<i>Is the school in sound fiscal health?</i>	
<u>Part III: Organizational Performance</u>	22
<i>Is the school effective and well run?</i>	
<u>Part IV: School Climate</u>	37
<i>Is the school providing appropriate conditions for student, family, and staff success?</i>	
<u>Part V: Next Steps</u>	40
<i>Does the school or organization require interventions moving forward?</i>	

REPORT OVERVIEW

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

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

Annual Review reports are presented to key stakeholders, including, but not limited to: School Board Chair, School Leader, and EMO/Superintendent, if applicable. A final copy of each school's Annual Review is posted on Education One's website, www.education1.org, 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 Approach Standard, with reading progress towards proficiency, attendance rates, and credit attainment needing improvement. As a new high school, with over 50% of its population being English Learners, these early implementation hurdles are not uncommon. Continued focus on targeted instructional support, engaging families in new and innovative ways, and partnering with local community efforts are essential in improving outcomes in the identified areas of concern and ensuring long-term student success.
Year 2	The school received a rating of Approaching Standard, with a weighted score of 2.8 points, reflecting a school that is demonstrating encouraging evidence of growth and instructional development while continuing to build the academic foundations necessary for long-term success. As a second-year high school serving only ninth- and tenth-grade students, the school has established a consistent instructional environment, demonstrated meaningful growth on benchmark assessments in both reading and mathematics, improved student attendance, and maintained compliance in services for English Learners and students with disabilities. Growth outcomes suggest that students across most demographic groups are making progress toward grade-level expectations, indicating that the school's instructional systems are beginning to positively impact student learning. At the same time, several indicators suggest that academic outcomes have not yet reached the level expected for a Meets Standard rating. While benchmark assessment data reflects positive growth, proficiency rates on college-readiness measures such as the PSAT remain relatively low, particularly in mathematics, indicating that many students continue to perform below postsecondary readiness benchmarks. Additionally, attendance remains below the threshold for meeting standard, and several state and federal accountability measures cannot yet be evaluated due to the school's phased growth model and lack of upper-grade cohorts. As The Match expands into eleventh grade and begins establishing its first legacy student cohort, the school's primary challenge will be translating promising growth trends into sustained proficiency and college-readiness outcomes. Overall, the rating reflects a school moving in a positive direction but still in the process of demonstrating consistent academic performance at the level expected for long-term success.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	Federal Accountability Rating	N/A	N/A			
	College Readiness on State Summative Assessment: ELA	N/A	N/A			
	College Readiness on State Summative Assessment: Math	N/A	N/A			
	Comparison to Local Schools	N/A	N/A			
	Graduation Pathways Completion	N/A	N/A			
	Diploma Strength	N/A	N/A			
	Average Student Attendance	DNMS	AS			
	Addressing Chronic Absenteeism	N/A	N/A			
	English Learners: Compliance	MS	MS			
	English Learners: Performance	N/A	N/A			
	Special Education Compliance	MS	MS			
	Special Education Performance	N/A	N/A			

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	MS	MS			
	High School Graduation on Track	DNMS				
	Progress Towards Proficiency: E/LA	AS	MS			
	Progress Towards Proficiency by Subgroup: E/LA	AS	MS			
	Progress Towards Proficiency: Math	ES	MS			
	Progress Towards Proficiency by Subgroup: Math	ES	MS			
	Historical Proficiency: E/LA	N/A	N/A			
	Historical Proficiency: Math	N/A	N/A			

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.

Federal report cards are not issued during a school's first year of operation. Additionally, state and federal accountability data are generally reported one year in arrears. As a result, sufficient state and federal academic performance data are not yet available to evaluate this measure. The Match High School and Career Center (The Match) will receive its first rating for this measure in the 2026–27 Annual Review, which will include accountability data from the school's second year of operation. Therefore, the school receives a rating of **Not Applicable** for this measure.

College Readiness on State Summative Assessment

Nationally normed assessments aligned to college and career readiness standards serve as a key indicator of academic preparation at the high school level. As a part of this framework, Education One holds high schools accountable for overall performance on the state's chosen assessment (Proficiency on State Summative Assessment), as well as for the outcomes of students who are pursuing a college pathway.

Measuring results across the full student body provides a consistent benchmark for evaluating schoolwide instructional effectiveness and academic rigor. Disaggregating results for students identified as college-bound ensures that those pursuing postsecondary education are graduating with the skills necessary to succeed in college-level coursework without the need for remediation. Data is collected from the previous school year. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of college-bound students meeting or exceeding assessment benchmarks is 75.0% or greater.	The percentage of college-bound students meeting or exceeding assessment benchmarks is between 60.0-74.9%.	The percentage of college-bound students meeting or exceeding assessment benchmarks is between 45.0-59.9%.	The percentage of college-bound students meeting or exceeding assessment benchmarks is less than 45.0%.

The Match receives a rating of **Not Applicable** for this measure because the school did not serve 11th-grade students during the 2024–25 school year, the year from which the accountability data used for this measure are derived. Due to the school's phased growth plan, 11th grade will not be added until the 2026–27 school year. As a result, the school will not generate the necessary 11th-grade performance data until that year, and those results will not be available for evaluation until the 2027–28 Annual Review. Therefore, sufficient data do not yet exist to evaluate the school on this measure.

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. The Weighted Comparative Index (WCI) approach is useful when comparing a school to nearby schools as it reflects how well a school is doing compared to others serving a similar community. It helps surface meaningful differences in student outcomes across schools that look alike demographically but may use different approaches. Data is collected from the previous school year. The rubric for this measure 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 Match receives a rating of **Not Applicable** for this measure because the school did not serve 11th-grade students during the 2024–25 school year, the year from which the accountability data used for this measure are derived. Due to the school's phased growth plan, 11th grade will not be added until the 2026–27 school year. As a result, the school will not generate the necessary 11th-grade performance data until that year, and those results will not be available for evaluation until the 2027–28 Annual Review. Therefore, sufficient data do not yet exist to evaluate the school on this measure.

Graduation Pathways Completion

Education One assesses a school's ability to support students in completing Indiana's graduation requirements. This measure illustrates the percentage of students in the most current grade 12 cohort that completed state requirements for graduating in four years. This is also commonly referred to as a graduation rate. Data is collected from the previous school year. The rubric for this measure is as follows and follows current goals the state of Indiana has:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 95.0% of grade 12 students complete graduation requirements.	85.0%-95.0% of grade 12 students complete graduation requirements.	75.0-84.9% of grade 12 students complete graduation requirements.	Less than 75.0% of grade 12 students complete graduation requirements.

The Match receives a rating of **Not Applicable** for this measure because the school did not serve 12th-grade students during the 2024–25 school year, the year from which the accountability data used for this measure are derived. Due to the school's phased growth plan, 12th grade will not be added until the 2027–28 school year. As a result, the school will not generate the necessary 12th-grade data until that year, and those results will not be available for evaluation until the 2028–29 Annual Review. Therefore, sufficient data do not yet exist to evaluate the school on this measure.

Diploma Strength

Education One measures its high schools' effectiveness in providing rigorous and relevant experiences for students to be prepared for college and/or careers. The Diploma Strength measure calculates the percentage of students in the most recent grade 12 cohort who earned at least a Core 40 diploma. Data is collected from the previous school year. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 12 students who earned an above-named diploma is greater than the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is within 0-10.0% of the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is within 10.1-20.0% of the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is greater than 20.0% from the state's percentage.

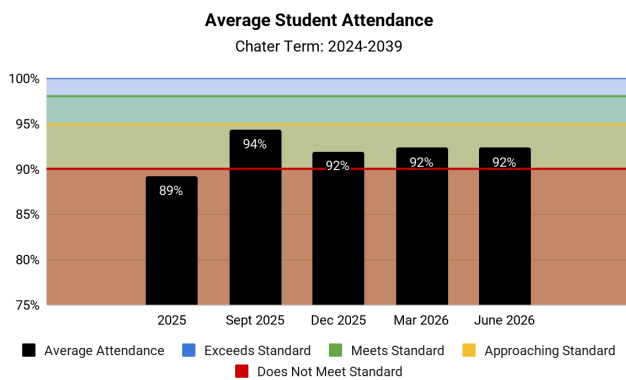
The Match receives a rating of **Not Applicable** for this measure because the school did not serve 12th-grade students during the 2024–25 school year, the year from which the accountability data used for this measure are derived. Due to the school's phased growth plan, 12th grade will not be added until the 2027–28 school year. As a result, the school will

not generate the necessary 12th-grade data until that year, and those results will not be available for evaluation until the 2028–29 Annual Review. Therefore, sufficient data do not yet exist to evaluate the school on this measure.

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 between 98.0-100%	The school's calculated attendance is between 95.0-97.9%	The school's calculated attendance is between 90.0-94.9%.	The school's calculated attendance is less than 90.0%



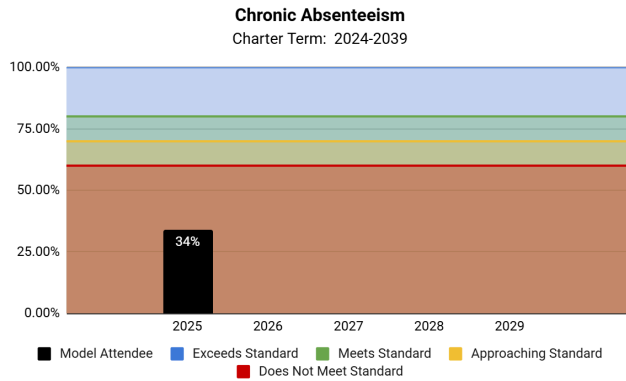
The school demonstrated meaningful improvement in student attendance during the 2025–26 school year, increasing from an average attendance rate of 89% in the previous year to 92% by the end of the current review period. Attendance remained relatively stable throughout the year, ranging from 92% to 94%, suggesting that the school's attendance strategies are having a positive impact on student engagement and participation. While this growth reflects progress toward establishing a stronger attendance culture, the school's attendance rate remains below the threshold required to meet standard.

As the school continues to expand, it will be important to maintain and refine attendance supports to ensure students consistently attend school and fully benefit from instructional opportunities. Regular attendance is critical to academic success, as absences result in missed learning experiences, reduced engagement in classroom activities, and fewer opportunities to master grade-level content. The school receives a rating of **Approaching Standard**.

Addressing Chronic Absenteeism

Student attendance, on a federal level, measures whether students are considered “model attendees” by either demonstrating persistent attendance or improved attendance during the school year. Persistent attendance is defined as having at least a 96% attendance rate. Improved attendance is defined as improving the student's attendance rate by at least three percentage points from the prior school year to the current. The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE and ESSA goals created by the state of Indiana. The rubric for this indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 80.0% of students were model attendees.	70.0-80.0% of students were model attendees.	60.0-69.9% of students were model attendees.	Less than 60.0% of students were model attendees.



The Match receives a rating of **Not Applicable** for this measure. Because the school was in its first year of operation during the 2025-26 school year, the prior-year attendance data used to determine model attendee status were not generated while students were enrolled at The Match. As a result, the measure does not provide a meaningful evaluation of the school's attendance systems or its effectiveness in addressing chronic absenteeism. Future evaluations will be based on attendance trends and improvement data generated during students' enrollment at The Match and will provide a more accurate assessment of school impact.

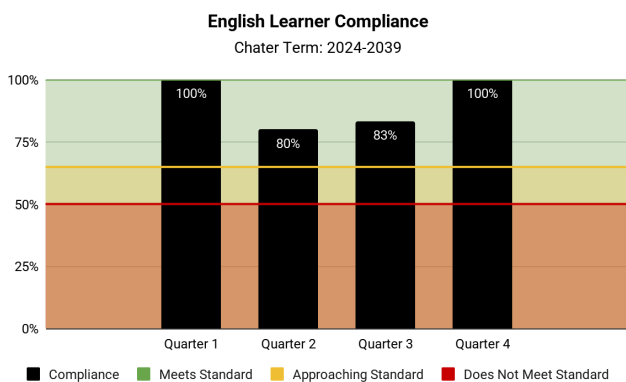
English Learners

English Learner Compliance: To ensure that laws and requirements are being upheld and students who are English Learners (EL) are being serviced appropriately, Education One conducts an EL compliance check quarterly, looking for the following components:

- Evidence that ILP 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 interventions and ILPs are appropriately communicated with the classroom teacher;
- Evidence of high-quality interventions and ILPs are implemented in push-in and/or pull-out settings;
- Staff-to-student ratios are adequate for providing services, per state and federal guidelines; and
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided.

The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
65.0% or more of compliance characteristics are rated as Meets Standard, with no measures rated as Does Not Meet Standard.	50.0-64.9% of compliance characteristics are rated as Meets Standard, with no measures rated as Does Not Meet Standard.	Less than 50.0% of characteristics are rated as Meets Standard OR Two or more measures are rated as Does Not Meet Standard.



The school has demonstrated strong compliance with the required measures for English Learner (EL) services. The school consistently maintains accurate and current Individualized Learning Plans (ILPs) in Indiana's online system and ensures staffing levels align with state and federal requirements. These practices provide a solid foundation for supporting the academic and language development needs of English Learner students. The following graph illustrates the measure characteristics met throughout the current school year.

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

English Language Performance: Education One measures the effectiveness of a school's English Learner (EL) program by analyzing the percentage of English Language Learners who are approaching, meeting, or exceeding proficiency on the English Language Arts portion of the state summative assessment. This measure leverages readily available state assessment data to evaluate whether EL students are demonstrating sufficient academic language proficiency to access

grade-level content. The goal is to ensure that EL services are not only compliant, but also effective in supporting students' academic achievement in English language arts. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
30.0% or more of English Language Learners in grades 9-12 were approaching, meeting, or exceeding proficiency on the EBRW portion of the state summative assessment.	20.0-29.9% or more of English Language Learners in grades 9-12 were approaching, meeting, or exceeding proficiency on the EBRW portion of the state summative assessment.	10.0-19.9% or more of English Language Learners in grades 9-12 were approaching, meeting, or exceeding proficiency on the EBRW portion of the state summative assessment.	Less than 10.0% of English Language Learners in grades 9-12 were approaching, meeting, or exceeding proficiency on the EBRW portion of the state summative assessment.

The Match receives a rating of **Not Applicable** for this measure because the school did not serve 11th-grade students during the 2024–25 school year, the year from which the accountability data used for this measure are derived. Due to the school's phased growth plan, 11th grade will not be added until the 2026–27 school year. As a result, the school will not generate the necessary 11th-grade performance data until that year, and those results will not be available for evaluation until the 2027–28 Annual Review. Therefore, sufficient data do not yet exist to evaluate the school on this measure.

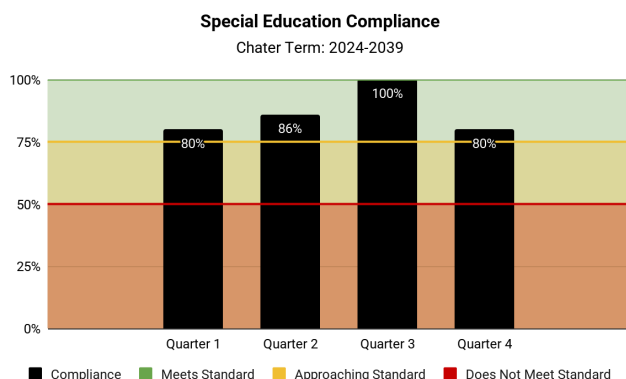
Special Education

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

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

The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
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. Case conference meetings are conducted rigorously, adhering to state and federal laws, with high-quality interventions and IEPs communicated clearly to classroom teachers. These interventions are skillfully integrated into pull-out settings, facilitated by staff who

maintain optimal ratios as per state and federal guidelines. Based on evidence collected throughout the school year, The Match receives a rating of **Meets Standard**.

Special Education Performance: In addition to monitoring compliance with legal and instructional requirements, Education One also evaluates Special Education outcomes by examining how well students are progressing toward academic proficiency. This measure focuses on the percentage of students with IEPs who are approaching, meeting, or exceeding proficiency on the state summative assessment. The goal is to ensure that services are not only compliant but also effective in improving student outcomes. The rubrics are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
25.0% or more of Special Education students in grade 11 were approaching or meeting/exceeding on the state summative assessment.	15.0-24.9% of Special Education students in grade 11 were approaching or meeting/exceeding on the state summative assessment.	7.0-14.9% of Special Education students in grade 11 were approaching or meeting/exceeding on the state summative assessment.	Less than 7.0% of Special Education students in grade 11 were approaching or meeting/exceeding on the state summative assessment.

The Match receives a rating of **Not Applicable** for this measure because the school did not serve 11th-grade students during the 2024–25 school year, the year from which the accountability data used for this measure are derived. Due to the school's phased growth plan, 11th grade will not be added until the 2026–27 school year. As a result, the school will not generate the necessary 11th-grade performance data until that year, and those results will not be available for evaluation until the 2027–28 Annual Review. Therefore, sufficient data do not yet exist to evaluate the school on this measure.

LOCAL ACADEMIC PERFORMANCE

Instruction

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

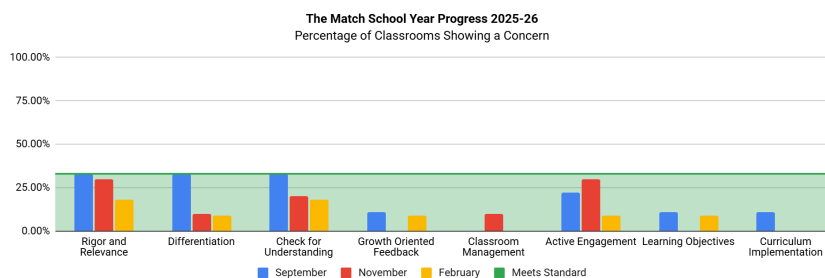
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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

The rubric for this measure is as follows:

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



The corresponding graph illustrates the percentage of classrooms showing a concern in each observable best practice throughout the 2025–26 school year. The goal is for each bar to remain within the green Meets Standard shaded area of the graph, representing a level of implementation consistent with Education One's expectations. Throughout the year, all instructional components remained within the

Meets Standard range, suggesting that instructional best practices were generally implemented consistently across classrooms and that identified concerns were limited in scope.

Any instructional component observed in 50% or more classrooms as a concern is identified as an area requiring focused improvement and is discussed with school leadership during site visits and with the Board of Directors during regularly scheduled board meetings. The previous graph provides a visual representation of the percentage of classrooms exhibiting concerns across each instructional best practice, while the table below provides the corresponding percentages from each observation cycle.

Throughout the 2025–26 school year, no instructional component exceeded the 50% threshold, indicating that concerns were not widespread across classrooms. Furthermore, the percentage of classrooms exhibiting concerns generally decreased over time in most areas. These trends suggest increasing consistency in instructional practice and implementation throughout the school year.

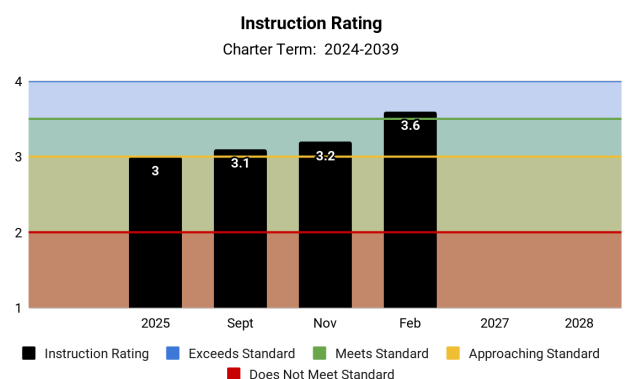
	September	November	February
Rigor + Relevance	33%	30.0%	18.0%
Differentiation	33%	10.0%	9.0%
Checks for Understanding	33%	20.0%	18.0%
Growth Oriented Feedback	11%	0.0%	9.0%
Classroom Management	0%	10.0%	0.0%
Active Engagement	22%	30.0%	9.0%
Learning Objectives	11%	0.0%	9.0%
Curriculum Implementation	11%	0.0%	0.0%

The school demonstrates a consistent foundation of structured and well-managed classrooms, where clear expectations for behavior and routines contribute to high levels of student attentiveness and focus. Teachers provide purposeful scaffolding and ongoing checks for understanding to support students in building knowledge, and learning objectives are clearly communicated in student-centered language. Feedback is specific and actionable, and student tasks reflect creativity and real-world application, indicating opportunities for meaningful engagement.

A clear trend across observations is the presence of strong instructional structures paired with student engagement. To build on this foundation, a key priority is deepening the level of student thinking and discourse. Increasing the use of varied questioning strategies and consistently prompting students to explain and justify their thinking will help move instruction beyond surface-level responses. Additionally, expanding opportunities for active participation and discourse, particularly among special populations and within small group settings, will ensure all students are meaningfully engaged.

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).

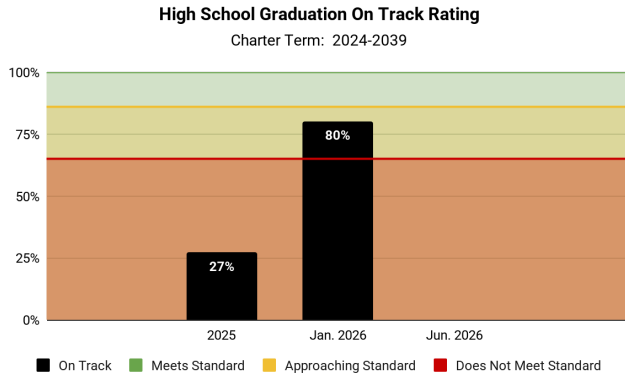
Based on the qualitative and quantitative evidence collected throughout the 2025-26 school year, The Match receives a rating of **Meets Standard** with an average instruction rating of 3.3 points.



High School Graduation on Track

Education One evaluates the school's ability to ensure students are earning the expected number and type of credits annually in order to graduate on time. Data is collected on a bi-annual basis to monitor this measure, however, the school receives an overall rating based on end of year data collection. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students on track to graduate is greater than or equal to 90%.	The percentage of students on track to graduate is between 80.0-89.9%.	The percentage of students on track to graduate is between 65.0 and 79.9%.	The percentage of students on track to graduate is less than 65.0%.



The corresponding graph illustrates the percentage of students, by grade level, who are on track to graduate on time based on earning the expected number and type of credits required for their grade level. Mid-year data showed a substantial increase in the percentage of students on track to graduate, rising from 27% at the end of the 2024–25 school year to 80% in January 2026, which would place the school within the **Meets Standard** range if sustained through the end of the year. However, the school's final rating for this measure will be based on June 2026 data and will be updated in July following final data submission and review.

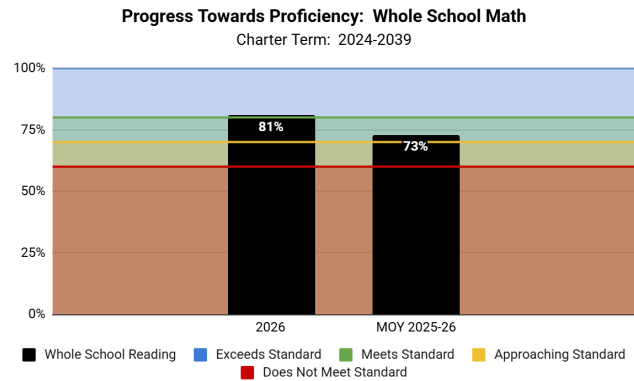
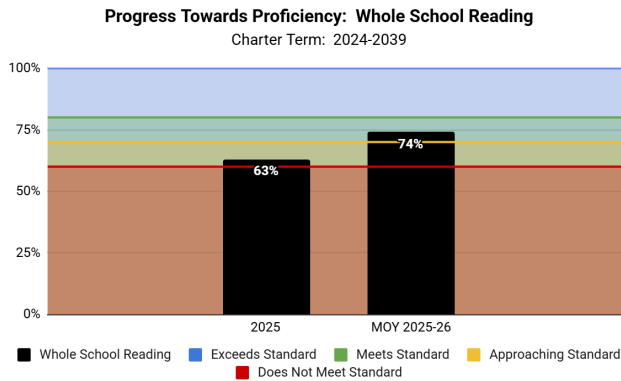
Progress Towards Proficiency

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

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

During the 2025-26 school year, The Match utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP). This computer adaptive assessment evaluates students in reading and math and is aligned to grade level standards. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of improvement and celebration. The following tables and graphs illustrate the overall proficiency and progress towards proficiency (whether or not a student maintained grade level proficiency or met growth targets) throughout the school year and current charter term.

Progress Towards Proficiency: NWEA								
	Reading				Math			
	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating
Ninth	40%	48%	73%	✓	28%	47%	74%	✓
Tenth	26%	52%	75%	✓	26%	41%	71%	✓
School	35%	50%	74%	✓	27%	45%	73%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								



Reading: Reading performance data suggests that students are making meaningful progress toward grade-level expectations despite entering the school with relatively low levels of proficiency. The results are particularly encouraging given that 2025–26 represented only the school's second year of operation and a period in which the school continued to build both its instructional systems and staffing infrastructure. Evidence of growth was observed across both grade levels, indicating that improvements were not isolated to a single cohort or teacher group but were occurring throughout the school's instructional program.

The results also suggest that the school's reading supports and instructional model are beginning to produce measurable academic impact. While approximately one-third of students entered the year already demonstrating proficiency, nearly three-quarters made sufficient progress to either maintain or move closer to grade-level expectations by mid-year. This indicates that the school is not only supporting students who are already proficient but is also helping students who entered below grade level make meaningful academic gains.

These results are particularly encouraging given the school's continued growth and the substantial proportion of English Learner students it serves, as both factors can present additional challenges in accelerating academic achievement in reading. Continued focus on increasing proficiency, particularly for students who remain below benchmark, will be important. The school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

Math: Performance data demonstrates that students are making meaningful progress toward grade-level expectations despite entering the year with relatively low levels of proficiency. Similar to reading, growth was evident across both grade levels, suggesting that the school's instructional program is producing consistent results rather than isolated pockets of success. The fact that nearly three-quarters of students made progress toward proficiency indicates that students are responding positively to instruction and are building foundational mathematical skills at a meaningful rate.

While the overall proficiency rates remain below where the school ultimately wants students to be, the mid-year growth trends provide encouraging evidence that the school's instructional systems are supporting academic improvement. As The Match continues to expand and prepares to serve its first eleventh-grade cohort, an important next step will be ensuring that growth on NWEA assessments translates into success on college-readiness measures such as the PSAT and SAT. Continued emphasis on rigorous grade-level instruction, mathematical reasoning, and alignment to College Board expectations will be critical to ensuring that current growth trends lead to long-term college and career readiness outcomes. Therefore, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

Subgroup Progress Towards Proficiency

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

- Bottom 25%;
- Enrollment Pathway (9-12 only);
- English Learner;
- Race;
- Socioeconomic Status; and
- Special Education.

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

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

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

Progress Towards Proficiency: NWEA									
	Reading					Math			
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating
Black	35%	37%	58%	81%	✓	28%	55%	78%	✓
Hispanic	58%	31%	42%	68%	✗	24%	39%	74%	✓
EL	47%	29%	39%	70%	✓	21%	40%	77%	✓
F/R Lunch	83%	34%	50%	75%	✓	26%	42%	72%	✓
SPED	18%	23%	46%	73%	✓	14%	25%	75%	✓
Bottom 25%	25%	0%	13%	77%	✓	0%	17%	76%	✓
School	100%	35%	50%	74%	✓	27%	45%	73%	✓

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

Reading: Reading performance data indicates that the school's instructional model is beginning to produce meaningful academic gains across nearly all student groups, despite the challenges often associated with a new and expanding high school. Schoolwide, 74% of students demonstrated progress toward proficiency, with proficiency increasing from 35% to 50% by mid-year.

These results are noteworthy given that 2025–26 represented only the school's second year of operation and that the school currently serves only ninth- and tenth-grade students while continuing to build its academic systems, staffing structures, and culture. The data suggest that the school's reading supports are helping students make meaningful progress regardless of starting point, particularly among student groups that have historically experienced lower levels of academic achievement. While Hispanic students demonstrated improvement in proficiency, they did not meet the established progress threshold, indicating an opportunity to strengthen support for this population.

The school receives a rating of **Meets Standard**. Overall, the consistency of positive outcomes across grade levels and student groups provides encouraging evidence that the school's reading program is establishing a strong foundation for future success. However, PSAT proficiency data indicates that many students remain below college-readiness benchmarks, suggesting that the school's next challenge will be converting strong growth trends into proficiency on assessments more closely aligned to SAT expectations.

Math: Mathematics performance data reflects a similarly positive pattern, suggesting that the school's instructional program is producing meaningful growth across student groups despite the challenges associated with a new and expanding high school. Schoolwide, 73% of students demonstrated progress toward proficiency, while overall proficiency increased from 27% to 45% by mid-year. Every reported subgroup met the school's growth expectations.

These results are particularly encouraging given that mathematics proficiency remains a persistent challenge across Indiana and is often one of the strongest predictors of college readiness. As a second-year high school serving only ninth- and tenth-grade students, The Match is tasked not only with helping students recover from prior learning gaps but also with preparing them for the increasingly rigorous mathematics demands of upper high school coursework and future SAT assessments. The fact that every reported subgroup met growth expectations suggests that the school's mathematics program is beginning to build foundational skills and close learning gaps for students across a diverse range of academic starting points.

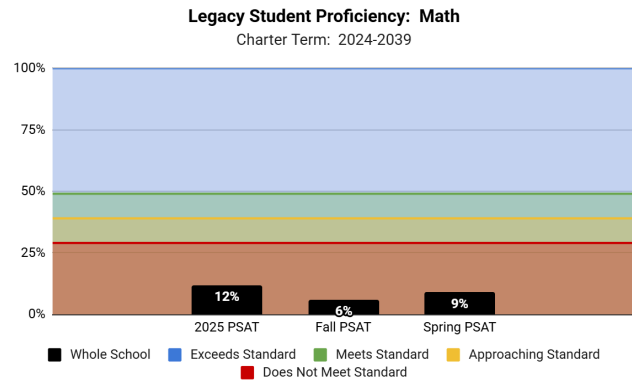
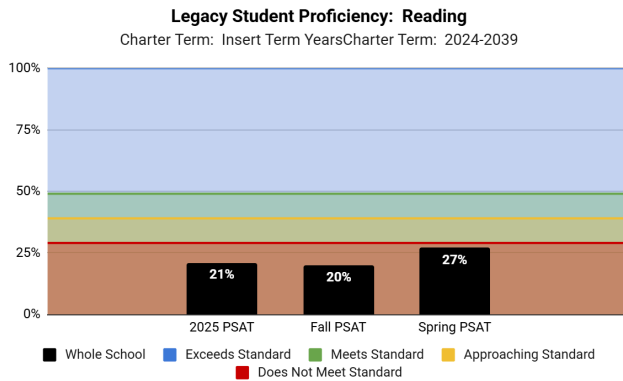
The school receives a rating of **Meets Standard**. However, PSAT proficiency rates remained substantially lower than those reported through NWEA, increasing from 6% to 9% schoolwide, indicating that many students remain below college-readiness benchmarks despite demonstrating growth on benchmark assessments. While proficiency rates remain below the school's long-term goals, the breadth and consistency of growth provide evidence that students are moving in the right direction.

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 measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
LPI >1.075 OR The percentage of legacy students meeting or exceeding assessment benchmarks is above the state average.	LPI is between 1.050-1.075 OR The percentage of legacy students meeting or exceeding assessment benchmarks is within 10.9% of the state average.	LPI is between 1.025-1.049 OR The percentage of legacy students meeting or exceeding assessment benchmarks is within 11-20.9% of the state average.	LPI <1.025 OR The percentage of legacy students meeting or exceeding assessment benchmarks is less than 21% of the state average.

Historical Proficiency: PSAT							
		Reading			Math		
	Population %	Fall Proficiency	Spring Proficiency	Rating	Fall Proficiency	Spring Proficiency	Rating
9th Grade	64%	22%	35%	✗	6%	12%	✗
10th Grade	36%	16%	13%	✗	4%	3%	✗
Whole School	100%	20%	27%	✗	6%	9%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							



As The Match completes its second year of operation, the school has not yet established a legacy student population. Because this measure evaluates the performance of students who have attended the school for three or more consecutive years, sufficient data do not yet exist to assess the long-term impact of the school's educational program. The school's first legacy student cohort will happen during the 2026–27 school year, at which time a rating can be calculated and reported.

PSAT proficiency data indicates that a significant percentage of students remain below college-readiness benchmarks on the Evidence Based Reading and Writing assessment. Proficiency increased from 21% in Spring 2025 to 27% in Spring 2026. The school demonstrated measurable progress toward the Accountability Plan Performance Framework benchmarks and is now within two percentage points of the Approaching Standard threshold. This positive trend suggests that the school's reading program is helping students move closer to college-readiness expectations, though continued growth will be necessary to ensure a larger percentage of students reach proficiency.

Math proficiency, however, continues to represent a significant area of need. While proficiency improved from 6% in Fall 2025 to 9% in Spring 2026, the school remains below both its Spring 2025 proficiency rate of 12% and the framework thresholds associated with meeting standard. Although benchmark growth data indicates students are making progress toward grade-level expectations, the PSAT results suggest that many students continue to experience substantial gaps in the mathematical knowledge and skills required for college readiness.

As The Match continues to expand and moves closer to establishing its first legacy student cohort, the systems being developed today, including instructional practices, intervention structures, and staff capacity, will play a critical role in determining the long-term academic outcomes captured by this measure. To build on the progress demonstrated during the 2025–26 school year, leadership should utilize College Board knowledge and skills strand data, alongside other available assessment data, to identify specific areas of academic need within the current tenth-grade cohort and implement targeted supports designed to accelerate college-readiness outcomes. These efforts will be particularly important as students transition into eleventh grade and begin engaging with more rigorous coursework and assessments. The Match receives a rating of **Not Applicable** for this measure.

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
	Does Not Meet Standard	Approaching 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 Match received a rating of Does Not Meet Standard with an overall weighted score of 1.5. The Match's current financials present a concerning picture; however, it is offset by the Matchbook K-8 supporting the high school's operations during its initial launch phase. Additionally, several unique circumstances, such as this being the high school's first year of operation and ongoing construction, make the current financial outlook somewhat atypical. As construction concludes and the high school moves toward a more stable enrollment and operational footing, we anticipate gaining a clearer and more accurate understanding of the school's long-term financial position.
Year 2	The Match received a rating Approaching Standard with an overall weighted score of 2.4, indicating that while the school remains financially viable and has demonstrated sound financial management practices, its long-term financial sustainability continues to be challenged by significant debt obligations and limited liquidity. The school exceeded expectations for enrollment, submitted timely financial reports, and remained current on all debt obligations. However, measures related to liquidity and leverage, including Current Ratio, Days Cash, and Debt-to-Asset Ratio, reflect the financial pressures associated with expansion and a slow-growth model (one grade level added per year) that has not yet reached full enrollment. As a result, the school's overall financial performance reflects an organization that remains in a financially vulnerable position as it continues to execute its growth strategy and work toward full enrollment.

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

At the time of this report, the school had completed the annual audit for the period July 1, 2024, through June 30, 2025. The audit included a repeat finding related to inaccurate Form 9 reporting, specifically regarding cash and fund balances that did not reconcile to the school's accounting records. School leadership attributed the discrepancy to insufficient reconciliation between accrual-based accounting records and the cash-basis reporting requirements of Form 9 and has implemented additional review and reconciliation procedures to address the issue. The finding does not appear to reflect concerns regarding the school's overall financial condition.

Throughout the 2025–26 school year, The Match submitted quarterly financial statements on time that were used to assess the following financial measures found in this section of the annual review. Quarterly financial reviews consistently indicated that the school's financial position remains heavily dependent on achieving planned enrollment growth and managing the debt associated with expansion of the high school program. Although current financial indicators support ongoing operations, the school's long-term financial health will depend on its ability to successfully execute its growth strategy while maintaining adequate cash reserves and meeting debt obligations.

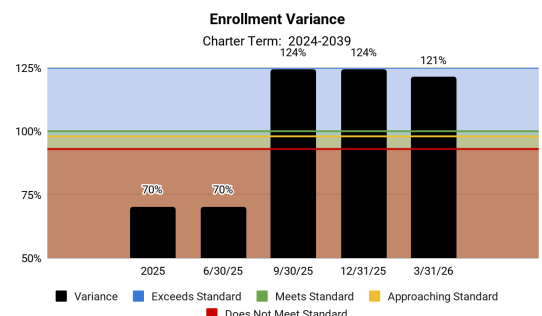
While opportunities remain to strengthen financial reporting controls and continue improving long-term financial sustainability, the school demonstrated sufficient financial management practices, timely reporting, and overall financial viability throughout the review period. Therefore, The Match receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

Enrollment Variance

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

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

According to the Indiana Department of Education, The Match had a certified enrollment count of 143 students as of October 2025 and 135 as of February of 2026. In August of 2025, The Match submitted its annual budget based on an enrollment of 115 students. With an average enrollment variance of 121% the school receives a rating of **Exceeds Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term.

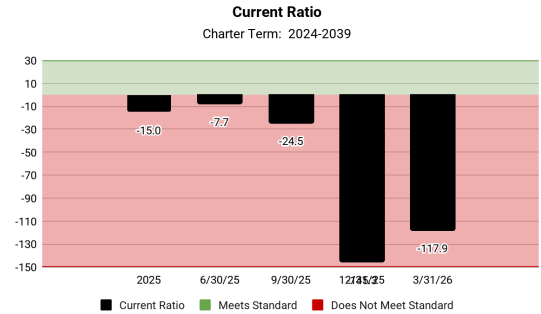


Current Ratio

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

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

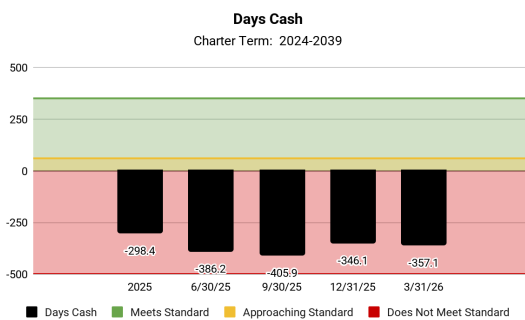
At the time of this report, the school's liabilities vastly exceed its current assets with a ratio of -117.9. While this represents a significant decline from the prior year's ratio of -15.0 and reflects increased liquidity pressures associated with the school's expansion efforts, the trend is consistent with the financial challenges anticipated during the school's growth phase. As enrollment increases and the school progresses toward full implementation of its growth plan, continued monitoring of liquidity and debt obligations will be critical to improving long-term financial stability. The corresponding graph illustrates trends in current ratio throughout the school's current charter term and the school receives a rating of **Does Not Meet Standard**.



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, 2025) 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.



At the time of this report, the school's Days Cash measure was -357.1, indicating that available liquid resources were insufficient to cover operating expenses without continued revenue generation and support from the broader organizational structure. While the school demonstrated modest improvement from its lowest point during the year, the measure remained substantially below acceptable levels throughout the review period.

This trend reflects the financial pressures associated with the high school's expansion and continued reliance on future enrollment growth to strengthen liquidity. As the school progresses toward full enrollment,

improving cash reserves and overall liquidity will remain critical to enhancing long-term financial stability. The Match receives a rating of **Does Not Meet Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.

Debt/Default Delinquency

This measure is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors. The rubric for this measure 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.

Although the school continues to manage significant debt associated with its expansion efforts, there is no evidence that the school was delinquent on any loan payments or in default of any outstanding debt obligations during the review period. As a result, the school receives a rating of **Meets Standard** for Debt/Default Delinquency.

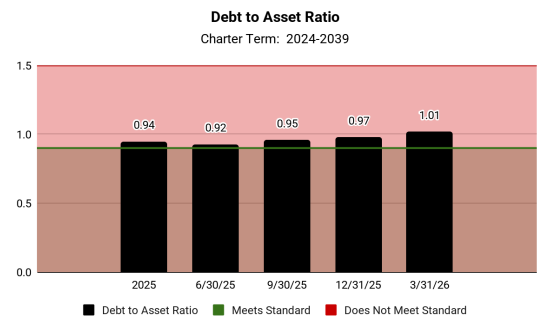
Debt to Asset Ratio

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.

At the time of this report, the school's ratio was 1.01, indicating that total liabilities slightly exceeded total assets. This measure increased throughout the year, rising from 0.92 at June 30, 2025, to 1.01 by March 31, 2026, reflecting the significant debt obligations associated with the school's expansion efforts.

While the ratio indicates a highly leveraged financial position and results in a rating of **Does Not Meet Standard**, the trend is consistent with the financial structure of a growing organization investing in future enrollment capacity. Continued enrollment growth and successful execution of the school's long-term financial plan will be critical to reducing leverage and improving overall financial stability.



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	Meets 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	With an overall weighted score of 3.0, the school received a rating of Meets Standard, with no concerns in the indicator measures. Moving into the 2025-26 year, the school leader is encouraged to formalize systems that connect teacher evaluations to long-term goals, deepen instructional support and accountability structures, and strategically align professional development and data-driven practices to the school's mission and student achievement.
Year 2	With an overall weighted score of 3.3, the school received a rating of Meets Standard, indicating that the school has established effective governance, leadership, and compliance systems that support the successful operation of the organization. The board demonstrated strong oversight in academics, governance, finance, and strategic planning, while leadership maintained stable operations, improved staff capacity, and ensured continued alignment to the school's mission and educational model. The rating also reflects opportunities to strengthen consistency across key organizational systems. While student growth and organizational stability were evident, implementation of instructional initiatives and assessment-driven practices varied, and continued attention to long-term financial sustainability will be important as the high school continues to grow. Overall, the school possesses the organizational capacity to support its mission and future success, but greater consistency in implementation will be necessary to achieve exemplary performance.

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

	Instructional Leadership	MS	AS			
Compliance	Charter Implementation	N/A	ES			
	Charter Compliance	MS	MS			

GOVERNING BOARD

Focus on High Academic Achievement

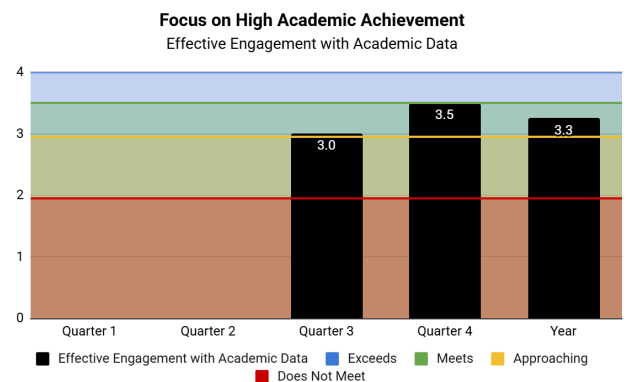
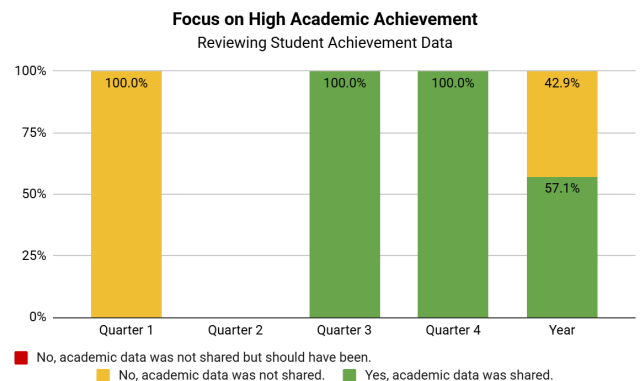
Education One expects governing boards to actively support the school's mission and charter, ensuring students are on track for high-level academic achievement. This includes having a shared belief in the mission, a clear definition of academic excellence, understanding how achievement is measured, and 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.

Throughout the year, the board demonstrated a commitment to monitoring academic performance and maintaining focus on student outcomes. While academic performance data was not presented during every board meeting, the board utilized a highly qualified Academic Committee to conduct detailed reviews of student achievement data and report findings to the full board multiple times throughout the year. These reviews supported ongoing discussions regarding academic performance, school improvement priorities, and progress toward organizational goals.

Board discussions reflected an understanding of the school's academic priorities and included engagement with student performance trends, instructional initiatives, and strategic efforts to improve outcomes. During the second semester, the board reviewed evidence of academic progress, including increased PSAT proficiency, implementation of the school's competency-based educational model, and development of career-connected learning opportunities. The board also demonstrated an ability to connect academic performance data to broader strategic considerations and future planning.

Opportunities for continued growth remain in strengthening the board's ability to synthesize multiple measures of academic performance into a cohesive understanding of overall student achievement and school effectiveness. Given the variety of assessment systems used by the school, continued emphasis should be placed on identifying the most meaningful indicators of student success, monitoring trends over time, and connecting performance data to strategic decisions, deficiency reports, and continuous improvement efforts.



This will further strengthen the board's capacity to maintain a clear focus on academic outcomes and long-term student success. Based on evidence collected throughout the school year, The Match's governing board receives a rating of **Meets Standard**.

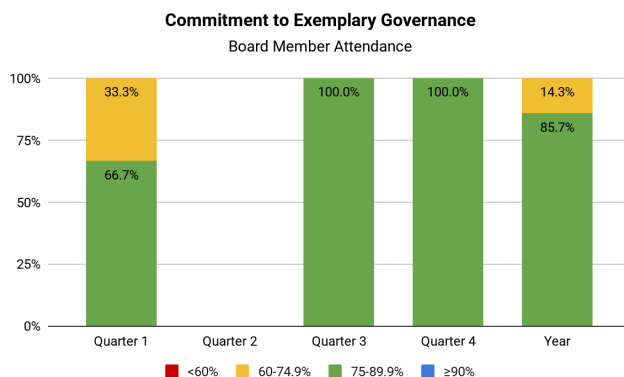
Commitment to Exemplary Governance

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.

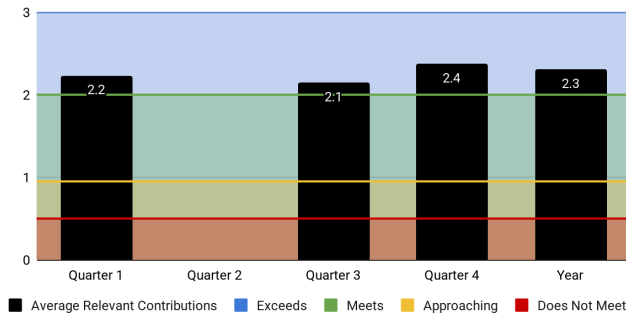
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The average meeting attendance is at least 90.0%	The average meeting attendance is 75.0-89.9%.	The average meeting attendance is 60.0%-74.9%.	The average meeting attendance is less than 60.0%.

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.



The board demonstrated a strong commitment to exemplary governance throughout the year. The board completed its annual self-evaluation with an 87.5% participation rate (7 of 8 board members), demonstrating a commitment to continuous improvement and board development. Board member attendance also remained consistently strong, with an annual average attendance rate of 85.7%, and members actively participated in board discussions, averaging 2.3 relevant contributions per member per meeting. Discussions reflected preparation, engagement, and a willingness to contribute meaningfully to organizational decision-making and strategic priorities.

Commitment to Exemplary Governance
Average Relevant Contributions



The board also demonstrated a proactive approach to strengthening its long-term governance capacity. The board chair maintained a clear understanding of the skills and expertise necessary to support the school's mission and actively worked to recruit members with backgrounds in areas such as finance, workforce development, and academics. During the year, the board successfully expanded its membership by adding three new members, further strengthening the diversity of perspectives and expertise available to support the school. Additionally, board members engaged with school leadership through executive training opportunities, design sprints, and collaborative planning efforts that extended beyond regularly scheduled board meetings.

Opportunities for continued growth include formalizing long-term board succession and renewal practices through regular review of board member terms and alignment with bylaw requirements. As the board continues to grow, leveraging self-assessment results to inform future training priorities and strategically utilizing member expertise will further strengthen governance effectiveness and organizational sustainability. Based on evidence collected throughout the school year, the governing board receives a rating of **Meets Standard**.

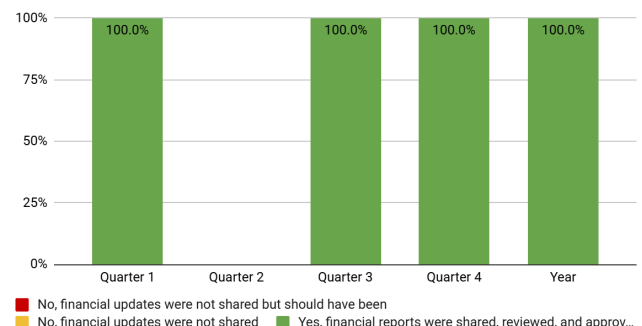
Fiduciary Responsibilities

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.

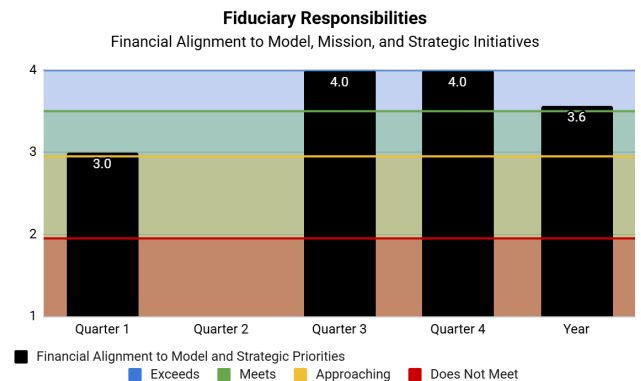
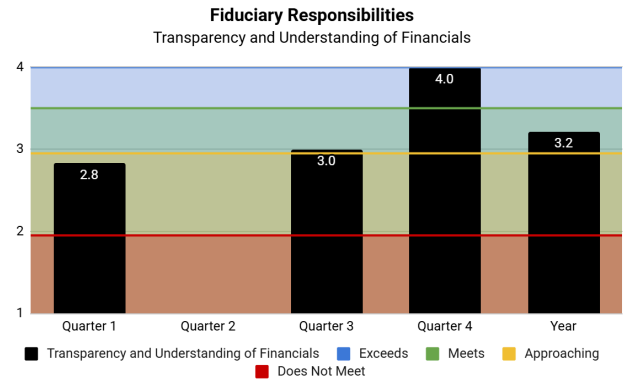
The board demonstrated a strong commitment to financial stewardship throughout the year. Financial reports were consistently presented, reviewed, and approved at every board meeting, reflecting a high level of transparency and routine oversight. Board discussions demonstrated a solid understanding of the school's financial position, budgetary priorities, and operational needs, particularly regarding bond financing, cash flow management, audit results, and long-term financial obligations.

Fiduciary Responsibilities
Financial Updates in Board Meeting



The board benefited from strong financial expertise within its membership, particularly through the leadership of its Finance Committee Chair, whose knowledge of public finance and bond management supported informed decision-making. Throughout the year, the board demonstrated a clear understanding of the financial realities associated with operating a growing school model, recognizing that the high school remains financially vulnerable until enrollment reaches sustainable levels. Board discussions consistently reflected awareness of the significant debt burden associated with expansion, the dependence on K–8 revenues to support high school operations during the growth phase, and the importance of enrollment growth to long-term financial viability.

While the board demonstrated sound financial oversight throughout the year, opportunities for continued growth include further strengthening multi-year financial planning related to enrollment stabilization and long-term debt management. Continuing to connect financial planning decisions to strategic priorities and future organizational sustainability will further strengthen the board's financial oversight capacity as the school continues to mature and grow. Based on evidence collected throughout the school year, The Match's governing board receives a rating of **Meets Standard**.



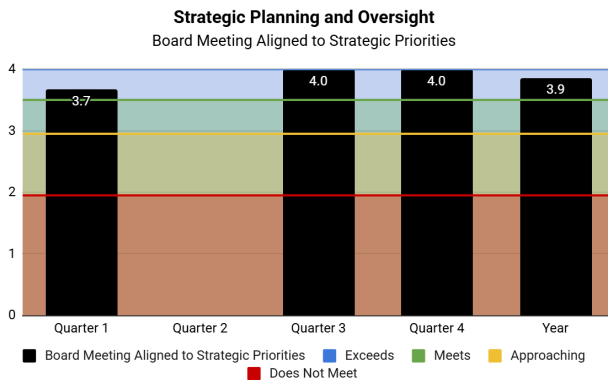
Strategic Planning and Oversight

Education One believes that an effective governing board determines the strategic direction of a school, understands and respects the balance between oversight and management, and evaluates and holds school leaders and management partners accountable. 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.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board evaluates the school leader's performance with an appropriately rigorous multi-faceted system that includes self-assessment, stakeholder input, and objective performance data that leads to strategic and measurable goals.	The board evaluates the school leader's performance with an appropriately rigorous evaluation system, with evidence of clear next steps and/or goals.	The board evaluates the school leader's performance, but the process lacks consistency, depth, or alignment with student and school performance. Next steps are vague and/or generic.	The board does not evaluate the school leader in a formal or meaningful way. There is no evidence that the evaluation informs leadership growth or school improvement.

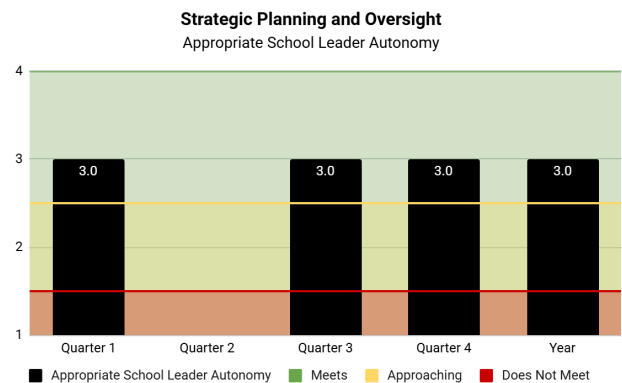


The board demonstrated an exemplary commitment to strategic planning, oversight, and leadership accountability throughout the year. Board discussions consistently focused on the school's strategic priorities, and leadership reports were intentionally structured to provide updates on progress toward organizational goals, key initiatives, and long-term sustainability efforts. This alignment ensured that governance discussions remained focused on outcomes, strategic decision-making, and the future direction of the school.

Throughout the year, the board demonstrated a clear understanding of its role in establishing strategic direction while appropriately empowering school leadership to manage

day-to-day operations. Board members maintained oversight of organizational performance, financial sustainability, enrollment growth, and implementation of key initiatives without evidence of micromanagement. Discussions reflected a healthy balance between governance and management, allowing leadership the autonomy necessary to execute the school's mission while remaining accountable for results.

The board also demonstrated a long-term commitment to strategic growth and organizational sustainability. Leadership and the board continued advancing the school's vision through the development of a unified K–12 competency-based educational model, the hiring of a K–12 Coordinator to support implementation and alignment, and the expansion of workforce and apprenticeship opportunities through various local community partnerships. These initiatives reflected deliberate efforts to strengthen the school's educational model, increase postsecondary opportunities for students, and position the organization for sustained growth despite evolving funding conditions.



The board's consistent focus on strategic priorities, respect for appropriate governance boundaries, and commitment to advancing the school's long-term vision reflect governance practices that exceed expectations and support the continued success of the organization. Based on evidence collected throughout the school year, The Match's governing board receives a rating of **Exceeds 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.

The board consistently maintained compliance with applicable laws, policies, and bylaws throughout the review period. No significant concerns related to legal or regulatory compliance were identified during quarterly monitoring. The board's continued adherence to required governance and compliance expectations reflected organizational stability and a clear understanding of baseline authorizer expectations in this area. Based on evidence collected throughout the school year, The Match's governing board receives a rating of **Meets Standard**.

SCHOOL LEADER

Culture of High Expectations

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

- 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.

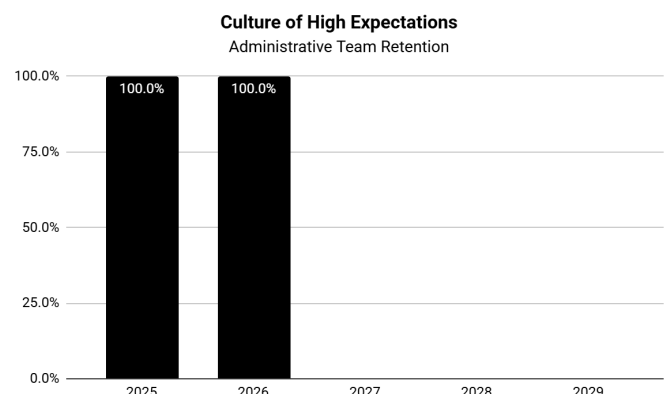
Characteristics of a culture of high expectations are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

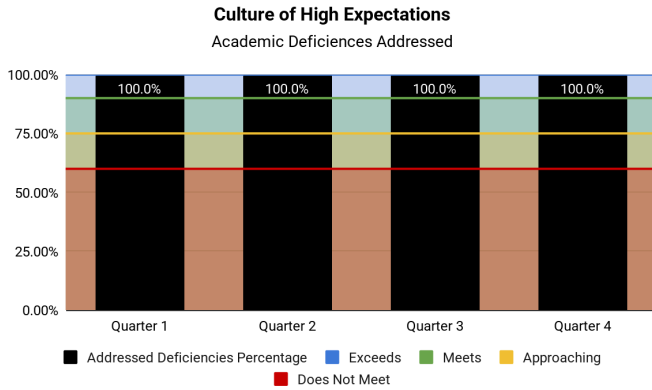
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
There has been no turnover in key administrative positions in the last three years.	There has been minimal turnover, 0.0-10.0%, in key administrative positions in the last three years.	There has been moderate turnover, 10.1-25.0%, 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. Board is not meaningfully consulted on key issues; communication lacks transparency and strategic value.

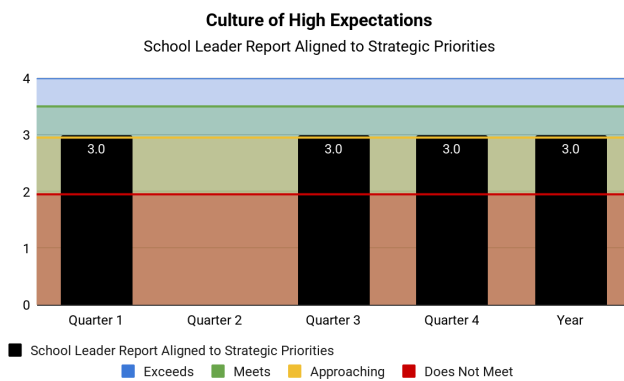
The Match's leadership team has established a culture of high expectations, with evidence of stable leadership, developing systems for improvement, and consistent communication with the board. The absence of turnover in key administrative roles has supported continuity in school operations and implementation of priorities.





The school demonstrates an effective approach to addressing deficiencies, as seen in notable improvements in key student outcomes, including a significant increase in the percentage of 9th grade students on track to graduate compared to the prior year, as well as overall progress in attendance. These gains indicate a growing capacity to identify challenges and implement responsive actions that positively impact student performance.

School leadership provides regular updates to the board, particularly through the academic committee, sharing data trends and information related to ongoing initiatives; this ensures that the board remains informed and able to engage in discussions around school performance and priorities.



Overall, the leadership team demonstrates the foundational practices necessary to maintain a culture of high expectations, meeting the standard while continuing to build toward greater coherence and strategic alignment. Based on evidence collected throughout the school year, The Match's school leadership receives a rating of **Meets Standard**.

Staff Development

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

- At least 90.0% 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.

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

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.

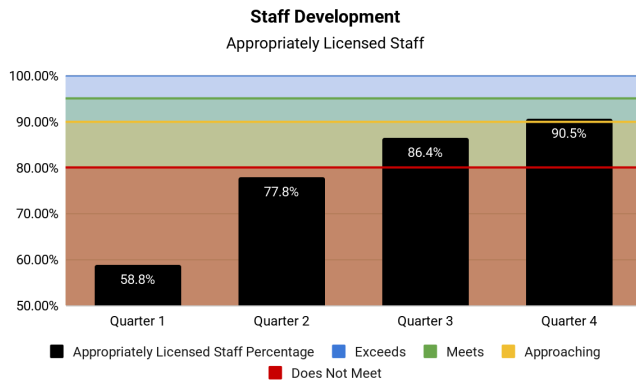
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
------------------	----------------	----------------------	------------------------

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.



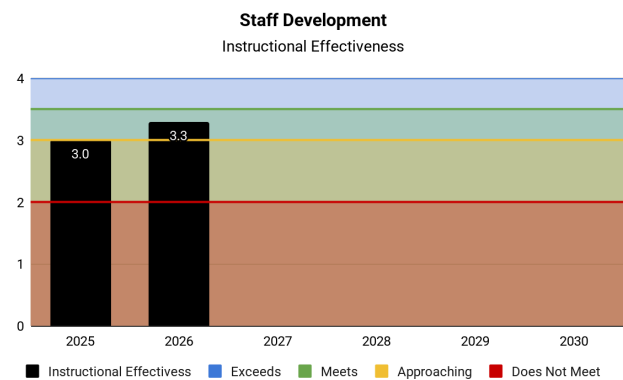
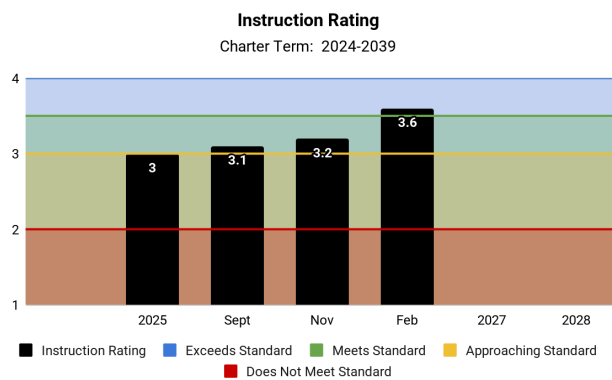
The school's leadership has established effective systems to support staff development. The school demonstrated meaningful progress in strengthening staff licensure throughout the year, ending with 90.5% of instructional staff appropriately licensed and meeting the state statutory requirement. This improvement reflects intentional efforts by leadership to recruit, retain, and support qualified educators.

Maintaining appropriately licensed staff not only ensures compliance with state expectations, but also strengthens instructional quality by increasing educator preparedness, content knowledge, and instructional effectiveness. The

school's progress in this area contributed to measurable improvements in classroom practice, as evidenced by instructional observation ratings increasing from 3.1 at the beginning of the year to 3.6 by the second semester, resulting in an annual average rating of 3.3.

Professional learning is intentionally structured through weekly PLCs that incorporate needs assessments, data analysis, curriculum coaching, and collaborative planning. Leaders have prioritized strengthening Tier I instruction and increasing student discourse in response to prior feedback, with classroom observations reflecting clear progress in these areas. The school demonstrates a strong commitment to data-informed practice and actively coaches teachers on the use of multiple data points to inform instruction.

Based on evidence collected throughout the school year, The Match's school leadership receives a rating of **Meets Standard**.



Instructional Leadership

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

- Define specific instructional and behavioral actions that are linked to the school's mission and/or vision;
- Use classroom observations to provide prompt and actionable feedback to teachers to support the improvement of student outcomes; and

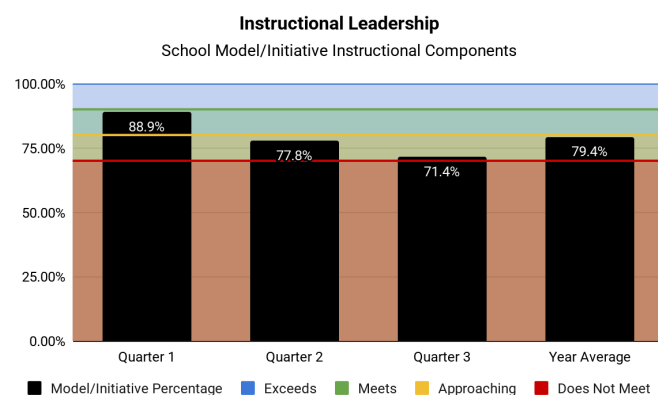
- Analyze assessment results frequently to adjust classroom instruction, grouping of students, and/or identifying students for special intervention.

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

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
80.0% or more of students demonstrate grade level proficiency standards or met growth targets.	70.0-79.9% of students demonstrate grade level proficiency standards or met growth targets.	60.0-69.9% of students demonstrate grade level proficiency standards or met growth targets.	Less than 60.0% of students demonstrate grade level proficiency standards or met growth targets.

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.



Overall, the school demonstrates alignment to its mission and educational model; however, implementation of its schoolwide instructional initiative of student discourse was inconsistent throughout the year. Classroom observations indicated that while key components were evident across classrooms, the depth, coherence, and consistency of implementation varied. As a result, instructional expectations have not yet been fully embedded to ensure a uniformly high-quality learning experience for all students. Moving forward, school leadership should work to define clear content-specific expectations for student learning within each department, including what high-quality student discourse looks like, what it means for students to think and

engage as practitioners within a discipline, and how students will be expected to provide evidence of that thinking. Establishing these shared expectations can help strengthen instructional coherence and inform more consistent implementation of instructional priorities across the school.

Student performance data reflects meaningful academic growth and suggests that the school's instructional systems are producing positive outcomes across content areas. Schoolwide results indicate that approximately three-quarters of students demonstrated progress toward proficiency in both reading and mathematics during the 2025–26 school year.

Reading proficiency increased from 35.0% at the beginning of the year to 49.6% by mid-year, while mathematics proficiency increased from 27.1% to 45.0% over the same period. Additionally, 74.0% of students in reading and 73.0% of students in mathematics either met growth targets or demonstrated progress toward proficiency. These results suggest that while implementation of the school's model is building, instructional practices are nonetheless supporting measurable student growth and movement toward grade-level expectations.

The following table illustrates the growth observed through the school year on one of the school's assessments utilized, the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP). This computer adaptive assessment evaluates students in reading and math and is aligned to grade level standards.

Progress Towards Proficiency: NWEA								
	Reading				Math			
	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating
Ninth	40.3%	48.1%	73%	✓	27.6%	47.4%	74%	✓
Tenth	25.6%	52.3%	75%	✓	26.2%	40.5%	71%	✓
School	35%	49.6%	74%	✓	27.1%	45%	73%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								

Leadership has demonstrated growing capacity in instructional leadership and assessment-driven planning. During data meetings, leaders identify instructional strengths and areas of need and propose instructional responses and student grouping strategies that are logically connected to assessment findings. The school utilizes multiple measures of student performance, including NWEA, IXL progress monitoring, PSAT benchmarks, student profiles, and capstone experiences, to monitor student growth and inform instructional planning. However, the existence of multiple assessment tools has not yet translated into a fully coherent assessment system that consistently drives instructional decision-making across classrooms. While leaders demonstrate an understanding of available data and can identify trends and needs, evidence suggests that the connection between assessment results, instructional adjustments, and implementation fidelity remains inconsistent.

Moving forward, establishing greater fidelity to schoolwide instructional expectations and creating clearer connections between assessment results, instructional planning, and classroom execution will be critical to sustaining growth and accelerating progress toward grade-level proficiency. Based on evidence collected throughout the school year, The Match's school leadership 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. 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, The Match receives a rating of **Exceeds Standard**.

Charter Compliance

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

- Submission of all required compliance documentation 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 rubric for this sub-indicator 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. 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, The Match 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	To ensure the reliability of the survey results, Match should explore strategies to increase family participation rates.
Year 2	Overall, the school had an average satisfaction rate of 88.0%. Due to low participation from all stakeholder groups, it will be important to increase future participation to increase validity of satisfaction rates.

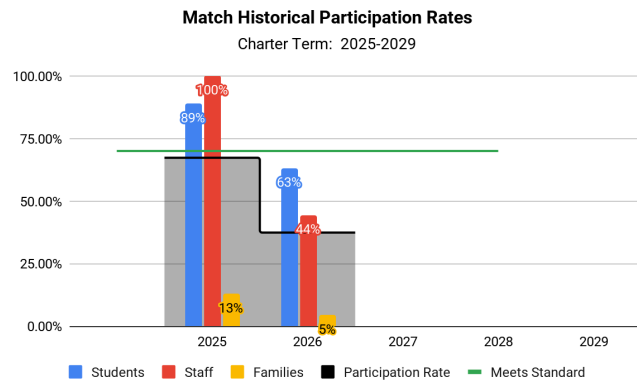
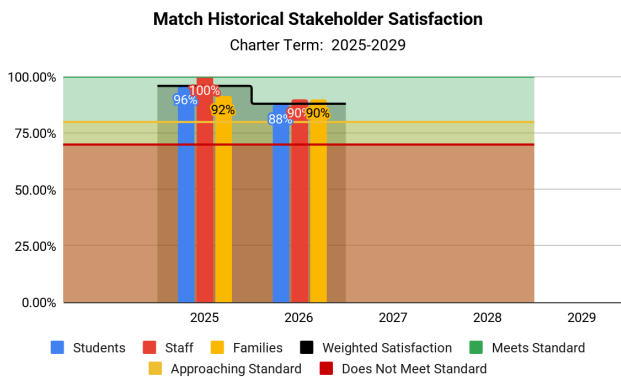
Accountability Plan Performance Framework Indicators			Year 1	Year 2	Year 3	Year 4	Year 5
Stakeholder Satisfaction			MS	MS			

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. With an overall weighted satisfaction rate of 88.0%, 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 indicate positive perceptions across all respondent groups; however, participation rates did not meet the 70% validity threshold for any stakeholder category. Student participation reached 63.2%, staff participation was 44.4%, and family participation was only 4.5%. As a result, the survey findings cannot be considered representative of overall stakeholder sentiment. In particular, the family response rate was insufficient to produce valid or actionable conclusions regarding family satisfaction with the school.

Additionally, staff participation was significantly lower than expected given the school's ability to directly engage employees in the survey process. Leadership should review when surveys are administered, how they are communicated, and whether the survey length, format, or content may be limiting participation. Increasing response rates will be critical to ensuring future survey results provide reliable and actionable feedback for school improvement efforts.

The Match's Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	133	84	63.2%
Staff	36	16	44.4%
Families	133	6	4.5%

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	New School	No

Commendations:

- Demonstrating strong reading and math growth from below-grade-level starting points, with meaningful progress across both content areas in only the school's second year of operation.
- Producing consistent academic growth across nearly all student subgroups in reading and math, reflecting the school's ability to support a diverse and underserved student population.
- Establishing structured classrooms with clear expectations, purposeful scaffolding, and actionable feedback, creating a strong foundation for continued instructional growth.

Recommendations:

- Strengthen the connection between NWEA growth and College Board readiness by using PSAT strand data to address skill gaps, particularly for the current 10th-grade cohort.
- Increase opportunities for higher-order thinking and student discourse, especially within small-group instruction and among special populations.
- Implement a proactive, multi-tiered attendance strategy that includes early identification, family engagement, and ongoing progress monitoring as enrollment grows.
- Develop a process for tracking the long-term impact of the instructional model as the school's first legacy student cohort begins to emerge.

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

Commendations:

- Maintaining overall financial viability during a period of significant organizational growth and expansion, while successfully adding a new grade level and exceeding enrollment projections.
- Demonstrating sound financial management through timely financial reporting, routine financial monitoring, and continued compliance with debt obligations.
- Maintaining a clear understanding of the financial realities associated with a phased growth model and proactively planning for long-term sustainability.

Recommendations:

- Continue prioritizing enrollment growth and retention efforts to strengthen long-term financial sustainability and reduce reliance on future growth assumptions.
- Improve liquidity and cash reserve levels by developing strategies that strengthen the school's short-term financial position as enrollment expands.
- Reduce organizational leverage over time through intentional debt management and long-term financial planning.
- Strengthen financial reporting controls and reconciliation processes to ensure continued accuracy and compliance in financial reporting.

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

GOVERNING BOARD

Commendations:

- Maintaining a strong focus on the school's long-term vision while balancing oversight, accountability, and leadership autonomy.
- Demonstrating active and engaged governance through strong attendance, meaningful participation, and ongoing commitment to board development and capacity building.
- Providing consistent oversight of academic, financial, and operational performance through committee structures, regular data review, and strategic discussions.
- Supporting the school's growth and sustainability through thoughtful planning, recruitment of new board expertise, and advancement of key organizational priorities.

Recommendations:

- Strengthen the board's ability to synthesize multiple performance measures into a cohesive understanding of overall school effectiveness and long-term success.
- Continue developing governance systems that support long-term sustainability, including board succession planning, member development, and strategic utilization of board expertise.
- Enhance the connection between performance data, improvement planning, and strategic decision-making to ensure board actions remain closely aligned to desired student and organizational outcomes.
- Continue refining long-term planning and monitoring processes as the school expands, ensuring academic, financial, and organizational priorities remain aligned with the school's mission and growth trajectory.

LEADERSHIP TEAM

Commendations:

- Maintaining stable leadership throughout the 2025–26 school year, supporting continuity, consistent implementation, and responsiveness to identified challenges.
- Establishing strong professional learning systems, including weekly PLCs, curriculum coaching, and collaborative planning, while increasing appropriately licensed staff to 90.5%.
- Establishing a culture of data-informed decision-making through the use of multiple assessment measures to monitor student growth, identify instructional needs, and guide intervention planning.
- Providing consistent academic updates and performance data to the board, supporting informed governance and oversight.

Recommendations:

- Increase consistency in the implementation of instructional initiatives through clearer expectations, regular feedback, and stronger accountability systems.
- Strengthen assessment literacy across the leadership team by developing a deeper understanding of how the school's various assessment measures align, what each assessment is designed to measure, and how results should be used to inform instructional decisions, interventions, and schoolwide improvement strategies.
- Strengthen the connection between assessment data and classroom practice by ensuring instructional adjustments and differentiated supports are consistently evident in classrooms.
- Formalize continuous improvement processes through structured goal setting, progress monitoring, and action planning aligned to school priorities and student outcomes.